



Віртуально про реальне
конференція для та про підлітків

Juveniles in and outside institutions: a responsibility of us all



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Topics:

**Juveniles in the
Netherlands**

**Programme 'Peaceful
Neighbourhoods':
Practice and Example**

**Juvenile Correctional
Institutions:
Education, recovery
and Reintegration**



Juveniles in the Netherlands (CBS-Youth monitor 2019)

**0 – 25 yrs: 5 million children and juveniles
(population NL: 17 million)**

Diversity in social economical background
- 6,5% children live in ‘welfare family’

Cultural diversity

**- 27% migrant background (Amsterdam: >140
nationalities!)**



Criminality age group 15-18 yrs (CBS-Youth monitor 2019)

Perpetrators: 2008: 7,5% 2018: 1,8%
2018 boys: property crime 1,6% violence 0,80% Traffic 0,20%
Drugs, 0,20% Weapons 0,20%

Victims: 2008: 29,3% 2018: 19,5%
(seniors 75+: 8,1%)
2018: cybercrime 17,6% violence 3,5% property crime 14,2%



Juvenile Correctional Institutions (DJI.2019)

Total per year: 2013: 1494

2017: 1434

Total capacity per day: 420

48.1 pre-trial, 9% detention sentence, 42.6% mandatory treatment order (PIJ)

Pre-trial: average stay : 47 days

Detention: 12 – 16: max 1 year; > 16 years max 2 years; average stay 80 days

Mandatory treatment order (PIJ): at least 2 years of treatment in a juvenile institution and 1-year conditional. Extension possible up to 6 + 1-year conditional. average stay (+/- 3 ¾ year)



Peaceful neighborhoods programme

'It takes a village to raise a child'

Aim: a community with safe pedagogical climate, together with parents, school, social organisations, police, citizens/local residents.

- **How do we want children to interact with each other?**
- **How to stand up and take responsibility?**
- **How to use your voice, get responsibilities,**
- **Stimulating critical thinking, student participation, digital literacy and resilience.**



Practice: the example of Amsterdam-Oost



Practice: example of Amsterdam-Oost

Schools:

- **Social competence and democratic citizenship program**
- **Joint pedagogical line at schools together with parents**

Organisations:

- **expertise, easy access, cooperation, mutual support, network around parents and children.**

Local residents are involved as volunteers:

- **the 'aunts and uncles' of the neighbourhood.**



Example Studio52nd: theater with juveniles

**Theater, play writing, play making with and by children & juveniles
Professional theater makers, actors, volunteers/adults as 'buddy'.**



