



*Working Group for
Cooperation on Children at Risk
Children that Commit Crime and lead
a Self Destructive Lifestyle*

*Рабочая группа
сотрудничества по проблемам детей группы риска
Приоритетное направление «Дети – правонарушители и дети,
ведущие саморазрушительный образ жизни»*

Report

**Expert meeting and knowledge seminar: Assistance to children at risk of committing crimes and reintegration of children with a criminal life style
Arranged jointly by the Working Group for Cooperation in Children at Risk, WGCC,
within the Council of the Baltic Sea States and
The Russian Ministry of Education and Science**

November 12-14, Saint Petersburg

**Семинар экспертов по теме
«Помощь несовершеннолетним в социально опасном положении
и их реинтеграция в общество»
Организуется совместно Рабочей группой сотрудничества по проблемам детей
группы риска Совета государств Балтийского моря (Рабочая группа),
Министерством образования и науки Российской Федерации
(Минобрнауки России)**

Ноябр 12-14, Санкт-Петербург

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Programme

Expert meeting and knowledge seminar: Assistance to children at risk of committing crimes and reintegration of children with a criminal life style

**Arranged jointly by the Working Group for Cooperation in Children at Risk, WGCC,
within the Council of the Baltic Sea States and
The Russian Ministry of Education and Science**

Monday, November 12

**Arrival in the afternoon to conference venue, Hotel “Ambassador”,
5-7, Rimsky-Korsakov avenue, Saint Petersburg, Russia**

<http://www.ambassador-hotel.ru/en>

19.00

Welcome dinner.

**Speech by Ministry of Education and Science and chairperson of
the WGCC**

21.00 – 23.00

Saint Petersburg excursion

Tuesday, November 13

9.30

Opening addresses

**by State Secretary Mr Yuriy SENTYURIN, Russian Ministry of
Education and Science.**

**by State Secretary Mr Kjell Erik ØIE, Norwegian Ministry of
Children and Equality.**

**Welcome speech by Ms Anniki TIKERPUU, adviser of the
Estonian Ministry of Social Affairs, Chairperson of the Working Group
for Cooperation on Children at Risk, WGCC.**

Prevention and risk assessment

Chair: Anniki TIKERPUU,

Chairperson of the Working Group for Cooperation on Children at Risk, WGCC

- 10.00 – 10.20** **Principal trends of the educational system** of the Russian Federation in the sphere of protection of children's rights and prevention of social risk. **Alina LEVITSKAYA**, Director of the Department of Upbringing Additional Education and Social Protection of Children, Ministry of Education and Science, Russian Federation, Doctor in philology.
- 10.20 – 10.40** **System approach to organisation of preventive measures** Experiences of Leningrad region. **Sergey LISITSYN**, Principal of Leningrad Regional Institute of Educational Development, PhD in history, professor.
- 10.40 – 11.00** **Risk and resilience** – What do we know about factors leading to anti-social behaviour in young children. Research on what influences young people in becoming involved in criminality. **Triin EDOVALD**, DPhil/PhD Candidate, University of Oxford.
- 11.00 – 11.20** **Coffee**
- 11.20 – 11.50** **Early prevention through support to families** - Social protection of families in the Russian Federation. **Marina GORDEEVA**, Deputy Director, Department of Medical and Social Problems of Families, Maternity and Children, Ministry of Public Health and Social Development, Russian Federation, PhD in economics.
- 11.50 – 12.15** **Strategies of violence prevention in Germany** – an overview. **Berndt HOLTHUSEN**, German Youth Institute, Centre for the prevention of youth crime
- 12.15 – 12.30** **Questions and comments**
- 12.30 – 14.00** **Lunch**

Methods of Care, Quality of Care

Chair: Alina LEVITSKAYA,

Director of the Department of Upbringing Additional Education and Social Protection of Children, Ministry of Education and Science, Russian Federation

- 14.00 – 14.20** **Scientific and methodological basis of trainings** for pedagogues working with at-risk children in Leningrad Regional Institute of Educational Development. **Grigory GUN**, Head of the Department of Social Well-being of Schoolchildren under the Leningrad Regional Institute of Educational Development, Doctor in medicine, professor.
- 14.20 – 14.50** **Institutional Cognitive Behavioural Therapy** Measuring effectiveness of a specific treatment model. **Martin LARDEN**, Swedish Board for Institutional Care.

- 14.50 – 15.20** **Children in institutions: Quality of care:** Children placed in institutional care as a result of their criminal life style. Presentation of Multi-Func, a model built on best practices and evidence based methods. **Tore ANDREASSEN**, University of Bodø, Norway.
- 15.20 – 15.30** **Questions and comments**
- 15.30 – 16.00** **Coffee**
- 16.00 – 16.20** **Creation of life scenarios for underage children in a rehabilitation center** as a way of reintegrating them in society. **Galina KAMAYEVA**, Deputy Director, St. Petersburg Centre for Social Rehabilitation of Underage Children “Foster Home”, PhD in pedagogics.
- 16.20 – 16.40** **Rehabilitation of children that has committed crimes** - Sebez Special Vocational School practice. **Sergey SEMIONOV**, Director, Sebez Special Vocational School (Pskov region).
- 16.40 – 17.10** **Danish youth sanction programme** – controlled, structured programme of sanctions for young people involved in criminality. **Morten GREVE**, Consultant, Centre for Quality Development, Region of Central Jutland and **Lars Emil ANDERSEN**, Principal, The safe institution GRENEN.
- 17.10 – 17.30** **Questions and comments**
- 19.30** **Festive dinner**

Wednesday, November 14

Support to young people leaving institutions

Chair: Marina GORDEEVA,

Deputy Director, Department of Medical and Social Problems of Families, Maternity and Children, Ministry of Public Health and Social Development, Russian Federation

- 9.00 – 9.20** **Establishment of after graduate adaptation system** for orphan children and children without parental support as prevention of delinquent behaviour. **Galina SEMYA**, Vice Principal of Stolichnaya Finance-Human Academy, Doctor in psychology, professor.
- 9.20 – 9.40** **Alternatives to Incarceration.** Norwegian Experiences of Alternatives to Institutional Care of Young People Committing Crimes **Sturla FALCK**, Sociologist, Research Director. Norwegian Centre for Social Research.
- 9.40- 10.00** **Regional experiences of social support** - Underage children convicted of a crime. **Marina BORODATAYA**, Vice Principal, Non-State Educational Institution “Centre for Social and Psychological Support of Children, Teenagers and Youth, Kirov region.

10.00 – 10.20	Coffee
10.20 – 10.40	Moscow experiences of support to young people leaving institutions. Alexei GOLOVAN , Ombudsman for Children in Moscow.
10.40 – 11.00	Peculiarities of protection of children’s rights in the Republic of Karelia - Main principles of rehabilitation of children who committed crimes in the Special State Boarding School. Galina GRIGORYEVA , Ombudsman for Children in the Republic of Karelia, Head of the Department of Special Education and Protection of Children’s Rights, Ministry of Education, Karelia.
11.00 – 11.10	Questions and comments.
11.10 – 11.30	Young people’s views. Young people will comment on views expressed and give their opinion on how best to improve the situation. Organised by Doctors of the World, Saint Petersburg
Conclusions and way forward	
Questions and discussion Moderated by Lars LÖÖf, Head of Children's Unit Council of the Baltic Sea States, Secretariat	
11.30 – 13.00	Outcome document, communications and further regional and international contacts to make.
13.00	End of the meeting
13.00 – 14.00	Lunch Individual departure for airport, train station or other transportation

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ПРОГРАММА

семинар экспертов по теме «Помощь несовершеннолетним в социально опасном положении и их реинтеграция в общество»

**Организуется совместно Рабочей группой сотрудничества по проблемам детей
группы риска Совета государств Балтийского моря (Рабочая группа),
Министерством образования и науки Российской Федерации
(Минобрнауки России)**

Понедельник, 12 ноября

Прибытие участников семинара

Россия, 190068, г. Санкт-Петербург, проспект Римского-Корсакова, д. 5-7,
гостиница «Амбассадор» (<http://www.ambassador-hotel.ru/>)

19.00

Вечер встречи участников семинара.
Приветствие участников семинара
руководителями российской делегации,
председателем Рабочей группы СГБМ.

21.00 – 23.00

Экскурсия по Санкт-Петербургу

Вторник, 13 ноября

9.30

Открытие семинара:

СЕНТЮРИН Юрий Петрович, статс-секретарь – заместитель
Министра образования и науки Российской Федерации;

ОЙЕ Кьелл Эрик, статс-секретарь Министерства детей и
равенства Норвегии.

ТИКЕРПУУ Анники, советник Министерства социальных дел
Эстонии – председатель Рабочей группы сотрудничества по
проблемам детей группы риска Совета государств Балтийского
моря.

