Training Needs Assessment and Institutional Needs Assessment


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PART 1: INTRODUCTION TO THE TRAINING NEEDS ASSESSMENT AND INSTITUTIONAL NEEDS ASSESSMENT

1. ABBREVIATIONS USED IN THIS REPORT

Within the scope of this training needs assessment and institutional needs assessment, the research team uses the following abbreviations:
✓ CCTV: Closed circuit television
✓ CRC-Committee: Committee on the Rights of the Child
✓ FGD: Focus group discussion
✓ INA: Institutional needs assessment
✓ UNICEF: United Nations Children’s Fund
✓ MoI: Ministry of Interior
✓ MoJ: Ministry of Justice
✓ MoDFY&SP: Ministry of Demography, Family, Youth and Social Policy
✓ SAO: State Attorney Office
✓ TNA: Training needs assessment
✓ TOT: Training of Trainers

2. OBJECTIVES OF THE TRAINING NEEDS ASSESSMENT AND INSTITUTIONAL NEEDS ASSESSMENT

The final objective of this training needs assessment and institutional needs assessment is to strengthen and tailor specialized training, organised by national training institutions/ departments for justice professionals and psychosocial professionals who deal with children involved in criminal proceedings.¹ If police officers,

¹ In this report, ‘youth police officers’ are considered ‘child justice professionals’.
state attorneys, judges and psychosocial professionals are more specialized, children will be better served, assisted and protected before, during and after their involvement in the criminal justice process. The two groups of children involved in criminal proceedings that are addressed in the needs assessment are:

- Juvenile offenders from 14 up to 18 years of age
- Child victims/witnesses of crime up to 18 years of age

The adjacent TNA/INA-diagram shows how the training needs assessment (TNA) and institutional needs assessment (INA) interrelate and that combined efforts are required to ensure that children involved in criminal proceedings are treated in a **child-sensitive and gender-sensitive manner** and in line with national and international standards and principles. In the present report, the research-team describes the findings of the training needs assessment (Part 2) and institutional needs assessment (Part 3). In the concluding part (Part 3), recommendations are formulated how specialized trainings organised by the Police Academy, Judicial Academy, Center for Education of the Ministry of Justice (MoJ) and Department for Professional Training, Statistics and Analytics of the Ministry of Demography, Family, Youth and Social Policy (MoDFY&SP) may address the training needs of respectively youth police officers, youth state attorneys, youth judges and child psychosocial professionals who deal with juvenile offenders and/or child victims/witnesses of crime in a potentially more efficient and effective manner.

A needs assessment is a systematic approach to gather information by means of methods specifically designed for the needs assessment. A need is considered the discrepancy or gap between ‘what is’ or ‘the actual state of affairs’ with regard to the group of professionals and situation of interest and ‘what should be’ or the ‘required state of affairs’. A **training needs assessment (TNA)** identifies the actual capacity of (groups of) professionals (i.e. ‘child justice professionals’ and ‘child psychosocial professionals’) in one or more areas (i.e. ‘treatment of juvenile offenders and child victims/witnesses of crime’) and compares their actual professional capacity to the required professional capacity (i.e. ‘strengths and gaps in knowledge, skills and attitudes to treat children involved in criminal proceedings in a child-sensitive and gender-sensitive manner and in line with national and international standards and principles’). The difference between the actual and required professional capacities helps to determine the professional capacity gaps and training needs of professionals (see TNA/INA-diagram above) and allows for informed decisions about how (specialized) training programmes and curricula may be improved, especially in terms of training content. An **institutional need assessment (INA)** identifies the actual capacity of (groups of) institutions/departments (i.e. ‘Police Academy’, ‘Judicial Academy’, ‘Center for Education of the Ministry of Justice (MoJ)’ and ‘Department for Professional Training, Statistics and Analytics of the Ministry of Demography, Family, Youth and Social Policy (MoDFY&SP)’) in one or more areas (i.e. ‘specialized training on child justice’) and compares their institutional capacity to the required institutional capacity (i.e. ‘strengths and gaps in organising specialized training for professionals dealing with children involved in criminal proceedings’). The difference between the actual and required institutional capacities helps to determine the institutional capacity gaps and institutional needs of training institutions/departments (see TNA/INA-diagram above) and allows for informed decisions about how (specialized) training programmes and curricula may be improved, especially in terms of kinds of training, training methodology, trainers team and application of new knowledge, skills and attitudes in actual practice.

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2 Only boys and girls who are at or above the minimum age of criminal responsibility, which is 14 years of age in the Croatian juvenile justice context, can be involved in criminal procedures.
Croatia has ratified the Convention of the Rights of the Child (1989) in 1992. The Committee on the Rights of the Child has formulated one observation and three recommendations in its most recent report (2014) that are directly relevant to training for professionals who deal with children involved in criminal proceedings:

✓ Concluding observation 36: “The Committee is further concerned about ongoing violence experienced by children in schools, social welfare and other institutions, including physical violence, bullying, social exclusion and emotional violations, and the lack of adequate training for law enforcement officials, school teachers and staff in social welfare and other institutions to effectively respond to incidents of violence.”

✓ Recommendation 19(c): “Ensure systematic, mandatory and ongoing training on children’s rights for the public at large, children and professionals, in particular the judiciary, social workers, law enforcement officials, health-care personnel, persons working in all forms of alternative care and the media.”

✓ Recommendation 25(b): “Ensure that professionals in the judicial, welfare and other sectors dealing with children systematically receive appropriate training.” [relating to ‘CRC General Comment No. 12 (2009) on the Right of the Child to Be Heard]

✓ Recommendation 59(d): “Ensure that all persons involved in the administration of juvenile justice receive appropriate education and training.”

3. **Recommendations of the Committee on the Rights of the Child Relevant to the Needs Assessment**

The following four groups of professionals who deal with boys and girls involved in criminal proceedings have participated in the training needs assessment:

✓ Youth police officers
✓ Youth state attorneys
✓ (Youth) Judges:
  - youth trial judges (municipal courts and county courts)
  - investigative judges
✓ Child psychosocial professionals:
  - non-legal professionals at state attorney offices
  - non-legal professionals at youth courts
  - psychosocial professionals in social welfare centres
  - psychosocial professionals in social welfare educational institutions (for children/youth with behavioural problems)
  - psychosocial professionals in reformatories
  - psychosocial professionals in juvenile prison

Although the following four groups of professionals are also involved in cases of children involved in criminal proceedings, they have **not participated** in the training needs assessment:

✓ Judges:
  - Supreme court judges: These judges do not have direct contact with juvenile offenders and/or child victims/witnesses of crime. They are not trial judges or investigative judges.
  - Executive judges: These judges are involved in only one sentence for juvenile offenders, i.e. placement in reformatory and juvenile prison.
  - Second instance judges (county courts and the supreme court) if they do not work as trial judges or investigative judges: These judges decide on complaints from first instance judges and do not have direct contact with juvenile offenders and child victims/witnesses of crime.

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3 Committee on the Rights of the Child, Concluding observations on the combined third and fourth periodic reports of Croatia, 13 October 2014. [CRC/C/HRV/CO/3-4]

4 By vocation, psychosocial professionals are mostly social workers, social pedagogues and psychologists. Exceptionally, they can also be pedagogues, teachers, sociologists, etc. Non-legal professionals are also considered psychosocial professionals due to their vocation and job description.

5 The juvenile offenders in the two reformatories that exist in Croatia are between 14 years and 23 years.

6 Only juvenile offenders who were over 16 years of age and under 18 years of age at the time of committing the offence can be sentenced to deprivation of liberty in the juvenile prison.
✓ Youth (defence) lawyers: Lawyers are not trained by one of the national training institutes/departments. The Croatian Bar Association is responsible for training of (youth) lawyers. Because the interventions of youth lawyers in cases of children involved in criminal proceedings can be crucial, the research-team has collected some information on their actual capacity and their training needs (see §10.5.), but not in a systematic manner.

✓ Judicial police: These police officers ensure the security in reformatories and juvenile prison. They have direct contact with boys and girls who are placed in these institutions by the youth court, especially after 6PM and in the weekends. The Center for Education of the Ministry of Justice organises training for judicial police. Because their main responsibility is security and they only indirectly support the treatment of juvenile offenders, the research-team has not included them in the training needs assessment.

✓ Doctors and other medical practitioners: These professionals have direct contact with both juvenile offenders and child victims/witnesses of crime, but are not trained by one of the involved national training institutes/departments, and are primarily perceived as medical/health system professionals.

The following four national training institutes/departments are included in the institutional needs assessment:

✓ Police Academy, responsible for training of:
  • youth police officers

✓ Judicial Academy, responsible for training of:
  • youth judges
  • youth state attorneys
  • non-legal professionals at state attorney offices
  • non-legal professionals at youth courts

✓ Department for Professional Training, Statistics and Analytics (MoDFY&SP), responsible for training of:
  • psychosocial professionals in working social welfare centres
  • psychosocial professionals in working social welfare educational institutions

✓ Center for Education of the Ministry of Justice (MoJ), responsible for training of:
  • psychosocial professionals working in reformatories
  • psychosocial professionals working in the juvenile prison

<table>
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<th>Participants Involved in the Training and Institutional Needs Assessment</th>
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<tr>
<td>Questionnaire</td>
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<td>237 participants</td>
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The overview shows that more than 250 experts, professionals and other stakeholders have participated in the training needs assessment and institutional needs assessment (see ‘Annex 1: Training and institutional needs assessment consultations and participants’).⁹ Also 7 children have shared their views with the research-team. Judges and psychosocial professionals of reformatories and juvenile prison were not able to participate in the initial TNA and the MoDFY&SP and Center for Education (MoJ) could not be involved in the initial INA (1st and 2nd second week of November 2017). Therefore, the research-team has organised a second round of consultations to cover these stakeholders (end of November 2017/beginning of December 2017), i.e. two additional FGDs with judges respectively psychosocial professionals working in one of the reformatories and two additional interviews with MoDFY&SP respectively Center for Education(MoJ). The

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⁷ Some children are young adults in the meantime, i.e. one girl (18 years of age) and three boys (two boys of 19 years and one boy of 22 years of age).

⁸ The research-team had two face-to-face interviews with trainers (Anja Mirosavljević of NGO ‘Out-of-Court Settlement’ and Gordana Buljan Flander of the Child and Youth Protection Center of Zagreb.

⁹ Some stakeholders have participated in more than one consultation, for example in the expert panel discussion as well as a focus group discussion or interview. Most participants in the validation workshop also participated in at least one of the consultations.
The research-team has designed a specific combination of six quantitative and qualitative methods to gather all relevant information on training needs of professionals dealing with children involved in criminal proceedings (TNA) and institutional needs of national training institutes/departments that organise specialized training for child justice professionals and child psychosocial professionals (INA) (see diagram in §4.3.). The TNA/INA-overview below shows the assessment methods and the corresponding objectives. The methodology is designed in such a way that each TNA/INA-objective is assessed through at least two different methods. The objectives ‘professional capacity gaps (TNA)’ and ‘institutional capacity gaps (INA)’ are not included in the overview, but have been analysed by the research-team.

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<th>TNA/INA-Methods and TNA/INA-Objectives</th>
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<td>Assessment Methods:</td>
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<td>Training Institutes/Departments:</td>
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<td>Focus Group Discussions: Professionals:</td>
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<td>Children:</td>
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<td>Consultative Validation Workshop:</td>
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The research-team has conducted the training needs assessment (TNA) and institutional needs assessment (INA) in a five months period, i.e. from September 2017 to January 2018 (see ‘Annex 1: Training and institutional needs assessment consultations and participants’). The following combination of six methods have been used (see adjacent diagram).

✔ **Desk-review**: (September 2017)

Desk-review implies the analysis of relevant information that already exists. It is usually conducted in the starting phase of the research and the collected information is used as basis in subsequent research-methods. The desk-review within the TNA/INA-framework consisted of two parts (see ‘Annex 2: Desk-Review Documents and Topics Reviewed’):

- Review of 38 relevant international legal documents and reports
- Review of 10 relevant national legal documents and reports
✓ **Questionnaire:** (September & October 2017)

Questionnaires allow for large-scale collection of quantitative and qualitative information that can be used as basis in subsequent research-methods. Within the TNA/INA-framework, the research-team has developed an online questionnaire that included seven multiple-choice/closed questions, two open questions and one rating-scale question (see 'Annex 3: Questionnaire, Respondents and Response-Rate'). The research-team had to send the request again to psychosocial professionals, because there was no response at all from them. After the second request the psychosocial professionals of social welfare centres and social welfare educational institutions (MoDFY&SP) have shared the completed questionnaires. The psychosocial professionals of reformatories and the juvenile prison (MoJ) have not received the questionnaire, because they do not have access to the internet at their workplace and have no official e-mail addresses.

✓ **Expert Panel Discussion:** (November 2017)

An expert panel discussion is used when specialized input and opinions are required. The word ‘panel’ means a group of experts. A variety of experts are invited to discuss various topics, to share their experiences, to express their views and to make recommendations. The size of the panel is dependent on the scope of the topics to be discussed. In the present TNA/INA, a maximum of 15 experts was determined. A panel requires a wide range of expertise, skills and experience to ensure that all relevant topics can be addressed. An expert panel discussion provides qualitative data. Within the TNA/INA-framework, the research-team has listed the topics and formulated semi-structured questions in advance of the discussion, but the order as well as the wording of the topics and questions were adjusted on the spot. The research-team conducted only one expert panel discussion with experts on child justice and experts on specialized training for professionals dealing with children involved in criminal proceedings (see ‘Annex 4: Expert Panel Discussion, Participants and Topics Discussed’).

✓ **Interviews:** (November 2017)

An interview is a data collection method when the interviewer/researcher directly communicates with the respondent(s). In general, interviews allow for more in-depth information collection because the interviewer can probe for explanations of responses. Within the TNA/INA-framework, the research-team has used semi-structured interviews in order to collect qualitative data. Semi-structured implies the use of pre-determined questions, but the order of the questions can be adjusted based on the interviewer’s perception of what seems most appropriate. Also, the wording of the questions can be changed and explanations can be given. Inappropriate questions for a particular respondent can be omitted and/or additional questions can be included. The research-team has conducted seven interviews with key-informants (see 'Annex 5: Interviews, Participants and Topics Discussed'):

- Four interviews with representatives of national training institutes/departments:
  - Police Academy
  - Judicial Academy
  - Department for Professional Training, Statistics and Analytics of the Ministry of Demography, Family, Youth & Social Policy (MoDFY&SP)\(^\text{10}\)
  - Center for Education of the Ministry of Justice
- Three interviews with representatives of ministries and governmental bodies:
  - Ministry of Interior (MoI)
  - State Attorney Office (SAO)
  - Ministry of Justice (MoJ)
  - [Ministry of Demography, Family, Youth & Social Policy (MoDFY&SP)]\(^\text{11}\)

✓ **Focus Group Discussions (FGDs):** (November 2017)

A focus group discussion is a qualitative research method. A small group of participants from similar backgrounds and/or experiences are gathered in order to discuss specific topics of interest. A facilitator introduces the topics for discussion through open questions and assists the group of participants to interact and to produce deeper insights about their behaviour. The group dynamics are used to stimulate participants to reveal underlying opinions, ideas, attitudes, feelings and explanations. The questions are asked in an interactive setting where the participants can freely talk with each other. Within the TNA/INA-
Conducting a training needs assessment and institutional needs assessment, no matter how well and timely prepared, never happens without difficulties. The research-team has encountered the following challenges during the course of the assessment:

- The initial online questionnaire has not been shared with psychosocial professionals of social welfare centres and social welfare educational institutions (MoDFY&SP) and psychosocial professionals of reformatories and juvenile prison (MoJ). The MoDFY&SP-professionals have completed the questionnaire one week later when contacted directly, while the psychosocial professionals working in reformatories and juvenile prison could not receive and participate in the online questionnaire at all.
- The research-team has invited some stakeholders relatively late.
- Some invited experts and professionals were not able to participate in the FGDs and/or interviews, but did not provide the research-team with an alternative date/time and/or a colleague.
- A second round of FGDs and interviews had to be organised to cover the stakeholders who were not able to participate in the initial consultations (see §4.1.).
- Psychosocial professionals working in the juvenile prison have not been involved in any consultation, mainly due to logistical obstacles.
- The translation of the draft TNA/INA-conclusions and TNA/INA-recommendations into Croatian required additional editing and proofreading by the research-team.

None of these challenges have substantially affected the outcome of the training needs assessment or institutional needs assessment.

6. Expression of Gratitude

Conducting research implies collecting information. This training needs assessment and institutional needs assessment are no exception to this rule. UNICEF Country Office for Croatia (hereinafter called ‘UNICEF-Croatia’) owes many thanks to many experts, professionals and other stakeholders who were willing to cooperate and to share their experiences and views with the research-team. Considering their very busy schedules, UNICEF-Croatia appreciates their responses to the questionnaire and participation in the discussions and/or consultative workshop very much. Their input, views and recommendations were very
valuable. The research-team will handle the contributions and information confidentially and use it only for the final purpose of the needs assessment, i.e. strengthening and tailoring specialized training for professionals who deal with children involved in criminal proceedings. UNICEF-Croatia would also like to thank the girls and boys who were willing to share their experiences with the research-team. Sincere thanks to all of you!

PART 2: FINDINGS OF THE TRAINING NEEDS ASSESSMENT

7. IDENTIFYING PROFESSIONAL CAPACITY GAPS AND TRAINING NEEDS OF PROFESSIONALS

Through the training needs assessment (TNA), the research-team has identified the required capacity (see §8.) and actual capacity (see §9.) of child justice professionals and child psychosocial professionals with regard to their treatment of juvenile offenders and child victims/witnesses of crime. Subsequently, the researchers have compared the required and actual professional capacities and analysed the strengths (see §10.) and capacity gaps (see §11.) of professionals to treat juvenile offenders and child victims/witnesses of crime in a child-sensitive and gender-sensitive manner and in line with national and international standards and principles. That comparison has resulted in an overview of training needs of youth police officers, youth state attorneys, youth judges and psychosocial professionals (see adjacent TNA-diagram) (see §12.).

8. REQUIRED CAPACITY OF CHILD JUSTICE PROFESSIONALS AND CHILD PSYCHOSOCIAL PROFESSIONALS

The national and international desk-review was the main source for information about the required capacity of child justice professionals and child psychosocial in general (see §4.2. & Annex 2) and has resulted in a long list of required knowledge, skills and attitudes (see page 10 to 13). During the expert panel discussion, the participants received a summary of the required capacities of professionals dealing with children involved in criminal proceedings (see question 8 of the questionnaire in Annex 3) and were invited to add missing capacities and/or to comment on the listed capacities of professionals in general and the specific groups of professionals who deal with children involved in criminal proceedings (see §4.2. & Annex 4).

The Act on Youth Courts (2011) incorporates one provision that concerns the required knowledge, skills and attitudes of child justice professionals, more specific “youth judges and youth state attorneys” (article 38). Also the National Strategy for the Rights of Children in the Republic of Croatia (2014 – 2020), i.e. in the chapter on the justice system, includes a measure that ensures “continuously improving competencies” of professionals dealing with juvenile offenders and child victims/witnesses of crime (measure A.8.). This measure concerns training for “all legal and non-legal professional engaged in criminal procedures with children as well as conducting and executing criminal sanctions” (see box).

Youth Courts Act (2011):
Article 38: “Youth judges and public prosecutors for youths shall have a pronounced inclination for the upbringing, needs and welfare of young people and handle the basic knowledge in the area of criminology, social pedagogy, youth psychology and social work for young people.”

Aim A.8.: “To continuously improve competencies of all legal and non-legal professional engaged in criminal procedures with children, as well as conducting and executing criminal sanctions.”
The initial list of required capacities of child justice professionals and child psychosocial professionals, based on the international and national desk-review (see §4.2. & Annex 2), consisted of the following required knowledge, skills and attitudes:

- **Required capacities of all professionals dealing with children involved in criminal proceedings:**
  - International and regional child-specific instruments/treaties relating to justice for children and/or children rights
  - International and national standards and principles relating to justice for children and/or children rights:
    - Best interest of the child
    - Non-discrimination
    - Participation/expression of views and concerns
    - Life, survival and development
    - Dignity
    - Legal assistance and representation
    - Parental guidance and the child’s evolving capacities
    - Privacy/confidentiality
    - Access to appropriate information
    - Protection from all forms of violence
    - Child-sensitive treatment
    - Gender-sensitive treatment
    - Child-right based approach
    - Multi-disciplinary/multi-sectoral approach (also called ‘interdisciplinary/intersectoral approach’)
    - Reintegration and rehabilitation
    - Restoration
  - International and national jurisprudence concerning justice for children and/or children rights
  - National legislation, regulations, procedures, policies, guidelines and norms concerning juvenile offenders and/or child victims/witnesses of crime
  - Specific topics relevant to the Croatian context of justice for children and/or children rights:
    - Age definitions and criminal responsibility
    - Professionals working in the youth/child justice system and their responsibilities
    - Intersectoral collaboration between professionals of the child justice system and social welfare system and referral mechanisms in cases of juvenile offenders and child victims/witnesses of crime
    - Building rapport with juvenile offenders
    - Building rapport with child victims/witnesses of crime
    - Criminal interventions, measures and sanctions for juvenile offenders
    - Contemporary theories and approaches relevant to juvenile offenders
    - Contemporary forms of behavioural problems among children/youth
    - Criminology, social pedagogy, youth psychology and social work relating to children involved in criminal proceedings
    - Assessing juvenile offenders
    - Assessing child victims/witnesses of crime
    - Writing individual treatment program for juvenile offenders in treatment
    - Writing reports for the state attorney office and/or youth court
    - Interviewing child victims/witnesses of crime
    - Ensuring psychological/emotional support and safe environment for child victims/witnesses of crime
    - Providing psychosocial support to child victims/witnesses of crime
    - Conducting counselling with juvenile offenders
    - Conducting counselling with child victims/witnesses of crime
    - Enhancing motivation for change of juvenile offenders
    - Conducting specific treatment interventions for specific categories of juvenile offenders
  - Criminal justice system for children:
• Stages of the justice process
• Professionals working in the justice system and their responsibilities
• Services and programmes for juvenile offenders and/or child victims/witnesses of crime
• Referral mechanisms for juvenile offenders and/or child victims/witnesses of crime
• Coordination and cooperation mechanisms
• Accountability mechanisms

• Specific problems relating to children involved in criminal proceedings:
  • Obstacles for children and their parents/legal guardians to access the justice system
  • Violence against children
  • Maltreatment, neglect and abuse of boys and girls
  • Corporal punishment
  • Poverty
  • School dropout of children
  • Boys and girls in street situations
  • Children deprived of parental or family care
  • Trafficking and sexual/economical exploitation of children
  • Refugee children and migrant children (also called ‘children on the move’)
  • Special protection for girls
  • Children with disabilities
  • Children and alcohol/drug abuse
  • Treatment of children under the minimum age of criminal responsibility who commit offences
  • Other problems

• Challenges encountered by professionals working in the international and/or national child justice context:
  • Insufficient specialized institutions
  • Insufficient specialized professionals
  • Deprivation of liberty not used as a measure of last resort
  • Separation of children from adults involved in criminal proceedings
  • Unavailability and/or weaknesses of community-based organisations, services and programmes
  • Insufficient coordination and/or collaboration
  • Insufficient monitoring and/or support of children
  • Other challenges

• Child development/child psychology
• Child-sensitive, gender-sensitive and age-appropriate communication with juvenile offenders and child victims/witnesses of crime and their parents/legal guardians
• Interviewing juvenile offenders and child victims/witnesses of crime (according to interview-protocols)
• Promising/good practices of child justice professionals, child psychosocial professionals and other working with juvenile offenders and/or child victims/witnesses of crime

✔ Required capacities of all professionals dealing with juvenile offenders:
• Age of criminal responsibility and other relevant ages
• Dealing with misdemeanour and minor offences through the social welfare system
• Procedural rights and safeguards
• Pre-trial proceedings and child rights
• Trial proceedings and child rights
• Social inquiry report/pre-sentencing report and other reports
• Sentencing principles
• Institutionalisation and deprivation of liberty as a measure of last resort
• Diversion measures (alternative measures)
• Alternatives to pre-trial and post-trial detention
• Restorative juvenile justice approaches
• Custodial measures
• Regular review of measures and sanctions/sentences
- Rights of children deprived of their liberty
- Post-trial proceedings and child rights
- Early (conditional) release from post-trial detention
- Administrative and criminal records and access to records
- Promising/good practices (international and national)
- Statistics with regard to juvenile offenders

**Required capacities of all professionals dealing with child victims/witnesses of crime:**
- Physical, emotional, psychological and social consequences of victimization
- Treatment, therapy, counselling and other kinds of support
- Ten international rights of child victims and witnesses of crime:
  - Right to be treated with dignity and compassion
  - Right to be protected from discrimination
  - Right to be informed
  - Right to be heard and to express views and concerns
  - Right to effective legal, psychosocial, emotional and other assistance
  - Right to privacy
  - Right to be protected from hardship during the justice process
  - Right to safety
  - Right to reparation
  - Right to special preventive measures
- Forensic interviewing of child victims/witnesses of crime of different ages and collecting evidence (according to standard protocols)
- Promising/good practices (international and national)
- Statistics with regard to child victims/witnesses of crime

**Required basic capacities of youth police officers (in Croatia):**
- Knowledge of the legal framework for juvenile offenders and child victims/witnesses of crime
- Conducting interviews with juvenile offenders and child victims/witnesses of crime
- Preparing documentation and relevant reports for internal and external purposes, including the state attorney offices, youth courts, social welfare centres, etc.
- Respecting the dignity of children involved in criminal proceedings

**Required basic capacities of youth state attorneys and youth judges (in Croatia):**
- Knowledge of the legal framework for juvenile offenders and child victims/witnesses of crime (acts, ordinances, procedures, etc.)
- Knowledge of lawful approaches to children involved in criminal proceedings
- Basic knowledge of criminology, social pedagogy, youth psychology and social work relating to children involved in criminal proceedings
- Communication with children involved in criminal proceedings in a child-sensitive and gender-sensitive way and according to the laws, legal procedures and child’s best interests

**Required basic capacities of youth non-legal professionals at state attorney offices (in Croatia):**
- Knowledge of the legal framework for juvenile offenders and child victims/witnesses of crime
- Basic knowledge of criminology, social pedagogy, youth psychology and social work relating to children involved in criminal proceedings
- Assessing criminogenic risk and protective factors in cases of juvenile offenders (like: personal, family and educational factors)
- Writing professional reports for state attorney offices, including recommendations on interventions (like: dismissing criminal charges, diversion measures, continuing with criminal proceedings, sanctioning, etc.)
- Participating in interviewing/interrogation-process and collecting evidence, especially in cases of juvenile offenders with a specific psychophysical status and characteristics

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The listed basic capacities are based on the job description in the ‘Ordinance on the Work of Professional Non-Legal Associates on Jobs within Juvenile Delinquency and Legal-Criminal Protection of Children in State Attorney and at the Courts’ (Official Gazette 22/2013)
• Assisting child victims/witnesses of crime when they are involved in criminal proceedings, especially questioning by the court through CCTV
• Conducting interviews with parents/legal guardians of children involved in criminal proceedings
• Conducting and supervising special obligations imposed on juvenile offenders by state attorney offices
• Conducting control trials for juvenile offenders on special obligations imposed by state attorneys
• Assisting youth state attorneys in all decision-making processes and in communication with social welfare centres, especially when social protection of children will be required
• Supervising the execution of all sanctions for juvenile offenders, including visits to the institutions where juvenile offenders are placed

✓ **Required basic capacities of youth non-legal professionals at youth courts (in Croatia):**

• Basic knowledge of criminology, social pedagogy, youth psychology and social work relating to children involved in criminal proceedings
• Informing child victims/witnesses of crime and their parents/legal guardians about the criminal process
• Assessing children involved in criminal proceedings
• Assessing child victims/witnesses of crime and gathering relevant information about child victims of crime (like: anamnestic information, family circumstances, schooling and other relevant social circumstances) which can also assist judges
• Writing reports for youth judges, including recommendations on sanctions for juvenile offenders, and justifying the proposed sanctions during trial proceedings
• Assisting youth judges with required special protection measures for child victims/witnesses of crime, children’s ability and readiness for questioning
• Conducting control trials for juvenile offenders on sanctions imposed by the youth judges
• Assisting youth judges in all decision-making processes and in communication with the social welfare system, especially when social protection of children will be required
• Participating in the development of individual treatment programs of juvenile offenders
• Supervising the execution of all sanctions for juvenile offenders, including visits to the institutions where juvenile offenders are placed
• Preparing child victims/witnesses for their court hearings
• Questioning children victims/witnesses through CCTV according to the judge’s order
• Providing general information about criminal procedures to parents/legal guardians in cases of legal criminal protection of children

✓ **Required basic capacities of youth psychosocial professionals (in Croatia):**

• Psychosocial professionals dealing with juvenile offenders in the social welfare system and/or justice system:
  o Knowledge of the legal framework for juvenile offenders
  o Conducting assessments of juvenile offenders
  o Preparing and writing individual treatment programs
  o Reporting on conducting all legal interventions (measures and sanctions)
  o Communicating and rapport building with juvenile offenders and their parents/legal guardians
  o Conducting legal measures and sanctions for juvenile offenders (like: counselling, probation, institutional care and treatment, etc.)
  o Developing and conducting treatment programs for juvenile offenders with specific psychosocial characteristics
• Psychosocial professionals dealing with child victims/witnesses of crime at social welfare centres:
  o Knowledge of the legal framework for child victims/witnesses of crime
  o Communicating in a child-sensitive and gender-sensitive manner
  o Supporting child victims/witnesses of crime

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13 Control trials are trials where the youth judge and/or non-legal professional working at the youth courts reviews the need for further enforcement of educational measures at least every six months.
14 See previous footnote.
The experts who participated in the **expert panel discussion** have discussed the required capacities of child justice professionals and child psychosocial professionals. In general, they agreed with the summary of the above listed required knowledge, skills and attitudes for professionals in general (pages 10 to 13). In addition, they have emphasized and/or added the following required capacities for professionals in general and youth police officers, youth state attorneys, youth judges and psychosocial professionals in particular:

**Required capacities of all professionals dealing with children involved in criminal proceedings:**

- **Required knowledge** *(n=15):*
  - New legal procedures, bylaws and amendments of legislation relevant to children involved in criminal proceedings and their parents/families (like: Criminal Procedure Act)
  - Harmonisation of national legal provisions and child rights with international and European standards on child justice
  - Ages relevant to child justice and terminology relating to child justice (like: child, minor, juvenile, young adult, etc.)
  - Unequal access to justice for children and their parents/families
  - Treatment of children involved in criminal proceedings and working with their parents/families
  - Treatment versus assessment of juvenile offenders and child victims/witnesses of crime
  - Counselling versus advising of juvenile offenders and child victims/witnesses of crime
  - Internalized problems of children (like: anxiety, social issues, etc.)
  - New measures and sanctions for juvenile offenders and measures for their parents/legal guardians
  - Information children need to receive when they will be/are involved in criminal proceedings
  - Gender-specific and cultural-specific development of children
  - Domestic violence
  - Children with disabilities
  - Child migrants, child refugees and Roma children involved in criminal proceedings (like: culture, traditions, approaches, etc.)
  - Available and lacking community-based services and programmes for children involved in criminal proceedings and their parents/families

- **Required skills** *(n=12):*
  - Implementing national legal provisions lawfully and appropriately
  - Communicating with children involved in criminal proceedings and their parents/families
  - Cultural sensitive communication (refugee children and Roma children)
  - Informing children involved in criminal proceedings and their parents/legal guardians
  - Dealing with children under the minimum age of criminal responsibility who are involved/forced into crime
  - Dealing with children who are juvenile offenders but also child victims of crime (like: child abuse, domestic violence, etc.)
  - Dealing with special groups of children involved in criminal proceedings (like: children with disabilities, traumatized children, victims of domestic violence, other delicate cases, etc.)
  - Tailoring measures and sanctions to the individual circumstances and needs of juvenile offenders

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15 The experts have mentioned that knowledge and skills cannot be separated. Most of the required skills of professionals imply certain knowledge and the other way around. For example, applying the principles ‘best interests of children involved in criminal proceedings’ or ‘non-discrimination’ requires that professionals have knowledge of the concepts of ‘best interests of children’ and ‘non-discrimination’ and understand the meaning. Another example the experts have discussed, is that knowledge of the ten international rights of child victims/witnesses of crime is not enough, professionals also need skills to implement the rights at the different stages on the criminal justice process. Integration of attitudes that support these principles was also emphasized for successful implementation and practice on all levels.