Studio 52nd: buddy and 'smart buddy' programme

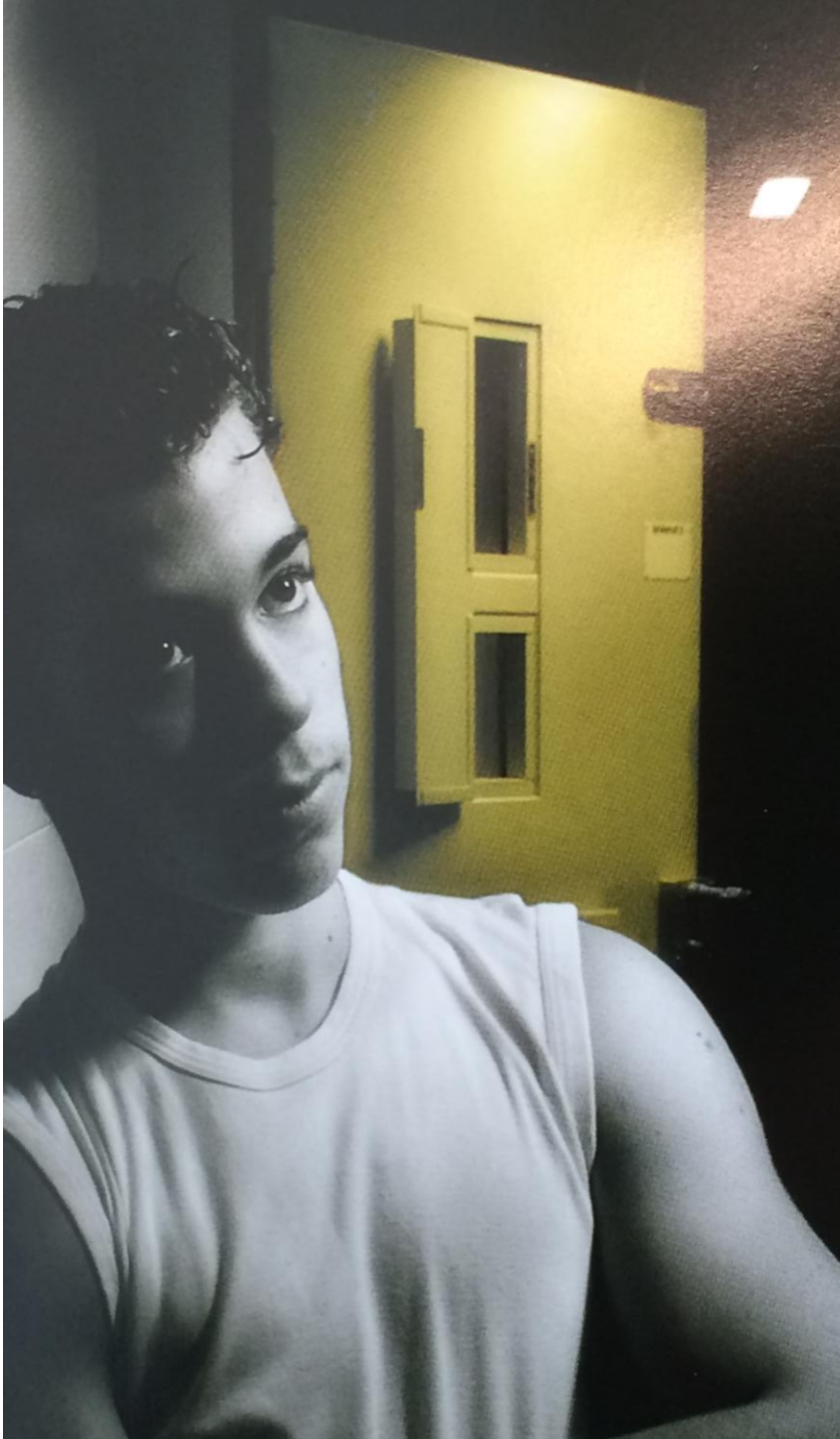
1 to 1 guidance:

- Juvenile together with volunteer or professional theater maker/actor
- Extra attention: 'smart buddy'

Aims:

- Positive experience in life
- Creative thinking, expression of feelings,
- Boost self-esteem: Proud!!!!!!