РАННЯЯ ПРОФИЛАКТИКА И ПОМОЩЬ

Ведение заседания: ТИКЕРПУУ Анники,
председатель Рабочей группы сотрудничества по проблемам детей группы риска
Совета государств Балтийского моря

- 10.00 – 10.20** «Основные направления деятельности системы образования Российской Федерации в сфере защиты прав детей, профилактики их социального неблагополучия».
ЛЕВИТСКАЯ Алина Афакоевна, директор Департамента воспитания, дополнительного образования и социальной защиты детей Министерства образования и науки Российской Федерации, доктор филологических наук.
- 10.20 – 10.40** «Системный подход к организации профилактической работы (опыт работы системы образования Ленинградской области)».
ЛИСИЦЫН Сергей Александрович, ректор Ленинградского областного института развития образования, кандидат исторических наук, профессор.
- 10.40 – 11.00** «Что мы знаем о факторах, ведущих к делинквентному поведению молодых людей. Исследование влияний, способствующих вовлечению молодых людей в криминал».
ЭДОВАЛЬД Триин, Оксфордский университет, кандидат философских наук.
- 11.00 – 11.20** **Кофе-пауза**
- 11.20 – 11.50** «Профилактика социального неблагополучия семей с детьми в Российской Федерации».
ГОРДЕЕВА Марина Владимировна, заместитель директора Департамента медико-социальных проблем семьи, материнства и детства Министерства здравоохранения и социального развития Российской Федерации, кандидат экономических наук.
- 11.50 – 12.15** «Когда начинается профилактика правонарушений? Стратегии профилактики противоправного поведения».
ХОЛЬТУСЕН Берндт, Институт молодёжи, Центр профилактики преступности, Германия.
- 12.15 – 12.30** **Вопросы и комментарии**
- 12.30 – 14.00** **Обед**

СОДЕРЖАНИЕ И МЕТОДЫ РАБОТЫ

Ведение заседания: **ЛЕВИТСКАЯ Алина Афакоевна**,
директор Департамента молодёжной политики, воспитания и социальной защиты детей
Министерства образования и науки Российской Федерации

- 14.00 – 14.20** «Научно-методические основы подготовки педагогов для работы с детьми группы риска в Ленинградском областном институте развития образования».
ГУН Григорий Ефимович, заведующий кафедрой социального здоровья школьников Ленинградского областного института развития образования, доктор медицинских наук, профессор.
- 14.20 – 14.50** «Когнитивно-поведенческая терапия в специализированном учреждении как модель определения эффективности проведённой реабилитации».
ЛАРДЕН Мартин, коллегия специализированных социальных учреждений, Швеция.
- 14.50 – 15.20** «Качество содержания в учреждении: создание (обеспечение) условий для реабилитации детей, помещённых в специальные учреждения в результате их криминальной деятельности; практические примеры лучшей организации реабилитационного пространства». Презентация многофункциональной модели, основанной на методах лучших практических примеров.
АНДРЕАССЕН Тур, университет Боде, Норвегия.
- 15.20 – 15.30** **Вопросы и комментарии**
- 15.30 – 16.00** **Кофе-пауза**
- 16.00 – 16.20** «Проектирование сценария жизни несовершеннолетних в реабилитационном центре как путь их реинтеграции в общество».
КАМАЕВА Галина Игнатьевна, заместитель директора государственного учреждения «Социально-реабилитационный центр для несовершеннолетних «Воспитательный дом» г. Санкт-Петербурга, кандидат педагогических наук.
- 16.20 – 16.40** «Реабилитация детей, совершивших правонарушения, в Себежском специальном профессиональном училище закрытого типа».
СЕМЁНОВ Сергей Григорьевич, директор Себежского специального профессионального училища закрытого типа (Псковская область).
- 16.40 – 17.10** «Датская программа профилактики молодёжной преступности и реабилитации».
ГРИВ Мортен, консультант Центра качества развития района Центральный Ютланд, Дания.
АНДЕРСЕН Ларс Эмиль, руководитель приюта «ГРЕНЕН», Центральный Ютланд, Дания.

17.10 – 17.30 **Вопросы и комментарии**

19.30 **Вечер отдыха участников семинара**

Среда, 14 ноября

ПОДДЕРЖКА МОЛОДЫХ ЛЮДЕЙ, ПОКИДАЮЩИХ УЧРЕЖДЕНИЯ

Ведение заседания: ГОРДЕЕВА Марина Владимировна,
заместитель директора Департамента медико-социальных проблем семьи, материнства
и детства Министерства здравоохранения и социального развития
Российской Федерации

9.00 – 9.20 «Создание системы постинтернатной адаптации выпускников учреждений для детей-сирот и детей, оставшихся без попечения родителей, как фактор профилактики делинквентного поведения».
СЕМЬЯ Галина Владимировна, проректор по научной работе Столичной финансово-гуманитарной академии, доктор психологических наук, профессор.

9.20 – 9.40 «Альтернативы помещению в учреждения. Норвежский опыт альтернатив содержанию в учреждениях молодых людей, совершивших преступления».
ФАЛЬК Стурла, руководитель социальных программ Центра социальных исследований, Норвегия.

9.40- 10.00 «Региональный опыт социальной помощи несовершеннолетним, освобождённым из мест отбывания наказания».
БОРОДАТАЯ Марина Николаевна, заместитель директора негосударственного образовательного учреждения «Центр социально-психологической помощи детям, подросткам и молодежи» Кировской области.

10.00 – 10.20 **Кофе-пауза**

10.20 – 10.40 «Об опыте работы Уполномоченного по правам ребенка в Москве в сфере защиты прав несовершеннолетних, находящихся в трудной жизненной ситуации, покидающих детские специализированные учреждения».
ГОЛОВАНЬ Алексей Иванович, Уполномоченный по правам ребёнка г. Москвы.

10.40 – 11.00 «Особенности защиты прав детей в Республике Карелия. Основные принципы работы по реабилитации детей, совершивших правонарушения, в государственной специальной школе закрытого типа».
ГРИГОРЬЕВА Галина Фёдоровна, Уполномоченный по правам ребёнка в Республике Карелия, начальник отдела специального образования и защиты прав детей Министерства образования Республики Карелия.

11.00 – 11.10 **Вопросы и комментарии.**

11.10 – 11.30 Точка зрения молодёжи о возможностях улучшения ситуации в сфере преступности несовершеннолетних.
Представители общественной организации «Врачи мира» (г. Санкт-Петербург).

ВЫВОДЫ И ПЕРСПЕКТИВЫ

Модератор международного семинара экспертов: ЛЁЁФ Ларс,
Руководитель проекта «Детский Центр»,
секретарь Совета государств Балтийского моря

11.30 – 13.00 **Обобщение результатов. Итоговый документ.**

13.00 **Завершение семинара.**

13.00 – 14.00 **Обед**
Отъезд (аэропорт, ж/д или автовокзал)

Opening address by State Secretary Mr Kjell Erik Øie, Norwegian Ministry of Children and Equality

I would like to thank the organizers for the city tour that we have enjoyed yesterday and on behalf of the Norwegian government to thank the Russian Ministry of Education and Science for hosting our seminar.

I would like especially to emphasize the value of this meeting, which brings us together to share our expertise and contributes to the dissemination of knowledge across the region. Judging from the annual reports, we can see that the general picture is changing, different areas of concern come into focus.

As a politician I understand the importance of political will and high level of commitment on both national and international level. The Norwegian government is very determined to continue to work actively in this very important field.

Statistics shows that young people are having even greater problems than children – this tendency tells us to initiate interventions as early as possible.

We also have to be able to use a larger perspective while looking at the whole cluster of problems. What kind of society do we live in? Social circumstances can now be quite complex, a child is more imposed to risks and can easily become a victim. It is very important always to see a child behind his/her behaviour, whatever it might be. We have to implement measures to prevent stigma.

In any treatment process we have to remember about the potential lying in people surrounding the child, and try to develop it. This includes both family and the local community. Parents should be involved in the process in any case, despite their possibly different social and/or religious views. According to the Convention, we always have to act in the best interest of the child. Sometimes it seems to be best to transfer the responsibility for a child from his parents to a foster or a patronage family. Nevertheless, we have to show respect to the parents and establish a partnership with them, the final goal should remain to return the child to his/her family.

It is necessary to establish an effective cross-sectoral co-operation and unite our efforts in creating a well-functioning system of assistance for children. Intervention should not only happen early, but also be correct, therefore we need to have effective tools at our disposal. In Norway the methods and principles of assistance are based on family work. At the same time we can also use the resources of the society. In some cases it is impossible to help a child while he/she is staying home. Mr. Andreassen will be later presenting a new type of institution for children with behavioral problems, where we are trying to introduce a different approach.

Obviously, we are still looking for new ideas and methods. The responsibility of politicians is to support research and innovative projects within the field.

We are very glad that Russia has shown initiative to host this meeting. The aim of this meeting is to look into key questions within the field of child treatment. In some countries

there is a strong tradition of institutionalization but we have to work to prevent social exclusion of children in any case and look for new strategies. We have to learn from each other even though we often have different preconditions. We have to remember that we still have common challenges. The WGCC is a well-functioning structure with good proportions where each country's experience is valuable. Not a single child should be excluded, every child has to have his/her future. We have to secure that the principles stipulated in the Convention are applied in each case. Those principles should take the form of real actions. Already 40 years ago many countries have started their common work to secure every child's well-being. Today we have to find solutions for children that will live tomorrow and guarantee an effective system of social protection.

Opening address by advisor Konstantin Malyshev on behalf of the State Secretary Mr Yuriy Sentyurin,

Russian Ministry of Education and Science

On behalf of the State Secretary Mr Yuriy Sentyurin I would like to welcome all of you here in St. Petersburg. Hope that viewing the architectural masterpieces of St. Petersburg was not too tiresome for you, but have, on the opposite, added to the mobilization impulse for you to work during the two following days. I very much hope for a high resultiveness level of this meeting – it should become a significant contribution to our common efforts in the region.

The challenge of assistance provision for children is a common challenge for the whole mankind. The international community has formulated its goals and aspirations in the UN Charter of 1948, the Declaration of the Rights of the Child, etc. The questions of assistance to children at risk and their reintegration in the society are especially vital and at the same time complex. The measures aimed at securing children's well-being have to be comprehensive and include prevention/rehabilitation activities, promotion of healthy and safe lifestyle, special focus on children living in the street and children addicted to drugs, securing education.

Institutions providing education have to be standing closer to the child and his/her family, they have to be the first to detect a risk and react immediately. We also have to be able to understand and analyze complex social phenomena.

Especially important is to establish effective interdepartmental co-operation. Scientific and methodological research should go in parallel with the implementation of the measures aimed at identification of children at risk and young offenders. We have to carry out a systematic improvement of our legislation base.