16 The experts have underlined that communication is not one skill, but implies a set of skills such as forensic interviewing, interrogation, providing information to children of different ages, informing parents/legal guardians of children involved in criminal proceedings, etc.
Assessing whether child victims/witnesses of crime require special protection in criminal proceedings, especially in court, and, if so, which measures need to be taken to avoid secondary victimization

- Interdisciplinary approach to children involved in criminal proceedings
- Collaboration with schools, community-based organisations/civil society organisations and other professionals dealing with children involved in criminal proceedings
- Coping with pressure from local communities on child justice professionals, especially judges

- Required attitudes/values (n=3):
  - Sensitivity to children involved in criminal proceedings and treating them differently than adults (involved in criminal proceedings)
  - Values incorporated in the CRC (like: treating children with dignity, etc.)
  - Professional collaboration, especially intersectorial and interdisciplinary collaboration

- Required capacities of youth police officers: [no additional capacities mentioned]

- Required capacities of youth state attorneys:
  - Legal amendments and new criminal procedures relating to children involved in criminal proceedings (like: Criminal Procedure Act)
  - Pre-trial procedures and measures for juvenile offenders, especially juveniles involved in offences carrying a sentence of less than 5 years of imprisonment
  - Dealing with juvenile offenders and child victims/witnesses of crime in general
  - Interviewing juvenile offenders
  - Interviewing child victims/witnesses of crime and formulating appropriate questions
  - Tailoring measures to individual juvenile offenders and understanding the rational of choosing available measures
  - Restorative justice approaches applicable to juvenile offenders, especially ‘out-of-school settlement’

- Required capacities of youth judges:
  - Interviewing children involved in criminal proceedings and formulating appropriate questions
  - Collaborating with state youth attorneys and youth non-legal professionals at youth courts
  - Differential treatment of juvenile offenders
  - Objectivity and moral values

- Required capacities of psychosocial professionals:
  - Non-legal professionals working at state attorney offices:
    - Legal amendments, new criminal procedures and social welfare provisions relevant to children involved in criminal proceedings
    - Acting without unnecessary delay
    - Communicating with children involved in criminal proceedings
    - Assessing appropriate measures for juvenile offenders that can be proposed to the youth court
    - Dealing with adult perpetrators who have allegedly committed a crime against a child
    - Collaborating with state attorneys and youth judges in cases of children involved in criminal proceedings
    - Available community-based organisations that offer services and programmes for children involved juvenile offenders in criminal proceedings
  - Non-legal professionals working at youth courts:
    - Legal amendments and new legal procedures relevant to children involved in criminal proceedings
    - Communicating with children involved in criminal proceedings and their parents/legal guardians
    - Assessing appropriate measures for juvenile offenders that can be proposed to the youth judge, measures that match with the risks/needs and specific characteristics of the juveniles
    - Measures for juvenile offenders that are available in local communities
    - Dealing with reoffenders (special needs, measures and sanctions)
    - Dealing with juvenile offenders who are refugees (other language, culture, approach, assessment of their needs, counselling, etc.)
    - Preparing child victims/witnesses of crime for going to court and interviewing them from the CCTV-room
9. Actual Capacities and Strengths of Child Justice Professionals and Child Psychosocial Professionals

The questionnaire and focus group discussions (FGDs) have been the sources of information about the actual capacity and strengths of child justice professionals and child psychosocial professionals. The questionnaire has shown the knowledge and skills that professionals have acquired and their strengths\(^\text{17}\) according to the professionals themselves (‘self-assessment’) (see §4.2. & Annex 3). During the FGDs with professionals, the participants have elaborated on the actual knowledge, skills and attitudes of the various professional groups that deal with children involved in criminal proceedings (see §4.2. & Annex 6). Youth judges and psychosocial professionals working in reformatories and the juvenile prison were not present during the initial FGD. Two separate FGDs have been organised for them (see §4.1.). Also some boys and girls who have been involved in criminal proceedings as juvenile offenders or child victims of crime, have given their opinion on the strengths of youth police officers, youth state attorneys, youth judges and child psychosocial professionals (see the quotes in the boxes at the end of the subsections).

9.1. Strengths of Youth Police Officers

According to the youth police officers themselves, i.e. the 21 officers that have completed the questionnaire, their 19 strengths are the following:

- **Knowledge strengths (n=7):**
  - National child-specific legislation, regulations and guidelines relevant to justice for children and children rights
  - Juvenile delinquency and contemporary theories/approaches
  - How to deal with children under the minimum age of criminal responsibility who commit offences
  - Challenges encountered by child justice professionals
  - Procedural rights and safeguards of children in conflict with the law/juvenile offenders
  - Rights of children deprived of their liberty
  - Effects of victimization

- **Skills strengths (n=12):**
  - Applying the principle ‘best interest of the child’
  - Applying the principle ‘non-discrimination of children’
  - Applying the principle ‘deprivation of liberty as a measure of last resort for children’
  - Implementing the ‘right to privacy/confidentiality’
  - Building rapport with juvenile offenders
  - Building rapport with children victims of crimes
  - Communicating with juvenile offenders in a child-sensitive and gender-sensitive manner
  - Communicating with child victims/witnesses of crime in a child-sensitive and gender-sensitive manner
  - Communicating with parents/legal guardians of children in contact/conflict with the law
  - Conducting informative interviews with alleged juvenile offenders

\(^\text{17}\) A ‘strength’ implies that 50% or more of the professionals have indicated in the questionnaire that they have acquired that particular knowledge/skill ‘to a great extent’.
• Conducting informative interviews with children victims/witnesses of crimes
• Writing reports concerning children in contact/conflict with the law to the Court and/or State Attorney Office

During the FGD with child justice professionals, the following 3 strengths of youth police officers have been added to the above list:
✓ Legislation relevant to children involved in criminal proceedings
✓ Interviewing techniques, in cases of both juvenile offenders and child victims/witnesses of crime of crime
✓ Interpersonal skills, such as communication, building rapport, asking age-appropriate questions, active listening, etc., because almost all youth police officers are psychosocial professionals

“It was good that the police came in civil clothes to my school. Otherwise everybody would have known that something had happened or thought that I had done something wrong.”

“I came with my father to the police station to report the crime. At first, I did not feel comfortable talking to the two male officers. I had a feeling they did not believe me. Then they called a female police officer. She was very nice. She stayed with me and hold my hand during the physical examination.”

“Sometimes we encounter a ‘good cop’. They give you a cigarette or water, talk to you and do not let you wait too long. Sometimes they give you advice.”

9.2. STRENGTHS OF YOUTH STATE ATTORNEYS

According to the youth state attorneys themselves, i.e. the 77 attorneys that have completed the questionnaire, their 13 strengths are the following:
✓ Knowledge strengths (n=4):
  • National child-specific legislation, regulations and guidelines relevant to justice for children and children rights
  • How to deal with children under the minimum age of criminal responsibility who commit offences
  • Procedural rights and safeguards of children in conflict with the law/juvenile offenders
  • Rights of children deprived of their liberty
✓ Skills strengths (n=9):
  • Applying the principle ‘best interest of the child’
  • Applying the principle ‘non-discrimination of children’
  • Applying the principle ‘deprivation of liberty as a measure of last resort for children’
  • Implementing the ‘right to privacy/confidentiality’
  • Building rapport with juvenile offenders
  • Building rapport with children victims of crimes
  • Communicating with parents/legal guardians of children in contact/conflict with the law
  • Conducting informative interviews with alleged juvenile offenders
  • Conducting informative interviews with children victims/witnesses of crimes

During the FGD with child justice professionals, the following 4 strengths of youth state attorneys have been added to the above list:
✓ Legal framework for children involved in criminal proceedings
✓ Respecting legal prerequisites
✓ Deciding on the most appropriate measures for juvenile offenders
✓ Interviewing children involved in criminal proceedings
9.3. STRENGTHS OF YOUTH JUDGES

According to the youth judges themselves, i.e. the 5 investigative judges and 20 trial judges that have completed the questionnaire, their respectively 10 strengths and 2 strengths are the following:

✔ Knowledge strengths (n=5):
  • National child-specific legislation, regulations and guidelines relevant to justice for children and children rights (investigative & trial judges)
  • Juvenile delinquency and contemporary theories/approaches (investigative judges)
  • How to deal with children under the minimum age of criminal responsibility who commit offences (investigative judges)
  • Challenges encountered by child justice professionals (investigative judges)
  • Procedural rights and safeguards of children in conflict with the law/teenage offenders (investigative & trial judges)

✔ Skills strengths (n=5):
  • Applying the principle ‘deprivation of liberty as a measure of last resort for children’ (investigative judges)
  • Building rapport with juvenile offenders (investigative judges)
  • Building rapport with children victims of crimes (investigative judges)
  • Communicating with child victims/witnesses of crime in a child-sensitive and gender-sensitive manner (investigative judges)
  • Conducting informative interviews with children victims/witnesses of crimes (investigative judges)

During the FGD with investigative and trial judges, the following strength of youth judges has been added to the above list:

✔ Trial judges:
  • Understanding and valuing the need for intersectorial and multi-disciplinary approach in matters concerning children involved in criminal proceedings

“After the interview (hearing), the judge came to me in the video-camera-room and introduced herself. That was very good and I liked that. I then knew who was in charge.”

Girl-victim

“The investigative judges let me go again and again. They were too soft with me. I was happy of course, but I asked the judge: ‘do I have to kill someone before you keep me in detention after my arrest?’”

“Judges always want to help. They look at my situation, especially my parents. I have good parents, so the judges always let me go.”

Boy-offenders

9.4. STRENGTHS OF CHILD PSYCHOSOCIAL PROFESSIONALS

9.4.1. NON-LEGAL PROFESSIONALS WORKING AT STATE ATTORNEY OFFICES AND YOUTH COURTS

According to the 18 non-legal professionals at state attorney offices themselves who have completed the questionnaire, their 26 strengths are the following:

✔ Knowledge strengths (n=13):
  • National child-specific legislation, regulations and guidelines relevant to justice for children and children rights
  • Juvenile delinquency and contemporary theories/approaches
  • Social pedagogy and social work with children/youth with behavioural problems
  • How to deal with children under the minimum age of criminal responsibility who commit offences
• Promising/good child justice practices
• Characteristics of the various stages of child development
• Procedural rights and safeguards of children in conflict with the law/ juvenile offenders
• Diversion measures (alternative measures)
• Alternative sanctions (community sanctions)
• Restorative justice
• Rights of children deprived of their liberty
• Services and programmes for children in conflict with the law/ juvenile offenders
• Developmental psychology

☑ Skills strengths (n=13):
• Applying the principle ‘best interest of the child’
• Applying the principle ‘non-discrimination of children’
• Applying the principle ‘participation of children’
• Applying the principle ‘deprivation of liberty as a measure of last resort for children’
• Implementing the ‘right to privacy/confidentiality’
• Communicating with juvenile offenders in a child-sensitive and gender-sensitive manner
• Communicating with parents/legal guardians of children in contact/conflict with the law
• Conducting informative interviews with alleged juvenile offenders
• Conducting counselling with juvenile offenders
• Preparing social inquiry reports/pre-sentencing report in cases of juvenile offenders
• Assessing juvenile offenders
• Conducting diversion measures (alternative measures)
• Conducting alternative sanctions (community sanctions)

During the FGD with child justice professionals, the following 3 strengths of non-legal professionals at state attorney offices have been added to the above list:
☑ Legal framework for children involved in criminal proceedings
☑ Collaboration with state attorneys (see quote in box)
☑ Out-of-court settlement/mediation

According to the 16 non-legal professionals at youth courts themselves who have completed the questionnaire, their 37 strengths are the following:
☑ Knowledge strengths (n=15):
• National child-specific legislation, regulations and guidelines relevant to justice for children and children rights
• Juvenile delinquency and contemporary theories/approaches
• Social pedagogy and social work with children/youth with behavioural problems
• How to deal with children under the minimum age of criminal responsibility who commit offences
• Challenges encountered by child justice professionals
• Characteristics of the various stages of child development
• Procedural rights and safeguards of children in conflict with the law/ juvenile offenders
• Diversion measures (alternative measures)
• Alternative sanctions (community sanctions)
• Restorative justice
• Rights of children deprived of their liberty
• Services and programmes for children in conflict with the law/ juvenile offenders
• Counselling, therapy and psycho-social support for child victims/witnesses of crime
• Effects of victimization
• Developmental psychology
☑ Skills strengths (n=22):

“Psychosocial professionals can better function and better work with children involved in criminal proceedings when they understand the work, responsibilities, challenges and concerns of their colleagues working with child victims/witnesses of crime and juvenile offenders.”  
Psychosocial professional
Applying the principle ‘best interest of the child’
Applying the principle ‘non-discrimination of children’
Applying the principle ‘participation of children’
Applying the principle ‘deprivation of liberty as a measure of last resort for children’
Implementing the ‘right to privacy/confidentiality’
Building rapport with juvenile offenders
Building rapport with children victims of crimes
Communicating with juvenile offenders in a child-sensitive and gender-sensitive manner
Communicating with child victims/witnesses of crime in a child-sensitive and gender-sensitive manner
Communicating with parents/legal guardians of children in contact/conflict with the law
Conducting informative interviews with alleged juvenile offenders
Conducting informative interviews with children victims/witnesses of crimes
Conducting counselling with juvenile offenders
Conducting counselling with child victim/witness of crimes
Ensuring a psychological safe environment for children throughout the criminal proceedings
Preparing social inquiry reports/pre-sentencing report in cases of juvenile offenders
Assessing juvenile offenders
Assessing children victims/witnesses of crimes
Conducting diversion measures (alternative measures)
Conducting alternative sanctions (community sanctions)
Writing individual treatment programs for juvenile offenders
Writing reports concerning children in contact/conflict with the law to the Court and/or State Attorney Office

During the FGD with child justice professionals, the following 4 strengths of non-legal professionals at youth courts have been added to the above list:

- Legal framework for children involved in criminal proceedings
- Collaboration with youth judges
- Preparing child victims/witnesses of crime for their involvement in criminal proceedings (see quote in box)
- Interviewing child victims/witnesses of crime through CCTV

“I work in Sisak, which is a poor county compared to others. I do not prepare child victims/witnesses of crime for their appearance in court in the court-environment itself. I go to the field, for example to the child’s school. The children cannot afford transportation to the court-building.”

Non-legal professional

“...explained to me what was going to happen tomorrow. She read aloud the booklets to me. She also showed the empty court-room and the video-camera-room. I was with my mother then and it was good that I knew it before. I think for younger children it is even more important that the social worker explains the court process.”

“...asked me the question and while I was answering her question. She was really listening to me.”

Girl-victims

9.4.2. Psychosocial Professionals Working in Social Welfare Centres

According to the psychosocial professionals themselves, i.e. the 71 professionals working in social welfare centres that have completed the questionnaire, their 11 strengths are the following:

- Knowledge strengths (n=3):
  - Social pedagogy and social work with children/youth with behavioural problems
- How to deal with children under the minimum age of criminal responsibility who commit offences
- Characteristics of the various stages of child development

✔ Skills strengths (n=8):
  - Applying the principle ‘best interest of the child’
  - Building rapport with juvenile offenders
  - Communicating with juvenile offenders in a child-sensitive and gender-sensitive manner
  - Communicating with parents/legal guardians of children in contact/conflict with the law
  - Conducting counselling with juvenile offenders
  - Preparing social inquiry reports/pre-sentencing report in cases of juvenile offenders
  - Assessing juvenile offenders
  - Writing reports concerning children in contact/conflict with the law to the Court and/or State Attorney Office

During the FGD with child psychosocial professionals, the following 2 strengths of professionals of social welfare centres have been added to the above list:
- Preparing reports on juvenile offenders
- Conducting community-based measures and sanctions for juvenile offenders

### 9.4.3. Psychosocial Professionals Working in Social Welfare Educational Institutions

According to the psychosocial professionals themselves, i.e. the 9 professionals working in social welfare educational institutions that have completed the questionnaire, their 10 strengths are the following:

✔ Knowledge strengths (n=6):
  - Juvenile delinquency and contemporary theories/approaches
  - Social pedagogy and social work with children/youth with behavioural problems
  - Characteristics of the various stages of child development
  - Counselling, therapy and psycho-social support for child victims/witnesses of crime
  - Effects of victimization
  - Developmental psychology

✔ Skills strengths (n=4):
  - Building rapport with juvenile offenders
  - Building rapport with children victims of crimes
  - Communicating with juvenile offenders in a child-sensitive and gender-sensitive manner
  - Communicating with child victims/witnesses of crime in a child-sensitive and gender-sensitive manner

During the FGD with child psychosocial professionals, the following 2 strengths of professionals of social welfare educational institutions have been added to the above list:
- Providing residential treatment for juvenile offenders
- Building relationships with juvenile offenders and their parents/legal guardians (and family)

### 9.4.4. Psychosocial Professionals Working in Reformatories and the Juvenile Prison

The child psychosocial professionals working in reformatories and the juvenile prison have not completed the questionnaire and have not participated in the FGD with child psychosocial professionals. Their strengths have been discussed during the additional FGD (see §4.1.). Child psychosocial professionals from reformatories and the juvenile prison have been invited, but only professionals from the reformatory in Turopolje could participated due to organizational barriers. The reformatory-professionals have mentioned the following 3 strengths:
- Specialization in and applying treatment programs for different types of juvenile offenders and/or children with specific behavioural problems
Applying creative/artistic methods/therapy in psychosocial treatment work with juvenile offenders, like drawing, drama, etc.

Team work, communication and collaboration with judicial police in the reformatory who have the same goals but different professional tasks (security/order by judicial police and treatment/child development by psychosocial professionals)


The capacity gaps of the various groups of professionals have been systematically analysed by the research-team by means of the questionnaire (see §4.2.). The professionals have listed their individual training needs in the questionnaire as well (see question 8 in the questionnaire in Annex 3). Also during the expert panel discussion, interviews with Ministries/Governmental Bodies and training institutions/departments and focus group discussions (FGDs) with professionals and the children (see quotes in the boxes), the training needs of child justice professionals and child psychosocial professionals have been discussed (see §4.2. & Annex 6). The training needs listed by the professionals in the questionnaire were shown to the experts and participants in the discussions and FGDs and their comments are included in this section (§10.1. to §10.4.). In this section, we also discuss the training needs of child lawyers (§10.5.).

In general, the participants in the expert panel discussion, interviews and FGDs acknowledged the capacity gaps and training needs identified through the questionnaire. The participants have mentioned 2 training needs for all professionals dealing with children involved in criminal proceedings, namely:

- Applying the principle ‘participation of children in decision-making’
- Applying the principle ‘deprivation of liberty as a measure of last resort for children’

10.1. Capacity Gaps and Training Needs of Youth Police Officers

According to the analysis by the research-team, the 21 youth police officers who completed the questionnaire have the following 7 capacity gaps:

- Most pressing knowledge gaps (n=3):
  - Diversion measures (alternative measures)
  - Restorative justice
  - Services and programmes for children in conflict with the law/juvenile offenders
- Other knowledge gaps (n=4):
  - Promising/good child justice practices
  - Diversion measures (alternative measures)
  - Alternative sanctions (community sanctions)
  - Ten international rights of child victims/witnesses of crime
- Most pressing skills gaps (n=0): --
- Other skills gaps (n=0): --

The youth police officers have added the following 6 training needs themselves to the above list:

- Treatment of children victims in general (n=6)
- Cyber-crime investigation (n=6)
- Assessment of child victims (n=4)
- Assessment of juvenile offenders (n=3)
- Developmental psychology (n=3)
- Prevention of juvenile delinquency (n=3)

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18 A ‘capacity gap’ implies that 30% or more of the professionals have indicated in the questionnaire that they have acquired that particular knowledge/skill ‘to a limited extent’ (= ‘most pressing knowledge/skills gaps’) or 50% or more of the professionals have indicated that they have acquired that particular knowledge/skill ‘to some extent’ (= ‘other knowledge/skills gaps’).

19 Only training needs that have been mentioned by 15% or more of the professionals are listed in these subsections (§10.1. to §10.4.).
During the expert panel discussion, interviews and FGDs with stakeholders, the participants acknowledged the above listed capacity gaps and/or training needs of youth police officers and emphasized that interpersonal skills, such as communication, building rapport, etc., are not training needs of youth police officers, because almost all of them have a university degree (preferably master) as criminalist, social pedagogue, pedagogue, psychologist, social worker or legal professional. Only in exceptional cases, police officers have only high-school level education (see §14.1. of Part 2). The participants in the expert panel discussion, interviews and FGDs have further discussed the following 3 training needs of youth police officers:

✓ Applying the principle ‘participation of children in decision-making’
✓ Applying the principle ‘deprivation of liberty as a measure of last resort for children’
✓ Cyber-crime

“The police called me while I was working. They did not want to upset me, so they told me to come to the police station because my daughter had done something with a mobile-phone. It took me 40 minutes to drive from my work to the police station and I was very worried and could not understand why she was in trouble. I understand that they did not want to tell me what was going on by the phone, but I think they could have given some other reason, because this one (about the phone) did not make sense to me, which made me more worried.”

Mother of a victim

“All of us are beaten up by police, especially if you are a re-offender you get treated really worse. One time, I was sitting with my mother in the waiting-room and this policeman came ... he was just walking by the hall ... he hit me and went away again. My mother did not dare to say anything. And that was not the policeman that was going to question me.”

“If you are registered as football-supporter, the police treat you differently, worse. It’s the same with Roma kids and those who commit severe crimes.”

“If the police do not beat me up, they make fun of me. Once, the police man told me to take of my socks so he could see my toe nails, because I had long finger-nails.”

Boy-offenders

10.2. Capacity Gaps and Training Needs of Youth State Attorneys

According to the analysis by the research-team, the 77 youth state attorneys who completed the questionnaire have the following 10 capacity gaps:
✓ Most pressing knowledge gaps (n=0): --
✓ Other knowledge gaps (n=10):
  - International standards, norms and principles relating to justice for children and children rights
  - Social pedagogy and social work with children/youth with behavioural problems
  - Contemporary forms of behavioural problems among /youth
  - Barriers and enablers to access to justice/equitable access to justice
  - Challenges encountered by child justice professionals
  - Characteristics of the various stages of child development
  - Services and programmes for children in conflict with the law/juvenile offenders
  - Counselling, therapy and psycho-social support for child victims/witnesses of crime
  - Ten international rights of child victims/witnesses of crime
  - Developmental psychology
✓ Most pressing skills gaps (n=0): --
✓ Other skills gaps (n=0): --

The youth state attorneys have added the following 8 training needs themselves to the above list:
✓ Conventions, international norms and standards (n=31)
✓ Questioning child offenders (n=29)
✓ Regulations on the protection of children and minors (n=24)
✓ Questioning child victims (n=21)
✓ Criminal offenses committed against children (n=20)
✓ Legal criminal protection of children (n=16)
✓ Choice of juvenile sanctions (n=15)
✓ Cyber-crime (n=12)

During the expert panel discussion, interviews and FGDs with stakeholders, the following 6 training needs of youth state attorneys have been discussed:
✓ Applying the principle ‘participation of children in decision-making’
✓ Applying the principle ‘deprivation of liberty as a measure of last resort for children’
✓ Amendments and new criminal procedures relevant to children involved in criminal proceedings and their parents/legal guardians
✓ Harmonisation of national child-specific legislation with European legislation and standards
✓ Alternatives to detention for juvenile offenders
✓ Interpersonal skills (like: communication, rapport building, etc.) (see quote in the box)

“State attorneys need to know how to deal with juvenile offenders, because children see attorneys often as the ‘bad guys’.”
State attorney

“You are with the state attorney for 20 minutes, maximum. They type your personal information and then you can go.”