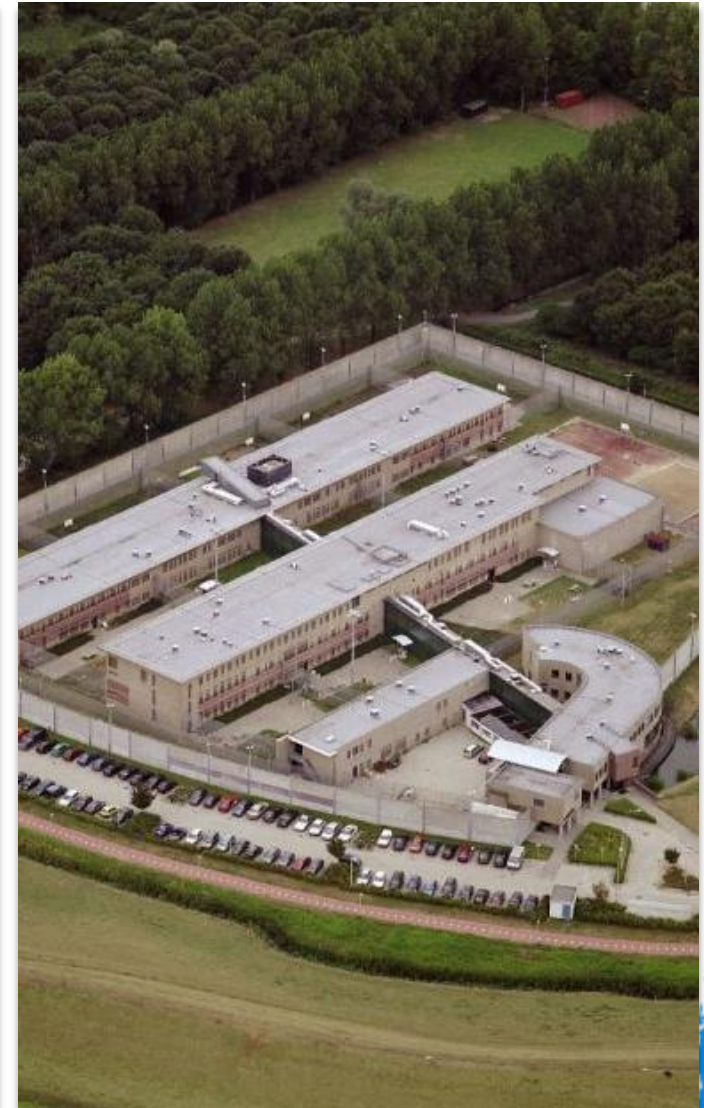
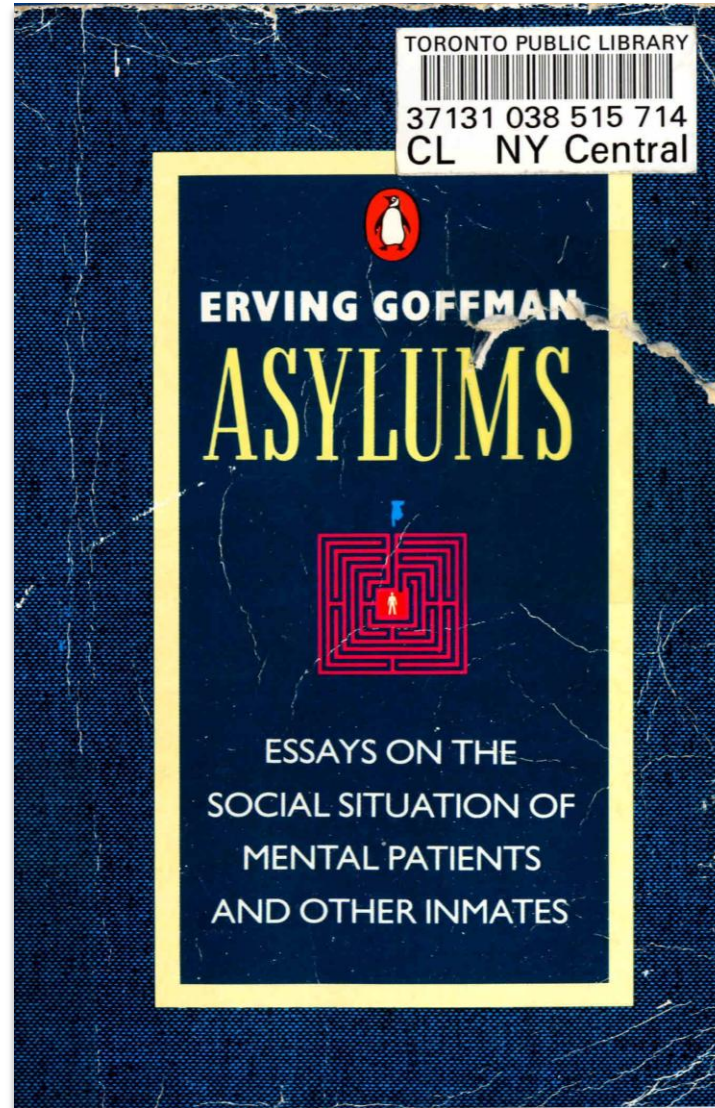
Closed communities

temporary removal
from society;
incarceration is
punishment

How to turn into
participating in
own functioning
en taking
perspective for
own future