Well-functioning interactivity should be established between the federal and the regional authorities so that the federal initiatives and legislation as well as presidential orders are followed on the regional level. Such federal initiatives cover a wide range of issues, e. g.:

- guaranteeing observation of the right for equal education, irrespective of the level of family income, the place of residence, etc.
- moral and spiritual education, civic responsibility
- prevention of social orphanage
- protection of the orphans' rights

- development of family-type foster care
- social protection of disabled children
- healthy life style, assistance to children with HIV/AIDS and children addicted to drugs. In the course of the last five years the number of children addicted to drugs has risen significantly.

Through the collaboration between IOM Russia, the European Commission and the Russian federal and regional authorities Russia is involved in various international activities. The CBSS projects also play a significant role, e. g. those focused on assistance to child victims of sexual exploitation as well as monitoring practices in the member states, exchange of national experiences, trainings in different fields and further development of the NCPs' function.

I would like to mention several priority areas within the foreseen prevention work:

- regulation of the interdepartmental co-operation within the four profile ministries as well as information distribution
- standards
- improvement of the methods of monitoring and statistical analysis, including family level
- new forms of professional intervention
- work restrictions for those willing to work with children and have committed a crime themselves
- more qualified personnel
- with the help of mass media informing citizens about their rights, relevant organizations and services
- development of co-operation on the inter-governmental level

This seminar now is a great mobilization as well as orientation tool for our common work.

Welcome speech by Ms Anniki Tikerpuu,

Adviser of the Estonian Ministry of Social Affairs, Chairperson of the Working Group for Cooperation on Children at Risk, WGCC

On behalf of the WGCC I would like to greet you here in St. Petersburg, I am very pleased to see you all and would also like to thank you for your commitment.

Few words about the WGCC. The co-operation is being carried out by the senior officials of the relevant ministries in the eleven participating countries. The WGCC initiates and implements co-operation on children at risk within the region. The five priority areas are:

1. Protection of children from all forms of sexual exploitation
2. Unaccompanied and trafficked children
3. Street children and children without parents
4. The rights of children in institutions
5. Delinquent children

Since 2002 we have been implementing a wide range of activities within the above-mentioned fields. Our present meeting is an excellent example of a successful co-operation. Such meetings seem to be an effective tool to find best ways to solve current problems as well as discuss preventive measures.

The WGCC, together with the national ministries and other authorities creates a forum for the discussion of national practices and experiences. Today we will be focusing our attention on children who have committed a crime. I am sorry to say so, but unfortunately the topic sounds even more relevant in the light of the latest events in Finland, where a school boy has shot several other pupils and then himself. What can be done to prevent such events, what lesson is to learn?

We have to focus more on the methods of integration into community, look at different perspectives, identify children at risk, look into personality of children, develop special psychological approach to such children, and make more efforts to understand them.

Especially important is, obviously, to share our knowledge and exchange our experiences in implementation of different assistance methods. This will give us a possibility to speak one language when discussing most acute problems. This will also enable us to elaborate common political initiatives and implement activities.

I wish you all a fruitful seminar.

Principal Trends of the Educational System of the Russian Federation in the Sphere of Protection of Children's Rights and Prevention of Social Risk.

Konstantin Malyshev on behalf of Alina Levitskaya, Director of the Department of Upbringing, Additional Education, and Social Protection of Children, Russian Ministry of Education and Science, Doctor in Philology

Unfortunately, Ms Levitskaya could not attend our seminar but on her behalf I would like to give an overview of the main trends within the educational system and child rights protection in Russia.

Guaranteeing social security is a priority, I would like to mention three main directions of our work:

1. securing access to education and socially integrated employment

In 2007 the Ministry of Education and Science approved additional measures aimed at securing access to general school education. According to the federal law, July 21, 2007, № 194-FZ (came into force September 1, 2007)

- All three stages of general school education are compulsory
- The above requirement is valid is for all young persons up to the age of 18 (earlier - 15)

- A pupil who has not completed all the three stages of general school education can not be excepted from school without coordination on the case with the Commission for minors

The regions of the Russian Federation implement additional measures to guarantee access to education, they also create databases.

As shown on the slide, the number of children between 7 and 15 not going to school went down with around 35 000 during the period between 1999 and 2006. This decrease was registered in the majority of the regions. The legislation has been revised to include institution's responsibility for the child's health and protection of his/her rights as well as to secure the possibility for the pupils or their legal representatives to realize their right to petition for a disciplinary investigation. The texts of the statutes regulating personnel's behavior are put in visible places in the institutions.

The new system of statistical reporting should include child victims of violence in foster families and institutions. These children should receive multi-profiled treatment aimed at prevention of social orphanage and child antisocial behavior. We also focus on rehabilitation. As of 2007, there are 740 educational institutions for children requiring psycho-pedagogical and socio-medical assistance, 24 rehabilitation centers for children abusing drugs, and 1300 institutions attached to authorities in charge of minors, which provide psycho-pedagogical support and emergency assistance for young persons in a critical situation. More than 200 000 children and their parents get assistance.

Our priorities with regard to assistance provision are: returning the child to a comfortable upbringing environment, deinstitutionalization, and differentiation. Special attention has to be paid to delinquent children and recidivism prevention. To this end, as of 2006, we have 61 special closed educational institutions and 35 open ones. It is decisive to put a child into an institution in proper time in order to be able to assist him/her comprehensively and prevent recidivism.

In order to improve children's social condition in general and prevent delinquency, several initiatives have been started in Russia by the Ministry of Education and Science in cooperation with other executive authorities. These include the programme called "Children of Russia", development of sports, measures against drugs spreading, conducting individual consultations with children and their parents.

In order to prevent child antisocial behavior, inspectors from the local authorities attached to the Ministry of Interior are appointed to attend educational institutions in more than 60 regions of Russia. The educational institutions implement programmes that should serve to increase the general cultural level, teach how to behave safely, etc. Standards are now being revised and elaborated for such school subjects as Basics of safe lifestyle, Law and justice, etc.

A target programme will be implemented in 2008-2010 covering a wide range of issues. It is important to foster tolerance and take into consideration the ethnic structure and religious beliefs of the community. In order to secure the right of the child to be brought up in the family a whole set of various programs will be implemented. The number of children sent to residential institutions annually is expected to go down with around 18 000 until 2011 (the current number of children estimates as 30 000). The share of family foster care should

certainly be increased, though we should not destroy the already existing base and practices of securing child well-being.

System approach to organization of preventive measures, Experiences of Leningrad region.

Sergey Lisitsyn, Principal of Leningrad Regional Institute of Educational Development, PhD in History, Professor

I would like to thank the WGCC for giving me the opportunity to take part in this seminar. The Leningrad Regional Institute of Educational Development is elaborating programs and recommendations for the pedagogic community, and modeling and forecasting tendencies in the sphere of education in different regions of the Russian Federation.

For the past five years I have been heading a pardon commission, and in connection with this work I have met lots of young offenders, have talked to them, always trying to find the reason for them to have committed a crime. There is a variety of factors, which can serve as preconditions for criminal behavior. These factors are both subjective (family, upbringing style, loneliness) and objective (complex life circumstances in general).

The number of young people convicted for a crime and the number of children at risk is approximately the same, around 5.5 thousands. Not all of our efforts lead to concrete results.

The governing body for our work in the Leningrad region is the headquarters attached to the Committee for general professional education. A comprehensive regional standard system is yet to be created, but there is a regional target programme already functioning, which contains a set of various measures.

As I have already said, the results do not always make us happy, but I would like to tell you about some of our achievements. A good example is a target programme called “Summer”, which is being realized during the summer season. The result is that the percentage of deviant behavior goes down with 14-15 %. What are the impeding factors for the results to be higher?

We have to work more systematically and elaborate standards of the new generation. One of the significant elements of this approach is to promote the so-called ‘public agreement’ – an agreement between the state, the educational institutions, and the parents. It is important that the state acknowledges the challenge of child delinquency as one of the state policy priorities. Equally important is to draw public attention to the problem, to distinguish priority programmes and co-ordinate activities.

The ‘parents committee’ [parents of children enrolled in one school class] should have control over what is happening to the children. Functioning of these committees should be an integral part of any institution’s activity plan.

We also have to define the resources. All social institutions should be included. Children are also given a chance to participate actively in the prevention activities through competitions and conferences. Those children who have done something in this direction will probably never engage in criminal or self-destructive activities themselves.

We have to make the most of the resources of the educational institutions and expand the system of supplementary education for school children. Maybe, participation in after-school activities should be made compulsory.

With regard to parents, we have been implementing a training programme for parents in the Leningrad region, which has given positive results. The parents are naturally interested in what will happen to their children, 1.5 thousands of parents are involved.

The main concept is still the following: every child should have his/her own experience in conducting prevention activities. To this end, we organize competitions called “Children against drugs: for healthy life style, against drug addiction”. Expert councils are being established, children can participate from a very early age (kindergarten), they get involved in performances, conferences, etc. More than 10 000 children of the region are now taking part in the programme. D. Likhachev once said: while rearing the child’s soul we have to create “floors” of caring: it is necessary that the child always has somebody to take care of. Later we have to create floors of compassion.

I would especially like to mention the programme called “Teenager”. It is organized in five steps and focuses on such issues as young people’s employment, the rights of the child in socially unfavorable situation, the rights of the parents, group criminality and recidivism prevention, drug abuse prevention and rehabilitation of young people addicted to drugs.

Another resource consists in more qualified teachers and social pedagogues: we have started to train teachers, a system of training modules has been created.

Questions and Comments

Lars Lööf: Do you think that the difficulties you encounter are mostly caused by the lack of competence or by that of capacity?

Sergey Lisitsyn: I suppose that the main problem in Russia consists in the fact that different authorities and organizations haven’t managed to organize their work systematically enough. There is a lack of coordination; the resources are not pulled together. With regard to competence, I can say that we can observe certain improvements. We have designed a programme aimed at raising effectiveness of the social pedagogues’ work as well as improvement of local authorities’ management practices.