“The state attorney looks at us from above. They roll their eyes and think you are guilty.”
Boy-offenders

10.3. CAPACITY GAPS AND TRAINING NEEDS OF YOUTH JUDGES

The questionnaire has shown the following capacity gaps and training needs of the 5 youth investigative judges and 20 youth trial judges who completed the questionnaire:

The analysis by the research-team revealed the following 5 capacity gaps of the 5 youth investigative judges:
✓ Most pressing knowledge gaps (n=0): --
✓ Other knowledge gaps (n=5):
  • Social pedagogy and social work with children/youth with behavioural problems
  • Barriers and enablers to access to justice/equitable access to justice
  • Diversion measures (alternative measures)
  • Alternative sanctions (community sanctions)
  • Counselling, therapy and psycho-social support for child victims/witnesses of crime
✓ Most pressing skills gaps (n=0): --
✓ Other skills gaps (n=0): --

The investigative judges have added the following 6 training needs themselves to the above list:
✓ Assessing victims (n=2)
✓ Children’s rights (n=2)
✓ Questioning children (n=1)
✓ International regulations (n=1)
✓ Psychological approach to children (n=1)
✓ Determination of pre-trial detention (n=1)

The analysis by the research-team revealed the following 25 capacity gaps of the 20 youth trial judges:
Most pressing knowledge gaps (n=3):
- Characteristics of the various stages of child development
- Effects of victimization
- Developmental psychology

Other knowledge gaps (n=12):
- International standards, norms and principles relating to justice for children and children rights
- Contemporary forms of behavioural problems among youth
- Barriers and enablers to access to justice/equitable access to justice
- How to deal with children under the minimum age of criminal responsibility who commit offences
- Challenges encountered by child justice professionals
- Promising/good child justice practices
- Diversion measures (alternative measures)
- Alternative sanctions (community sanctions)
- Restorative justice
- Services and programmes for children in conflict with the law/ juvenile offenders
- Counselling, therapy and psycho-social support for child victims/witnesses of crime
- Ten international rights of child victims/witnesses of crime

Most pressing skills gaps (n=0):

Other skills gaps (n=10):
- Applying the principle ‘best interest of the child’
- Applying the principle ‘non-discrimination of children’
- Applying the principle ‘participation of children’
- Applying the principle ‘deprivation of liberty as a measure of last resort for children’
- Implementing the ‘right to privacy/confidentiality’
- Building rapport with children victims of crimes
- Communicating with juvenile offenders in a child-sensitive and gender-sensitive manner
- Communicating with child victims/witnesses of crime in a child-sensitive and gender-sensitive manner
- Assessing juvenile offenders
- Assessing children victims/witnesses of crimes

The youth trial judges have added the following 10 training needs themselves to the above list:
- Alternative measures and alternative sanctions (n=10)
- International documents on children’s rights (n=8)
- Psychology and developmental stages of a child (n=7)
- Legal criminal protection of children (n=6)
- Child-friendly justice (n=6)
- Developmental psychology (n=5)
- Ten international rights of child victims/witnesses (n=5)
- Protection of child victims (n=4)
- Trial of children in court (n=3)
- Cooperation of various state institutions in criminal proceedings towards children (n=3)

During the expert panel discussion, interviews and FGDs with youth judges and stakeholders, the following 6 training needs of youth judges have been discussed:
- Applying the principle ‘participation of children in decision-making’
- Applying the principle ‘deprivation of liberty as a measure of last resort for children’
- International conventions relating to children involved in criminal proceedings (like: Convention on Protection of Children against Sexual Exploitation and Sexual Abuse of the Council of Europe (‘Lanzarote Convention’)
✓ Amendments and new criminal procedures relevant to children involved in criminal proceedings and their parents/legal guardians
✓ Harmonisation of national child-specific legislation with European legislation and standards
✓ Interpersonal skills (communication, rapport building, etc.) with children involved in criminal proceedings (see quote in box)
✓ Specific communication skills when children have intellectual and/or mental health difficulties
✓ Knowledge of criminal procedure when children are involved in criminal proceedings,
✓ Understanding the importance of youth justice system and consequences for child development when procedure is not conducted properly
✓ Knowledge of new technologies that are used today as modalities for committing criminal offences (e.g. offences committed through social networks, etc.)

“Judges, state attorneys and non-legal professionals do not have basics interpersonal skills. Some professionals revictimize child victims, but do not realise that. Actually, the less child justice professionals know, the stronger they are convinced that they treat children appropriately.

Psychosocial professional

“I wanted to be with my daughter in the video-camera-room, but I had to wait outside. I think it will be better if children may choose themselves whether their mother or father is with them or not. Or at least, the social worker at the court should explain to us in advance why we cannot be with our children. I think it will be better for children if they are not questioned in the court building, but somewhere else where they feel more relaxed.”

Mother of a victim

“When I know the name of my judge, I ask around with my friends and then I already know what will happen.”

“It takes forever. They postponed my court hearing again and again.”

“The judge did not explain my sentence in details. Only after the hearing, the social worker from the court explained what will happen next.”

Boy-offenders

10.4. CAPACITY GAPS AND TRAINING NEEDS OF CHILD PSYCHOSOCIAL PROFESSIONALS

10.4.1. NON-LEGAL PROFESSIONALS WORKING AT STATE ATTORNEY OFFICES

According to the analysis by the research-team, the 18 non-legal professionals who work at the state attorney offices who completed the questionnaire have the following 8 capacity gaps:
✓ Most pressing knowledge gaps (n=0): --
✓ Other knowledge gaps (n=7):
  • Contemporary forms of behavioural problems among/youth
  • Barriers and enablers to access to justice/equitable access to justice
  • Challenges encountered by child justice professionals
  • Promising/good child justice practices
  • Counselling, therapy and psycho-social support for child victims/witnesses of crime
  • Effects of victimization
  • Ten international rights of child victims/witnesses of crime
✓ Most pressing skills gaps (n=0): --
✓ Other skills gaps (n=1):
  • Building rapport with juvenile offenders

The non-legal professionals have added the following 7 training needs themselves to the above list:
• Needs assessment and support to child victims of crime (n=9)
• Cyber-crime and violence on the internet (n=8)
- Counselling (n=6)
- Working with children with special needs and mental disorders (n=5)
- Developmental psychology (n=5)
- New drugs (n=4)
- Diagnostic procedures and methods (n=3)

During the expert panel discussion, interviews and FGDs with stakeholders, the following **9 training needs** of non-legal professionals who work at the state attorney offices have been discussed:

- Applying the principle ‘participation of children in decision-making’
- Applying the principle ‘deprivation of liberty as a measure of last resort for children’
- New criminal procedures relevant to children involved in criminal proceedings and their parents/legal guardians
- Assessment of risk factors and protective factors in cases of juvenile offenders
- Forensic interviewing
- New forms of crime, including cyber-crime, new trends, new drugs, new risks, etc. and children’s behaviour when confronted with these new trends
- Dealing with juvenile offenders who are also child victims of crime (like in some bullying cases and juvenile sex-offenders who are/have been sexually abused themselves)
- Interpersonal skills (communication, rapport building, etc.)
- Exchange of good/promising practices and experiences with other professionals working with children involved in criminal proceedings

### 10.4.2. NON-LEGAL PROFESSIONALS WORKING AT YOUTH COURTS

According to the analysis by the research-team, the **16 non-legal professionals** who work at the youth courts who completed the questionnaire have the following **6 capacity gaps**:

- Most pressing knowledge gaps (n=0): --
- Other knowledge gaps (n=6):
  - International standards, norms and principles relating to justice for children and children rights
  - Contemporary forms of behavioural problems among /youth
  - Barriers and enablers to access to justice/equitable access to justice
  - Promising/good child justice practices
  - Effects of victimization
  - Ten international rights of child victims/witnesses of crime
- Most pressing skills gaps (n=0): --
- Other skills gaps (n=0): --

The non-legal professionals have added the following **9 training needs** themselves to the above list:

- Alternative measures and sanctions (n=6)
- International standards, norms and principles relating to child-friendly justice (n=4)
- Developmental psychology (n=4)
- Gambling and other behavioural addictions (n=4)
- Cyber-crime (n=4)
- Counselling (n=4)
- New addictions (n=3)
- Assessment of children victims/witnesses (n=3)
- Contemporary knowledge of juvenile delinquency (n=3)

During the expert panel discussion, interviews and FGDs with stakeholders, the following **9 training needs** of non-legal professionals who work at the youth courts have been discussed:

- Applying the principle ‘participation of children in decision-making’
- Applying the principle ‘deprivation of liberty as a measure of last resort for children’
✔ New criminal procedures relevant to children involved in criminal proceedings and their parents/legal guardians Assisting children involved in criminal proceedings
✔ Providing information to children involved in criminal proceedings in a child-sensitive and age-appropriate manner (including to child victims when the perpetrator is about to leave prison)
✔ Causes of secondary victimization of child victims of crime (see quote in box)
✔ Preparing child victims/witnesses of crime for their appearance in court and the interview
✔ Interviewing child victims/witnesses of crime through CCTV (according to standard interview-protocols)
✔ Assisting child victims/witnesses of crime who are refugees
✔ Interpersonal skills (communication, rapport building, etc.)

“Child victims of serious crimes need lifelong treatment and support. They may be very traumatized. They do not only require professional support during the criminal justice process, which is available, but also afterwards in their communities, which is not available.”

MoJ-representative

“When I went with my father to the court, he was not allowed to come in because he did not have a formal invitation to the court. My lawyer talked to someone and then they let my father into the court building. I was shocked and did not understand. It should be normal that parents can accompany their children.”

“My social worker at the court had a headset and asked me questions. But while I answered her question, she was listening to the next question from the court room. I was confused and wondered how she can listen to me ‘with one ear’ and what was going on in the court room ‘with another ear’. It felt a little strange.”

Girl-victims

10.4.3. PSYCHOSOCIAL PROFESSIONALS OF SOCIAL WELFARE CENTRES

According to the analysis by the research-team, the 71 psychosocial professionals who work in social welfare centres who completed the questionnaire have the following 10 capacity gaps:

✔ Most pressing knowledge gaps (n=8):
  • International standards, norms and principles relating to justice for children and children rights
  • Barriers and enablers to access to justice/equitable access to justice
  • Challenges encountered by child justice professionals
  • Promising/good child justice practices
  • Diversion measures (alternative measures)
  • Restorative justice
  • Rights of children deprived of their liberty
  • Ten international rights of child victims/witnesses of crime

✔ Other knowledge gaps (n=2):
  • Contemporary forms of behavioural problems among/youth
  • Effects of victimization

✔ Most pressing skills gaps (n=0): --

✔ Other skills gaps (n=0): --

The professionals have added the following 7 training needs themselves to the above list:

✔ Assessing juvenile offenders (n=23)
✔ Counselling of juvenile offenders (n=23)
✔ Conducting treatment of juvenile offenders (n=23)
✔ Assessing child victims/witnesses of crime (n=24)
✔ Questioning child victims/witnesses of crime (n=24)
✔ Conducting treatment of child victims/witnesses of crime (n=24)
✓ Communication with parents, juvenile offenders, child victims/witnesses of crime (n=21)

During the expert panel discussion, interviews and FGDs with stakeholders, the following 11 training needs of psychosocial professionals who work in social welfare centres have been discussed:

✓ Applying the principle ‘participation of children in decision-making’
✓ Applying the principle ‘deprivation of liberty as a measure of last resort for children’
✓ Responsibilities of child justice professionals and other psychosocial professionals working with children involved in criminal proceedings
✓ Specialization of professionals
✓ Working with child refugees and child asylum seekers
✓ Psychosocial skills for working with child victims of crimes (see quote in box)
✓ Measures and sanctions for juvenile offenders and evaluation-criteria to measure progress and results (evaluation of treatment)
✓ Counselling of juvenile offenders and preparing quality reports on the counselling process
✓ Applying out-of-court settlement in cases of juvenile offenders, especially obtaining informed consent of the victim
✓ New trends, risks, drugs and other challenges when working with juvenile offenders
✓ Available community-based organisations and services for juvenile offenders in local communities

10.4.4. Psychosocial Professionals of Social Welfare Educational Institutions

According to the analysis by the research-team, the 9 psychosocial professionals who work in social welfare educational institutions who completed the questionnaire have the following 14 capacity gaps:

✓ Most pressing knowledge gaps (n=2):
  - International standards, norms and principles relating to justice for children and children rights
  - Restorative justice
✓ Other knowledge gaps (n=6):
  - Contemporary forms of behavioural problems
  - Challenges encountered by child justice professionals
  - Promising/good child justice practices
  - Procedural rights and safeguards of children in conflict with the law
  - Diversion measures (alternative measures)
  - Alternative sanctions (community sanctions)
✓ Most pressing skills gaps (n=0): --
✓ Other skills gaps (n=6):
  - Applying the principle ‘deprivation of liberty as a measure of last resort for children’
  - Ensuring a psychological safe environment for children throughout the criminal proceedings
  - Conducting diversion measures (alternative measures)
  - Conducting alternative sanctions (community sanctions)
  - Writing individual treatment programs for juvenile offenders
  - Writing reports concerning children in contact/conflict with the law to the Court and/or State Attorney Office

The professionals have added the following 11 training needs themselves to the above list:

✓ Alternative measures and sanctions (n=5)
✓ Alternative methods of individual and group work (n=4)
✓ Child victims/witnesses of crime (n=3)
✓ Legislative framework (n=2)
Crisis interventions (n=2)
New drugs (n=2)
Counselling (n=2)
Restorative approach (n=1)
Preventive programs (n=1)
Victimization (n=1)
Probation (n=1)

During the expert panel discussion, interviews and FGDs with stakeholders, the following 13 training needs of psychosocial professionals who work in social welfare educational institutions have been discussed:

- Applying the principle ‘participation of children in decision-making’
- Using available standard assessment-forms and tools
- Reporting to youth courts about further procedures and providing recommendations to youth courts
- Building relationships with children, their parents/legal guardians and family
- Working with parents/families of juvenile offenders
- Knowledge on contemporary drugs and changes in drug use among children/juveniles
- Knowledge on psychiatric diagnoses and participating in treatment of juveniles with psychiatric problems
- Working with juvenile offenders who are also victims of crime (for example peer violence, bullying, etc.)
- Dealing with child refugees and child asylum seekers involved in criminal proceedings
- Dealing with and supporting child victims of crime (see quotes in box)
- Evaluating psychosocial treatment and other professional activities
- Dealing in crisis situations
- Intersectorial collaboration with other institutions (especially health institutions, schools etc.) and collaboration with lawyers (in some cases)

During the additional FGD and interview, the following 4 training needs have been mentioned explicitly.

- Knowledge about new drugs and new (behavioural) forms of addiction
- Applying specific treatment programs for addiction problems among juvenile offenders in reformatories
- Knowledge on specific characteristics of juvenile offenders (for example offenders with psychopathic traits)
- Refreshing the capacities of current knowledge/skills (for example dealing with crisis situations)

20 Only very recently, child victims of crime are placed in social welfare educational institutions as ‘boys and girls with behavioural problems’. The main reasons for their placement are domestic violence and peer-bullying.

21 The methodology used in this additional FGD has been slightly modified. Because the psychosocial professionals working in the reformatories/juvenile prison could not complete the TNA-questionnaire (see §4.1.), the research-team has presented the training needs listed by psychosocial professionals working in social welfare educational institutions to facilitate the discussion on training needs.
10.5. Training Needs of Youth Lawyers

Youth lawyers have not been systematically involved in the training needs assessment (see §4.1.). However, some capacity gaps and training needs of youth lawyers have been discussed during the expert panel discussion, the FGDs with professionals as well as during some interviews with Ministries/Governmental Bodies and training institutes/departments. Also the juvenile offenders who participated in the FGD have mentioned capacity gaps of child lawyers during (see quote in the box). The following 7 training needs have come to light:

- Legal framework, new procedures and amendments, measures and sanctions relevant to juvenile offenders
- Applying the principle ‘best interests of the child’ appropriately in cases of juvenile offenders (see quote in the box)
- Available measures and sanctions for juvenile offenders
- Available services and programmes for juvenile offenders
- Communication with juvenile offenders and their parents/legal guardians
- Good/promising practices relevant to juvenile offenders
- Juvenile delinquency, social pedagogy, social work and psychology of youth development

“Youth lawyers often negatively interfere with the process in cases of juvenile offenders. They advise the juvenile to use the right to be silent. If they do not talk, they can get away with the offence. This is not always in the juvenile’s best interests, but in the interests of the system and/or of lawyer him/herself.”

“Youth Courts Act (2011) states that within 6 months there should be a verdict by the court. In practice it may take more than 2 years, because youth lawyers always try to prolong the proceedings. Many juvenile offenders are already 18 years by then. Only in Zagreb the duration is much shorter, i.e. 6 to 7 months till the verdict, because there are many youth lawyers with good training and inclination.”

Child justice stakeholder

- If you defend yourself with silence, and that’s my right, they (judge and/or state attorney) think you are guilty. My lawyer told me it is better to be silent, because you do not know which evidence they have and how they plan to charge you.”

“I had to pay for a lawyer, because I know a state-lawyer doesn’t do anything. They are silent, while I’m doing the talking. They just sit next to me and do not defend me.”

Boy-offenders

11. Main Conclusions of the Training Needs Assessment

In the previous three sections, the required capacity (§8.), actual capacity and strengths (§9.) and capacity gaps and training needs (§10.) of youth police officers, youth state attorneys, youth judges and the various psychosocial professionals working with children involved in criminal proceedings have been discussed. The main conclusions of this training needs assessment (TNA) are:

- In retrospect, it may have been informative if the research-team had included youth lawyers and judicial police working in reformatories/juvenile prison in the TNA. According to some of the stakeholders the role of youth lawyers, especially in cases of juvenile offenders, can be crucial and, in actual practice, is often not in the best interests of the children. Judicial police have direct contact and rather a lot of contact with convicted boys and girls who are placed in reformatories/juvenile prison. The exclusion of supreme court judges, executive judges, second instance judges and forensic doctors, psychiatrists and other medical personnel still seems a good decision, given the objectives of the TNA and the allocated time and resources for the discussions with experts, professionals and other stakeholders. The
stakeholders have confirmed that the role of these professionals in cases of children involved in criminal proceedings is limited in time, not substantial and/or indirect.

✓ The **girl-victims and boy-offenders** who participated in the TNA have shared both positive and negative experiences that they had with child justice professionals and child psychosocial professionals. Their **most positive experiences** when the children were involved in criminal proceedings have been with youth police officers (child victims) and non-legal professionals at the youth court (child victims). The children were rather critical about their encounters with youth police officers (juvenile offenders), youth state attorneys (juvenile offenders), youth judges (juvenile offenders) and non-legal professionals at the youth court (child victims). In general, the **boy-offenders are much more negative** than the girl-victims about the professionals they had contact with during their involvement in the criminal proceedings (see §9. & §10.).

✓ The TNA has revealed a rather extensive list of **knowledge, skills and attitudes** for professionals working with children involved in criminal proceedings in general as well as for the various groups of professionals in particular. Child justice professionals and child psychosocial professionals need to acquire the capacities either before they start working with juvenile offenders and/or child victims/witnesses of crime or during the first stage of their appointment.

✓ The table below shows the **actual capacities and strengths of 237 professionals** who deal with children involved in criminal proceedings, i.e. according to the self-assessment of 123 child justice professionals and 114 child psychosocial professionals who have completed the online questionnaire. Only the psychosocial professionals who work in reformatories and the juvenile prison are not included in the table (n=0) and youth investigative judges (n=5) and psychosocial professionals working in social welfare educational institutions are underrepresented (n=9).

<table>
<thead>
<tr>
<th>Professionals (n=237)</th>
<th>Knowledge</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Child justice professionals (n=123):</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Youth police officers (n=21):</td>
<td>7</td>
<td>5.8%</td>
</tr>
<tr>
<td>Youth state attorneys (n=77):</td>
<td>4</td>
<td>3.3%</td>
</tr>
<tr>
<td>Youth judges (n=25):</td>
<td>5</td>
<td>4.1%</td>
</tr>
<tr>
<td>Investigative judges (n=5):</td>
<td>5</td>
<td>2.9%</td>
</tr>
<tr>
<td>Trial judges (n=20):</td>
<td>2</td>
<td>1.2%</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>16</td>
<td>13.2%</td>
</tr>
<tr>
<td><strong>Child psychosocial professionals (n=114):</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-legal professionals at state attorney offices (n=18):</td>
<td>13</td>
<td>10.7%</td>
</tr>
<tr>
<td>Non-legal professionals at youth courts (n=16):</td>
<td>15</td>
<td>12.4%</td>
</tr>
<tr>
<td>Professionals at social welfare centres (n=71):</td>
<td>3</td>
<td>2.5%</td>
</tr>
<tr>
<td>Professionals at social welfare educational institutions (n=9):</td>
<td>6</td>
<td>5.0%</td>
</tr>
<tr>
<td>Educators at reformatories (n=0):</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Educators at juvenile prison (n=0):</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>37</td>
<td>30.6%</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>53</td>
<td>43.8%</td>
</tr>
<tr>
<td><strong>121 / 100%</strong></td>
<td></td>
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</tr>
</tbody>
</table>

✓ The above TNA-table has to be interpreted very carefully, because the research-team used a general check-list of knowledge and skills for all professionals and has not designed checklists of specific knowledge and skills for the different groups of professionals dealing with children involved in criminal proceedings. Moreover, some professional groups are underrepresented which also means that caution is required when interpreting the numbers and percentages. In general, the TNA-table shows that most professionals have mentioned more skills than knowledge (68/56.2%;53/43.8%) with regard to dealing

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22 The total of actual capacities/strengths of youth judges is only 5 knowledge-strengths, because 2 of the strengths have been mentioned by both investigate judges and trial judges.
with juvenile offenders and child victims/witnesses of crime. This is especially the case for youth police officers (12:7), youth state attorneys (9:4) and non-legal professionals at youth courts (22:15) and, in general, more significantly for child justice professionals (26:16) than child psychosocial professionals (42:37). Only youth trial judges (2:0) and psychosocial professionals who work in social welfare educational institutions have listed more knowledge than skills (6:4). Non-legal professionals working at youth courts have mentioned by far the most skills (18.2%) as well as knowledge (12.4%). Also their colleagues at the state attorney offices are of the opinion that they have acquired relatively a lot of knowledge (10.7%) and skills (10.7%). Youth police officers have listed most skills (9.9%) of all child justice professionals. The professionals who have obtained the least knowledge and skills according to their own assessment are youth judges (4.1% & 4.1%), psychosocial professionals at social welfare centres (2.5% & 2.5%) and psychosocial professionals at social welfare educational institutions (5.0% & 3.3%). Youth trial judges have indicated not any skill they have acquired (0/0%).

The table below shows the capacity gaps and training needs of 237 professionals who deal with juvenile offenders and/or child victims/witnesses of crime according to their self-assessment through the online questionnaire.

<table>
<thead>
<tr>
<th>Professionals (n=237):</th>
<th>Knowledge</th>
<th>Skills</th>
</tr>
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<tbody>
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<td>3.7%</td>
</tr>
<tr>
<td>Youth state attorneys (n=77):</td>
<td>10</td>
<td>12.3%</td>
</tr>
<tr>
<td>Youth judges (n=25):</td>
<td>16</td>
<td>19.8%</td>
</tr>
<tr>
<td>Investigative judges (n=5):</td>
<td>5</td>
<td>4.9%</td>
</tr>
<tr>
<td>Trial judges (n=20):</td>
<td>15</td>
<td>14.9%</td>
</tr>
<tr>
<td>Total:</td>
<td>29</td>
<td>35.8%</td>
</tr>
<tr>
<td>Child psychosocial professionals (n=114):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-legal professionals at state attorney offices (n=18):</td>
<td>7</td>
<td>8.6%</td>
</tr>
<tr>
<td>Non-legal professionals at youth courts (n=16):</td>
<td>6</td>
<td>7.4%</td>
</tr>
<tr>
<td>Professionals at social welfare centres (n=71):</td>
<td>10</td>
<td>12.3%</td>
</tr>
<tr>
<td>Professionals at social welfare educational institutions (n=9):</td>
<td>8</td>
<td>9.8%</td>
</tr>
<tr>
<td>Educators at reformatories (n=0):</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Educators at juvenile prison (n=0):</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Total:</td>
<td>31</td>
<td>38.3%</td>
</tr>
<tr>
<td>Total:</td>
<td>60</td>
<td>74.1%</td>
</tr>
<tr>
<td>81</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

As explained above, the numbers and percentages in the TNA-table have to be interpreted very carefully because of the general check-list of knowledge and skills that have been used by the research-team and the underrepresentation of certain groups of professionals. In general, the TNA-table shows that most professionals feel that they have more training needs in terms of knowledge than skills (60/74.1%:21/25.9%). This is the case for all groups of professionals, except youth police officers (3:4) and psychosocial professionals at social welfare educational institutions (8:6) who have mentioned about the same number of training needs in terms of knowledge and skills. Youth trial judges (14.9%/knowledge & 12.3%/skills), youth state attorneys (12.3%/knowledge) and psychosocial professionals at social welfare centres (12.3%/knowledge) have mentioned by far the most training needs. The professionals who consider themselves as having not many training needs are youth investigative judges (4.9%/knowledge) and youth police officers (3.7%/knowledge & 4.9%skills). Youth state attorneys (0/0%), youth investigative judges (0%/skills), non-legal professionals at youth courts (0%/skills) and

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23 The total of capacity gaps/training needs of youth judges is only 16 knowledge-gabs, because 4 of the knowledge-gaps have been mentioned by both investigate judges and trial judges.
psychosocial professionals at social welfare centres (0%/skills) have indicated **not any training need** with regard to skills to deal with children involved in criminal proceedings.

✓ Looking at the **nine groups of professionals** that are distinguished in the TNA, some specific training needs have been emphasized. For **youth police officers**, dealing with children involved in cybercrime was the only training need that was particularly stressed. For both **youth state attorneys and youth judges**, the stakeholders have highlighted the need to have comprehensive knowledge of the legal framework of children involved in criminal proceedings and regular updates on legal amendments. The need for youth state attorneys and youth judges to acquire more interpersonal skills was not recognized by all stakeholders. However, it was emphasised as important by the state attorneys and youth judges themselves and therefore considered as training need by the research-team. State attorneys and investigative judges have also underlined their need for interviewing skills in cases of juvenile offenders and child victims/witnesses of crime. The training needs underlined for **non-legal professionals**, both at state attorney offices and youth courts, are assessment and counselling skills and knowledge about the psychology of children involved in criminal proceedings. For psychosocial professionals who work in **social welfare centres**, communication and other interpersonal skills were emphasized. The training needs of psychosocial professionals in **social welfare educational institutions** were focussed on knowledge of concrete sanctions and other interventions in cases of juvenile offenders. For psychosocial professionals who work in **reformatories**, treatment of drug use/addiction and specific characteristics of juvenile offenders were stressed as training needs. The main training need for **youth lawyers** seems to be the appropriate application of the principle ‘best interests’ in cases of children involved in criminal proceedings. In general, stakeholders have emphasized the need for communication and other interpersonal skills not only with regard to the children involved in criminal proceedings, but also regarding their **parents/legal guardians (and families)** and knowledge of **concrete measures/sanctions**.

✓ The participants in the TNA have also discussed various needs of child justice professionals and child psychosocial professionals that cannot be addressed through training. The **twelve structural needs** of professionals dealing with children involved in criminal proceedings that have been mentioned more than once, are:

- **Regular briefings** on legal amendments, new legal procedures, new measures/responses and new trends concerning children involved in criminal proceedings. This structural need has been mentioned with regard to psychosocial professionals working in social welfare centres and social welfare educational institutions.
- **Regular (team-based) supervision** on daily practices and challenges encountered in cases of children involved in criminal proceedings. This structural need has been mentioned with regard to non-legal professionals at state attorney offices and youth courts and psychosocial professionals working in social welfare centres, social welfare educational institutions and the reformatory.
- **Crisis intervention** after emotional incidents in order to deal with stress of staff and avoid burnout. This structural need has been mentioned with regard to psychosocial professionals working in social welfare centres, social welfare educational institutions and the reformatory.
- **Mobilization** of already trained supervisors and experts in crisis intervention when that expertise is required in daily practice.
- **Intersectoral and interdisciplinary collaboration** between child justice professionals and child psychosocial professionals involved in cases of juvenile offenders and/or child victims/witnesses of crime. This structural need has been mentioned with regard to all professionals dealing with children involved in criminal proceedings and especially youth judges, youth state attorneys and non-legal professionals working at state attorney offices and youth courts.
- **Intersectoral coordination** among child justice and child social welfare organisations as well as organisations within the health system. This structural need has been mentioned with regard to all professionals involved in cases of juvenile offenders and/or child victims/witnesses of crime.
- **Training for management and principals** of social welfare institutions on management skills.
- **Improved communication about upcoming trainings** for child psychosocial professionals of social welfare institutions. Sometimes child psychosocial professionals are not at all informed or too late

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24 Structural needs are needs of professionals that cannot be solved by training, but addressing them is crucial for improving the child justice system.
about relevant trainings. Also, the selection of child psychosocial professionals who participate in trainings is not always transparent and often they have to pay transportation and costs themselves.

- **Networking** with community-based organisations that provide services and programmes for juvenile offenders and/or child victims/witnesses of crime. This structural need has been mentioned with regard to non-legal professionals working at state attorney offices and youth courts.

- **Sufficient specialization** of all professionals dealing with juvenile offenders and/or child victims/witnesses of crime in terms of human resources (number of specialized professionals) and minimum standards for selecting and appointing specialized child justice professionals and child psychosocial professionals.

- Specialized and experienced child justice professionals and child psychosocial professionals are **transferred to other workplaces** (high turnover of professionals) which implies that expertise is lost and newly recruited professionals have to be specialized.

- Both the justice system and social welfare system focus more on responding to juvenile offending than **children against whom offences have been committed**. In other words, the systems are less specialized to assist and protect child victims/witnesses of crime, both during and after the criminal justice process, than they are to deal with children who have (allegedly) committed offences themselves. This structural need has been mentioned with regard to psychosocial professionals working in social welfare educational institutions and social welfare centres.

- Implementation of **technology in criminal proceedings**, among other reasons, to save time and financial recourses, especially:
  - Testimonies of child victims/witnesses of crime through video-link from a location inside or outside court buildings
  - Control trials and other court hearings of juvenile offenders during their placement in an educational institution/reformatory through audio-video technology

### PART 3: FINDINGS OF THE INSTITUTIONAL NEEDS ASSESSMENT

#### 12. IDENTIFYING INSTITUTIONAL CAPACITY GAPS AND NEEDS OF NATIONAL TRAINING INSTITUTIONS/DEPARTMENTS

Through the institutional needs assessment (INA), the research-team has identified the required institutional capacity (§11.), actual institutional capacity (see §12.) and institutional needs (see §12.) of the national training institutes/departments to organise specialized training for child justice professionals and child psychosocial professionals (see adjacent INA-diagram). The actual capacity and needs are discussed in relation to four national training institutes/departments, i.e. the Police Academy (§12.1.), Judicial Academy (§12.2.), Department for Professional Training, Statistics and Analytics (MoDFY&SP) (§12.3.) and Centre for Education of the Ministry of Justice (MoJ) (§12.4.).