Total institution (Goffman, 1961)

- In a residential setting, freedom and autonomy are limited
- because life, education, leisure time are indivisible
- As a result, less space for individuality and privacy





Research outcomes

- Stress, fear, aggression ← social environment
→ negative emotions, hostility bias, antisocial behavior, low social involvement
- Incarceration criminogenic effects on moral development
- Exposure prison's antisocial subculture, strengthening of deviant bonds
- Socialization into criminality during imprisonment,
- When oriented on treatment in stead of punishment the effect is better.

Tremblay, 2008; for a review see, Van Goozen, Fairchild, & Snoek, 2007). (Stams et al., 2006), (Osgood & O'Neill Briddell, 2006) Lipsey et al. 2009)

Self determination theory (Ryan & Deci (2017))



- Three basic needs: connection, competence and autonomy
- 'First the connection, then the correction' (Carlo Schuengel) Without **connection**, behavioral influence often leads to controlling behavior and the limitation of autonomy
- **competence** is closely linked to meaning, but is not without connection and autonomy. (not: "first earn the reward")
- **Autonomy** is another important basic psychological need, often preventively limited in judicial youth care. Autonomy is an important condition for personal development and empathy
- The **interconnection** between the **extrinsic and the intrinsic motivation** forms the basis of the self-determination theory

A vibrant, painterly illustration of a forest landscape. In the foreground, a doe and a spotted fawn stand on a grassy bank. A stream flows through the center, with a small waterfall and a rainbow visible in the water. The background is filled with tall trees and lush greenery. The scene is framed by colorful, abstract brushstrokes in the corners: orange and green in the top-left, blue and green in the bottom-right, and red and purple in the bottom-left.

The importance of a positive life climate

Facilitating: growth, good atmosphere (safety),
support, less repression

autonomy



the effect of a positive group climate

(Van der Helm et al. 2011 in: Int. J. Of Forensic Psychology and Psychiatry & Int J. Of Offender Therapy)

- More empathy (and less recidivism)
- Stabilization of personality problems and less aggression
- Internal locus of control and active coping
- More treatment-motivation
- Evidence for influence of staff on incarcerated adolescents

Life-climate, learning- and working climate

Conditions restorative detention



- ▶ Positive living climate with space for autonomy
- ▶ Getting familiar with guilt and shame
- ▶ Stimulating empathy
- ▶ Learning from offense
- ▶ Restoring self confidence
- ▶ Restoring confidence of social network
- ▶ Recognizing risks and how to handle them
- ▶ Practicing handling conflicts
- ▶ Internal mediation
- ▶ Restorative mediation
- ▶ Restorative resocialization



Guilt and shame

- From perpetrator to victim experience
- Empathy as a mediator
- Reconciliation as a perspective