Risk and Resilience – What Do We Know about Factors Leading to Anti-social Behaviour in Young Children. *Research on What Influences Young People in Becoming Involved in Criminality.*

Triin Edovald, DPhil/PhD Candidate, University of Oxford

The objectives of my presentation will be two-fold: to give a brief overview of risk and protective factors influencing antisocial behaviour, and to bring into focus the importance of risk and protective factors in risk-focused prevention that is essential for evidence-based crime prevention. There is no universal definition of risk and protective factors but in the context of this presentation, risk factors are those increasing the probability that a young person will become delinquent, while protective factors buffer the young person against those risks.

Most researchers categorize risk factors within a broad ecological framework, suggesting that risk factors for delinquent behaviour are situated in the individual child, the family, the peer group, the school, and the community (neighbourhood). It is often hard to understand the underlying mechanisms of the factors' influence. Besides, their presence does not necessarily lead to the development of delinquent behaviour.

Individual

risk factors are

- Low intelligence and attainment
- Personality
- Temperament
- Low empathy
- Impulsiveness
- Social cognitive skills
- Male gender
- Minority race

protective factors are

- Female gender
- High intelligence
- Prosocial behaviour
- Self-control
- Anger control
- Normal neurological functioning
- Low testosterone
- Non-deviant problem solving
- Perspective taking

Family

risk factors are

- Criminal and antisocial parents (and siblings)
- Large family size
- Child-rearing methods (poor supervision, rejection, low involvement)
- Abuse
- Parental conflict and disrupted families (young mothers, parents' mental disorders, etc.)
- Socioeconomic deprivation *

protective factors are

- Other parental features
- Warm, supportive relationships with parents or other adults
- Parents' positive evaluation of peers
- Parental monitoring
- Positive role models
- Continuity of caretaking
- No disadvantage
- Middle SES
- Income stability

* the voluminous literature on the relationship between socioeconomic status (SES) and offending is characterised by inconsistencies and contradictions, and some reviewers have concluded that there is no relationship between SES and either self-reported or official offending. In general, coming from a low

SES family predicts violence. It's been suggested that the link between a low SES family and antisocial behaviour is mediated by family socialization practices. In other words, low SES predicts delinquency because low SES families used poor child-rearing practices.

Peer

risk factors are

- Deviant peer influences - association with deviant peers (co-offending, gang membership, sibling influence)
 - Deviant peers influence non-delinquent juveniles to become delinquent
 - Deviant peers influence juveniles who already have some history of delinquent behaviour to increase the severity or frequency of their offending
- Peer rejection

protective factors are

- Friends who engage in conventional behaviour (nondelinquent peer groups)
- Support from close prosocial friends

School (most research from the US)

risk factors are

- Low academic performance
- Weak bonds to school (low commitment)/low educational aspirations/low school motivation
- Truancy
- Poorly defined rules and expectations for behaviour
- Inadequate enforcement of rules against antisocial behaviour

protective factors are

- Commitment to school
- Recognition for, involvement in conventional activities
- Achievement and bonding
- Climate of acceptance
- Organisation and supervision

Community

risk factors are

- Neighbourhood disadvantage
- Neighbourhood disorganisation
- Residential mobility
- Neighbourhood laws and norms favourable to crime
- Availability of firearms
- Media portrayals of violence

protective factors are

- Advantaged socioeconomic context
- Integrated and non-violent neighbourhood
- Low exposure to violence in the media
- Mass media consumption integrated into family life

The basic idea of risk-focused prevention is to identify the key risk factors for offending and implement prevention methods designed to counteract them. There is often a related attempt to identify key protective factors against offending and to implement prevention methods designed to enhance them. Typically, the effectiveness of risk-focused prevention is evaluated using the “gold standard” of randomized controlled trials, and there has been increasing emphasis on cost-benefit analyses in criminology in recent years. Evaluation results and methods’ analysis form a base line for many political decisions.

Evidence-based prevention involves the use of the highest quality scientific research available (i.e., systematic reviews, meta-analytic reviews, randomised controlled trials) to encourage more efficacious and just public policy. By identifying key risk factors for offending and implementing effective prevention methods designed to counteract them, risk-focused prevention represents the basic building block of evidence-based prevention. What evidence-based prevention adds is the utilisation of accumulated scientific research evidence on effectiveness from systematic reviews.

I would like to emphasize that more research is needed: we still don’t know the causal construct behind the factors. Hopefully, in five years time I will be able to tell you more.

Questions and Comments

Marina Borodataya: I would like to return to the risk factors that you have mentioned. It is often happening (in Russia) that a child who behaves badly is simply rejected: the teacher is sending the child out of the class so that he/she doesn’t violate the order, approximately the same is happening at home. Considering this, what kind of factors would you call most influential (individual/family/school/...)?

Triin Edovald: Risk and protective factors exist in every area of life—individual, family, school, peer group, and community. Individual characteristics interact in complex ways with a child’s or adolescent’s environment to produce antisocial behaviour. Risk and protective factors vary in predictive power depending on when in the course of human development they occur. As children move from infancy to early adulthood, some risk factors will become more important and others less important. I would say that individual factors are often decisive as they occur at a very early age and thus turn out to be more causal. Many of early risks stem from a child’s individual characteristics and interaction with his or her family. The influence of family is largely supplanted in adolescence by peer influences. With regard to family factors – it is probably possible to affect them to a remarkable extent. Other factors are often mediating. It is essential to keep in mind that risk factors do not operate in isolation—the more risk factors a child or young person is exposed to, the greater the likelihood that he or she will become delinquent.

Early Prevention through Support in Families – Social protection of Families in the Russian Federation.

Marina Gordeeva, Deputy Director, Department of Medical and Social Problems of Families, Maternity and Children, Russian Ministry of Public Health and Social Development, PhD in Economics

Recently the issues of family crisis prevention and social rehabilitation have drawn lots of attention. The problems within this sphere have become especially urgent during the last years when the institute of family as such has transformed a lot. In the Russian Federation this occurs at the background of complex economic and socio-political transformations, which brings additional risk factors.

Russian government has made the improvement of the demographic situation in the country one of the highest priorities. The state has engaged itself actively in supporting young families and implementing other measures. If we would have waited another 5-7 years it would probably have been too late. Additional benefits have been introduced for mothers giving birth to second and next children.

The most responsive group of population is at the same the most defective (less well-off, family in crisis). There is a risk that these people might not use the benefits in the best interest of the child. Therefore, in order not to make our initiatives contradictory, we have to implement family support programmes simultaneously. The child's social insecurity is inevitably connected with the social position of his/her family.

On the average, families with children have lower income, than families without. In Russia, 50 % of families with two children and 70% of families with three children live under the poverty line.

Coming back to support measures. Monthly child benefit (until 1.5 years of age) is being paid out consisting of 40 % of the last earnings, but not lower than the minimum. The minimum for the first child is RUB 1 500, for the second and the next – RUB 3 000. A mechanism has been introduced, which allows paying benefit to unemployed mothers.

Additional support in the form of 'family capital' is now available for parents when the second (or the third, etc) child is born (RUB 250 000). The money directed though this scheme is to be applied to one (or the combination) of the following needs: a. improving housing conditions b. child's education c. mother's accumulative labor pension. Parents can start using their money from 2010.

We also have to guarantee observation of the right for a decent salary for the parent taking care of the child (in the overwhelming majority of cases in Russia it is the mother). Every woman has to have a possibility to go back to her working place or, if she wishes, receive additional training to improve her qualification.

We have to stimulate further development of pre-school educational institutions. This also contributes to the family development. We have to minimize the number of families receiving social support from the state: instead we have to secure possibilities for the families to manage themselves, the side effect being that the state costs go down.

We do realize the fact that Russia doesn't yet have the most effective system of child support with regard to children at risk. It is necessary to concentrate our efforts on decreasing the number of *families* at risk since it's mostly here where young delinquents come from. We have to find ways to cope with the problem of social orphanage. Depriving parents of their parental rights should be regarded as an exceptional solution – we have to revise our legislation concerning this matter.

Obviously, it is highly necessary to establish effective inter-departmental co-operation while at the same time assure that every department or service carries out its specific work effectively. The indicators of successful performance should be formalized (as it is already being done with the governors' work). This will give a possibility to expand activities and make the work more dynamic.

A federal fund for financing of programmes supporting people in complex life circumstances will be established. It will be using both budget and charity resources, and the money will be invested.

The concept of demographic development in Russia has already been approved. Each region is to work out a specific locally adapted programme. While doing this it is important to distinguish between those measures aimed at family crisis prevention and those focusing on social orphans.

Next year is declared to be a Family Year in Russia. This means not only organizing festivities and sport events, but focusing on implementation of consequent family policy.

I would like to underline that non-state institutions also have a significant role concerning protection of children at risk. One of the most important non-state institutions is the ombudsman. Currently there are more than 20 ombudsmen in the regions of Russia but there is still no federal ombudsman.

UNICEF supports cities that are considered to be child friendly. Moscow is already regarded as one of them while St. Petersburg is a candidate. This status means not only pure declaration but requires acceptance and adaptation to numerous criteria.

Strategies of Violence Prevention in Germany – an overview.

Bernd Holthusen, German Youth Institute, Centre for the Prevention of Youth Crime

I would like to start my presentation by informing you about the *Report on strategies for violence prevention in the child and young persons age groups*¹. Presently the report is only available in German but we hope to have a summarized translation soon. The research has been conducted in co-operation with German Forum for Crime Prevention, Program for Police Orientated Criminal Prevention by the Federal Government and the States, and other experts. While doing the research we wanted to focus on strategies: both conceptual and methodical (local practical projects) principles of youth violence prevention. As Ms Anniki Tikerpuu already mentioned today, the problem of child and youth delinquency is rather acute nowadays. The

¹ <http://www.dji.de/cgi-bin/projekte/bchlst1.php?browid=7794&projekt=150&kurzform=0>

tragedy, which happened in Finland recently, is not unique: not so long ago an 18-years old boy killed 16 persons in Erfurt and then himself.