#### 13. REQUIRED CAPACITY OF NATIONAL TRAINING INSTITUTES/DEPARTMENTS

The national and international **desk-review** has provided the relevant information about specialized training that national training institutes/departments need to organise for professionals dealing with children involved in criminal proceedings (see §4.2. & Annex 2). In the next three sections, the required specialized training according to national legislation (§11.1.) and international legislation (§11.2.) is discussed as well as the kind of specialized training that is required for professionals dealing with children involved in criminal proceedings (§11.3.).
13.1. Specialized Training according to National Legislation and Authoritative Documents

The Youth Courts Act (2011) incorporates one provision that refers to the required capacity of national training institutes/departments for professionals dealing with children involved in criminal proceedings, more specific “the ministry competent for the judiciary and the Judicial Academy” (article 126). Also the National Strategy for the Rights of Children in the Republic of Croatia (2014 – 2020), i.e. in the chapter on the justice system, includes a measure that concerns the organisation of specialized training for child justice professionals and child psychosocial professionals (measure A.8.1.). This measure incorporates the development of “short-term and long-term plan and education program(s) and supervision” and explicitly mentions that such training should be “based on identified needs and specific work demands” (see box).

Youth Courts Act (2011):
Article 126: “The ministry competent for the judiciary and the Judicial Academy shall ensure conditions for the professional training of persons involved in the activities of juvenile delinquency and the legal criminal protection of children, from time to time organise professional counselling, seminars, testing and other forms of additional professional training for judges, public prosecutors and other experts on such activities in co-operation with courts, public prosecutor offices, scientific and teaching institutions and professional companies of jurists.”

Aim A.8.: “To continuously improve competencies of all legal and non-legal professional engaged in criminal procedures with children, as well as conducting and executing criminal sanctions.”
Measure A.8.1.: “To investigate the needs and areas for the development of specific competencies of all professionals within the justice system where children are involved, as well as for conducting/execution of sanctions, and to develop short-term and long-term plan and education program(s) and supervision based on identified needs and specific work demands.”

13.2. Specialized Training according to International Child-Specific Legislation

International child-specific instruments also promote specialized training for child justice professionals and child psychosocial professionals (see Annex 8 ‘Required Specialized Training according to International Child-Specific Legislation’ for the detailed list of relevant provisions). Actually, almost all international instruments covering justice for children and children rights incorporate provisions that deal with specialisation of professionals who are involved in cases of child offenders and/or child victims/witnesses of crime.

The following six international and regional child-specific instruments include explicit references to specialized training for child justice professionals and/or child psychosocial professionals who are involved in cases of juvenile offenders:

  - Rule 6, Rule 12, Rule 12, Rule 22 and Commentary to Rule 22
  - Guideline 58
- UN Rules for the protection of juveniles deprived of their liberty (Havana Rules) (1990):
  - Fundamental Principles and Rule 54
  - Paragraph 28, Paragraph 40, Paragraph 49, Paragraph 58, Paragraphs 62, Paragraph 63, Paragraph 89 and Paragraph 97
- UN Model Law on Justice in Matters Involving Children in Conflict with the Law (2013):
  - Article 5.3., Article 7.1., Article 8, Article 28.1., Article 54.10. and Article 70
- European Rules for Juvenile Offenders Subject to Sanctions or Measures (2008):
Basic Principle 18, Rule 89.4., Rule 127.1., Rule 128.1. and Rule 129

The following five international and regional child-specific instruments include explicit references to specialized training for child justice professionals and/or child psychosocial professionals who are involved in cases of child victims/witnesses of crime:

  - Article 4
  - Guideline 12, Guideline 16, Guideline 23, Guideline 35, Guideline 41 and Guideline 42
  - Article 8(2), Article 13(1), Article 15 and Article 28(e)(v)
  - Article 34(1), Article 35(1)(c) and Article 36(1)
  - Paragraph 19(b), Paragraph 23(f)(g), Paragraph 35(e), Paragraph 28, Paragraph 40 (a)(c) and Paragraph 41(c)

The following two international and regional child-specific instruments include explicit references to specialized training for child justice professionals and/or child psychosocial professionals who are involved in all cases of children involved in criminal proceedings:

  - Part 3
  - Guideline 14, Guideline 15, Guideline 39 and Guideline 64

### 13.3. KIND OF SPECIALIZED TRAINING FOR PROFESSIONALS DEALING WITH CHILDREN INVOLVED IN CRIMINAL PROCEEDINGS

The international desk-review has also revealed what kind of specialized training is required for professionals dealing with children involved in criminal proceedings. The four main characteristics of specialized training are:

- **Specialized training addressing knowledge, skills and attitudes:**
  Within the present INA, training can be defined as “a process that enables child justice professionals and child psychosocial professionals to acquire new knowledge, skills and attitudes so that they will perform (more) appropriately and (more) in line with national and international standards and principles when dealing with juvenile offenders and child victims/witnesses of crime”. Regardless of the training subject, (specialized) training programmes should always address knowledge, skills and attitudes. Each of these three elements constitute an important part of learning and capacity development. Specialized training should result in improved knowledge, improved skills and improved attitudes toward the subject matter, i.e. ‘child-sensitive and gender-sensitive treatment of boys and girls involved in criminal proceedings in Croatia’ within the present INA.

- **Interactive and practice-oriented specialized training:**
  Research on adult training has shown that adult participants retain more knowledge, skills and attitudes when they are actively involved in the learning process and the training is practice-oriented and relevant to the daily professional practice of the participants. Professionals learn best by doing. Interactive training is considered to be highly effective and can be used to fully engage adult participants, such as professionals dealing with children involved in criminal proceedings. Unlike more traditional classroom learning environments, where a lecturer explains to the professionals what they need to know, interactive adult training challenges professionals to engage directly and actively in their own learning process. Interactive adult training is learner-centred and implies that the training is conducted in an environment in which the professionals feel safe and secure to interact with each other and to freely
exchange their views, practices, experiences and challenges. Examples of interactive training methods, which can be used during specialized training for child justice professionals and child psychosocial professionals, are brainstorming, discussions, small group works, case studies, demonstrations, simulations and role plays (including recording the performance of the participants and providing constructive feedback).

**Interdisciplinary specialized training:**
Interdisciplinary training for professionals who deal with children involved in criminal proceedings can be very effective. Youth police officers, youth state attorneys, youth judges, youth non-legal professionals and child psychosocial professionals learn (more) through sharing, discussing and reflecting on their experiences and practices (see also quote in the box). The learning process may be enhanced when not only the participants but also the trainers are from different relevant disciplines. Electronic media and information technology, like Skype-conferences, discussion platforms, e-learning, etc., can be used effectively and in a cost-effective manner for interdisciplinary (specialized) training activities as well as to disseminate and provide access to materials and information.

> “Many, if not most, of the best contemporary judicial training practices are very eclectic in the range of professional inputs they include in their training programme. This reinforces the reality that judging does not take place in a vacuum exclusively within the ivory towers of the court or hearing room. The best judicial systems are run by judges who understand the economic, social and moral complexities of the world in which their adjudications take place. The best training practices provide judges with the oxygen of engagement with the wider society through trainers, placements and so forth, in order to fuel this understanding.”

EU-study on best practices in training of judges and prosecutors (2014)

**Specialized training based on training needs assessment and training evaluation:**
A training needs assessment (see Part 1) identifies, among other things, which professionals need (specialized) training and what kind of (specialized) training they need. It is counter-productive if national training institutes/departments organize specialized training for professionals who do not need it or organize specialized training on knowledge, skills and attitudes the professionals do not need. Training institutions/departments are encouraged to conduct a (limited) training needs assessment before developing or adjusting their curricula and (specialized) training programmes for professionals who deal with juvenile offenders and/or child victims/witnesses of crime. Also feedback forms/evaluation forms that participants complete after each training module or training programme can be helpful to tailor (specialized) training programmes to the needs of professionals (see also quote in the box). Such forms assess the satisfaction of the participants with the (specialized) training and/or the new knowledge, skills and attitudes they have acquired. The results of training needs assessments and evaluations of training modules/training courses should be used to develop and improve curricula and (specialized) training programmes for professionals dealing with children involved in criminal proceedings.

> “Most judicial training institutions use standard feedback forms after each training event to test the satisfaction and new knowledge/know-how of participants. Some good practices have been identified in that area. However, very few judicial training institutions have introduced or are planning to introduce evaluation systems and methods that aim to assess how much of the new knowledge/know-how acquired throughout the training is used by judges in the longer term, or how it impacts upon the performance of the judicial system more generally. Some good practices have, however, been identified.”

EU-study on best practices in training of judges and prosecutors (2014)
14. Actual Institutional Capacity and Institutional Needs of National Training Institutes/Departments

The national desk-review and interviews with the Ministries/Governmental Bodies and representatives of the national training institutes/departments have been the main source of information about the actual institutional capacity of the Police Academy, Judicial Academy, Department for Professional Training, Statistics and Analytics of the Ministry of Demography, Family, Youth & Social Policy (MoDFY&SP) and the Centre for Education of the Ministry of Justice (MoJ) (see §4.2. & Annex 2). During the interviews, expert panel discussion and focus group discussions with professionals, the participants have elaborated on the institutional needs of the national training institutes/departments that are responsible for organising specialized training for professionals dealing with juvenile offenders and/or child victims/witnesses of crime (see §4.2. & Annexes 4, 5 & 6). The findings based on the national desk-review and interviews with the institutions/departments vary, depending on the information received and statistics that are recorded.

14.1. Actual Institutional Capacity and Institutional Needs of the Police Academy

The Police Academy consists of the Police School, Police College, Department for Professional Development and Specialization, Police Dog Centre, Department for Development of Police Education and Publishing and Police Museum. Training of police officers is organised at four levels:

- Basic police training:
  - 1 year at the Police School and 6 months field training
  - knowledge and skills to perform patrol police officer duties
  - basic information on specialized police duties

- Higher police training (bachelor level):
  - 3 years at the Police College
  - knowledge and skills to perform duties of high ranks of police managers and duties of high ranks of specialized police officers

- Higher police training (master level):
  - 2 years at the Police College
  - knowledge and skills to perform duties of high ranks of police managers and duties of high ranks of specialized police officers

- Continuous professional training on centralized and decentralized level in the form of courses, seminars, workshops, conferences, etc.:
  - knowledge refreshers, new legislation, new police methodologies, self-defence, firearms safety training, etc.

Sometimes, the Police Academy collaborates with international and national organisations on training for youth police officers, especially when the training is related to specialized topics, for example UNICEF-Croatia, Child and Youth Protection Centre of Zagreb, Office of the Children’s Ombudsman, institutions within the health system, etc.

- Curriculum and specialized training programmes for youth police officers:

  The Police Academy organizes specialized courses and specialized seminars/ workshops as well as refresher courses for youth police officers. All specialized trainings are mandatory for (youth) police officers that are called to participate. The training topics slightly vary from year to year, depending on the needs and annual programme of the Ministry of Interior (see quote in box). All youth police officers participate in similar trainings and are trained to work with juvenile offenders as well as child victims/witnesses of crime. In actual practice, youth police officers mainly deal with cases of child victims/
Witnesses of crime. Due to the workload, youth police officers collaborate with general police in cases of juvenile offenders. Usually, youth police officers do not rotate but remains youth police for their entire career. Once a year, the Police Academy and the national intersectoral team on domestic and family violence organise a conference on a relevant topic and intersectoral collaboration.

- **Specialized courses:**
  - Target group: Police officers in the criminal police of all county police units who:
    - have a university degree in social pedagogy, social work, psychology or criminology,
    - have two years or more experience in police work,
    - have inclination and motivation to work in the field of juvenile delinquency and crimes against children and families (see quote in box).

  “*Usually, motivation is not an issue. Police officers with a university degree in social sciences or so are motivated to become a youth police officer. However, there are not enough youth police in Croatia. Not all police officers want to become youth police, because the job is very demanding. Some small police stations that do not have many youth cases and not many complicated cases recruit youth police officers who have no university degree but high-school degree. Nevertheless, in cases of some more serious offences, youth police officers from larger police departments help and work in those smaller police stations.*”

  Management of the Police Academy

<table>
<thead>
<tr>
<th>Total number of youth police officers in 2017:</th>
<th>Period from 2012 to 2017:</th>
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</thead>
<tbody>
<tr>
<td>±250 officers [70% female / 30% male officers]</td>
<td>Number of specialized courses organised: 5 courses</td>
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<tr>
<td></td>
<td>Number of youth police officer who passed the exam: ±140 officers</td>
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</tbody>
</table>

- Topics: Juvenile delinquency, legal criminal protection of children, family violence and role of institutions and the importance of intersectorial collaboration (see overview).

<table>
<thead>
<tr>
<th>Topics:</th>
<th>Subtopics:</th>
<th>Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Juvenile delinquency</td>
<td>Criminological aspects of juvenile delinquency</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Material and legal-procedural elements regarding juvenile offenders</td>
<td>6</td>
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<tr>
<td></td>
<td>Role of police and general criminological aspects of juvenile delinquency</td>
<td>27</td>
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<tr>
<td></td>
<td>Police conduct in cases of juvenile delinquency</td>
<td>20</td>
</tr>
<tr>
<td>2. Legal criminal protection of children</td>
<td>Criminological aspects of protection of children</td>
<td>8</td>
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<tr>
<td></td>
<td>Material and legal-procedural elements in protection of children</td>
<td>4</td>
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<td></td>
<td>Role of police and general criminological aspects of protection of children</td>
<td>5</td>
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<tr>
<td></td>
<td>Police conduct in cases of legal criminal protection of children</td>
<td>88</td>
</tr>
<tr>
<td>3. Family violence</td>
<td>Criminological aspects of family violence</td>
<td>5</td>
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<tr>
<td></td>
<td>Material and legal-procedural elements in family violence cases</td>
<td>12</td>
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<tr>
<td></td>
<td>Role of police and general criminological aspects of family violence</td>
<td>15</td>
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<td></td>
<td>Police conduct in cases of family violence</td>
<td>18</td>
</tr>
<tr>
<td>4. Role of institutions and the importance of</td>
<td>Role of the justice system and collaboration with police</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Role of the social welfare system and collaboration with police</td>
<td>4</td>
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<tr>
<td></td>
<td>Role of the health system and collaboration with police</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Role of the educational institutions and collaboration with police</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Role of the Office of the Children’s Ombudsman and collaboration with police</td>
<td>7</td>
</tr>
</tbody>
</table>

25 Some subtopics are not mentions, because they are flexible and change over the years due to changes of the legal framework, police conduct, phenomenology of crime, etc.
### Intersectoral Collaboration

| Role of civil society organisations & non-governmental organisations and collaboration with police | 5 |
| Prevention of stress in police work in the field of juvenile offenders, legal criminal protection of children and family violence | 4 |

- Methodology: Lectures (170 hours), problem-solving exercises, case studies, plenary discussions and simulations/role-plays26 (80 hours). Fieldtrips, such as to the youth court, educational institutions, Child and Youth Protection Centre of Zagreb, NGOs, etc., are sometimes organised as part of specialized course. Youth police officers do not get homework as part of the specialized course.
- Duration: Total of 250 hours in a period of 7 weeks:
  - 120 hours of lectures on theory
  - 50 hours of lectures problem solving
  - 80 hours of practical exercises to apply relevant legislation and theory
  The 250 hours is not considered sufficient by the management of the Police Academy.
- Exam for participants: Participants have an oral exam in front of a committee of three members
- Course evaluation: At the end of each specialized course, the participants complete an evaluation form that asks about the content of the course, trainers, etc.

#### Specialized seminars/workshops:
- The Police Academy organises different kinds of specialized seminars, also called ‘workshops’:
  - Specialized seminars specifically for youth police officers from all county police units. An example of such a specialized seminar is ‘New technologies and cyber-crime’. In 2016, this seminar was organised for 20 youth police officers from 20 county police units and lasted 4 days/30 hours. The participants discussed topics, such as criminological aspects of new technologies, legal aspects of new technologies, practical experiences and organization and implementation of preventive activities in the field of cyber-crime for pupils, parents and teachers.
  - Specialized seminars for police officers in general that are also relevant for youth police officers and address topics relevant to juvenile delinquency and crimes against children and family. Examples of such seminars are exploring sexual offences against children on the internet (5 days/40 hours), conducting investigative interviews with child victims/witnesses of crime (2 days/16 hours) and other specific additional seminars/trainings for youth police officers (10 days, 80 hours).
  - Some seminars/trainings were organized within European Union projects, for example IPA 2009 project ‘Strengthening the capacities in the field of sexual abuse suppression and sexual exploitation of children, and providing help to vulnerable victims of crimes’. Seminars organized through funds of the European Union often include participants from other sectors, such as the justice system and/or social welfare system.

Some of these seminars include interdisciplinary classes during which work experiences are exchanged and possible ways of collaboration are discussed. In the last 5 years, over 40 specialized seminars for (youth) police officers have been organised. Not all required specialized seminars could be organised due to insufficient financial resources of the Police Academy.

- Methodology: Lectures and exercises.27 Seminar materials are available online and accessible through mobile phone. Specialized seminars through video-link is not yet available for (youth) police officers.
- Exam: no.

#### Refresher courses:
- Target group: Youth police officers who participated in specialized training/seminars long ago or could not participate in specialized training/seminars because of maternity leave, long-term leave for various reasons, etc.

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26 Simulations and role-plays, like on step-by-step intervention in cases of domestic violence, are audio-video-recorded and discussed afterwards.
27 Seminars on cybercrime are conducted in the computer rooms of the Police Academy.
Topics: Prevention of crime, peer violence, cybercrime, etc.
Methodology: lectures and exchange of practices.
Duration: 20 hours theory and practical exercises.
Exam: no.

Implementation of new knowledge and skills by youth police officers:
- After each specialized course for youth police officers, the Police Academy monitors the implementation of the new knowledge and skills the officers have learned during the training. This is called ‘strategic supervision’. At least once a year, the monitors analyse the files of juvenile offenders and child victims/witnesses of crime. In general, trained youth police officers implement what they have learned and perform well.  

Trainers of the Police Academy:
- The Police Academy has a team of internal trainers.
- The Police Academy also recruits external trainers from other relevant sectors and organisations, such as the State Attorney Office, Office of the Children’s Ombudsman, ministries, schools, NGOs, etc. This strategy implies that the Police Academy has an interdisciplinary team of trainers.
- The Police Academy collaborates with national and international organisations that can deliver specialized workshops on relevant topics for youth police officers, like UNICEF and local/national NGOs. These ad-hoc trainings are usually about specific projects relating to child justice run by the organisation (see quote in box).
- Trainers deliver the training manual and other training materials in advance of their session(s).
- At the end of each specialized course, the participants are invited to complete an evaluation form that asks about the content of the course, quality of the trainers, methodology used, etc. The evaluation-findings are used to improve future training initiatives. If the participants evaluate a particular trainer as ‘not up to standards’, a representative of the Police Academy will observe his/her next session/seminar and will recommend which steps need to be taken.
- Training of trainers (TOT) is organised for all internal trainers of the Police Academy. Trainers have to participate in TOT on didactics if they have not received such training when they went to the university. TOT on didactics and content relevant to youth police officers is organised during a period of 6 months. The Police Academy does not organise TOT for its external trainers. External trainers are supposed to be experts in their field and trainers (in didactical terms) as they are very often university professors or lecturers. Moreover, external trainers only conduct lectures on the content and do not use exercises, role-plays, etc. during their sessions. The internal trainers of the Police Academy are responsible for the practical sessions during which the participants practice the implementation of the theory/knowledge delivered during the lectures. For example, a dental expert conducts a lecture on how the teeth of children may show whether they have been neglected, etc. After the lecture, the trainers of the Police Academy do the practical exercises with the youth police officers.

Institutional needs of the Police Academy:
The institutional needs of the Police Academy have been discussed during the expert panel discussion, interviews with representatives of the Ministry of Interior (MoI) and the Police Academy and the FGD

28 The Police Academy has conducted specific research on the specialized seminar ‘interviewing children’. All relevant files of juvenile offenders and child victims/witnesses of crime have been analysed. The conclusion was that youth police officers who are trained interviewers conduct investigative interviews according to the national standard and can be considered skilful interviewers.
with professionals (see §4.2.). The representatives of the Ministry of Interior and Police Academy have mentioned the following institutional needs:

- More specialized training for youth police officers who have no university degree in a social science
- On-the-job coaching of new youth police officers (after participation in specialized training)
- Specialized training courses that last 7 weeks at a stretch can be problematic for the officer’s personal life. Modular courses that alternate theoretical modules with practical modules (come-back-sessions to exchange challenges and solutions) may be more convenient as well as more effective.
- E-learning platform and/or video-conferences for youth police officers, mainly about challenges they encounter in practice
- The Police Academy does not collaborate or exchange experiences with other national training institutes/departments about specialisation of professionals dealing with children involved in criminal proceedings.

Other stakeholders have mentioned only one other institutional need of the Police Academy:

- Not all required topics for youth police officers are incorporated in specialized trainings organised by the Police Academy, for example ‘personal values and attitudes’ when dealing with juvenile offenders or child victims/witnesses of crime.

### 14.2. Actual Institutional Capacity and Institutional Needs of the Judicial Academy

The Judicial Academy was established in 2004 as the national training institution within the Ministry of justice in charge of initial and continuous judicial training. It obtained the status of a public institution independent of the Ministry of Justice with the entering into force of the Judicial Academy Act on 1 January 2010. The institute is governed by the Steering Committee, composed of nine members, i.e. judges and state attorneys of the highest levels of the judiciary, law professors and representatives of the Judicial Academy staff. The Steering Committee makes all the strategic decisions on the functioning of the Judicial Academy. The Programme Committee is the expert body of the Judicial Academy and is in charge of adopting the annual judicial training programme (see quote in box). It is composed of twelve members, i.e. judges, state attorneys and law professors.

> Each year, the Judicial Academy contacts the Ministry of Justice to request a list of relevant topics for the next series of specialized trainings for (youth) judicial professionals. The Ministry gathers relevant topics and shares the list with the Judicial Academy. The Program Council decides on which topics are most relevant and feasible to incorporate in the trainings for (youth) judicial professionals as well as on the duration of the trainings. However, the priority remains training on amendments of national legislation. Each year, the Youth Courts Act is incorporated in trainings for (youth) judicial professionals.”

MoJ-Representative

**Curriculum and specialized training programmes for youth judges, youth state attorneys and youth non-legal professionals:**

The Judicial Academy organizes, among other events, specialized workshops and seminars for professionals dealing with children involved in criminal proceedings, i.e. youth judges, youth state attorneys and youth non-legal professionals working at state attorney offices and youth courts. Their active and continuous participation in trainings (workshops and seminars) is expected. In general, two trainings are held in Zagreb (due to more professionals working in the capital) and then regional trainings are organized. Croatian (youth) judges and (youth) state attorneys also participate in international conferences, i.e. both as participants and trainers/facilitators. The Judicial Academy also collaborates with international, European and national organisations on specialization of child justice professionals and with the Police Academy on domestic violence. There are no online courses for youth judges, youth state attorneys and youth non-legal professionals.

- **Workshops** are usually conducted by one to three trainers for groups of ±25 participants per workshop. Workshops focus on specific topics and are interactive, usually combining lectures and

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29 The Police Academy has the technical IT-equipment to organise webinars, but not yet the required technical assistance. Youth police officers do participate in the European webinars on topics relevant to juvenile offenders and/or child victims/witnesses of crime.
interactive work on practical examples and cases. The participants receive a ‘participation certificate’ at the end. Some workshops have been organized within international/European projects and in collaboration with international institutions or experts. Every year, the Judicial Academy conducts workshops specifically focused on the Youth Courts Act. A workshop usually lasts one or two days. During the six-year period from 2012 to 2017, the Judicial Academy has organised 17 workshops (see overview).

<table>
<thead>
<tr>
<th>Topics:</th>
<th>Trainers:</th>
<th>Total number of participants that finished the workshop</th>
<th>Duration:</th>
<th>Methods:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth Courts Act&lt;sup&gt;30&lt;/sup&gt;</td>
<td>3 trainers (1 state attorney &amp; 2 judges)</td>
<td>44 participants (state attorneys &amp; judges)</td>
<td>1 day</td>
<td>lectures, discussions &amp; questionnaire</td>
</tr>
<tr>
<td>Combating sexual exploitation and abuse of children &amp; providing support</td>
<td>2 trainers (1 judge &amp; 1 state attorney)</td>
<td>32 participants (state attorneys &amp; judges)</td>
<td>4 days</td>
<td>lectures &amp; discussions</td>
</tr>
<tr>
<td>Youth judging</td>
<td>2 trainers (1 judge &amp; 1 state attorney)</td>
<td>80 participants (state attorneys &amp; judges)</td>
<td>lectures, discussions &amp; practical examples</td>
<td></td>
</tr>
<tr>
<td>Cybercrime &amp; child pornography on the Internet&lt;sup&gt;31&lt;/sup&gt;</td>
<td>international lecturers &amp; professors (related to the project)</td>
<td>46 participants (state attorneys &amp; judges)</td>
<td>2 days</td>
<td>lectures, discussions &amp; practical examples</td>
</tr>
<tr>
<td>New provisions of the Youth Courts Act</td>
<td>2 trainers (2 supreme court judges)</td>
<td>65 participants (state attorneys &amp; judges)</td>
<td>1 day</td>
<td>lectures</td>
</tr>
<tr>
<td>Youth Courts Act &amp; juveniles in the Croatian criminal law</td>
<td>2 trainers (1 judge &amp; 1 state attorney)</td>
<td>60 participants (state attorneys &amp; judges)</td>
<td>1 day</td>
<td>lectures, cases &amp; practical examples</td>
</tr>
<tr>
<td>Legal criminal protection of child victims/witnesses of crime</td>
<td>4 trainers (2 judges, 1 state attorney &amp; 1 psychologist)</td>
<td>52 participants (state attorneys, judges &amp; non-legal professionals)</td>
<td>2 days</td>
<td>lectures &amp; practical examples</td>
</tr>
<tr>
<td>Interdisciplinary approach in child friendly justice in European Law&lt;sup&gt;32&lt;/sup&gt;</td>
<td>5 trainers (1 youth judge, 1 lawyer, 1 lecturer, 1 independent advisor &amp; 1 psychologist)</td>
<td>26 participants (state attorneys &amp; judges)</td>
<td>2 days</td>
<td>lectures, discussions &amp; case studies</td>
</tr>
<tr>
<td>Youth Courts Act through judicial practice</td>
<td>1 trainer (1 youth state attorney)</td>
<td>37 participants (judges)</td>
<td>1 day</td>
<td>lectures, small group work &amp; cases</td>
</tr>
<tr>
<td>Youth Courts Act through judicial practice</td>
<td>2 trainers (2 judges)</td>
<td>96 participants (youth state attorneys)</td>
<td>1 day</td>
<td>lectures, small group work &amp; cases</td>
</tr>
</tbody>
</table>

<sup>30</sup> This workshop was part of the IPA Programme ‘Support to the reform of criminal procedure’ of the European Union (2008).
<sup>31</sup> This workshop was conducted in collaboration with European Commission and Academy for European Law, within the TAIEX-project.
<sup>32</sup> This workshop was conducted in collaboration with the Academy of European Law (JUST-2013-FRAC-AG of European Commission).
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New provisions in Criminal Code - II. Novel</strong></td>
</tr>
<tr>
<td><strong>Children’s participation in judicial proceedings &amp; protection of children involved</strong></td>
</tr>
<tr>
<td><strong>Youth Courts Act through judicial practice</strong></td>
</tr>
<tr>
<td><strong>Youth Courts Act through judicial practice</strong></td>
</tr>
<tr>
<td><strong>Children’s participation in judicial proceedings &amp; protection of children involved</strong></td>
</tr>
<tr>
<td><strong>Youth Courts Act in municipal courts application and application by state attorneys</strong></td>
</tr>
<tr>
<td><strong>Application of legal procedures in child cases</strong></td>
</tr>
</tbody>
</table>

“The State Attorney Office has identified mistakes in the application of legal procedures made by youth state attorneys and non-legal professionals working at youth state attorney offices through reviewing all files at county level and a random selection of files at municipality level. The Supreme Court has reviewed the files and decisions/actions of youth courts in order to identify procedural mistakes. For example, wrong criteria used when applying alternatives to detention, sending cases of juvenile offenders to the youth court instead of applying pre-trial measures, denying non-legal professionals access to files, questioning not adapted to children’s age, judges question children themselves instead of by non-legal professionals, missing information in reports, etc. The representatives of the State Attorneys’ Office and Supreme Court have developed a training manual that incorporates major identified procedural mistakes (anonymous) as well as the correct procedural applications in the presented cases. These trainings will be conducted in the end of 2017.”