DAPPER (thinking of another person) *module*

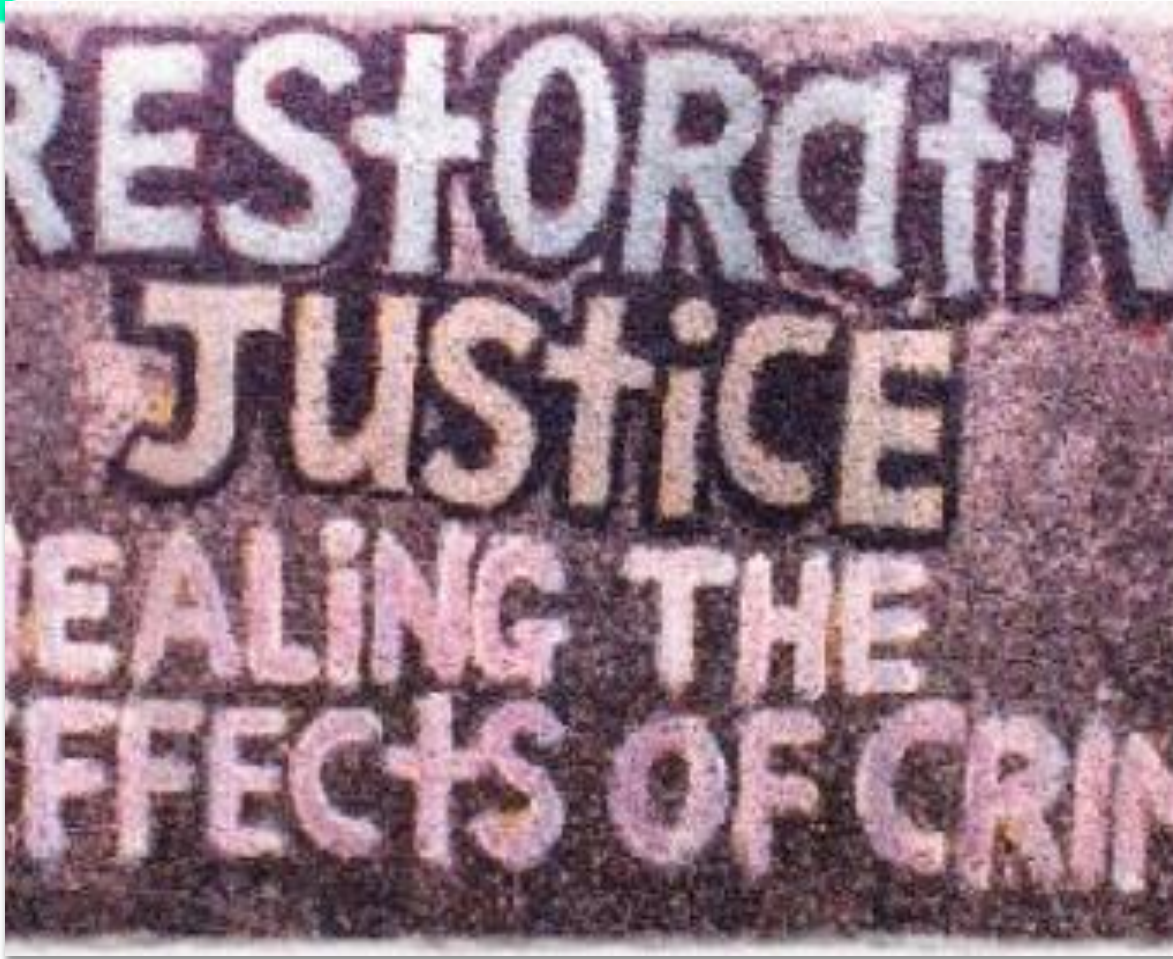
- Training: perpetrator-victim-restoration
- target: learning to empathize with consequences for others and recognizing irresponsible behavior
- 8 1-hour meetings, preceded by an introductory meeting. Involving roleplay, actors, representing victims

Looking closely at the offence

- Crime scene scenario
- Risk assessment and management
- Perspective on restoration



Learning of crime



- Evidence based intervention
- Analyzing the offense
- Content: the trainer and the young person map out the situations, thoughts, feelings and behaviors before, during and after the offense. The young person learns to recognize elevated risk situations and risk factors in himself and in his environment.
- Completion by presentation of results to parents, stakeholders, staff



Restoring (family)relations

- Systemic approach during stay
- Family therapy
- Restorative mediation; family conference

Connecting the victim

- Providing (substantive) information
- With involvement of victim support organisations
- Goal: bridging the (emotionally experienced) distance between offense and treatment
- More often used in media-sensitive matters





Restorative mediation

*Going back to
society to start
again*



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