The focus of the report is related to the *strategies* for the prevention of violence, upon which local practical projects, measures and programs are based. In this way an overview is provided with regard to the status of the conceptual and methodological principles and the challenges for the prevention of youth violence.

The report makes a narrow definition of violence prevention. In view of the almost exponential expansion as to what is now understood under the definition of “prevention of violence”, this report therefore differentiates between:

Strategies which are primarily directed towards the prevention or restriction of violence from or among young persons and

Programs and measures, which – regardless of the background motivation, which for example are directed at strategies regarding the family policy, educational policy, social policy, employment market, or which are pedagogical or integrative – which in the best case are *effective in the prevention of violence*.

The fields of action where we are involved are: family, child day care, youth services, schools, police, and justice system. Family and child day care, and not only educational institutions, are now also seen as responsible actors, though this was not the case about 20 years ago.

The spectrum of concepts, strategies and practical methods in Germany is remarkably wide; the system of child and youth protection is very scattered, there are more than 600 child and youth services in the country. Thus, the development of child protection system, including violence prevention, is a bottom-up process, not top-down.

Good co-operation is a precondition for a successful development, new channels of interaction are being established: local crime prevention councils or round tables are becoming most widespread; bilateral co-operation between school, youth services, police, and justice system becomes part of everyday professional activity.

According to our concept, we focus on social area and school environment: it’s not only the particular child’s behaviour that needs to be changed, but the whole environment.

Crime prevention activities in other countries are examined for possible relevance to German practice.

We also have certain developments in the area of legislation: a law on protection against violence has been adopted (focus on domestic violence), the law on protection of young people has been reformed as to include a clause on the media.

As for the educational institutions, we believe that preventing/counteracting violent behaviour is a task for education. Instead of making violence a taboo, it might be wiser to adopt an educational view on violence and regard violence as an opportunity to learn. This doesn’t mean any kind of approval, but tells about the necessity to teach conflict resolution in schools.

Prevention measures should be adapted to age and circumstances. Pedagogical strategies should always take into consideration the fact that children and young persons are growing individuals who are developing their identity and looking for their place in the world, and therefore require various forms of assistance and support. Violent behaviour of children and young people should only be regarded as one aspect of their behaviour rather than the central aspect. Strategies should

be aimed at tackling problems that young people experience rather than those they create. We have to create opportunities for partnership and participation.

All efforts for further development of youth violence prevention would remain ineffective, if they were not to be embedded in corresponding institutional parameters and social-political efforts. Violence prevention must be accompanied and supported by a sustainable social policy. Access to weapons of any type has to be blocked. The media and its providers have a central responsibility regarding representation of violence. Practitioners and parents must become capable of handling the new technical possibilities adequately.

Few words about challenges for further development of violence prevention:

- Enhancing co-operation and interaction within and between the fields of action, e.g. there are still obstructive barriers between the juvenile and family courts within the justice system
- Early (violence) prevention, age-based and situation-relevant. We are in need of better detection and prognosis methods.
- Supporting young persons as victims of violence (perpetrator-victim status change)
- Strategies for prevention of violence must take better account of the relevant target groups
 - Boys (male gender role)
 - Children and young persons with migration background (growing group in Germany, over 15 million migrants)
- Development of body-orientated approaches: currently we are too much relying on language, sports have to play greater role
- Better inclusion and participation of children and young persons; mandatory participation of violent youth. Opportunity to have their daily life rules arranged in accordance with their age and situation.
- Parental work; better outreach methods for most problematic families
- Continuous training, advanced training, proper qualification of professional staff
- New evaluation methods (critical stand to evidence-based prevention and the golden standard of randomized controlled trials)

To conclude I would like to say that strategies of violence prevention have an impressive stage of development. There is no need to create new structures, instead we have to secure availability of all prevention instruments at all places and focus on training more qualified professionals.

Questions and Comments

Galina Semya: I am glad that you have raised the question of cultural aspect. How do you go about cultural differences? What if the migrants' habits contradict with your legislation? In Russia we have a habit of giving slaps on the back of the head, and it would be quite hard to take it out of people's mind.

Bernd Holthusen: Different groups of migrants are not alike, it's better to look at each case individually. There is no universal decision. In each case appropriate measures should be designed in co-operation with the parents, it is important to start a dialogue, to involve them. If we look at the migrants from Turkish and Kurdish backgrounds living in Berlin, we can notice the same relationship pattern as they would have back home. Such factors are important to keep in mind.

Multiple offenders turn out to be mostly males with a migrant background – Lebanon, former Yugoslavia – all these groups have their specific problems.

Another challenge is the evaluation studies: it is necessary to make them fit the local situation.

Lemme Haldre: Could you tell some more about the body approach you have mentioned? It seems to be especially relevant concerning boys 12-13 years old.

Bernd Holthusen: This question is on the agenda of the practitioners' debate. It is very much connected to sport. The problem is that most trainers are not professionals in rendering social/psychological support. First of all we are using such sports as Eastern martial art, which teaches to respect the adversary. Children become more talkative after sport classes.

Lars Lööf: I would like to bring up another question. We normally agree that parental involvement is a protective factor. However, the more difficult the situation the young person is involved in, the less of participation of parents, while services step forward. This is dangerous.

Marina Gordeeva: We have to be searching for a kind of balanced solution. There are too many programmes focusing separately either on children or on parents. Instead we have to be implementing programmes aimed at supporting family's inner strength. A lot has already been done, but we have to go further and create programmes, which would take into consideration different age groups of children, different statuses of all members of the family (e.g. grandparents).

Triin Edovald: Maybe Mr Andreassen's presentation will give some answers. The idea has still to remain the same: parents should be involved.

Björn Bredeesen (to Sergey Lisitsyn): You have mentioned five steps to prevent youth criminality. What kind of instruments are you using?

Sergey Lisitsyn: Working with children at risk we implement five stages of the experimental treatment. This work includes individual treatment, raising knowledge of the legislation, explaining what a closed institution is, sometimes going there to see with one's own eyes.

Scientific and Methodological Basis of Trainings for Pedagogues Working with At-risk Children in the Leningrad Regional Institute of Educational Development.

Grigory Gun, Head of the Department of Social Well-being of Schoolchildren under the Leningrad Regional Institute of Educational Development, Doctor in medicine, professor

The two main directions of our work are:

1. Children and families at risk: decreasing risks, violence prevention, prevention of professional burn-out

2. Improving pedagogues' competence, transforming their mentality, help them adapt to the modern circumstances

We think that child delinquency is often the most natural reaction to abnormal life circumstances. We also believe that sonogenic thinking allows a person stay healthy and avoid leading a self-destructive life.

An investigation has shown that only one out of five nurses seriously take care of their health. Furthermore, only 0.3 % of nurses have received the necessary knowledge on how to take care of their own health in their families. According to the law on education in the Russian Federation, article 18, the family is responsible for upbringing if the child, but there are no mechanisms to control how this duty is being fulfilled.

At present we do not have sexual education in schools. This should change. We have to implement gender approach, tell children about femininity and manliness, explain how the responsibility is being shared in the family.

Our institute implements a project, which has drawn in 30 schools in the region and focuses on teaching children to communicate with each other. This project helps children realize the value of healthy and safe life style, reach social, physical and psychological well-being and find ways to show their worth in something. These children will be equipped with the necessary skills to find their place and role in the adult society in future. The project uses special 'exercise books' as tools, one book for each school year, starting from 'Study of self-understanding' in the first grade going to 'Solving Difficult Problems' in the 10-11th grades. Pupils in the 5-6th grades are especially at risk of choosing 'wrong' patterns of behavior.

Another significant problem is prevention of HIV/AIDS spreading. Lots of infected mothers give birth to children and we should be able to reach out to them and provide assistance.

With regard to general school education, we have to see that the amount and content of information is being appropriate to the children's age. We have to take into consideration that children might have different level of learning capability as well as different ways of interpreting new information. When we ignore this factor this may lead to progressing nervous diseases, and this, in turn, forms the basic precondition for delinquency, aggression, or drugs abuse.

It's impossible to look at the child without any kind of connection to the society he/she lives in, his/her family, social group, informal peer associations. In the first place children go away *from* somebody, e.g. from parents, they do not go to somebody.

Our institute is working with various groups of people in the regions in order to raise general awareness and inform people about specific issues, such as hyperactive children, nervousness, children at risk. We distribute information materials about tuberculosis, HIV/AIDS, alcohol, drugs. My colleague has already mentioned competitions called "Children against drugs: for healthy life style, against drug addiction" that are being organized. We have also prepared several films, in which children themselves tell what they think about alcohol and drugs.

Finally, I would like to read a poem by Vladimir Kornilov [„Считали все дело в строе...“], in which the author concludes that if we want to change something we have to start with ourselves. While teaching others we have to learn as well.

Questions and Comments

Galina Semya: 1. How many children are included in the statistics? 2. Why is it happening that younger children are smoking and swearing more than the elder ones?

Grigory Gun: 1. Quite many pupils from several schools took part in the investigation, this allows us to draw certain conclusions and define better what to focus on. 2. Hard to say, everything depends on the family.

Konstantin Malyshev: How would you comment 37 % alcoholism among children from 7-11 grades? This percentage looks strange.

Grigory Gun: Saying 37 % I don't mean they are alcoholics, just that they drink alcohol sometimes.

Teresa Wejner: Secondary effect of truancy might be analphabetism.