Representative of the State Attorney Office

- **Seminars** on criminal justice are comparable to conferences. Seminars are conducted every year, mainly by university professors and lecturers who are established practitioners. Seminars focus on a variety of topics within the criminal law and consist of lectures and presentations. They usually last

\(^{33}\) This specialized training is ongoing at the time of writing this report.

\(^{34}\) This one-day training is organized in different Croatian counties. Trainings in Zagreb, Rijeka, and Varaždin have already been conducted.
one day. The group of participants per seminar can be as big as more than 250 participants. The participants receive a ‘participation certificate’ at the end. During the period from 2012 to 2017, the Judicial Academy has co-organized 1 seminar per year and 6 seminars in total (see overview).

<table>
<thead>
<tr>
<th>Seminars for (Child) Justice Professionals Organised by the Judicial Academy (2012 – 2017)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topics:</strong></td>
</tr>
<tr>
<td>New provisions in Criminal Law (2012)</td>
</tr>
<tr>
<td>New Provisions in criminal law</td>
</tr>
<tr>
<td>New provisions in Criminal Law (2014)</td>
</tr>
<tr>
<td>New provisions in Criminal Law (2015)</td>
</tr>
<tr>
<td>New provisions in Criminal Law (2016)</td>
</tr>
<tr>
<td>New provisions in Criminal Law (2017)</td>
</tr>
</tbody>
</table>

- **Specialized training for child justice professionals organised by others than the Judicial Academy:**
  - Out-of-court settlement and mediation in criminal proceedings:
    - The ‘Croatian Association for Out-of-Court Settlement and Mediation in Criminal Proceedings’, together with UNICEF-Croatia, the Judicial Academy and General State Attorney’s Office, have organized specialized trainings on the out-of-court settlement and mediation in cases of juvenile offenders in the period from 2013 to 2015 (see overview). The specialized trainings vary in terms of aims and educational outcomes and, as a result, they also differ with regard to duration (i.e. from one day to one year), types of trainings (i.e. regional trainings, workshops, course and supervision) and participants (legal professionals, social welfare system professionals, psychosocial professional).

<table>
<thead>
<tr>
<th>Specialized training for child justice professionals on out-of-court settlement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Training:</strong></td>
</tr>
<tr>
<td>4 regional trainings (Zagreb, Split, Rijeka &amp; Osijek)</td>
</tr>
<tr>
<td>4 workshops (Zagreb, Split, Rijeka &amp; Osijek)</td>
</tr>
</tbody>
</table>

35 Only those seminars that refer to specific topics relating to child justice are incorporated in the overview.
36 These trainings also included participants from the social welfare system.
## Settlement and representative of social welfare centres

<table>
<thead>
<tr>
<th>Training &amp; Supervision</th>
<th>Trainers and Mentors</th>
<th>Participants</th>
<th>Duration</th>
<th>Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 course plus mentoring and supervision (^{37}) (Zagreb)</td>
<td>8 trainers, 11 mentors &amp; 3 supervisors (Croatian Association for Out-of-Court Settlement)</td>
<td>39 participants (new mediators within county centres/psychosocial professionals)</td>
<td>1 year (170 hours)</td>
<td>lectures, video, discussions, case studies, small group work &amp; role-play</td>
</tr>
<tr>
<td>3 workshops plus supervision (Zagreb)</td>
<td>3 trainers &amp; 2 supervisors (Croatian Association for Out-of-Court Settlement, university professor &amp; psychologist)</td>
<td>28 participants (mediators who finished the one-year course)</td>
<td>4 days</td>
<td>lectures, video analysis, discussions &amp; role-play</td>
</tr>
<tr>
<td>4 regional trainings (Zagreb, Split, Rijeka &amp; Osijek)</td>
<td>3 trainers (Croatian Association for Out-of-Court Settlement &amp; representative of State Attorney Office)</td>
<td>61 participants (youth state attorneys &amp; youth non-legal professionals at state attorney offices)</td>
<td>1 day</td>
<td>feedback on actual interviews (video-recorded)</td>
</tr>
<tr>
<td>1 group professional supervision (Zagreb)</td>
<td>1 supervisor (ATA Neustart Graz - Austria)</td>
<td>14 participants (mediators from Zagreb &amp; Osijek)</td>
<td>2 days</td>
<td>feedback on actual interviews (video-recorded)</td>
</tr>
</tbody>
</table>

\(^{37}\) The course consisted of two parts (2 semesters). Semester 1 focused on theory of restorative justice, mediation, etc. and the participants learned how to mediate in cases of juvenile offenders through role-plays. Semester 2 consisted of conducting mediation in cases of juvenile offenders in actual practice at county level and included come-back-sessions during which the participants exchanged their experiences, challenges, etc. The exam contained a theoretical part (restorative justice theory, legal procedures, criteria, etc.) and practical part (role play on mediation).

Legal criminal protection of child victims/witnesses of crime:
UNICEF-Croatia, the Ministry of Justice and Judicial Academy have organized 9 specialized trainings on legal criminal protection of child victims/witnesses of crime in the period from 2016 to 2017 (see overview). The specialized trainings vary in terms of kind of trainings, i.e. basic training, advanced training and supervision.

### Specialized training for child justice professionals on legal criminal protection of child victims/witnesses of crime

<table>
<thead>
<tr>
<th>Topic</th>
<th>Trainers</th>
<th>Participants</th>
<th>Duration</th>
<th>Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 basic training on legal criminal protection of child victims/witnesses of crime</td>
<td>4 trainers (2 youth judges, 1 youth state attorney &amp; 1 psychologist)</td>
<td>150 participants (state attorneys, judges &amp; non-legal professionals at youth courts)</td>
<td>3 days/20.5 hours</td>
<td>lectures, video, discussions, case studies, small group work &amp; role-play</td>
</tr>
<tr>
<td>1 advanced training/2 modules on protection of child victims/witnesses of crime</td>
<td>3 trainers (1 youth judge &amp; 2 psychologists)</td>
<td>24 participants (non-legal professionals at youth courts)</td>
<td>6 days/42 hours</td>
<td>lectures, video analysis, discussions &amp; role-play</td>
</tr>
<tr>
<td>2 professional supervisions</td>
<td>3 supervisors (1 youth judge &amp; 2 psychologists)</td>
<td>6 participants (non-legal professionals at youth courts)</td>
<td>3 days + 2 days</td>
<td>feedback on actual interviews (video-recorded)</td>
</tr>
</tbody>
</table>
Trainers of the Judicial Academy:

- The Judicial Academy has 134 trainers who are mostly acting judges, state attorneys and professors of law. The Programme Council decides on the training topics and which trainer will conduct which training topic.
- Most trainers are acting judges, but also acting state attorneys are recruited as trainers. It is rather uncommon that trainers of other disciplines, such as psychologists, are invited.
- Trainers have individual contracts and are paid by the Judicial Academy.
- The trainers prepare the training materials. The Judicial Academy has the copyrights and puts the training materials on its website. The trainers also decide on the methodology they will use during their training. Most trainers use interactive methods, such as case studies, discussions, simulations, etc., but some trainers are reluctant to use such methods and prefer lecturing through PowerPoint.
- After each training, the participants are requested to fill in an evaluation form that asks about training topics, quality of the trainer(s), training equipment, possible improvements, logistics, etc. The evaluation forms are sent to the Programme Council. If a trainer does not perform in a satisfactory manner, he/she will not be invited again.
- The Judicial Academy organises training of trainers (TOT) whenever there are about ten candidate trainers. Trainers who do not have (enough) didactical knowledge and skills are invited to the two-day TOT. Participation in TOT is not a requirement to be a trainer for the Judicial Academy. The TOT is conducted by didactical experts who are not staff of the Judicial Academy.

Institutional needs of the Judicial Academy:

The institutional needs of the Judicial Academy have been discussed during the expert panel discussion, interviews with representatives of the Ministry of Justice (MoJ), State Attorney Office and the Judicial Academy and the FGD with professionals (see §4.2.). The following institutional needs were mentioned:

- Trainings for youth judges and youth state attorneys are too much focused on knowledge of the legal framework and not sufficiently on implementation of legal procedures and interpersonal skills, such as communication with children involved in criminal proceedings and their parents/legal guardians, dealing with boys and girls in a child-sensitive and gender-sensitive manner, preventing secondary victimization, etc. (see article 38 of the Youth Courts Act (2011)) (see quote in box).

Training that goes beyond knowledge of the legal framework requires other trainers than judges and state attorneys as well as interactive training methods such as case studies, exercises, role-plays, simulations, etc.

- Continuous training as well as refresher trainings for youth judges and youth state attorneys are important.
- Trainings for youth judges/youth state attorneys organised by the Judicial Academy focus mainly on topics related to the Youth Courts Act and other relevant legislation. Non-legal topics relating to both juvenile "The Judicial Academy needs to focus on legislation. There are so many amendments and relevant legal procedures that judges and state attorneys need to know. There is not enough time for other topics during trainings. Judges and state attorneys have many responsibilities and no time to be concerned about anything else than applying the new criminal procedures in the right way.”

Representative of the State Attorney Office MoJ-Representative

“Some non-legal professionals participated in the training in Opatija. It was good. It was interactive and interdisciplinary. We participated in role-plays together with judges and state attorneys. It is also good to be for a few days outside our workplace, in a nice hotel, and have informal discussions in the evenings with colleagues from other courts and state attorney offices. We have to collaborate with other professionals, so we have to learn about their responsibilities and how to work together. Such training should be obligatory.”

Youth non-legal professional
offenders and child victims/witnesses of crime are insufficiently incorporated.

- To this day, the Judicial Academy has not organised specialized training for non-legal professionals working at the state attorney offices and youth courts (see quote in box on the previous page). The non-legal professionals are sometimes invited to trainings for youth judges/ youth state attorneys. Some topics require separate training for youth non-legal professionals for example using CCTV-equipment, preparing children for their interview in court, talking with parents/legal guardians of children involved in criminal proceedings, providing information to boys and girls, prevention of secondary victimization, etc. Currently, not all youth courts have adequate CCTV-equipment (they formally have the CCTV-equipment, but it is not functioning well). Youth non-legal professionals request opportunities to be informed about good practices and to exchange experiences. The Judicial Academy does not provide an electronic platform or video-conference equipment to share experiences, concerns, good practices, etc. with colleagues.

- Youth non-legal professionals need supervision by experts or another platform to share and discuss their emotional and traumatic daily experiences. Supervision for youth non-legal professionals is also required to get feedback on one’s actual performance, for example through discussing video-recorded interviews with children involved in criminal proceedings

- The trainings organised by UNICEF-Croatia and the Judicial Academy have been appreciated by the participants, but continuation is (for the time being) not possible (see quote in box). The main challenge is that the training required 3 days, while the budget of the Judicial Academy on the previous page only allows for organising trainings of one day (or exceptionally 2 days).

- The Judicial Academy does not have adequate training venues for the different types of trainings that are conducted. Trainings are conducted in venues for maximum 15 to 35 participants in Zagreb and a training venue for 15 to 20 participants in each region. All these venues are equipped with PowerPoint-tools, flipchart stands, etc.

- The president of the court appoints the youth judges. Only Zagreb has a specialized youth court (Department for Youth) that exclusively deals with juvenile offenders and child victims/witnesses of crime. Youth judges of other municipal and county courts do not deal only with children involved in criminal proceedings, but also with other kinds of offenders (adults) and wider type of criminal cases (such as organized crime, financial/economic crime etc.). The appointment can be for only one year or a longer period of time. Youth judges in Zagreb may remain youth judges for their entire career. Minimum standards for newly appointed youth judges have not been formulated. The criterion ‘having inclination to work with children involved in criminal proceedings’ is not clear in actual practice. The unstandardized appointment procedure and lack of minimum standards for youth judges hampers the development of tailored specialized training.

"Youth non-legal professionals are not invited to training on legal amendments, while we need to be aware of the amendments in order to perform well. Some non-legal professionals have participated in relevant trainings organised by other organisations than the Judicial Academy, for example training on domestic violence, therapy for children, crisis intervention, self-defence, etc. Unfortunately, we have to pay ourselves for these opportunities or take a day off."

Youth non-legal professional

"Youth lawyers are registered at the Croatian BAR. They do not receive training through the Judicial Academy, but through their own internal education system. They have only 3 or 4 hours training and see only a few examples and cases. There is no control mechanisms which youth lawyers are knowledgeable/skilful and which are not. Youth lawyers should have training and inclination to work with children. It should be a requirement to have five-years experience as a lawyer before one can become a youth lawyer. The Judicial Academy should organise specialized training for lawyers in order to become youth lawyers. The relevant ordinance is pending. The Croatian Bar Association and the Judicial Academy do not collaborate."

Child justice professional
• The Judicial Academy does not invite (youth) lawyers to participate in trainings together with (youth) judges and/or (youth) state attorneys and/or youth non-legal professionals (see quote in box on the previous page).

### 14.3. Actual Institutional Capacity and Institutional Needs of the Department for Professional Training, Statistics and Analytics of the Ministry of Demography, Family, Youth and Social Policy

The Department for Professional Training, Statistics and Analytics, hereinafter called ‘Department’, is responsible for all (specialized) training for all (child) psychosocial professionals on behalf of the Ministry of Demography, Family, Youth and Social Policy (MoDFY&SP). There is no special regulation that defines the responsibilities of the Department with regard to the organisation of trainings, but the job description and tasks of the Department are written down in the general Regulation on the internal organization. Every year, each sector within the MoDFY&SP collects information about the topics that are important for their professionals in the field:

- through online surveys
- through direct information from the field
- through inspection work
- through professional associations (for example the association of social workers)

Based on the information received, each sector selects and prioritizes topics for (specialized) trainings and sends the final list to the Department. The Department prepares an ‘Educational Year Plan’, reflecting the training topics, and required budget for all (specialized) trainings. The training budget is generated from the state budget. Subsequently, a public call (‘bid’) is sent to potential trainers, mostly university professors and NGOs, who then submit their proposals and financial offers. Some (specialized) trainings are negotiated directly with UNICEF-Croatia, based on mutual consensus that some training topics are important and required for child psychosocial professionals. Other (specialized) trainings are conducted within projects funded by the European Union, i.e. if the trainings are not financed through the state budget. The training venue can be an institution of the MoDFY&SP itself, like a theatre room, library, educational institution, institution for elderly, etc., but it can also be a conference/meeting venue at a hotel. Participants receive a ‘certificate of attendance’. Trainings are not followed-up by any form of supervision or guidance in order to ensure that the new knowledge and skills are (adequately) implemented in practice.

- Curriculum and specialized training programmes for psychosocial professionals working in social welfare centres and social welfare educational institutions:

Psychosocial professionals who work in social welfare centres and social welfare educational institutions are supposed to be informed about (specialized) relevant trainings through their principals/heads of the institution. The principals/heads receive the information from the Ministry that a particular training will be organized and it is their duty to inform their staff. Sometimes all psychosocial professionals are informed, sometimes only a few professionals and sometimes nobody (see quote in box). It is rather uncommon that the Ministry defines a specific profession/group of professionals for a particular (specialized) training. The research-team has not been able to collect a comprehensive overview of (specialized) trainings relevant to psychosocial professionals working in social welfare centres and social welfare educational institutions. The MoDFY&SP has shared its ‘Education Year Plans from 2014 to 2017’ that provide only information on the training topics. For some years, the MoDFY&SP has also sent its ‘Execution Plans’ that give additional information about trainers, duration of trainings and expected number of participants. The received information about (specialized) trainings for child psychosocial professionals is not consistent over the years. The overview (on the next page) shows only the training topics that are/may be relevant to juvenile offenders and/or child victims/witnesses of crime, without

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38 Regulation on the internal organization of the Ministry for Demography, Family, Youth and Social Policy (Official Gazette 43/17).
39 The specialized training programmes mentioned in this bullet-point focus on topics related to children involved in criminal proceedings, i.e. juvenile offenders and child victims/witnesses of crime, including children with behavioural disorders.
further details (see quote in box). Only one training topic focuses specifically on juvenile offenders, i.e. ‘assessment, planning and reporting relating to alternative sanctions for juvenile offenders’ and can be considered ‘specialized’ training. All other trainings deal with more general topics, such as social, behavioural and/or mental health problems and/or psychosocial techniques for working with clients (children, youth and families). Most trainings last 2 to 3 days. The trainers who conducted the trainings listed in the overview are employees of the following organisations:

- Centre for Social Work, Faculty of Law, University of Zagreb
- Centre for Lifelong Learning, Faculty of Education and Rehabilitation Sciences, University of Zagreb
- Ombudsperson for Gender Equality
- Child and Youth Protection Centre of Zagreb
- UNICEF-Croatia
- UNHCR
- NGO ‘Sirius’
- NGO ‘Little Step’
- NGO ‘Svitanje’
- Centre for Education of Children and Youth (Osijek)
- Children’s Home Ruža Petrović
- Society for Psychological Help
- Other (individual) experts

“All training for professionals working with juvenile offenders and/or child victims/witnesses of crime have been neglected by the Ministry. That is unjustifiable, but within the new organization structure of the Ministry, we will focus more on children involved in criminal proceedings.”

Representative of MoDYF&SP

<table>
<thead>
<tr>
<th>Titles (Topics) Trainings Organized by the ‘Department for Professional Training, Statistics and Analytics’ that Are Relevant to Child Psychosocial Professionals (2014 – 2017)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
</tr>
<tr>
<td>Family mediation, family law, supervision in psychosocial work &amp; children’s rights (post graduate)</td>
</tr>
<tr>
<td>Children’s rights (post graduate)</td>
</tr>
<tr>
<td>Family mediation, family law, supervision in psychosocial work &amp; children’s rights (post graduate)</td>
</tr>
<tr>
<td>Assessment, planning &amp; reporting relating to alternative sanctions for juvenile offenders</td>
</tr>
<tr>
<td>Unaccompanied children &amp; education of special guardians</td>
</tr>
<tr>
<td>Working with unaccompanied children, children seeking international protection and asylum children</td>
</tr>
<tr>
<td>Supervision of parental care &amp; evaluating measures for protecting rights and wellbeing of children in the welfare system</td>
</tr>
<tr>
<td>Training of trainers about work with ‘heavy’ clients (= topic)</td>
</tr>
<tr>
<td>Mediation of parental and other conflicts about children (= topic)</td>
</tr>
<tr>
<td>Working with children without adequate parental care in institutions and institution for children with behavioural problems for providing support to families (= topic)</td>
</tr>
<tr>
<td>Psychosocial interventions for families of children/youth with behavioural problems</td>
</tr>
<tr>
<td>Prevention of human trafficking in the Republic of Croatia (= topic)</td>
</tr>
<tr>
<td>Prevention of burn-out of psychosocial professionals working in institutions for children without adequate parental care and institutions for children with behavioural problems (= topic)</td>
</tr>
<tr>
<td>Crisis intervention in working with children in social welfare educational institutions</td>
</tr>
<tr>
<td>Modern approaches to mental health difficulties of children and youth (= topic)</td>
</tr>
<tr>
<td>Developing individual plans</td>
</tr>
<tr>
<td>Creating individual plans (= topic)</td>
</tr>
<tr>
<td>MoVe - Motivational interventions</td>
</tr>
<tr>
<td>Crisis interventions in work with children within social welfare institutions (= topic)</td>
</tr>
<tr>
<td>Contents and models of providing preventive social services</td>
</tr>
<tr>
<td>Methods of working with people with mental health difficulties</td>
</tr>
<tr>
<td>Social skills training</td>
</tr>
<tr>
<td>Creative techniques in working with children/youth</td>
</tr>
<tr>
<td>Security and protection of children on the Internet (recognition and prevention)</td>
</tr>
</tbody>
</table>

Post-graduate studies are included in the overview, because they represent investment of the Ministry in the development of competencies of psychosocial professionals who work in the social welfare system.
| Working with children and youth on prevention and treatment of new addictions (youth gambling) |
| Ethiology and working methods with aggressive children and youth |
| Education for leaders of psychological crisis interventions |
| Motivational interviewing focused on behavioural change of involuntary clients |
| Family violence (good practices and approaches of responding) |
| Developing foster-care and adoption system as the best way to protect children’s rights and interests |
| Contents and models of providing preventive social services |
| Measures and methods of protecting life and health of beneficiaries in social welfare educational institutions |
| Measures of professional support in maintaining contact of children with parents who have different competencies |
| Social work in protection of children and assessment of risk within the family |
| Elements of family system therapy and counselling techniques in working with families |

In 2017, UNICEF-Croatia and the Department of Behavioural Disorders (Faculty of Education and Rehabilitation Sciences, University of Zagreb) have organised two specialized trainings on ‘assessment of children/youth with behavioural problems - conceptual and practical determinants’ for psychosocial professionals working in social welfare educational institutions (17 participants). The five-day trainings (31 hours) were conducted by university professors and their assistants. Besides lectures, the trainers used a variety of interactive methods such as small group work, individual exercises, case studies, group discussions, homework, self-reading and feedback sessions.

✔ Trainees of the Department for Professional Training, Statistics and Analytics:

- The trainers who conduct trainings for the Ministry are mainly university professors. There is no clear and unanimous procedure for the selection of trainers. The main selection criteria are their financial offer, proposed topics, experience and evaluations of previous trainings (see quote in box).
- The MoDFY&SP encourages that trainers use interactive training methods when the group of participants is not too big.
- The MoDFY&SP has never organised Training of trainers (TOT) on didactics, only a very few TOTs on certain topics a few times with a view to ensure that the topics could be more sustainable.
- The MoDFY&SP has encountered some challenges with regard to selecting trainers:
  - It is not easy to find good and motivated trainers who work as practitioners
  - Good practitioners are not necessarily good trainer (didactical skills)
  - Sometimes trainers are forced to conduct training by their employers
- At the end of each training, the participants are invited to complete a standardized evaluation form. Employees of the MoDFY&SP look at the evaluation forms, but do not conduct a systematic analysis.

✔ Institutional needs of the Department for Professional Training, Statistics and Analytics (MoDFY&SP):

The institutional needs of the Department for Professional Training, Statistics and Analytics have been discussed during the expert panel discussion, interviews with representatives of the MoDFY&SP and the Department (MoDFY&SP) and the FGD with professionals (see §4.2.). They mentioned the following institutional needs:
• The MoDFY&SP has no long(er) term training plan, like for a five-year period, and no nationwide training plan that incorporates required training topics, target group(s), number of participants, etc. (Specialized) Trainings are organised on a yearly basis.

• The MoDFY&SP is aware that information about trainings is not always (fully) shared by the principals/heads of social welfare centres and social welfare educational institutions with their staff and that sometimes child psychosocial professionals do not participate in (specialized) trainings that are relevant to them. The MoDFY&SP is considering different options to address this challenge:
  o Creating an on-line platform where all information about upcoming trainings is available, like the content, trainer(s), dates, location, etc.
  o Organizing a special meeting(s) with the principals/heads of the social welfare centres and social welfare educational institutions to discuss the regulation of sharing information about trainings (and other issues) with their staff.
  o Creating/Discussing the sharing of information (about training) with the professional chambers of child psychosocial professionals.

• The random selection of participants for trainings results in additional challenges for the trainers, i.e. the variety of knowledge and skills that the participants have already acquired ('entry level') and trainers have to build upon. Having a homogeneous group of participants (child psychosocial professionals) allows trainers to conduct more advanced and specialized training. Sometimes participants have not yet acquired the basic knowledge and skills (even though they are already psychosocial professionals).

• The MoDFY&SP does not systematically analyse the evaluation forms relating to training completed by participants.

• There is a need for continuous training and some form of guidance or supervision after trainings to assist child psychosocial professionals with implementing their new knowledge and skills in the best way in their actual working environment, especially with regard to working with parents/legal guardians and the family of juvenile offenders and child victims/witnesses of crime. Supervision, preferably by an external expert, is also required to discuss the challenges and possible solutions and improvements of the work of psychosocial professionals (see quote in box).

• A ‘chamber for (child) psychosocial professionals’, which implies that they require credits to keep their licence, will motivate the professionals to perform well, to participate in specialized training, etc. (see quote in box).

• There are no minimum standards for the work of child psychosocial professionals working with juvenile offenders and/or child victims/witnesses of crime.

• According to child psychosocial professionals, the management and principals of social welfare centres and social welfare educational institutions need training as well, especially on management skills, conducting professional supervision and

“NGO-staff is highly motivated to participate in trainings. Their management encourages us to go to trainings, meetings, conferences (even abroad), while the public sector does not perceive training as worthwhile for their employees. Supervision of staff is also very important and is offered to NGO-staff. Supervision avoids stress, burnout, etc., if provided during working hours.”

Child psychosocial professional

“Psychosocial professionals do all kinds of work, like prevention, diagnostics, treatment, reporting, coordination, etc., and work with juvenile offenders as well as child victims of crime. There are not enough psychosocial professionals in social welfare centres and education institutions. Some of our colleagues have other professional backgrounds, such as teachers. Psychosocial professionals need to be licenced and we need a professional chamber for all types of psychosocial professionals. A lot of training has been conducted for psychosocial professionals. We need to think about how this investment can be used in best possible way. Supervision is definitely required to ensure differential treatment of boys and girls based on their individual needs.”

Psychosocial professional
motivating their staff for training and implementation of new competencies.

- The budget of the MoDFY&SP is limited, which means that training manuals/materials cannot be developed if the training is financed from the budget of the MoDFY&SP. Training manuals/materials are only available for trainings financed through projects of the European Union, which implies that trainings funded within European projects are more specialized and may be more sustainable than trainings of the MoDFY&SP.
- The MoDFY&SP feels a strong need for more intersectorial cooperation, especially:
  - on a national level between ministries: MoDFY&SP, Ministry of Justice, Ministry of Health (see quote in box), Ministry of Interior and maybe other ministries.
  - on a local level between professionals (so-called ‘mobile teams’): more cooperation between institutions responsible for similar topics/clients, especially within the field of cooperation between police, justice system and social welfare system. These teams could then participate together at different trainings (intersectorial) and could improve their competencies, but also a level of intersectorial cooperation.

“*It is crucial that the Ministry collaborates with the Ministry of Health. There is no effective psychiatric treatment for children. Our boys and girls do not need just drugs-medication, but treatment that is based on their individual needs.*”

Child psychosocial professional

14.4. **Actual Institutional Capacity and Institutional Needs of the Centre for Education of the Ministry of Justice (MoJ)**

According to the current ‘Regulation on Education of Prison Officers of the Prison System Administration of the Ministry of Justice’ (Official Gazette 81/02, 55/05), the Centre for Education (MoJ) has two departments:

- Department for Education of Criminal Justice Officers
- Department for Education of Prisoners, Investigative Prisoners, Convicts and Juveniles

The newly drafted ‘Regulation on Education of Prison Officers of the Prison System Administration of the Ministry of Justice’ (Official Gazette 98/17) intents to reorganise the Centre for Education (MoJ). The proposed Centre for Education (MoJ) will consist of three ‘sectors’ or ‘services’:

- Development of educational programs
- Implementation of educational programs
- International cooperation in educational programs

This new organisational structure of the Centre for Education (MoJ) will also include training for probation officers of the ‘Prison and Probation System Administration’ (MoJ). After adoption of the new Regulation, the Centre for Education (MoJ) intends to cooperate with the Police Academy and Judicial Academy on specialized training for child psychosocial professionals and judicial police.

Currently, the Centre for Education (MoJ) organises training for two groups of prison staff:

- Treatment staff of prisons and penitentiaries, including psychosocial professionals working in the reformatories and juvenile prison
- Security staff of prisons and penitentiaries (also called ‘judicial police’), including judicial police working in the reformatories and juvenile prison.

Trainings take place in penitentiary institutions (MoJ) or other governmental institutions (e.g. Lipovica, Glina, Valbandon, Lepoglava, etc.). The Centre for Education (MoJ) encourages trainers to use interactive training methods and not only lectures and PowerPoint-presentations. If there are not too many participants, trainers may conduct group discussions, role-plays and case studies.

- **Specific training programmes for (psychosocial) staff of the reformatories and juvenile prison:**
  - Neither the Ministry of Justice nor the Centre for Education (MoJ) organise specific specialized training for staff of the two reformatories (= reformatory in Turopolje for male offenders and reformatory in Požega for female offenders) and/or the juvenile prison (= juvenile prison in Požega for male offenders).
  - Psychosocial professionals and judicial police working with (convicted) juvenile offenders who are

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41 This department has been inactive for a certain period.
deprived of their liberty participate in general trainings organised for treatment staff and/or security staff of prisons and penitentiaries.

- **Psychosocial professionals** working in the reformatories and juvenile prison participate, together with their colleagues who work with adult prisoners, in two kinds of training:
  - Trainings developed and organized by the Central Office (MoJ) (≈ Administration for Prisons – Department for Specific Treatment Programs): The trainings for treatment staff are not developed by the Centre for Education (MoJ), but by the Central Office (MoJ) and conducted by its employees. The Centre for Education has mostly been involved in organizational and administrative tasks relating to these trainings. The average duration of these trainings is 5 to 7 days. The topics of the trainings are mostly based on the needs of the prison staff (working in prisons/penitentiaries for adults). The Central Office (MoJ) selects the participants of the trainings among its treatment staff of prisons and penitentiaries. Also the lecturers/trainers are recruited among their own treatment staff as they develop the trainings/treatment programs. The Central Office (MoJ) also prepares the training content, training manuals for the lecturers/trainers and training materials for participants (see quote in box). The responsibilities of the Centre for Education (MoJ) mainly focus on coordination and organization of trainings, like sending invitations, writing official letters, preparing certificates, contracting and paying lecturers/trainers, etc. The Centre for Education does not develop training programs.
  - Trainings on specific treatment programs conducted by the Prison System (MoJ) and funded through projects of the European Union: Only two such trainings have been organised in the past five years, i.e. aggression replacement treatment, prevention of recidivism and control of impulsive behaviour, social skills training, etc.

- **Judicial police** are trained firstly through the ‘**Core Course for Prison Security Staff**’. From this course, judicial police officers (security staff) are recruited to work in the reformatories and/or juvenile prison, because a very specific population of juveniles is placed in these institutions. The Centre for Education (MoJ) organizes this course at least once a year for newly recruited security staff of prisons and penitentiaries, including judicial police that will work in the reformatories and juvenile prison.

- All staff of the Ministry of Justice, including staff of reformatories and juvenile prison, may participate in **other training programmes** organised by the Ministry, such as IT-courses, martial arts courses, use of electric paralysis device, etc.

- There has been only **one specialized training package** for the staff of the reformatories and juvenile prison in the last five years. The IPA-2012-project ‘Enhancing the Prison System’ of the European Union mainly focused on infrastructural reform of the reformatory in Turopolje (new facilities and infrastructure), but it also incorporated a capacity building component within a twinning component. Three specialized trainings (as well as training for trainers) for psychosocial professionals and/or judicial police of the reformatory have been organized:
  - Dealing with incident (crisis) situations for treatment staff (psychosocial professionals)
  - Adequate communication with juvenile offenders for judicial police (psychosocial professionals and security staff)
  - Preparation of release procedures (psychosocial professionals and security staff)
✓ **Implementation of new knowledge and skills by psychosocial professionals and judicial police:**

- Participants of the trainings organised by the Centre for Education (MoJ) receive a certificate that states that they have participated/finished that particular training (‘certification of attendance’). There is no exam at the end of the trainings. After the trainings, the Centre for Education (MoJ) assists its staff with the implementation of their new competencies in their daily practice, especially treatment program;

✓ **Trainers of the Centre for Education (MoJ):**

- The trainers are mainly people who worked on the development of certain treatment programs, i.e. staff of the Central Office and practitioners who work in prisons/penitentiaries, who pilot the program and identify potentials, dangers, modifications, etc.
- Sometimes the Centre for Education (MoJ) recruits external trainers with relevant practical experience, for example from the Faculty of Education and Rehabilitation Sciences, NGO’s, Family Centres, etc. However, there is no specific budget allocated to pay for external trainers and trainings. In the past, the Ministry of Justice has requested NGOs to conduct training for its staff but it turned out to be beyond the Ministry’s budget.
- At the end of the trainings, the participants receive an evaluation form that also asks about the performance of the trainer. The Central Office is currently in the process of a more systematic analysis of evaluations of trainings conducted.
- The Ministry of Justice or Centre for Education never organised Training of trainers (TOT) for its trainers. However, as mentioned above, TOT has been part of the above-mentioned IPA project and two trainers of the Ministry of Justice/Centre for Education participated. The TOTs also included didactical guidelines and tips as well as exercises on how to convey information during training. These elements were incorporated in larger topics of the trainings.

✓ **Institutional needs of the Centre for Education (MoJ):**

The institutional needs of the Centre for Education (MoJ) have been discussed during the expert panel discussion, interviews with representatives of the Ministry of Justice (MoJ) and the Centre for Education (MoJ) and the FGD with professionals (see §4.2.). They mentioned the following institutional needs:

- According to the MoJ, psychosocial professionals working in reformatories and juvenile prison participate in continuous training and are well-trained to perform their specific duties to work with convicted boys and girls. The judicial police who work with juvenile offenders in these MoJ-institutions, however, are not trained specifically to work with juvenile offenders. They only participate in general training for prison staff. The MoJ/Centre for Education (MoJ) are in favour of specialized training for judicial police working with juvenile offenders in MoJ-institutions.
- All trainings take place in venues within penitentiary institutions (MoJ), which are not designed for training activities and not sufficiently equipped to conduct training. Moreover, participants (psychosocial professionals) prefer to go to another location than their workplace when participating in trainings. This enables them to distance themselves psychologically and to focus more on new knowledge/skills gained through the training.
- Supervision after training or another form of guidance/coaching of psychosocial professionals working with juvenile offenders, like mentorship by senior staff, is required. Currently, new psychosocial professionals receive only a short orientation.
- The MoJ has frequent intersectoral meetings, especially with the Ministry of Interior, but those discussions are never about (specialized) training for their staff. There are never discussions about collaboration and/or (specialized) training between the Centre for Education (MoJ) and other national training institutes/departments that organise (specialized) training for professionals dealing with children involved in criminal proceedings, such as the Police Academy, Judicial Academy and/or the Department for Professional Training, Statistics and Analytics.
In the previous two sections, the required institutional capacity (§13) and actual institutional capacity and institutional needs of the four national training institutes/departments that organise trainings for professionals working with children involved in criminal proceedings have been discussed (§14). The main conclusions of this institutional needs assessment (INA) are:

- According to international child-specific legislation and authoritative documents from bodies such as the United Nations and Council of Europe, all child justice professionals and all child psychosocial professionals need specialized training on how to deal with juvenile offenders and/or child victims/witnesses of crime in a child-sensitive and gender-sensitive manner in all stages of the justice process. Examples of required topics for specialized training are relevant legal framework, child psychology, human/child rights, needs and treatment of children involved in criminal proceedings, communication with/questioning of children involved in criminal proceedings, interagency/sector cooperation, etc.

- Internationally, interactive, practice-oriented and interdisciplinary training that focus on knowledge, skills and attitudes and is based on training needs assessment and training evaluations is considered most effective and useful for professionals dealing with children involved in criminal proceedings. National child-specific legislation and the authoritative document, i.e. the National Strategy for the Rights of Children in the Republic of Croatia (2014 - 2020), mention that respectively professional training and continuous training are required for all professionals dealing with children involved in criminal proceedings.

- Training for justice professionals and psychosocial professionals dealing with children involved in criminal proceedings is provided by four national training institutes/departments, i.e. for youth police officers by the Police Academy, for youth state attorneys and youth judges by the Judicial Academy, for psychosocial professionals working in social welfare centres and social welfare educational institutions by the Department for Professional Training, Statistics and Analytics (MoDFY&SP) and for psychosocial professionals working in the reformatories and juvenile prison by Centre for Education of the Ministry of Justice (MoJ). Training for lawyers involved in cases of juvenile offenders and/or child victims/witnesses of crime is not organised by a national training institute/department, but by the Croatian BAR, and has not been systematically explored within the present TNA/INA-research.

- Specialized training on child-sensitive treatment of children involved in criminal proceedings according to international and national standards and principles is part of the training initiatives of the Police Academy for youth police officers and the Judicial Academy for youth state attorneys and youth judges. The Judicial Academy does not conduct such specialized training for youth non-legal professionals working at state attorney offices and youth courts, except if organized together with other partners (European Union, UNICEF, etc.). Neither the Department for Professional Training, Statistics and Analytics (MoDFY&SP) nor the Centre for Education (MoJ) systematically organise specialized training on child-sensitive treatment of children involved in criminal proceedings for their child psychosocial professionals. The Department for Professional Training, Statistics and Analytics (MoDFY&SP) provides only general trainings for all psychosocial professionals that focus more on different clinical characteristics of children and youth at risk or specific treatment/intervention methods. Some of these trainings are also relevant to psychosocial professionals working in social welfare centres and social welfare educational institutions. The Centre for Education (MoJ) offers only general training for prison staff, both treatment staff and security staff, that may also be relevant to psychosocial professionals and judicial police working in the reformatories and juvenile prison. Training on gender-sensitive treatment of children involved in criminal proceedings is not incorporated in the lists of training topics of any of the four national training institutes/departments.

- All four national training institutes/departments collaborate with international, European and national organisations, such as UNICEF, European Union and civil society/non-governmental organisations, in order to design and/or conduct specialized training for professionals dealing with children involved in criminal proceedings. In general, these specialized trainings are very much appreciated by the participants but are not sustainable training initiatives.

- Sustainable long-term training programmes and continuous training for child justice professionals and child psychosocial professionals are not the rule, but rather an exception. Only the Police Academy has developed a long-term training programme for youth police officers. The continuous training for youth
police officers consists of basic training and advance training as well as subsequent refreshers and/or specialized workshops. The Judicial Academy does not have a long-term training programme and does not organise continuous training for child justice professionals, but decides on specialized trainings for youth state attorneys and youth judges on a yearly basis. Specialized training for youth non-legal professionals is not yet part of the Judicial Academy’s programme. Neither the Department for Professional Training, Statistics and Analytics (MoDFY&SP) nor the Centre for Education (MoJ) have developed a long-term training programme or continuous training for child psychosocial professionals. They organize only basic training for psychosocial professionals in general and no advanced training and/or specialized training initiatives for psychosocial professionals who deal with children involved in criminal proceedings. These practices are not in line with the ‘continuous improvement of competencies of all legal and non-legal professionals engaged in criminal procedures with children’ that is promoted by the ‘National Strategy for the Rights of Children in the Republic of Croatia (2014 - 2020)’.

In general, participation in specialized training is not one of the minimum qualifications for professionals dealing with children involved in criminal proceedings. Only youth police officers have to participate in specialized training organised by the Police Academy. Participation in specialized training organised by the Judicial Academy is not a minimum qualification for youth state attorneys, youth judges and youth non-legal professionals. The same is true for psychosocial professionals working with juvenile offenders and/or child victims/witnesses of crime. Neither the Department for Professional Training, Statistics and Analytics (MoDFY&SP) nor the Centre for Education (MoJ) consider participation in specialized training as a minimum qualification to work in child-sensitive centres and social welfare educational institutions respectively reformatories and the juvenile prison. According to various stakeholders, professionals dealing with juvenile offenders and/or child victims/witnesses of crime should be appointed based on their internal motivation and they should have specialized legislative, criminological and psychosocial knowledge and skills to work with children involved in criminal proceedings.

Evaluation forms that participants complete after (specialized) trainings are a useful tool to improve future training initiatives and to tailor future (specialized) trainings to the needs of the professionals. All four national training institutes/departments request participants at the end of (specialized) trainings to complete an evaluation form about the various components of the training, such as the content, methods, trainers, etc. The Police Academy and Judicial Academy systematically analyse the evaluation forms, use the findings to improve (specialized) trainings for their professionals and add the evaluation-results in their respective databases. The Department for Professional Training, Statistics and Analytics (MoDFY&SP) and Centre for Education (MoJ) look at the completed evaluation forms, but do not systematically use the suggestions of the participants for future training purposes.

Specialized training without any form of guidance on the implementation of the new knowledge, skills and attitudes that professionals have acquired is less effective than when training initiatives are followed-up by supervision or monitoring at their actual working places. The ‘National Strategy for the Rights of Children in the Republic of Croatia (2014 - 2020)’ promotes ‘supervision based on identified needs and specific work demands’ for all professionals dealing with children involved in criminal proceedings. None of the relevant governmental bodies organize systematic supervision for their professionals, but all of them acknowledge the need for some kind of supervision in their professionals’ working environment. Supervision of some of the non-legal professionals working at youth courts has recently been organised by UNICEF-Croatia in collaboration with the Ministry of Justice and Judicial Academy. Youth police officers, youth state attorneys, youth judges, non-legal professionals at state attorney offices, psychosocial professionals working in the social welfare system and psychosocial professionals working in the justice system have not received any systematic and continuous form of supervision in general or after (specialized) training. Psychosocial professionals working in social welfare centres, social welfare educational institutions and reformatories do not only request supervision after (specialized) training in order to implement their new knowledge, skills and attitudes, but general supervision to support them with complex cases and challenges they encounter in cases of children involved in criminal proceedings.

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42 The Police Academy organises ‘strategic supervision’, which means that files of youth police officers are analysed and feedback provided. This is another form of supervision than discussed in this bullet-point.
✓ All four national training institutes/departments conduct interactive (specialized) training for their professionals. Lectures and PowerPoint-presentations are complemented with plenary discussions, individual and small group exercises and case studies and, if the size of the group of participants allows, also role plays and simulations. The Police Academy and, to some extent, the Judicial Academy organize practice-oriented training for their respective professionals working with children involved in criminal proceedings. The Department for Professional Training, Statistics and Analytics (MoDFY&SP) and Centre for Education of the Ministry of Justice (MoJ) also organise practice-oriented training, but not specifically for psychosocial professionals working with juvenile offenders and/or child victims/witnesses of crime.

✓ Interdisciplinary training in terms of mixing participants from different educational backgrounds and/or with different professional experiences is not part of (specialized) trainings organised by the four national training institutes/departments. However, when the institutes/departments organise such trainings together with external partners, such as UNICEF, European Union and civil society/non-governmental organisations, interdisciplinary (specialized) training is sometimes organised.

✓ The four national training institutes/departments have their own policy with regard to the trainers who conduct specialized training for their professionals. The Police Academy uses its own pool of internal police trainers employed by the Academy as well as external trainers with non-police backgrounds, such as psychologists, health professionals, etc., to conduct training for youth police officers. The other three national training institutes/departments have no pool of internal trainers employed by the institute. They contract trainers and professionals on a topic-by-topic basis to train their professionals. The Judicial Academy has a pool of external trainers, consisting of mainly acting (youth) judges, (youth) state attorneys and professors of law. They hardly ever invite non-legal trainers to conduct specialized training for youth state attorneys and youth judges (and youth non-legal professionals). The Department for Professional Training, Statistics and Analytics (MoDFY&SP) recruits mainly professors and lecturers from universities and representatives of non-governmental organisations to train their psychosocial professionals of social welfare centres and social welfare educational institutions. The Centre for Education (MoJ) usually invites representatives of the Central Office (MoJ) or psychosocial professionals working in prisons/penitentiaries to conduct trainings for staff of the reformatories and juvenile prison.

✓ Professionals who are contracted as trainers are not necessarily good didactics. The Police Academy and Judicial Academy organise training of trainers (TOT) on didactics for its trainers on a regular basis. The Department for Professional Training, Statistics and Analytics (MoDFY&SP) has provided a few TOTs, but on content/topics that are relevant to their trainers and not on didactics. The Centre for Education (MoJ) has never organised a TOT for its trainers.

✓ All four national training institutes/departments have listed institutional needs. The Judicial Academy and Department for Professional Training, Statistics and Analytics (MoDFY&SP) have provided the longest of institutional needs. All national training institutes/departments have mentioned that they need (more) appropriate training venues to conduct training for their professionals. The Police Academy needs more specialized training, including e-learning and modular training, and on the job coaching for youth police officers. Specialized training organised by the Judicial Academy is mainly focused on knowledge of the legal framework compared to interpersonal skills and mainly on juvenile offenders compared to child victims/witnesses of crime. The Judicial Academy needs specialized training for youth non-legal professionals and continuous training for youth state attorneys and youth judges, especially on topics other than legal amendments. The Department for Professional Training, Statistics and Analytics (MoDFY&SP) needs to invest in a sustainable and long-term plan of specialized training for psychosocial professionals dealing with children involved in criminal proceedings, including supervision for youth psychosocial professionals. Communication about upcoming training needs to be improved as well as the selection of participants for training and intersectoral cooperation. The Centre for Education (MoJ) needs to develop and organise specialized training psychosocial professionals, both treatment staff and security staff, working with juvenile offenders in the reformatories and juvenile prison. Also the intersectoral cooperation can be improved.
UNICEF-Croatia intends to assist national training institutes/departments to develop and strengthen specialized training for professionals who work with children involved in criminal proceedings, i.e. both juvenile offenders (see paragraph 40 in the box) and child victims/witnesses of crime (see guidelines 41 and 43 in the box). The present report discusses the findings of the training needs assessment (TNA) and institutional needs assessment (INA).

The TNA has identified the required and actual capacity of child justice professionals and child psychosocial professionals to treat juvenile offenders and child victims/witnesses of crime in a child-sensitive and gender-sensitive manner and in line with national and international standards and principles. The TNA has also determined the training needs of youth police officers, youth state attorneys, youth judges, youth non-legal professionals and child psychosocial professionals working in social welfare centres, social welfare educational institutions, reformatories and juvenile prison. The INA has identified the required and actual capacity of the national training institutes/departments to organize and conduct specialized training for professionals who deal with children involved in criminal proceedings. The INA has also determined the institutional needs of the Police Academy, Judicial Academy, Center for Education of the Ministry of Justice (MoJ) and Department for Professional Training, Statistics and Analytics of the Ministry of Demography, Family, Youth and Social Policy (MoDFY&SP). These TNA/INA-findings allow for informed decisions about developing specialized training programmes/curricula and strengthening existing specialized training programmes/curricula, in terms of kinds of training, training programmes/curricula and the training needs assessment in Croatia.

“The Committee wishes to emphasize that a key condition for a proper and effective implementation of these rights or guarantees is the quality of the persons involved in the administration of juvenile justice. The training of professionals, such as police officers, prosecutors, legal and other representatives of the child, judges, probation officers, social workers and others is crucial and should take place in a systematic and ongoing manner. These professionals should be well informed about the child’s, and particularly about the adolescent’s physical, psychological, mental and social development, as well as about the special needs of the most vulnerable children, such as children with disabilities, displaced children, street children, refugee and asylum-seeking children, and children belonging to racial, ethnic, religious, linguistic or other minorities.”

Paragraph 40 of CRC General Comment No.10 (2007)

“Adequate training, education and information should be made available to front-line professionals, criminal and juvenile justice officials, justice system practitioners and other professionals working with child victims and witnesses with a view to improving and sustaining specialized methods, approaches and attitudes. … This training should include: (a) Relevant human rights norms, standards and principles, including the rights of the child; (b) Principles and ethical duties of their office; (c) Signs and symptoms that point to evidence of crimes against children; (d) Crisis assessment skills and techniques, especially for making referrals, with an emphasis placed on the need for confidentiality; (e) Impact, consequences and trauma of crimes against children; (f) Special measures and techniques to assist child victims and witnesses in the justice process; (g) Cross-cultural and age-related linguistic, religious, social and gender issues; (h) Appropriate adult-child communication skills; (i) Interviewing and assessment techniques that minimize any trauma to the child while maximizing the quality of information received from the child; (j) Skills to deal with child victims and witnesses in a sympathetic, understanding, constructive and reassuring manner; (k) Methods to protect and present evidence and to question child witnesses; (l) Roles of, and methods used by, professionals working with child victims and witnesses.”

The following fifteen general recommendations are relevant to all four national training institutes/departments and their partners, although some components might have been (partly) achieved already (see Part 2 and Part 3). The research-team, however, considers it important that every training institute/department verifies whether all general recommendations are fully achieved. For this purpose, they are listed in this separate section.

**Recommendation 1: Minimum qualifications on participation in specialized training.**
Different laws and authoritative documents lay down the kind of education that is required prior to the appointment/employment of child justice professionals and child psychosocial professionals (also called ‘pre-service training’), such as high-school, college or university level (bachelor’s or master’s degree). Pre-service training provides general professional knowledge and skills (and attitudes) relevant to the work of professionals dealing with children involved in criminal proceedings. For child justice professionals, internal or specific motivation to work with children/youth or more specifically with children in contact with the law (also called ‘inclination’) is a minimum qualification as well. However, participation in specialized training upon and/or shortly after appointment/employment (also called ‘in-service training’) is not incorporated as minimum qualification for all professionals dealing with children involved in criminal proceedings. Comprehensive specialized training for professionals dealing with juvenile offenders and/or child victims/witnesses of crime includes both basic specialized training and advanced specialized training (see recommendation 3) that provide complementary professional knowledge, skills and attitudes relating to children involved in criminal proceedings and the specific expert tasks and responsibilities that professionals need to perform (see recommendation 6). Relevant Ministries/Governmental Bodies, national training institutes/departments and other relevant stakeholders are invited to acknowledge that professionals dealing with juvenile offenders and/or child victims/witnesses of crime need to participate in comprehensive and continuous (lifelong learning) specialized training and to prescribe this minimum qualification in detail in an authoritative document (or law).

**Recommendation 2: State funded nationwide specialized training.**
It is a challenge for national training institutes/departments and Ministries/Governmental Bodies to finance the required specialized training for their professionals. If participation in specialized training is considered a minimum qualification for child justice professionals and child psychosocial professionals (see recommendation 1) and therefore mandatory, the Government should ensure adequate funding to organise specialized training throughout the country. Nationwide specialized training guarantees equal educational opportunities for all professionals dealing with juvenile offenders and/or child victims/witnesses of crime and, as a result, equal treatment of boys and girls involved in criminal proceedings independent of where they reside and come into contact with the law. Decentralized specialized training may be required and should address local needs (if any), such as dealing with children of particular ethnic groups who come into contact with the law.

**Recommendation 3: Continuous and comprehensive specialized training for all professionals.**
Almost all professionals involved in cases of children involved in criminal proceedings take part in short-term specialized trainings, workshops and/or seminars. However, the professionals need to participate in

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43 For example, there are minimum qualifications for youth police officers covering both their general education and specialized training upon their appointment as youth police officers. For youth state attorneys and youth judges, general education is clearly prescribed but specialized training on dealing with children involved in criminal proceedings is no requirement to be appointed or once appointed. The same is true for child psychosocial professionals working in social welfare centres, social welfare educational institutions, reformatories and juvenile prison. While for judicial police dealing with juvenile offenders in reformatories and juvenile prison there are no minimum standards referring to specialized training.
continuous (lifelong learning) and comprehensive specialized training in order to acquire all required knowledge, skills and attitudes to deal with juvenile offenders and/or child victims/witnesses of crime in a child-sensitive and gender-sensitive manner and to be well-informed about new theoretical and practical developments relevant to child justice. Continuous (lifelong learning) specialized training implies that professionals take part in basic specialized training plus advanced specialized training followed by regular refreshers and/or special seminars/workshops. In actual practice, national training institutes/departments try to organise specialized training that is as comprehensive as possible. However, the TNA/INA has shown that child psychosocial professionals do not receive sufficient specialized training on the legal framework and legal amendments relevant to dealing with children involved in criminal proceedings, while child justice professionals are not provided with sufficient specialized training on other disciplines and interpersonal skills. Comprehensive specialized training for professionals dealing with children involved in criminal proceedings should consist, at least, of the following topics:

✓ General knowledge, skills and attitudes for all professionals:
  • Treatment of children according to their needs and in a child-sensitive manner
  • Treatment of boys and girls in a gender-sensitive manner
  • Guiding principles, i.e. children’s best interests; non-discrimination; participation/expression of views and concerns; dignity; confidentiality; and life, survival and development
  • International standards and principles
  • National legislation
  • Child development and child psychology
  • Human rights and children rights
  • Rapport/relationship building with children involved in criminal proceedings (and their parents/legal guardians)
  • Communication with boys and girls involved in criminal proceedings
  • Roles and responsibilities of professionals dealing with children involved in criminal proceedings
  • Ethics/values

✓ Specific knowledge, skills and attitudes for each profession: (see also recommendation 5)
  • Guidelines/standard operating procedures on dealing with juvenile offenders and/or child victims/witnesses of crime (see recommendation 6)
  • Roles and responsibilities
  • Collaboration with other professionals and intersectoral/interagency collaboration (see recommendations 6 & 10)
  • Interviewing/questioning children involved in criminal proceedings
  • Measures, services and programmes for juvenile offenders and/or child victims/witnesses of crime
  • Assessment of children involved in criminal proceedings
  • Preparation of documentation and reports
  • Other disciplines, such as law, psychology, social work, social pedagogy, criminology, etc.
  • New theoretical and practical developments, like restorative justice, alternatives to detention, court preparation of child victims/witnesses of crime, interviewing through CCTV, children on the move, etc.

If specialized training does not address these general and specific topics, boys and girls may be psychologically, emotionally and/or socially harmed by their involvement in criminal proceedings.

Recommendation 4: Specialized training on other groups of vulnerable boys and girls.

The TNA/INA covered only boys and girls involved in criminal proceedings. However, professionals who deal with juvenile offenders and/or child victims/witnesses of crime may need additional knowledge, skills and/or attitudes on other groups of vulnerable children. Therefore, national training institutes/departments may want to consider enriching their specialized basic and/or advanced training for youth police officers, youth state attorneys, youth judges, youth non-legal professionals and child psychosocial professionals working in social welfare centres, social welfare educational institutions, reformatories and juvenile prison through incorporating topics relating to the following groups of children:

✓ Boys and girls involved in civil proceedings
✓ Boys and girls under the minimum age of criminal responsibility in conflict/contact with the law
✓ Boys and girls at risk of coming in contact with the law
✓ Boys and girls in need of care and protection (including children in street situations)
✓ Boys and girls on the move (like migrant children, refugee children and unaccompanied children)
✓ Boys and girls subject to institutionalisation or other social welfare interventions

Recommendation 5: Specialized training for other groups of professionals.
The TNA/INA did not include all professionals dealing with children involved in criminal proceedings, but only youth police officers, youth state attorneys, youth judges, youth non-legal professionals and child psychosocial professionals working in social welfare centres, social welfare educational institutions, reformatories and juvenile prison. National training institutes/departments may want to consider organising specialized training, workshops and/or seminars for other groups of professionals dealing with juvenile offenders and/or child victims/witnesses of crime involved in criminal proceedings, such as:
✓ Youth judicial police
✓ Youth (defence) lawyers
✓ Executive judges
✓ Supreme court judges
✓ Doctors and medical staff (including psychiatrists)
✓ Language specialists and other specialists dealing with vulnerable children and/or children with disabilities
✓ Interpreters in cases of children involved in criminal proceedings
✓ Management of organisations and institutions that offer services/programmes for juvenile offenders and/or child victims/witnesses of crime

Recommendation 6: Guidelines or standard operating procedures as part of specialized training.
Detailed guidelines or standard operating procedures (SOPs) on how to deal with juvenile offenders respectively child victims/witnesses of crime in a child-sensitive and gender-sensitive manner and/or on collaboration with other professionals with regard to particular topics have been designed for some groups of professionals and/or some organisational entities. For example, intersectoral protocols on responding to family violence and violence among children already exist. However, practical guidelines/SOPs may be required for all professional groups dealing with children involved in criminal proceedings and/or all organisational entities, i.e. youth police, state attorney offices, youth courts, social welfare social welfare centres, social welfare educational institutions, reformatories and juvenile prison. If detailed guidelines/SOPs exist, they should be part of the specialized basic training for each group of relevant professionals, i.e. youth police officers, youth state attorneys, youth judges, youth non-legal professionals and child psychosocial professionals working in social welfare centres, social welfare educational institutions, reformatories and/or juvenile prison.

Recommendation 7: Long-term and quality specialized training programmes/curricula.
National training institutes/departments and Ministries/Governmental Bodies invest in specialized training for their professionals. Ideally, specialized training programmes/curricula for professionals dealing with children involved in criminal proceedings are based on a training needs assessment that goes beyond collecting desired topics, but includes various methods and sources such as:
✓ Questionnaires for senior and newly appointed professionals
✓ Focus group discussions and/or interviews with representatives of Ministries/Governmental Bodies and the management of relevant organisations, services and programmes
✓ Analysis of evaluations of specialized trainings
✓ Review of national and international legislative and policy documents

Each national training institute/department, in close collaboration with the relevant Ministry/Governmental Body/ies, should conduct its own training needs assessment related to their professionals. The professionals themselves as well as colleagues with whom they are supposed to collaborate can express training needs and provide other relevant input. Preferably, the draft specialized training programmes/curricula is shared with

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44 SOPs are written guidelines that describe a routine or repetitive activities followed by an organization, like youth police, state attorney offices, social welfare centres, etc. SOPs provide common standards and a step-by-step approach in dealing with the target group(s) of children and empower professionals to carry out their tasks in the best profession manner.
practitioners and potential future participants in specialized training for their feedback. The development of long-term (4 to 5 year) and quality specialized training programmes/curricula is highly recommended and requires a well-founded vision of the relevant national training institute/department and relevant Ministry/Governmental Body/ies on all relevant components of basic and advance specialized training, such as:

- Training objectives
- Training content/topics (see recommendations 3 & 4)
- Expected outcomes (in terms of knowledge, skills and attitudes)
- Participants (group size, kinds of professionals and selection criteria) (see recommendation 10)
- Training duration
- Training methodology (see recommendation 9)
- Training tools and equipment
- Training venues and seating arrangements
- Trainers (see recommendation 12)
- Financial resources (see recommendation 2) (including for interdisciplinary training, training of coaches/supervisors and training of trainers) (see recommendations 10, 11 & 12)

A well-founded vision also implies an effective strategy to tackle structural challenges and institutional needs of national training institutes/departments (see recommendation 15). If national training institutes/departments have organised specialized training for their professionals in collaboration with international and national organisations, such as UNICEF, European Union and civil society/non-governmental organisations, and these initiatives have been evaluated as effective and useful, they might want to consider incorporating the topics in the training programme/curriculum in order to ensure sustainability.