Grigory Gun: Around 500 children are not going to school in Leningrad region. According to the legislation though, a child has to remain within the system of education at least till he/she fills 15. Children who do not attend usual schools are sent to, e.g., evening schools.

Institutional Cognitive Behavioural Therapy. Measuring Effectiveness of a Specific Treatment Model.

Martin Larden, Swedish Board for Institutional Care

I would like to introduce the ICBT+ [Individual Cognitive Behaviour Therapy *plus* Network-building] treatment programme, which is aimed at young people sentenced for having committed a crime. Instead of serving a prison sentence young people are placed in closed institutions for youth care. This system of closed institutional youth care was introduced 1. January 1999 and is designed for young people between 15 and 17. Crime determines the length of sentence and thus the length of stay in the institution (the length of stay is not determined by the preliminary treatment plan).

Approximately 80-100 young people are sentenced per year. Since it's difficult to find a universal treatment model each teenager gets an individual treatment package.

The treatment process starts with motivation/assessment phase, during which professionals try to analyze factors that had caused the young person's delinquency. When the second phase – behaviour change – is completed, it is important to provide the teenager with the necessary skills to maintain newly acquired behavioural strategies in reality.

The ICBT+ consists of five blocks, 3-5 sessions each:

- Block I: Motivation, assessment & goal-setting
- Block II: Social Problem-Solving Training
- Block III: Cognitive self-control
- Block IV: Relapse Prevention
- Block V: Network building

Young people are very frank about their lack of motivation. It is important to make the client curious of treatment. When the client is curious we can work with the balance of consequences: sometimes we may make negative consequences look even worse. At this stage we let the client formulate his/her *own* goals and treatment targets, though not everything can be accepted.

The second block of treatment consists in teaching the client to apply the Problem-Solving Model. The main difficulty is that young people tend to look at big problems. Our task is to divide the problem, define it, find possible solutions, choose one, and evaluate the result. We support the client in solving his/her current problems so that he/she can see positive effects immediately. A significant part of the Problem-Solving Model is the assertiveness training, which provides young persons with the necessary skills to be more certain of him/herself, to be able to stand up for his/her opinion and his/her own rights in a pro-social way.

The third block is devoted to cognitive self-control, taking aim at the relation between thoughts and actions. We show the client how rigid thought patterns tend to be self-deceiving since they make you behave automatically. Aggressive children tend to see enemies around them, but they can learn to say things silently to themselves (bubble talk) instead of reacting immediately. We teach our clients to analyze risk situations, to be aware of the risk when a certain situation is approaching. This can be a great help to prevent relapse. Finally, we introduce APIS as a general coping strategy. APIS stands for **A**nalysis of risk situations, **P**roblem-solving, **I**nterpersonal skills (golden middle way to balance aggressive and passive means), **S**elf-Instructions (refrain

from aggression). The latter element can consist of a simple proposition (“don’t let them fool you”) or more complex constructions (cause-consequence).

Practicing APIS, formulating APIS-plans (future orientated), and training to anticipate risk situations form the essence of relapse prevention (fourth block).

In the fifth block emphasis is being laid on network building. We discuss with the client how other persons could support him/her after release, make a list of significant persons and help the client contact them. Unfortunately we can’t follow our clients after release since this would be against the law (they are essentially *free* to go).

Few words about our study. The target group of our study is boys/men aged 15-22, sentenced to at least 6 months treatment in a closed institution for *violent* crimes (homicide, (serious) assault, (armed) robbery). The clients (and parents) are asked to participate at least 4-6 months before release (treatment is delivered in the months before release). If they agree to take part in the study they are asked to do a pre-test that may include Self-Report Questionnaires, Psychotherapy Checklist (PCL), Structured Assessment of Violence Risk in Youth (SAVRY), etc. Either a standard treatment procedure or a standard *plus* (ICBT+) is applied. A 12-month and a 36-month follow-up are foreseen in the study plan. The first follow-up (telephone interviews with young persons and social services and Self-Report Questionnaires) is now being completed, and we will have the results in place during winter 2007/8. After 36 months we are going to analyze data on registered re-offending, incarcerations and psychiatric care.

Questions and Comments

Konstantin Malyshev: I understand that there are some legislation acts in place impeding research of the situation after treatment is completed, but do you have any statistics at all? What are the results?

Martin Larden: There are some studies on this, though not many. Large number of children do relapse unfortunately. There is an idea to make after-care period part of sentence.

Teresa Wejner: The best result is usually achieved when parents are involved, co-operation should last all along. I also think that the term self-correction would be more suitable than self-instruction.

Martin Larden: Of course it is much better if we can meet the family. Unfortunately, many of those kids have left their families years ago.

Children in Institutions: Quality of Care: Children Placed in Institutional Care as a Result of Their Criminal Life Style.
Presentation of MultiFunc, a Model Built on Best Practices and Evidence Based Methods.

Tore Andreassen, University of Bodø, Norway

I would like to present the MultifunC treatment model – a developmental project functioning in both Norway and Sweden and focusing on treatment in residential and community settings. The project has been divided into four implementation stages:

1. Review of the research on development of antisocial behaviour and on residential treatment of behavioural problems in juveniles (2001-2002)
2. Development of a residential treatment program based on the research (2003-2004)
3. Implementing the treatment program – **MultifunC** - in Norway (six units) and in Sweden (three units) (2005-2006)
4. Evaluation of the program (2007-10?)

MultifunC is based on research on predictive factors of antisocial behaviour (risk factors), on the *”Principles of Effective Intervention – Risk, Need and Responsivity”* and *”The Psychology of Criminal Conduct”* (Andrews, Gendreau and Cullen, 1990, 2006). It is also based on research on several other topics that are important in residential treatment, e.g. treatment climate in institutions, staff culture and structure, autonomy – control, aftercare, fidelity.

The three principles of effective intervention that our work rests upon are:

1. **Risk Principle:** Intensiveness of intervention should match individual risk level. Target high-risk offenders
2. **Need Principle:** Targets of intervention should be known dynamic risk factors (criminogenic needs)
3. **Responsivity Principle:** Intervention should be matched to the individual learning style. We use methods based on cognitive behaviour and social learning theory.

A successful programme should include five stages starting from assessment of target population with regard to risk factors predictive of recidivism and identifying most serious offenders, going through addressing criminogenic (changeable) risk factors, developing theoretical basis for intervention, designing intervention, and, finally, completing by its implementation keeping up to the appropriate quality and fidelity standard.

Major risk factors are:

The “Central Eight” Risk Factors	The “Big Four” Risk Factors	History of antisocial behaviour
		Antisocial personality pattern
		Antisocial cognition
		Antisocial associates
	Family and/or marital	
	School and/or work	
	Leisure and/or recreation	
	Substance abuse	

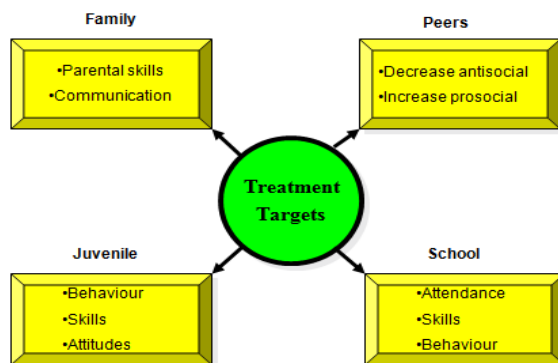
It is interesting to note that the factor of antisocial associates turns out to be more influential than the family and/or marital factor.

The more of these are present, the higher is the risk.

MultifunC institutions are small non-secure units (8 juveniles in each). They are located close to community services (school, leisure/recreation activities and communication/transport). This makes it possible for the juveniles to establish contacts with pro-social juveniles from outside residential settings, to attend local schools, and to maintain contact with the family.

Target group for the MultifunC model project consists of juveniles with serious behaviour problems (crime, substance abuse, violence, etc.) and juveniles at high risk for future criminal behaviour (measured by the total sum of risk factors – both static and dynamic). Treatment targets and plans are defined in accordance with both static and dynamic risk factors; treatment methods are selected while taking into consideration responsivity factors and personality.

Targets of treatment are covering both family, peers, school, and the juvenile him/herself:



We start working with parents at the same time we start working with the juvenile.

The treatment is divided into four periods: intake (assessment, motivation, structure), treatment itself, transition (preparing for reintegration), and reintegration (aftercare). The latter part is happening outside institution, within the community and with support from the family. The duration of residential stay is about 6 months, aftercare period lasts about 4-5 months and is *integrated* in the MultifunC.

The organizational model of each MultifunC institution consists of the leader and four teams specializing in assessment and planning, milieu therapy, education, and family and follow-up. For each juvenile there will be one or several responsible staff members from each team. These make Treatment teams across all teams.

In our institutions we are trying to create special treatment milieu focusing on involvement of the juveniles; control, but not unnecessary control; structure, but not unnecessary structure; respect between staff and the clients. With regard to the individual juveniles, our interventions may include:

- Behavioural analysis and MST's fit-circle
- Motivating for change (based on Motivational Interviewing)
- Contingency Management Systems/Token economy and Behavioural contracts
- Aggression Replacement Training (ART)
- Weekly treatment goals and evaluation of progress

Token economy and Motivational Interviewing motivates for change. Nevertheless, the basis for actual change is skills, which make changes possible. A special tool for skills acquisition is the ART – a multimodal intervention design that combines control of aggression (ACT), training of social skills, and learning of moral thinking.

We also focus on the external factors trying to manage them by:

- Promoting pro-social influence (contact with pro-social peers outside the institution – school and leisure)
- Moderating antisocial influence (decrease contact with antisocial juveniles outside the institution and negative communication among juveniles within the institution)

- Increasing participation in school life (support to the juveniles and the school)
- Increasing parental function and family processes (training of parents in the institution and during the juveniles' home-visits).

Influence of antisocial peers and antisocial peer cultures is an important risk factor. In residential settings an unintended consequence might be that the group might contribute to the development and maintenance of antisocial behaviour. The risk of negative influence from antisocial peers implies that the period of time used in residential settings should be as short as possible. The goal of the treatment in residential settings should not be the complete change in behaviour and criminogenic needs of the juvenile, but his/her (and parents') equipment with the necessary skills to profit from home-based treatment interventions. Treatment that takes place in residential settings should be seen as a time-limited part of the total treatment process. Aftercare is equally important.

In the aftercare period we focus on increasing family affection and communication within the family, as well as on improvement of monitoring/supervision skills. As for the methodology, we apply principles of Parental Management Training (PMT) during the residential stay and principles of Multisystemic Therapy (MST) during leaves and aftercare.

The model for aftercare implies that parents are empowered to be able to do their work after the child has left the institution acquiring the necessary skills in co-operation with the family (aftercare) team.

In order to assure quality of our treatment we produce manuals on each element of the treatment model, conduct weekly phone consultations, promote regular visits to the institutions, etc.

Evaluation of the project will start in 2008.

Questions and Comments

Marina Gordeeva: Who sends young people to your institution: is that their parents, authorities, or they can come themselves?

Tore Andreassen: Child welfare service decides on placing a child into our institution: this can happen both voluntarily and mandatory.

Lars Lööf: Regarding the staff: how are the teams structured?

Tore Andreassen: The assessment team consists of three psychologists, social workers should have at least three years professional training, other teams also usually consist of three professionals.

Konstantin Malyshev: Who exactly decides on putting the child into your institution? Who defines the time period?

Tore Andreassen: The State Welfare Service makes the decision to seek the place. The assessment team may also reject the application. If a child is accepted each group makes its own decisions on what is necessary and for how long.

Tadeusz Trzaskowski: How much independence is left to the children? This feels like a kind of imposed system. What if family feels uneasy about it?

Tore Andreassen: Parents' motivation often goes up and down. If the parents are not able to take part in the programme we try to find some other family members to train them for the after-care period. Sometimes we also use foster homes.

Lars Lööf: Can severe criminals be included in the programme?

Tore Andreassen: This depends on how many of such children we have at the same time, if we have enough personnel.

Lemme Haldre: Is same system being applied to sex offenders?

Tore Andreassen: No.

Rehabilitation of Children that Have Committed Crimes – Sebez Special Vocational School Practice.

Sergey Semionov, Director, Sebez Special Vocational School (Pskov region)

Closed institutions have existed since long ago. One of the first such schools emerged in Warsaw at the end of the 19th century. In our country such schools have been developed on the basis of colonies for minors. In 1964, as a consequence of the Khrushchev thaw, some of the prisons for minors got another status, the Sebez institution was one of them. What remained unchanged, unfortunately, was the tradition of strict division into castes among the minors.

I started working at Sebez in 1995. The biggest challenge for me was to change the spirit of this institution. To our great advantage it is now allowed to reduce the number of pupils, originally the institution was supposed to be inhabited by 300 young people.

At the first place, we started to learn. We sought for support and guiding both among national and foreign predecessors. One of our sources of inspiration was the experience of Melvyn Rose and his therapeutic community Peper Harow in England. We realized that we need some kind of ideology, in the good sense of this word, in order to consolidate children around it. Normally our pupils are young people at the age of 14-18, sometimes inveterate law-breakers, coming from crisis families. I was trying to come up with an idea, which could possibly waken their interest, fascinate them. I realized that it was necessary to replace the so called 'criminal romance' with purely youth romance.

These children do not have any bright and kind memories from their childhood, which are so typical for children that had been brought up in 'normal' families. Therefore, our task is to provide them with such memories. We started to organize various activities, e.g. excursions to St. Petersburg and other places. We were also trying to show our children that it is actually possible to respect an adult.

Another idea was to centre children's attention on the well-known fairy-tales by H. C. Andersen. We use motives from lots of his fairy-tales, such as "The Ugly Duckling", "The Brave Tin Soldier", "The Old Street Lamp", etc. In our yard we have two street lamps, which we imagine

to be a grandmother and a grandfather. When a child is leaving he/she binds a ribbon to one of the lamps as a farewell. We also have a beautifully decorated 'Andersen hall' in our building.

Obviously you can't thrust your ideas and beliefs on children, at the same time children are sensitive to beauty, and subconsciously it starts to work.

Usually, children had not passed through a psychological test before coming to our institution, so we use the first three months for conducting our own psychological investigation. Our staff is there for children twenty four hours a day. 31 % of our pupils have chronic diseases, 74 % have mental disorders. Our constant problem is taking care of children who abuse drugs. Unfortunately we do not have capacities to provide the required treatment ourselves, and the regional centre doesn't assist us so much either.

We have arranged for a small chapel on the territory of our institution, as we suppose that religious experience might also have a certain influence on the child.

In our work we focus on both psychological and social rehabilitation. In all there are currently 110 pupils in our institution. They are divided into groups of 10-11 people, the so-called "small families", a specialist from each of the professional groups is permanently 'attached' to each child. Two "small families" are united in one "big family" or a unit. We only keep contact with the child's own family in exceptional cases.

Our children learn English as well as all the other school subjects, many graduates choose to continue their studies in military schools or professional colleges. They also have an opportunity to learn a profession while studying in our institution. The majority of our students take this opportunity.

Before leaving our students build a small house, which we call 'a half way house', so that leaving the institution and the community goes more smoothly and doesn't feel too abrupt.

Lots of attention is devoted to sport activities. In 2005 our children became champions of the Russian Federation among juniors in sailing and boat-racing. We also made a trip to the Black Sea.

The school is generally starting to be more in the public sight. Our institution was awarded Andersen prize.

Regional Experiences of Social Support – Underage Children Convicted of a Crime.

Marina Borodataya, Vice principal, Non-state Educational Institution "Centre for Social and Psychological Support of Children, Teenagers and Youth", Kirov region

In 2004-2005 a joined EU-Russian project called "Development of the System of Social Services for the Vulnerable Social Groups – II" was implemented in Leningrad, Kostroma, Bryansk and Kirov regions. The key intention of the project was to work out regional models of inter-departmental co-operation and test innovative approaches and methods of rehabilitation and resocialization. The target social group included young people convicted of a crime, (social)

orphans, neglected children, crisis families. The Kirov regional model got the title of 'Partnership Territory'. 7 authorities, 11 pilot institutions and 5 municipalities participated in the project, all in all more than 150 different organizations got involved.

One of the major goals of the programme was to reduce the number of crimes committed by minors as well as decrease the level of recidivism. To this end, one of the most significant measures was to establish better interaction between different actors in the region. The list of participating organizations included Commission for minors of the Kirov region government, municipal Commissions for Minors, the Department of Social Development, Department of the Interior, the Federal Service of Sentence Execution, etc.

The process of resocialization was divided into two stages.

1. The first stage of the project was implemented at the investigatory isolation ward, the Kotelnich educational colony, and the temporary detainment centre for juvenile convicts. We used the database of the Kotelnich colony psychological service.

Our main task at the colony was to try to carry out a comprehensive psychological and social correction of convicts' behavior and consciousness using a wide range of methods, including restoration / establishment of significant family/social connections, 'school of discharge', etc. If a leader who exerts negative influence on others can be distinguished, it should be possible to neutralize this influence.

At the temporary detainment centre game methodology was widely applied, young people had an opportunity to attend supplementary educational courses (guitar, drawing), contribute to their own wall newspaper. Sometimes we found out that a child could not read or write and we had to teach him/her. In general, these children often have lower learning potential. Measures were implemented to prevent smoking as well as drug and alcohol abuse. It's important that while being under examination a child has an opportunity to continue education.

The investigatory isolation ward also provided facilities for social and educational activities.

Monitoring was conducted every 3/6/12 months.

The project contributed significantly to the strengthening of the regional legislation base, regulating, among other issues, the ways of co-operation between the commissions for minors and other social support services with regard to young persons returning from prisons and other detention facilities.

How can we follow a young person going into the open society? If he/she is still a minor, then the commission for minors takes over the responsibility. But what happens to those who are over 18 when leaving an institution?

2. That's when the second stage of the resocialization process starts. If no assistance is provided for those leaving institutions they 'fall through' and the risk of recidivism increases.

One of the main instruments is the Map of Social Support, which allows for co-planning of further activities. The map has both informative, planning, co-ordination and monitoring functions. It tells what has already been done in the course of rehabilitation, and what problems and tasks still remain. A person chosen from the circle of significant people should be appointed to support the youngster.

How effective have all our efforts been?

We have registered decrease in the number of crimes committed by minors or group of minors, the level of recidivism as well as the number of crimes committed under intoxication. All teenagers below the age of 18 released from closed institutions are placed under supervision of the commission for minors. The mechanisms of inter-departmental co-operation have become more effective, as well as the legal base, on which it stands.

A database of family-at-risk case monitoring has been started.

What difficulties and obstacles do we encounter?

- Lack of continuity, there is a 'break' in the process when a young person reaches 18
- Absence of the network of juvenile resocialization institutions
- Absence of any coordinating body in the rehabilitation system, which would take the responsibility for young people under 23 convicted and released from detention facilities
- Dominance of punishment ideology over (re)education ideology
- Juvenile justice system underdeveloped

In connection with the establishment of the Committee for Youth Policies the responsibility to coordinate the rehabilitation process with regard to young persons under 23 could be allocated to this committee.

Danish Youth Sanction Programme – *Controlled, Structured Programme of Sanctions for Young People Involved in Criminality.*

Morten Greve, Consultant, Centre for Quality Development, Region of Central Jutland, and Lars Emil Andersen, Principal, The safe institution GRENEN

Lars Emil Andersen

What is the youth sanction? What is our experience?