**Recommendation 8: Regular review of specialized training programmes/curricula.**

National training institutes/departments and Ministries/Governmental Bodies consider it important to evaluate specialized trainings that they organise for child justice professionals and child psychosocial professionals, i.e. through a standardized evaluation form at the end of the training. However, they do not always systematically use the evaluation findings to improve and tailor future specialized trainings. It is recommendable, however, to regularly review the entire specialized training programmes/curricula as well as ensuring yearly updates on new and contemporary forms of social risks, new forms of offences committed by children, new forms of behavioural problems, etc. (if necessary). Evaluation of specialized training programmes/curricula, including through pre/post-self-assessments by professionals, should cover as much as possible all components of basic specialized training and advanced specialized training (see recommendations 7) as well as the application of newly acquired knowledge, skills and attitudes in the actual working environment of the professionals (see recommendation 11) and intersectoral/interagency collaboration between professionals and organisational entities (see recommendation 10). National training institutes/departments may want to create an internal database incorporating the evaluations of all specialized trainings, especially to be able to ensure that quality trainers may be recruited again.

**Recommendation 9: Effective and useful specialized training.**

National training institutes/departments try to organise the most effective and most useful specialized training for child justice professionals and child psychosocial professionals. Concretely, this means:

- Practice oriented training through using case studies, problem solving exercises, video-observations, field visits, simulations, etc.
- Interactive/participatory training through plenary discussions, brainstorming, small group exercises, simulations, demonstrations and role-plays, etc.
- Intersectoral/interdisciplinary training, i.e. participants from different professional backgrounds who work with children involved in criminal proceedings (see recommendation 10)

Effective and useful specialized basic and advanced training may also imply considering:

- Extension of the usual one/two-day specialized trainings in order to give participants sufficient time to digest new knowledge and to practice new skills and attitudes
- Modular training to facilitate a step-by-step learning process, including transfer of knowledge, skills and attitudes to the working place
- Use of new technologies and media, such as e-learning/online-learning, Skype/video-conferences, online discussion/consultation forum/platform and using social media
✓ Incorporation of mandatory tests/exams at the end of specialized trainings in order to ensure that the participation of professionals has resulted in increased knowledge, skills and attitudes

**Recommendation 10: Intersectoral and interdisciplinary specialized training.**
Interdisciplinary training for child justice professionals and child psychosocial professionals is recognized as an important component of specialized training by all stakeholders. National training institutes/departments usually inform their professionals when such interdisciplinary initiatives are taken. Interdisciplinary sessions, workshops and seminars together with colleagues of other disciplines, including lawyers/paralegals and forensic/medical staff involved in cases of juvenile offenders and/or child victims/witnesses of crime, may enrich specialized basic and advance training. Possible benefits are:

✓ Exchange of promising/good practices and experiences
✓ Discussions on challenges encountered and potential solutions with regard to collaboration
✓ Reflections on one’s own responsibilities and work with juvenile offenders and/or child victims/witnesses of crime from another perspective/discipline
✓ Facilitation of discussions on intersectoral and interagency collaboration
✓ Inspiration to apply interdisciplinary approaches in cases of juvenile offenders and/or child victims/witnesses of crime

Intersectoral and interdisciplinary trainings, workshops and seminars may be organised at the national level as well as regional level with local practitioners participating together. National training institutes/departments realise that interdisciplinary training requires skilled and experienced trainers, preferably from different disciplines, who are able to create a safe learning environment so that participants feel at ease to discuss challenges they encounter and to practice new skills together with colleagues from other disciplines. If an interdisciplinary session seems to challenging for the trainer(s) and/or national training institute/department, a joint field-visit to a service/organisation relevant to all participants/professionals, such as a youth court plus CCTV-room, social welfare centre or reformatory, followed by a discussion with all participants/professionals may be a meaningful alternative. Collaboration with international organisations that fund projects relating to children involved in criminal proceedings, such as UNICEF, UNHCR and European Union, may also be an adequate way to add an intersectoral/interdisciplinary component to specialized training for child justice professionals and child psychosocial professionals.

**Recommendation 11: Supervision and on-the job coaching after specialized training.**
National training institutes/departments and Ministries/Governmental Bodies acknowledge the importance of complementing specialized training by supervision/on-the job coaching at the actual working place of professionals dealing with children involved in criminal proceedings. Such supervision/coaching contributes to sustainable behaviour and attitude changes and ensures child-sensitive and gender-sensitive treatment of juvenile offenders and child victims/witnesses of crime by child justice professionals and child psychosocial professionals. Applying new knowledge, skills and attitudes acquired through face-to-face/classroom training requires that professionals are guided and supported by supervisors and/or experienced senior colleagues (of the same profession) when they are back in their actual working environment. Child justice professionals and child psychosocial professionals need role-models, sounding boards, advice and constructive feedback on their performance and progress. Supervision/on-the job coaching, both individual and in group, is a very valuable and sometimes required contribution to the specialization of professionals, but it can only complement and never replace specialized training. Becoming a competent coach/supervisor requires training, which implies that national training institutes/departments need to consider incorporating ‘training on coaching/supervision’ in their training programmes-curricula (see recommendation 7).

**Recommendation 12: Pool of internal and external trainers to conduct specialized training.**
National training institutes/departments have their own policies regarding trainers who conduct specialized training. They mainly recruit professionals with a similar educational background as the participants to

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45 For example, (youth) state attorneys and (youth) judges may not always feel confident to discuss obstacles or to participate in a role-play when (youth) police officers and/or (youth) psychosocial professionals are also participating in the training.

46 In this report, supervision is used as a broader term than on-the-job coaching. Both refer to assisting professionals with implementing their new competencies in their daily practice, providing constructive feedback on their performance and progress, advising, serving as role-model and sounding board, etc. after professionals have participated in (specialized) training. Supervision, however, may also include assisting professionals independent of their participation in (specialized) training, i.e. in the daily practice in general, crisis intervention, burnout prevention, stress reduction, etc.
conduct a particular training topic. Creating a pool of internal and external trainers who are trained on the content and didactics of the topics incorporated in the training programme/curriculum of the national training institute/department may be more efficient in terms of sustainability and quality. Such a pool of trainers also allows national training institutes/departments to use an interdisciplinary duo of trainers to conduct specialized training for child justice professionals and child psychosocial professionals, which will enrich the training content. Becoming a competent trainer, in terms of didactics (see recommendation 12) and conducting effective and useful training (see recommendation 9), requires that ‘training of trainers (TOT)’ is incorporated in the training programme/curriculum of the national training institutes/departments and regularly organised. TOT on didactics should address:

- Adult learning principles
- Creating a safe learning environment
- Teaching competences how to deliver information
- Interactive training methods
- Guiding discussions, exercises, simulations and role-plays
- Communication
- Motivating participants
- Competencies on evaluation
- New training technologies and media (see recommendation 9)

Ideally, each national training institute/department has a network of trained trainers and trained coaches/supervisors (see recommendations 11 & 12). The national training institutes/departments may also consider developing training manuals for trainers on the content of the specialized basic and advanced trainings and exercises for participants (see also recommendations 3 & 6) for which the pool of trainers is responsible.

Recommendation 13: Collaboration among national training institutes/departments. Collaboration among national training institutes/departments hardly exists, but is recognized by the management as important and potentially useful. Regular meetings and/or other forms of collaboration among the Police Academy, Judicial Academy, Department for Professional Training, Statistics and Analytics (MoDFY&SP) and/or Center for Education (MoJ) may be beneficial to specialized training programmes/curricula for child justice professionals and child psychosocial professionals as well as for training of trainers and training of supervisors/coaches. For example, such collaboration may facilitate:

- Organisation of interdisciplinary specialized training
- Exchange of trainers for particular training topics
- Joint training of trainers on didactics (see recommendation 12)
- Joint training of supervisors/coaches on assisting professionals in their work environment and providing feedback (see recommendation 11)
- Intersectoral/interdisciplinary training for professionals on relevant international standards and national legislation, communication, child development/psychology, new and contemporary trends relevant to children involved in criminal proceedings, etc. (see recommendation 10)
- Joint field-visits
- Common structural challenges and institutional needs (see recommendation 15)

Recommendation 14: Exchange of experiences with other countries. The TNA/INA has not addressed the extent and ways national training institutes/departments integrate intercountry training initiatives in their respective specialized training programmes/curricula. Exchange of experiences with other countries in the same and/or other regions may focus, among other things, on:

- Specialized training for child justice professionals and child psychosocial professionals
- Training of trainers (TOT) organised by national training institutes/departments
- Training of supervisors/coaches of child justice professionals and child psychosocial professionals organised by national training institutes/departments
- Promising/good practices and experiences of national training institutes/departments
- Challenges and institutional needs of national training institutes/departments

Study visits to other countries for professionals who have participated in specialized advanced training are also worthwhile considering in order to exchange promising/good practices and discuss experiences and challenges. Intercountry exchanges can also be facilitated through new training technologies, such as video
conferences with colleagues abroad, which are of course much cheaper and may reach (much) more professionals (and trainers and/or coaches/supervisors). International organisations involved in specialized training for professionals dealing with juvenile offenders and/or child victims/witnesses of crime, such as UNICEF, UNHCR and European Union, may be able and willing to assist in this regard.

**Recommendation 15: Structural challenges and institutional needs.**
The research team has systematically collected the structural challenges and institutional needs of the national training institutes/departments as part of the TNA/INA. It is strongly recommended that the institutes/departments, in close collaboration with the relevant Ministries/Governmental Bodies, develop an effective strategy to address the structural challenges they encounter and institutional needs expressed by their respective professionals and/or partners and stakeholders. The following challenges and needs may require specific attention from national training institutes/departments and Ministries/Governmental Bodies:

- Specialized units/bodies for juvenile offenders and/or child victims/witnesses of crime in all sections of the justice system and social welfare system
- Centralized database of child justice information
- Intersectoral and interagency coordination among child justice and child social welfare organisations
- Coordination between child justice professionals/child psychosocial professionals and community-based organisations that provide services and programmes for children involved in criminal proceedings
- Efficient and timely communication about upcoming specialized training
- Regular briefings on new legislation, new measures, services and programmes and/or other new developments for all child justice professionals and child psychosocial professionals
- Supervision of professionals to avoid burnout and stress and crisis intervention after emotional incidents
- Implementation of technology in criminal proceedings
- Statistics on specialized training for child justice professionals and child psychosocial professionals

### 16.2. Four Specific Recommendations for National Training Institutes/Departments

The following four specific recommendations concern respectively the Police Academy, Judicial Academy, Department for Professional Training, Statistics and Analytics (MoDFY&SP) and Center for Education (MoJ). The research team invites the stakeholders to discuss how to address them.

**Recommendation 16: Specialized training organised by the Police Academy for youth police officers.**
The Police Academy, in close consultation with the Ministry of Interior, may want to consider the following with regard to specialized training for youth police officers:

- Taking the general recommendations into account (§16.1.).
- Organising more specialized training for youth police officers in order to cover all relevant topics relating to juvenile offenders and child victims/witnesses of crime.
- Incorporating all relevant topics on dealing with juvenile offenders and child victims/witnesses of crime in a child-sensitive and gender-sensitive manner promoted by national and international child-specific legislation and authoritative documents in basic and/or advanced specialized training for youth police officers.
- Enriching specialized advanced training for youth police officers with intersectoral and interdisciplinary sessions together with youth state attorneys and youth judges, and maybe youth lawyers as well, and/or child psychosocial professionals working in various environments with juvenile offenders and/or child victims/witnesses of crime.
- Including e-learning as part of specialized basic and/or advanced training for youth police officers.
- Organising modular specialized basic and/or advanced training for particular groups of youth police officers.
- Addressing the specific structural challenges and institutional needs of the Police Academy.
Recommendation 17: Specialized training organised by the Judicial Academy for youth state attorneys, youth judges and youth non-legal professionals.

The Judicial Academy, in close consultation with the Ministry of Justice and State Attorney Office, may want to consider the following with regard to specialized training for youth state attorneys, youth judges and youth non-legal professionals at state attorney offices and youth courts:

✔ Taking the general recommendations into account (§16.1.).
✔ Designing a long-term training programme/curriculum for respectively youth state attorneys, youth judges and youth non-legal professionals, based on a comprehensive training needs assessment.
✔ Ensuring yearly updating of the specialized training programme/curriculum, based on systematic and comprehensive evaluations.
✔ Organising specialized basic and advanced training for youth non-legal professionals working at state attorney offices and youth courts nationwide.
✔ Organising specialized basic and advanced training for all youth state attorneys and youth judges in order to ensure equal professional opportunities.
✔ Discussing whether executive judges and supreme court judges who are involved in cases of juvenile offenders and/or child victims/witnesses of crime need to participate in specialized basic and/or advanced training for youth trial judges and youth investigative judges organised by the Judicial Academy.
✔ Negotiating with the Croatian Bar Association whether lawyers involved in cases of juvenile offenders and/or child victims/witnesses of crime may participate in specialized basic and/or advanced training organised by the Judicial Academy.
✔ Incorporating all relevant topics on dealing with juvenile offenders and child victims/witnesses of crime in a child-sensitive and gender-sensitive manner promoted by national and international child-specific legislation and authoritative documents in basic and/or advanced specialized training for youth state attorneys, youth judges and youth non-legal professionals.
✔ Paying particular attention to non-legal topics relevant for youth state attorneys and youth judges during specialized basic and advanced training, such as communication, child development/psychology, social work, etc.
✔ Enriching specialized advanced training for youth state attorneys, youth judges and youth non-legal professionals with intersectoral and interdisciplinary sessions with all legal professionals involved in cases children involved in criminal proceedings, including youth lawyers, as well as with youth police officers and/or child psychosocial professionals working in various environments with juvenile offenders and/or child victims/witnesses of crime. Interdisciplinary sessions for child justice professionals together with forensic/medical personnel may be relevant as well, especially relating to dealing with child victims of crime.
✔ Organising some form of structural embedded on-the-job coaching/supervision to assist non-legal professionals with challenges they encounter when dealing with children involved in criminal proceedings (the responsibility of the MoJ).
✔ Recruiting external trainers with a non-legal background to conduct (together with a trainer with a legal background) specialized training for youth state attorneys and youth judges.
✔ Addressing the specific structural challenges and institutional needs of the Judicial Academy.

Recommendation 18: Specialized training organised by the Department for Professional Training, Statistics and Analytics (MoDFY&SP) for child psychosocial professionals.

The Ministry of Demography, Family, Youth & Social Policy (MoDFY&SP), that organises specialized training for child psychosocial professionals working at social welfare centres and social welfare educational institutions through the Department for Professional Training, Statistics and Analytics, may want to consider the following with regard to specialized training:

✔ Taking the general recommendations into account (§16.1.).
✔ Designing a long-term training programme/curriculum for child psychosocial professionals who work in social welfare centres and social welfare educational institutions, based on a comprehensive training needs assessment.
✔ Ensuring yearly updating of the specialized training programme/curriculum, based on systematic and comprehensive evaluations.
Organising specialized basic and advanced training for all child psychosocial professionals who work in social welfare centres and social welfare educational institutions nationwide in order to ensure equal professional opportunities.

Ensuring that specialized training for child psychosocial professionals who work in social welfare centres and social welfare educational institutions is practice-oriented and tailored to their needs.

Incorporating all relevant topics on dealing with juvenile offenders and child victims/witnesses of crime in a child-sensitive and gender-sensitive manner promoted by national and international child-specific legislation and authoritative documents in basic and/or advanced specialized training for child psychosocial professionals who work in social welfare centres and social welfare educational institutions.

Improving the communication about upcoming specialized training, workshops and seminars for child psychosocial professionals who work in social welfare centres and social welfare educational institution.

Consulting the Ministry of Justice on the possibilities to collaborate on developing and implementing tailored treatment programmes for children involved in criminal proceedings.

Negotiating with the Ministry of Justice whether joint (parts of) specialized training for all child psychosocial professionals dealing with children involved in criminal proceedings is worthwhile considering.

Enriching specialized training for child psychosocial professionals who work in social welfare centres and social welfare educational institutions with intersectoral and interdisciplinary sessions with other child psychosocial professionals and/or youth police officers, youth state attorneys and youth judges, among other things, to strengthen intersectoral and interagency cooperation.

Ensuring that child psychosocial professionals implement their newly knowledge, skills and attitudes in their daily practice and are encouraged by their employers to do so.

Organising some form of structural embedded on-the-job coaching/supervision to assist child psychosocial professionals with complex cases and challenges they encounter when dealing with children involved in criminal proceedings.

Creating a pool of internal and external trainers both with and without a legal background to conduct specialized training for child psychosocial professionals who work in social welfare centres and social welfare educational institutions.

Addressing the specific structural challenges and institutional needs of the MoDFY&SP/Department for Professional Training, Statistics and Analytics.

Recommendation 19: Specialized training organised by the Centre for Education (MoJ) for child psychosocial professionals.

The Ministry of Justice, that organises specialized training for child psychosocial professionals working in reformatories and juvenile prison through the Centre for Education, may want to consider the following with regard to specialized training:

Taking the general recommendations into account (§16.1.).

Designing a long-term training programme/curriculum for child psychosocial professionals working in reformatories and juvenile prison, based on a comprehensive training needs assessment.

Ensuring yearly updating of the specialized training programme/curriculum, based on systematic and comprehensive evaluations.

Organising specialized basic and advanced training for all psychosocial professionals working in reformatories and juvenile prison nationwide in order to ensure equal professional opportunities.

Ensuring that specialized training for child psychosocial professionals working in reformatories and juvenile prison is practice-oriented and tailored to their needs.

Negotiating with the MoDFY&SP/Department for Professional Training, Statistics and Analytics whether joint (parts of) specialized training for all child psychosocial professionals dealing with juvenile offenders is worthwhile considering.

Incorporating all relevant topics on dealing with juvenile offenders in a child-sensitive and gender-sensitive manner promoted by national and international child-specific legislation and authoritative documents in basic and/or advanced specialized training for child psychosocial professionals working in reformatories and juvenile prison.

Enriching specialized training for child psychosocial professionals working in reformatories and juvenile prison with intersectoral and interdisciplinary sessions with youth judicial police and child psychosocial...
professionals working in social welfare centres and social welfare educational institutions and/or youth police officers, youth state attorneys and youth judges, among other things, to strengthen intersectoral and interagency cooperation.

- Organising some form of structural embedded on-the-job coaching/supervision to assist child psychosocial professionals with challenges they encounter when dealing with juvenile offenders.
- Creating a pool of internal and external trainers both with and without a legal background to conduct specialized training for child psychosocial professionals working in reformatories and juvenile prison.
- Addressing the specific structural challenges and institutional needs of the Centre for Education (MoJ).

**ANNEXES RELATING TO THE TRAINING NEEDS ASSESSMENT AND INSTITUTIONAL NEEDS ASSESSMENT**

**ANNEX 1 ‘TRAINING AND INSTITUTIONAL NEEDS ASSESSMENT CONSULTATIONS AND PARTICIPANTS’**

**Expert Panel Discussion: [alphabetical order]**
- Marina Ajduković, University of Zagreb, Faculty of Law, Study Centre for Social Work
- Melita Božičević Grbić, Supreme Court of the Republic of Croatia
- Renata Ćorić Špoljar, Child and Youth Protection Centre of Zagreb
- Gordana Filipović, Office of Child Ombudsman
- Sanja Gospodinović, Ministry of Interior, Administration of Criminal Police
- Ivana Jedud Borić, University of Zagreb, Faculty of Education and Rehabilitation Sciences
- Tatjana Katkić Stanić, Ministry of Demography, Family, Youth and Social Policy
- Suzana Kikić, Ministry of Interior, Police Academy
- Renata Odeljan, Ministry of Interior, Police Academy
- Milena Periša Kosovac, Ministry of Justice
- Vedrana Šimunđa Nikolić, Ministry of Justice
- Martina Tomić Latinac, UNICEF Office for Croatia

**Focus Group Discussions with Professionals: [alphabetical order]**
- Lea Čavić, (defence) attorney
- Anita Kalajžić, Municipal State Attorney Office Zagreb
- Elma Kaleb Mamić, Municipal Court in Karlovac
- Danijela Knežević, Municipal Court in Velika Gorica
- Mirna Mavriček, Municipal Court in Varaždin
- Tonka Milanović Juretić, Municipal State Attorney Office Rijeka
- Igor Petrić, County Court in Sisak
- Vera Polak Prešečki, County Court in Zagreb
- Lidija Schauperl, Municipal State Attorney Office Zagreb
- Sonja Vrandečić, Municipal Court in Zagreb

**Child psychosocial professionals:**
- Nada Abramović, Social Welfare Centre Sisak
- Nenad Borošak, Educational Institution Bedekovčina
- Marijana Ivanesić, Reformatory in Turopolje
- Ivana Lokas Šetklo, Centre for providing community services Zagreb - Dugave
- Monika Mažić, Reformatory in Turopolje
- Ana Sambolek, Association Ambidexter Club (NGO)
- Nikola Vida, Reformatory in Turopolje
- Vesna Vinčić, Social Welfare Centre Zagreb

**Focus Group Discussions with Children: [anonymous]**
Interview with Ministries and Governmental Bodies: [alphabetical order]

✓ MoI:
  • Anita Matijević, youth police officer at the Department for juvenile delinquency and crime against youth and family
✓ State Attorney Office:
  • Mirta Kuharić, deputy of the general state attorney of the Republic of Croatia (criminal department)
✓ MoJ:
  • Ivna Brzica, higher professional advisor for the treatment of juveniles and prisoners within the Administration for the prison system and probation
  • Nikica Hamer Vidmar, head of the Service for victims and witnesses support
  • Ana Kordej, head of the Sector for criminal law regulations within the Administration for criminal law
✓ MoDFY&SP:
  • Tatjana Katkić Stanić, head of the Sector for policy coordination and professional work improvement of the social welfare centres
  • Milena Koren, higher professional advisor in the Service for monitoring programs and evaluation of European Union funded projects

Interview with Training Institutions/Departments: [alphabetical order]

✓ Police Academy:
  • Suzana Kikić, police officer - head of specialization programs at the Service for professional trainings and specialization
  • Davorka Martinjak, assistant chief of Police Academy for training and standard
  • Renata Odeljan, head of the Police School “Josip Jović”
✓ Judicial Academy:
  • Maja Marija Fuchs, secretary of Judicial Academy
  • Anita Lazarin, professional advisor at the Department for professional trainings of trainees, advisors at judicial bodies and judicial officials
  • Dijana Mandić, head of the Department for professional trainings of trainees, advisors at judicial bodies and judicial officials
  • Sandi Valentinc, head of the Department for professional training programs implementation
✓ Department for Professional Training, Statistics and Analytics of the MoDFY&SP:
  • Dora Dodig Hundrić (trainer), assistant professor at the Department of behavioural disorders, Faculty of Education and Rehabilitation Science, University of Zagreb
✓ Centre for Education of the MoJ:
  • Smiljka Baranček, head of the Centre for Education
  • Nikolina Kolić Antolović, higher professional advisor at the Department of training for prisoners
  • Iva Prskalo, head of the Department of training for prisoners

Consultative Validation Workshop: [alphabetical order]

✓ Đurđica Ivković, UNICEF Office for Croatia
✓ Dragan Josipović, Ministry of Interior
✓ Gordana Filipović, Office of Child Ombudsman
✓ Maja Marija Fuchs, secretary of Judicial Academy
✓ Tatjana Katkić Stanić, MoDFY&SP
✓ Nikolina Kolić Antolović, Centre for Education (MoJ)
✓ Mirta Kuharić, general state attorney of the Republic of Croatia (criminal department)
✓ Ivana Lokas Šćetko, Centre for providing community services Zagreb - Dugave
✓ Sabina Mandić, Department of behavioural disorders, Faculty of Education and Rehabilitation Science, University of Zagreb
✓ Monika Mažić, Reformatory in Turopolje
✓ Liana Miloš, MoDFY&SP
✓ Milena Periša Kosovac, Ministry of Justice
Igor Petrić, County Court in Sisak
Gordana Petrović, Social Welfare Centre Zagreb
Dejan Repić, Varaždin County Court
Lidija Schauperl, Municipal State Attorney Office Zagreb
Martina Tomić Latinac, UNICEF Office for Croatia
Vesna Vinčić, Social Welfare Centre Zagreb

ANNEX 2 ‘DESK-REVIEW DOCUMENTS AND TOPICS REVIEWED’

International legal documents: [chronological order]
- Committee on the Rights of the Child, General Comment N°8 - The Right of the Child to Protection from Corporal Punishment and Other Cruel or Degrading Forms of Punishment (2006)
- European Rules for Juvenile Offenders Subject to Sanctions or Measures (2008)
- Lima Declaration on Restorative Juvenile Justice (2009)
- Committee on the Rights of the Child, General Comment N°12, The Right of the Child to Be Heard (2009)
- United Nations Optional Protocol to the CRC on a Communications Procedure (2011)
- Committee on the Rights of the Child, General Comment N°13, The Right of the Child to Freedom From all Forms of Violence (2011)
- Committee on the Rights of the Child, General Comment N°14, The Right of the Child to Have his/her Best Interests Taken as a Primary Consideration (2013)
- International Working Group of the International Association of Youth and Family Judges and Magistrates, Guidelines on Children in Contact with the Justice System (2016)

International reports: [alphabetical order]
- Committee on the Rights of the Child, Concluding observations on the Combined Third and Fourth Periodic Reports of Croatia, 13 October 2014.


UNICEF, Toolkit on Diversion and Alternatives to Detention, 2009.


UNODC, Model Law on Justice in Matters Involving Children in Conflict with the Law, 2013.

National legal documents:

- Criminal Code (Official Gazette 125/11, 144/12, 56/15, 61/15)
- Law on Criminal Procedure (Official Gazette 152/08, 76/09, 80/11, 121/11, 91/12, 143/12, 56/13, 145/12, 152/14, 70/17)
- Act on Youth Courts (Official Gazette 84/11, 143/12, 148/13, 56/15)
- Law on Execution of Sanctions imposed to Juveniles for Criminal Offences and Misdemeanours (Official Gazette 133/12)
- Law on Police Work and Authority (Official Gazette 76/09, 92/14)
- Ordinance on conducting educational measures special Obligations (Official Gazette 141/2011)
- Ordinance on Conducting Educational Measure Referral to the Reformatory (Official Gazette 22/13)
- Ordinance on the Work of Professional Non-Legal Associates on Jobs within Juvenile Delinquency and Legal-Criminal Protection of Children in State Attorney and at the Courts (Official Gazette 22/2013)

National documents: [chronological order]

- Information about trainings and curricula received from:
  - Ministry of Demography, Family, Youth and Social Policy,
  - Police Academy
  - Judicial Academy
  - Centre of Education of the Ministry of Justice
  - UNICEF-Croatia
  - Association for the Out-of-Court Settlement
- Web pages of:
  - Ministry of Interior (www.mup.hr)
  - Judicial Academy (https://www.pak.hr/
  - Faculty of Education and Rehabilitation Sciences, University of Zagreb (http://www.erf.unizg.hr/hr/)
  - Faculty of Law, University of Zagreb (https://www.pravo.unizg.hr/)
  - Center for Social Work, Faculty of Law, University of Zagreb (https://www.pravo.unizg.hr/scsr)

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47 Information available on the Internet and received by Ministries/Governmental bodies and NGOs.
Methodology - Selection of respondents and sampling
The research-team and UNICEF-Croatia have distributed the link of the on-line version of the questionnaire to the relevant Ministries and/or Governmental Bodies with the request to forward it (distribute it further) to their institutions and professionals who work with juvenile offenders and/or child victims/witnesses of crime. The questionnaire was put on-line on the SurveyMonkey platform. All professionals were invited to participate. Their participation was voluntary and anonymous.

Response rate:

<table>
<thead>
<tr>
<th>Participants in the questionnaire:</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth police officers</td>
<td>21</td>
<td>8,9%</td>
</tr>
<tr>
<td>Youth state attorneys</td>
<td>77</td>
<td>32,6%</td>
</tr>
<tr>
<td>Youth trial judges</td>
<td>20</td>
<td>8,5%</td>
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<tr>
<td>Youth investigative judges</td>
<td>5</td>
<td>2,1%</td>
</tr>
<tr>
<td>Non-legal professional at state attorney offices</td>
<td>18</td>
<td>7,7%</td>
</tr>
<tr>
<td>Non-legal professional at youth courts</td>
<td>16</td>
<td>6,7%</td>
</tr>
<tr>
<td>Psychosocial professionals of social welfare centres</td>
<td>71</td>
<td>29,9%</td>
</tr>
<tr>
<td>Psychosocial professionals of social welfare educational institutions</td>
<td>9</td>
<td>3,8%</td>
</tr>
<tr>
<td>Psychosocial professionals of reformatories</td>
<td>0</td>
<td>0,0%</td>
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<tr>
<td>Psychosocial professionals of juvenile prison</td>
<td>0</td>
<td>0,0%</td>
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<tr>
<td>Total</td>
<td>237</td>
<td>100,0%</td>
</tr>
</tbody>
</table>

Questions included in the questionnaire:

General questions:

1. What is your sex?
   - Man
   - Woman
2. What is your profession?
   - Criminalist/investigator
   - State attorney
   - Judge
   - Social pedagogue
   - Social worker
   - Psychologist
   - Other: …………………………………………………………
3. What is your current position?
   - Police officer/investigator for youth
   - State attorney for youth
   - Youth judge
   - Investigative judge in child cases
   - Non-legal professional at a state attorney office for youth
   - Non-legal professional at a youth court
   - Psychosocial professional at a centre for social welfare
   - Educator in a social welfare institution
   - Educator in a child justice institution (reformatory or juvenile prison)
   - Other: …………………………………………………………
4. How long do you work as (child) justice professional? ...... years and ...... months
5. How long do you work in your current position? ...... years and ...... months
6. In which county do you currently work? County: …………………………………………………………
7. Do you exclusively deal with children in contact with the law?
   - No, also with adults in contact with the law
Questions on training for justice professionals:

8. On which knowledge and skills do you need training? Please mention your three most urgent training needs?
   ✓ .................................................................
   ✓ .................................................................
   ✓ .................................................................

9. Have you already participated in specialized training on justice for children?
   ☐ No
   ☐ Yes, In how many specialized trainings? ..... trainings
      Please write down the main topics of the specialized training(s):
      ✓ .................................................................
      ✓ .................................................................
      ✓ .................................................................
      Which methods have been used in the specialized training(s)?
      ✓ .................................................................
      ✓ .................................................................
      ✓ .................................................................
### 10. Competencies of child justice professionals:

*To which extent have you already acquired the 43 listed competencies?*

<table>
<thead>
<tr>
<th>Knowledge of child justice professionals:</th>
<th>To a limited extent:</th>
<th>To some extent:</th>
<th>To a great extent:</th>
<th>Not applicable:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowledge of international standards, norms and principles relating to justice for children and children rights</td>
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<tr>
<td>2. Knowledge of national child-specific legislation, regulations and guidelines relevant to justice for children and children rights</td>
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<tr>
<td>3. Knowledge of juvenile delinquency and contemporary theories/approaches</td>
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<td>4. Knowledge of social pedagogy and social work with children/youth with behavioural problems</td>
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<td>5. Knowledge of contemporary forms of behavioural problems among /youth (for example: new drugs, gambling, cyber-crimes)</td>
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<tr>
<td>6. Knowledge of barriers and enablers to access to justice/equitable access to justice</td>
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<tr>
<td>7. Knowledge of how to deal with children under the minimum age of criminal responsibility who commit offences</td>
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<tr>
<td>8. Knowledge of challenges encountered by child justice professionals (for example: children forced into crime by adult criminals, child victims/witnesses of crime living on the streets, dealing with the media in criminal child cases)</td>
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<td>9. Knowledge of promising/good child justice practices</td>
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<td>10. Knowledge of the characteristics of the various stages of child development</td>
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<td>11. Knowledge of procedural rights and safeguards of children in conflict with the law</td>
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<td>12. Knowledge of diversion measures (alternative measures)</td>
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<td>13. Knowledge of alternative sanctions (community sanctions)</td>
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<td>14. Knowledge of restorative justice</td>
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<td>15. Knowledge of the rights of children deprived of their liberty</td>
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<td>16. Knowledge of services and programmes for children in conflict with the law</td>
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<td>17. Knowledge of counselling, therapy and psycho-social support for child victims/witnesses of crime</td>
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<td>18. Knowledge of the effects of victimization</td>
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<tr>
<td>19. Knowledge of the ten international rights of child victims/witnesses of crime</td>
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<tr>
<td>20. Knowledge of stages of child development?</td>
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</tbody>
</table>

### Skills of child justice professionals:

<table>
<thead>
<tr>
<th>Skills of child justice professionals:</th>
<th>To a limited extent:</th>
<th>To some extent:</th>
<th>To a great extent:</th>
<th>Not applicable:</th>
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</thead>
<tbody>
<tr>
<td>21. Applying the principle ‘best interest of the child’</td>
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<td>22. Applying the principle ‘non-discrimination of children’</td>
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<td>23. Applying the principle ‘participation of children’</td>
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<td>24. Applying the principle ‘deprivation of liberty as a measure of last resort for children’</td>
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<td>25. Implementing the ‘right to privacy/confidentiality’</td>
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<td>26. Building rapport with youth offenders</td>
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<td>27. Building rapport with children victims/witnesses of crime</td>
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<td>28. Communicating with youth offenders in a child-sensitive and gender-sensitive manner</td>
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<tr>
<td>29. Communicating with child victims/witnesses of crime in a child-sensitive and gender-sensitive manner</td>
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<tr>
<td>30. Communicating with parents/legal guardians of children in contact/conflict with the law</td>
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<td>31. Conducting informative interviews with alleged youth offenders</td>
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<tr>
<td>32. Conducting informative interviews with children victims/witnesses of crimes</td>
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<tr>
<td>33. Conducting counselling with youth offenders</td>
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<tr>
<td>34. Conducting counselling with child victim/witness of crimes</td>
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<td>35. Ensuring a psychological safe environment for children throughout the criminal proceedings</td>
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<td>36. Preparing social inquiry reports/pre-sentencing report in cases of youth offenders</td>
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<td>37. Assessing youth offenders</td>
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<td>38. Assessing children victims/witnesses of crimes</td>
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<td>39. Conducting diversion measures (alternative measures)</td>
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<tr>
<td>40. Conducting alternative sanctions (community sanctions)</td>
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<td>41. Writing individual treatment programs for youth offenders</td>
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<tr>
<td>42. Writing reports concerning children in contact/conflict with the law to the Court and/or State Attorney Office</td>
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</tbody>
</table>
ANNEX 4 ‘EXPERT PANEL DISCUSSION, SELECTION OF PARTICIPANTS AND TOPICS DISCUSSED’

Selection of experts:
The research-team and UNICEF-Croatia have selected the experts based on their experience with child justice projects and/or research and their higher position within their organisation and/or management responsibilities.

Topics discussed:
- Required knowledge?
- Required skills?
- Required attitudes?
- Main strengths/professional capacities?
- Training needs?
- Geographical differences in required knowledge, skills and attitudes and/or training needs?
- Challenges?
- Institutional needs?

ANNEX 5 ‘INTERVIEWS, SELECTION OF PARTICIPANTS AND TOPICS DISCUSSED’

Selection of participants in the interviews with Ministries/Governmental Bodies:
The research-team and UNICEF-Croatia have selected the participants based on their positions in their Ministries/Governmental Bodies that are specifically relevant for policies with regard to juvenile offenders and/or child victims/witnesses of crime:

Topics discussed:
- Regulations, policies, views and intentions with regard to specialization and training of professionals?
- Challenges professionals encounter with regard to specialization and training of professionals?
- How Ministries/Governmental Bodies can contribute to improving current (specialized) training for professionals?
- Relevant issues discussed during other consultations.

Selection of participants in the interviews with national training institutions/departments:
The research-team and UNICEF-Croatia have selected the participants based on their management-role within the training institutions/departments and/or experience with conducting specialized trainings for professionals dealing with children involved in criminal proceedings.

Topics discussed:
- General description of training institution/department?
- Organisation and kind of specialized training?
- (Specialized) Training for different professionals?
- Main strengths of training institution/department?
- Relevant issues discussed during other consultations.

ANNEX 6 ‘FOCUS GROUP DISCUSSIONS, SELECTION OF PARTICIPANTS AND TOPICS DISCUSSED’

Selection of participants in FGD with professionals:
The research-team and UNICEF-Croatia have selected the participants based on their experience with children involved in criminal proceedings, but also trying to include participants from different parts of Croatia, both genders, different basic vocations and ages (generational differences).

Topics discussed:
- Strengths/professional capacities of child justice professionals/psychosocial professionals with regard to juvenile offenders?
- Strengths/professional capacities of child justice professionals/psychosocial professionals with regard to child victims/witnesses of crime?
- Training needs/capacity gaps of child justice professionals who deal with juvenile offenders?
• Training needs/capacity gaps of child justice professionals who deal with child victims/witnesses of crime?
• Geographical differences?
• Relevant issues discussed during other consultations.
• Improvement of current (specialized) training?

Selection of participants in FGD with children:
The research-team and UNICEF-Croatia have requested the ‘Child and Youth Protection Centre’ (Zagreb) to ask child victims of crimes from their network whether they were willing to participate in the FGD. The children’s participation was completely voluntary and anonymous.
The research-team and UNICEF-Croatia have requested psychosocial professionals working in the ‘Centre for Providing Services in the Community’ (Zagreb-Dugave) to ask juvenile offenders whether they were willing to participate in the FGD. Their participation was completely voluntary and anonymous.

Topics discussed:
✓ Good experiences with police, state attorneys, judges and/or social worker/psychologist/social pedagogue?
✓ Who can/wants to share an experience with police, state attorneys, judges and/or social worker/psychologist/social pedagogue you do not want other boys/girls to experience because it made you sad, angry or afraid?
✓ What else do you want to change so that other boys/girls will have good experiences and will not be sad, angry or afraid?

ANNEX 7 ‘GUIDELINES ON ETHICAL RESEARCH WITH CHILDREN AND CONSENT-FORM’

The overall purpose of the ‘Ethical Research Involving Children’ (ERIC) project is to journey with researchers as they pursue and refine research approaches that respect the rights, dignity and wellbeing of children. ERIC assumes that ethics is much more than procedural compliance with a prescribed set of rules or code of conduct that can deliver good or safe research in any given context. While such codes play an important role, the ERIC approach recognises the many ways in which researchers’ own knowledge, beliefs, assumptions, values, attitudes and experience intersect with ethical decision-making. As such, ERIC requires critical reflection; cross-cultural, intersectoral and cross-disciplinary dialogue; context-specific problem-solving; and international collaboration, learning and engagement. In order to safeguard and promote the rights, dignity and wellbeing of children in and through research, ERIC calls on researchers and the research community to be open, reflexive and collaborative in their ethical decision-making, and to be mindful of the relational aspects of research ethics.
The ERIC approach is underpinned by the core ethical principles of respect, benefit and justice and:
✓ Views children and young people as persons in their own right and as worthy and capable of recognition, respect and voice in research
✓ Acknowledge the right of children and young people to have a say and to be heard, as afforded to them under the united nations conventions on the rights of the child (UNCRC)
✓ Assumes children’s involvement in any kind of research takes place in partnership with caring, skilled adults who need to provide appropriate support and guidance
✓ Underlines the importance of research focused on understanding and improving children’s lives and circumstances across all contexts
Engages critically with well-attested ethical principles of respect, benefit and justice
Promotes the importance of dialogue and a more reflexive approach in attending to the complex ethical issues that can emerge with research involving children

• Rule 54 ‘Medical Care’: “Juvenile detention facilities should adopt specialized drug abuse prevention and rehabilitation programmes administered by qualified personnel. These programmes should be adapted to the age, sex and other requirements of the juveniles concerned, and detoxification facilities and services staffed by trained personnel should be available to drug- or alcohol-dependent juveniles.”

✔ UN Committee on the Rights of the Child, General Comment No. 10 on Children’s Rights in Juvenile Justice (2007) (CRC-GC10):

• Paragraph 28 ‘Interventions in the context of judicial proceedings’: “This means that States parties should have in place a well-trained probation service to allow for the maximum and effective use of measures such as guidance and supervision orders, probation, community monitoring or day report centres, and the possibility of early release from detention.”

• Paragraph 40 ‘The guarantees for a fair trial’: “The training of professionals, such as police officers, prosecutors, legal and other representatives of the child, judges, probation officers, social workers and others is crucial and should take place in a systematic and ongoing manner. These professionals should be well informed about the child’s, and particularly about the adolescent’s physical, psychological, mental and social development, as well as about the special needs of the most vulnerable children, such as children with disabilities, displaced children, street children, refugee and asylum-seeking children, and children belonging to racial, ethnic, religious, linguistic or other minorities.”

• Paragraph 49 ‘Legal or other appropriate assistance’: “The Committee recommends the State parties provide as much as possible for adequate trained legal assistance, such as expert lawyers or paralegal professionals. Other appropriate assistance is possible (e.g. social worker), but that person must have sufficient knowledge and understanding of the various legal aspects of the process of juvenile justice and must be trained to work with children in conflict with the law.”

• Paragraph 58 ‘Freedom from compulsory self-incrimination’: “Police officers and other investigating authorities should be well trained to avoid interrogation techniques and practices that result in coerced or unreliable confessions or testimonies.”

• Paragraphs 62 & 63 ‘Free assistance of an interpreter’: “It is also important that the interpreter has been trained to work with children, because the use and understanding of their mother tongue might be different from that of adults. Lack of knowledge and/or experience in that regard may impede the child’s full understanding of the questions raised, and interfere with the right to a fair trial and to effective participation.” “The Committee recommends that States parties ensure that children with speech impairment or other disabilities are provided with adequate and effective assistance by well-trained professionals, e.g. in sign language, in case they are subject to the juvenile justice process.”

• Paragraph 89 ‘Treatment and conditions’: “The Committee wishes to emphasize that, inter alia, the following principles and rules need to be observed in all cases of deprivation of liberty. … Staff of the facility should receive training on the applicable standards on the use of restraint or force.”

• Paragraph 97 ‘Awareness-Raising and Training’: “It is essential for the quality of the administration of juvenile justice that all the professionals involved, inter alia, in law enforcement and the judiciary receive appropriate training on the content and meaning of the provisions of CRC in general, particularly those directly relevant to their daily practice. This training should be organized in a systematic and ongoing manner and should not be limited to information on the relevant national and international legal provisions. It should include information on, inter alia, the social and other causes of juvenile delinquency, psychological and other aspects of the development of children, with special attention to girls and children belonging to minorities or indigenous peoples, the culture and the trends in the world of young people, the dynamics of group activities, and the available measures dealing with children in conflict with the penal law, in particular measures without resorting to judicial proceedings.”

✔ UN Model Law on Justice in Matters Involving Children in Conflict with the Law (2013):

• Article 5.3. ‘Children’s Court’: “Only specially trained juvenile judges shall sit in the children’s court.”

• Article 7.1. ‘Specialized police units’: “Specialized police units shall be established in each police station, where only designated and specially trained child/juvenile police officers shall work.”
• Article 8 ‘Welfare agencies’: “Specially trained personnel of welfare agencies shall assist the children’s court, the child prosecution offices and the specialized police units and work in conjunction with the child.”

• Article 28.1. ‘Questioning by the police/prosecutor’: “Only police officers/prosecutors who have received specialized training in working with children shall question a child about an alleged offence.”

• Article 54.10. ‘Implementation of non-custodial sentences’: “Treatment should be conducted by professionals who have suitable training and practical experience and in accordance with standards and regulations.”

• Article 70 ‘Staffing’: “In order to promote the development, rehabilitation and reintegration of children, detention facilities shall be staffed by a sufficient number of qualified and trained personnel, including paediatricians, doctors, nurses, child specialist educators, vocational instructors, psychologists, psychiatrists, social workers and welfare staff.”

✓ European Rules for Juvenile Offenders Subject to Sanctions or Measures (2008):

• Basic Principle 18: “All staff working with juveniles perform an important public service. Their recruitment, special training and conditions of work shall ensure that they are able to provide the appropriate standard of care to meet the distinctive needs of juveniles and provide positive role models for them.”

• Rule 89.4. (Deprivation of Liberty): “Staff shall be trained to carry out searches effectively, while at the same time respecting the dignity of those being searched and their personal possessions.”

• Rule 127.1. (Staff): “A comprehensive policy concerning the staff responsible for the implementation of community sanctions and measures and the deprivation of liberty of juveniles shall be laid down in a formal document covering recruitment, selection, training, status, management responsibilities and conditions of work.”

• Rule 128.1. (Staff): “There shall be special recruitment and selection procedures for staff dealing with juveniles, taking into consideration the qualities of character and the professional qualifications necessary to work with juveniles and their families.”

• Rules 129.1., 129.2. & 129.3. (Staff): “Staff responsible for the implementation of community sanctions and measures and the deprivation of liberty of juveniles shall have adequate initial training, dealing with theoretical and practical aspects of their work, and be given guidance that will enable them to have a realistic understanding of their particular field of activity, their practical duties and the ethical requirements of their work.” “The professional competence of staff shall be regularly reinforced and developed through further in-service training, supervision and performance reviews and appraisals.” “The training shall focus on: a. ethics and basic values of the profession concerned; b. national safeguards and international instruments on children’s rights and protection of juveniles against unacceptable treatment; c. juvenile and family law, psychology of development, social and educational work with juveniles; d. instruction of staff on how to guide and motivate the juveniles, to gain their respect, and to provide juveniles with a positive role model and perspective; e. the establishment and maintenance of a professional relationship with the juveniles and their families; f. proven methods of intervention and good practices; g. methods of dealing with the diversity of the juveniles concerned; and h. ways of co-operating in multidisciplinary teams as well as with other institutions involved in the treatment of individual juveniles.”

The following five international and regional child-specific instruments include explicit references to specialized training for child justice professionals and/or child psychosocial professionals who are involved in cases of child victims/witnesses of crime:


• Article 4: “States Parties shall take measures to ensure appropriate training, in particular legal and psychological training, for the persons who work with victims of the offences prohibited under the present Protocol.”


• Guideline 4: “In implementing the guidelines, each jurisdiction must ensure that adequate training, selection and procedures are put in place to meet the special needs of child victims and witnesses of
crime, where the nature of the victimization affects categories of children differently, such as sexual assault of girl children.”

• Guideline 12: “In order to avoid further hardship to the child, interviews, examinations and other forms of investigation should be conducted by trained professionals who proceed in a sensitive, respectful and thorough manner.”

• Guideline 16: “The justice process and support services available to child victims and witnesses and their families should be sensitive to the child’s age, wishes, understanding, gender, sexual orientation, ethnic, cultural, religious, linguistic and social background, caste, socio-economic condition and immigration or refugee status, as well as to the special needs of the child, including health, abilities and capacities. Professionals should be trained and educated about such differences.”

• Guideline 23: “Child victims and witnesses and, where appropriate, family members should have access to assistance provided by professionals who have received relevant training.”

• Guideline 35: “Professionals should be trained in recognizing and preventing intimidation, threats and harm to child victims and witnesses.”

• Guideline 41: “Adequate training, education and information should be made available to front-line professionals, criminal and juvenile justice officials, justice system practitioners and other professionals working with child victims and witnesses with a view to improving and sustaining specialized methods, approaches and attitudes.”

• Guideline 42: “Professionals should be selected and trained to meet the needs of child victims and witnesses, including in specialized units and services.”

• Guideline 43: “This training should include: (a) Relevant human rights norms, standards and principles, including the rights of the child; (b) Principles and ethical duties of their office; (c) Signs and symptoms that point to evidence of crimes against children; (d) Crisis assessment skills and techniques, especially for making referrals, with an emphasis placed on the need for confidentiality; (e) Impact, consequences and trauma of crimes against children; (f) Special measures and techniques to assist child victims and witnesses in the justice process; (g) Cross-cultural and age-related linguistic, religious, social and gender issues; (h) Appropriate adult-child communication skills; (i) Interviewing and assessment techniques that minimize any trauma to the child while maximizing the quality of information received from the child; (j) Skills to deal with child victims and witnesses in a sympathetic, understanding, constructive and reassuring manner; (k) Methods to protect and present evidence and to question child witnesses; (l) Roles of, and methods used by, professionals working with child victims and witnesses.”


• Article 8(2) ‘Training’: “Professionals working with child victims and witnesses shall undergo appropriate training on issues related to child victims and witnesses. 2. Where appropriate, the Authority shall develop and publish training curricula for professionals working with child victims and witnesses of crime. The training should cover the following: (a) Relevant human rights norms, standards and principles, including the rights of the child; (b) Principles and ethical duties related to the performance of their functions; (c) Signs and symptoms that are indicative of crimes against children; (d) Crisis assessment skills and techniques, especially for making referrals, with an emphasis placed on the need for confidentiality; (e) The dynamics and nature of violence against children and the impact and consequences, including negative physical and psychological effects, of crimes against children; (f) Special measures and techniques to assist child victims and witnesses in the justice process; (g) Information on children’s developmental stages as well as cross-cultural and age-related linguistic, ethnic, religious, social and gender issues, with particular attention to children from disadvantaged groups; (h) Appropriate adult-child communication skills, including a child-sensitive approach; (i) Interview and assessment techniques that minimize distress or trauma to children while maximizing the quality of information received from them, including skills to deal with child victims and witnesses in a sensitive, understanding, constructive and reassuring manner; (j) Methods to protect and present evidence and to question child witnesses (k) Roles of, and methods used by, professionals working with child victims and witnesses.”
- Article 13(1) ‘Specially trained investigator’: “An investigator specially trained in dealing with children shall be appointed by [name of competent authority] to guide the interview of the child, using a child-sensitive approach.”

- Article 15 ‘Support person’: “As from the beginning of the investigation phase and during the entire justice process, child victims and witnesses shall be supported by a person with training and professional skills to communicate with and assist children of different ages and backgrounds in order to prevent the risk of duress, revictimization and secondary victimization.”

- Article 28(e)(v) ‘Measures to protect the privacy and well-being of child victims and witnesses’: “At the request of a child victim or witness, his or her parents or guardian, his or her lawyer, the support person, other appropriate person designated to provide assistance or on its own motion, the court, taking into account the best interests of the child, may order one or more of the following measures to protect the privacy and physical and mental well-being of the child and to prevent undue distress and secondary victimization: … (e) Efforts to conceal the features or physical description of the child giving testimony or to prevent distress or harm to the child, including testifying: … (v) Through a qualified and suitable intermediary, such as, but not limited to, an interpreter for children with hearing, sight, speech or other disabilities.”


- Article 34(1) ‘Investigations’: “Each Party shall adopt such measures as may be necessary to ensure that persons, units or services in charge of investigations are specialised in the field of combating sexual exploitation and sexual abuse of children or that persons are trained for this purpose.”

- Article 35(1)(c) ‘Interviews with the child’: “Each Party shall take the necessary legislative or other measures to ensure that: … interviews with the child are carried out by professionals trained for this purpose.”

- Article 36(1) ‘Criminal court proceedings’: “Each Party shall take the necessary legislative or other measures, with due respect for the rules governing the autonomy of legal professions, to ensure that training on children’s rights and sexual exploitation and sexual abuse of children is available for the benefit of all persons involved in the proceedings, in particular judges, prosecutors and lawyers.”


- Paragraph 19(b): “In order to respond to the need to detect and report acts of violence against children, Member States are urged, as appropriate: … To ensure that criminal justice professionals who routinely come into contact with children in the course of their work are aware of risk factors and indicators of various forms of violence, in particular at the national level, and that they have received guidance and are trained on how to interpret such indicators and have the knowledge, willingness and ability necessary to take appropriate action, including the provision of immediate protection.”

- Paragraph 23(f)(g): “Acknowledging the complementary roles of the criminal justice system, child protection agencies, health, education and social service sectors and, in some cases, informal justice systems in creating a protective environment and preventing and responding to incidents of violence against children, Member States are urged, as appropriate: … To promote the establishment of specialized units specifically trained to deal with the complexities and sensitivities relating to child victims of violence, from which victims can receive comprehensive assistance, protection and intervention services, including health and social services, legal aid and police assistance and protection.” “To ensure that adequate medical, psychological, social and legal services sensitive to the needs of child victims of violence are in place to enhance the criminal justice management of cases involving violence against children, to encourage the development of specialized health services, including comprehensive, free and confidential forensic examinations by trained health providers and appropriate treatment, including HIV-specific treatment, and to facilitate and support inter-agency referrals of child victims for services.”

- Paragraph 35(e): “Recognizing that limiting the use of detention as a sentence and encouraging the use of alternatives to detention can help to reduce the risk of violence against children within the justice system, Member States are urged, as appropriate and while taking into consideration relevant
international human rights instruments: (e) To facilitate professional specialization, or at least specialized training, for criminal justice professionals dealing with children alleged as, accused of or recognized as having infringed criminal law.”

- Paragraph 28: “Recognizing the responsibility of criminal justice professionals to prevent and respond to violence against children and to protect child victims of violence, as well as the need to facilitate and support this role, Member States are urged, as appropriate: (a) To take measures and allocate adequate resources to develop the capacity of professionals within the criminal justice system to actively prevent violence against children and to protect and assist child victims of violence; (b) To enable close cooperation, coordination and collaboration between criminal justice officials and other relevant professionals, especially those from the child protection, social welfare, health and education sectors; (c) To design and implement training programmes for criminal justice professionals on the rights of the child, in particular on the Convention on the Rights of the Child and international human rights law, and to provide information on appropriate ways to deal with all children, in particular those who might be subject to discrimination, and to educate criminal justice professionals about the stages of child development, the process of cognitive development, the dynamics and nature of violence against children, the difference between regular peer groups and gangs, and the appropriate management of children who are under the influence of alcohol or drugs; (d) To design and deliver guidance, information and training to informal justice system actors in order to ensure that their practices, legal interpretations and decisions comply with international human rights law and effectively protect children against all forms of violence; (e) To design and implement mandatory, cross-cultural gender- and child sensitivity training modules for criminal justice professionals on the unacceptability of all forms of violence against children and on the harmful impact on and consequences for all those who experience such violence; (f) To ensure that criminal justice professionals receive adequate training and continuing education on all relevant national laws, policies and programmes, as well as relevant international legal instruments; (g) To promote the development and use of specialized expertise among criminal justice professionals, including through the establishment, where possible, of specialized units or personnel and specialized courts or dedicated court time, and to ensure that all police officers, prosecutors, judges and other criminal justice professionals receive regular and institutionalized training to sensitize them to gender- and child-related issues and to build their capacity with regard to responding to violence against children; (h) To ensure that criminal justice officials and other relevant authorities are adequately trained in their respective areas of competence: (i) To identify and respond appropriately to the specific needs of child victims of violence; (ii) To receive and treat all child victims of violence respectfully, with a view to preventing secondary victimization; (iii) To handle complaints confidentially; (iv) To conduct effective investigations of alleged incidents of violence against children; (v) To interact with child victims in an age-appropriate and child- and gender-sensitive manner; (vi) To conduct safety assessments and implement risk management measures; (vii) To enforce protection orders; (i) To support the development of codes of conduct for criminal justice professionals that prohibit violence against children, including safe complaint and referral procedures, and to encourage relevant professional associations to develop enforceable standards of practice and behaviour.”

- Paragraph 40 (a)(c): “Recognizing the importance of preventing violence against children through appropriate staff recruitment, selection, training and supervision, Member States are urged, as appropriate: (a) To ensure that all personnel working with children in places of detention are qualified, selected on the basis of professional capacity, integrity, ability and personal suitability, sufficiently remunerated, adequately trained and effectively supervised. (c) To train all personnel and make them aware of their responsibility to identify early signs of risks of violence and mitigate that risk, to report incidents of violence against children and to actively protect children against violence in an ethical and child- and gender-sensitive manner.”

- Paragraph 41(c): “Taking into account the distinctive needs of girls and their vulnerability to gender-based violence, Member States are urged, as appropriate and while taking into consideration relevant international human rights instruments: (c) To ensure that the dignity of girls is respected and protected during personal searches, which shall only be carried out by female staff who have been properly trained in appropriate searching methods and in accordance with established procedures.”
The following two international and regional child-specific instruments include explicit references to specialized training for child justice professionals and/or child psychosocial professionals who are involved in all cases of children involved in criminal proceedings:

- **UN Common Approach to Justice for Children (2008):** “With this common approach, UN entities commit to fully reflect child rights as put forth in international norms and standards in all rule of law efforts, and in line with these norms, ensure that their interventions mainly promote restorative justice, diversion from the judicial system and alternatives to deprivation of liberty. Interventions include: ... In institutional capacity development and training programmes (in-service, initial, inclusion in curriculum) for legal and judicial institutions (prosecution, legal assistance and representation, ministries of justice, criminal law, court administration, civil law) and law enforcement, parliaments, paralegal professionals, the social sector, institutions and prison staff.”

- **Committee of Ministers of the Council of Europe Guidelines on Child-Friendly Justice (2010):**
  
  - Guidelines 14 & 15: “All professionals working with and for children should receive necessary interdisciplinary training on the rights and needs of children of different age groups, and on proceedings that are adapted to them.” “Professionals having direct contact with children should also be trained in communicating with them at all ages and stages of development, and with children in situations of particular vulnerability.”
  
  - Guideline 39: “Lawyers representing children should be trained in and knowledgeable on children’s rights and related issues, receive ongoing and in-depth training and be capable of communicating with children at their level of understanding.”
  
  - Guideline 64: “Interviews of and the gathering of statements from children should, as far as possible, be carried out by trained professionals. Every effort should be made for children to give evidence in the most favourable settings and under the most suitable conditions, having regard to their age, maturity and level of understanding and any communication difficulties they may have.”