Youth sanction is a socio-educational hybrid treatment process. In July 2001 Denmark witnessed a serious rise in the number of crimes committed by juveniles. According to the opinions expressed in the media debate, the existing penal system for minors failed to pay enough attention to the socio-educational treatment element. We have to be able to take care of all aspects of the juvenile's development and approach each young person individually.

The closed residential institution Grenen is now accommodating 33 young people, extremely violent and charged/convicted with serious offences. The target group for our institution is juveniles 15-17 years of age who have been involved in violent activities, are assessed as being able to profit from the treatment, lack social skills. They also have some character traits in common, such as impulsiveness and antisocial behaviour pattern.

In order to develop social skills we use certain implication methods. Our clients often have an expectation of being thrown out (most probably caused by their previous experience). We try to provide them with the necessary support and set forward-looking objectives together with them.

Youth sanction is a *framework tool*, not a method. Treatment is divided into three phases, preceded by a custody period (69 days on average). The first phase of the treatment (up to two months) occurs while the juvenile is placed in the closed section of the institution. During the first phase we are focusing on uncovering individual treatment needs. For the second phase (lasting up to 12 months) the juvenile is placed into an open residential institution/home. During this period we focus on treatment and education. The daily life in the institutions is rather structured. Finally, the third phase (remaining time up to 24 months) is the time when the juvenile is moving back home but can at any time turn to the institution for support and is receiving ambulatory superintendence.

Municipal authorities can reduce/extend the placement within the maximum timeframe (24 + up to 6 months) or transfer the youth back to the institution (back to the previous phase) as a crime/relapse prevention measure. The youth sanction can be extended judicially by 6 months.

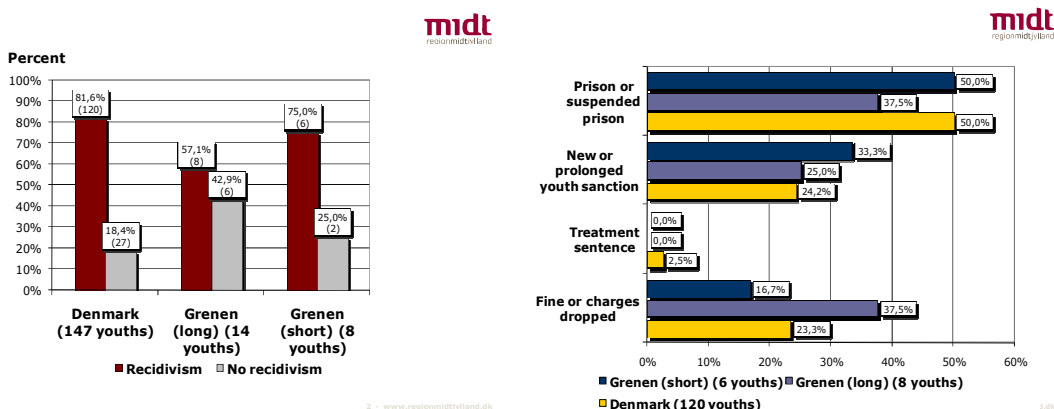
It is important to make the transitions from one phase to another meaningful and expedient. A coordinator should be appointed for the entire duration of the treatment (including third phase). A plan should be laid out that ensures subsequent education or employment.

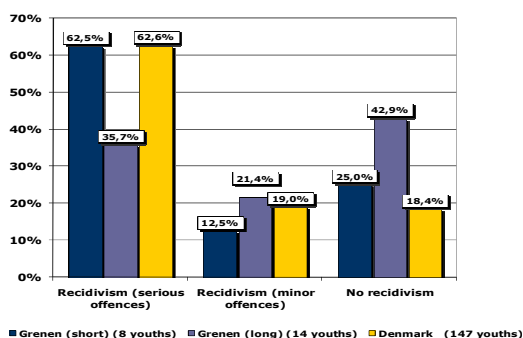
While designing the individual treatment plan for each juvenile we have to determine day-by-day the amount of external control needed, as well as think of the physical surroundings. To some extent our work rests on the theories of such scholars as L. Vygotsky, A. Leontiev, etc.

Morten Greve

What are the outcomes of the youth sanction programme? In order to give a preliminary assessment of the results we have analyzed the percentage of recidivism among juveniles in Denmark in general (147 young persons) and those placed to Grenen for some period of time (22 young persons). The latter group was very heterogeneous, many of these children have experienced a lot, for some of them their treatment was more structured, for others, on the opposite, more fragmented. This issue, probably, matters a lot.

Those juveniles who only spent a short time in Grenen were sent to other open care institutions to complete the second phase of the treatment. The slides are showing you the percentage of recidivism, the type of sentences got for re-offending, and a combined charter (two years follow-up).





Analyzing our data we are using the Social Indicator Programme (SIP). This programme is intended to provide a tool for systematic data collection covering both contexts (institutional profile, ideology), services (treatment at each stage), and outcomes. The key evaluation question is: "What works for whom under which circumstances?" SIP gives us a possibility to carry out both quantitative and qualitative assessment.

Finally I would like to mention some future perspectives for SIP application. The programme can be used as a general platform for social sector documentation and evaluation (psychiatry, disabilities, etc.) We have to develop generic ICT-support (instant feedback), which will provide us with a possibility to track each individual case, draw comparisons, and have a better general overview. We also have to establish co-operation and promote integration with municipal case work aiming at documentation of entire processes.

Questions and Comments

Teresa Wejner: Is the statistics showing three different groups of young persons or just one?

Morten Greve: 147 people is one group showing national statistics, 22 persons is the separate Grenen group.

Konstantin Malyshev: I will ask the same question again: who is sending young people to your institution?

Lars Emil Andersen: These young people are sentenced by court, the municipal authorities decide which institution to use.

Sturla Falck: The statistics can not be fully accurate since during the two years young people spend in the institution they can't relapse.

Lars Emil Andersen: Some of them stay for a shorter period, they may be transferred to another institution, depending on the individual plan.

Triin Edovald: Where do these statistics come from?

Morten Greve: From the National Central Register of Criminals.

Tadeusz Trzaskowski: We can see that the rate of recidivism is very high. So what is the conclusion? Is the system lacking something?

Morten Greve: Of course, we can't be satisfied yet, still the decrease from 75 % down to 62 % represents a significant difference. Maybe the result would be higher if we could achieve more continuity, make the treatment process less fragmented.

Bernd Holthusen: 1. What sort of recidivism do you register? 2. Do you know what happens with those who depart and do not relapse?

Morten Greve: Getting a fine, e.g., implies that the reoffence was not serious.

Establishment of After-graduate Adaptation System for Orphan Children and Children without Parental Support as a Form of Delinquent Behavior Prevention.

Galina Semya, Vice principal of Stolichnaya Finance-Human Academy, Doctor in psychology, professor

I would like to focus on young people discharged from residential institutions and starting their own life in the society. Through the time we have elaborated certain laws, which are supposed to guarantee social protection for these persons. They stipulate the responsibility of the authorities to provide accommodation, education, and employment opportunities.

Our country consists of 86 regions, each of them having different resources at their disposal. In Moscow all the above listed requirements are being observed, young graduates get apartments, there are many special consultation centers. Yet, as an investigation has shown, when you consider the problems young people encounter right after graduation and two years later, they seem to be much the same. This leads us to certain doubts regarding the effectiveness of the present measures.

What are the risk factors for an unsuccessful adaptation? As long as these children are in children's homes people sympathize with their destiny knowing that parents of those children have either refused to take care of them at birth or do not manage to care for them. But when these same children enter our society they are often rejected. They lack support and experience of living by themselves. What are the consequences of living in a residential institution? Young people become over-dependent on others, they have lower level of self-initiative, no understanding of the material aspects of life, low qualification, high level of victimization, etc. They feel alienated from education, property, employment, society. Even those resources that the society provides for, these young persons might be incapable to make use of. They often have a receptive orientation, do not try to find proper job but continue to count on benefits, which they get on the basis of having an orphan status.

Monitoring conducted in Irkutsk showed that those young people having problems related to accommodation/education/employment/isolation develop a negative view of their future and possibilities, which may lead to crisis and delinquency. The regions are often unable to provide accommodation, average waiting time in Russia being 4.3 years. 80 000 orphan children were in

need of accommodation at the beginning of 2007. If the young person is studying she/he retains the right to get benefits up to age of 23.

Young people discharged from residential institutions lack motivation to work, they don't fully realize that this is necessary in order to support themselves. Special resource centers are being established offering initial employment for juveniles who have left institutions, as well as socio-professional adaptation during the first employment. 'Social lift' is being used as a motivation tool – huge companies with complex and highly organized structure provoke a feeling of necessity to get integrated and then move further.

It's still all too seldom that orphan children enter higher educational institutions. University complexes should include residential schools for orphan children. Schools should be offering profile education.

According to the monitoring, there are more than 20 types of supervision during the post-institutional adaptation period, most wide-spread of them being correspondence and phone calls, legal and professional consultations, psychological and material support, etc.

I suppose that the four principle directions of work aimed at the establishment of a system of post-institutional adaptation of the juveniles discharged from the orphan institutions should be the following:

- Prolongation of the time a child is staying in an institution
- Launching of the social adaptation programmes attached to the colleges of professional education
- Establishment of social hotels – temporary solution to the accommodation problem
- Consultative support in finding solutions to a wide spectrum of problems: special centres, clubs for post-institutional adaptation, guardians

NGOs should be playing a much greater role in this field.

Post-institutional adaptation should be based on the following principles:

- Gradual development – from control and supervision of parents to independence and self-management of the juveniles.
- Integrity – young people at risk live, learn and participate in leisure activities in natural conditions – together with other people.
- Professionalism – comprehensive approach: professionals from the fields of psychology, pedagogics and social support participate and coordinate their assistance activities, the juvenile's individual psychological characteristics are taken into consideration.
- Juvenile's active position.
- Social competence is given priority over the functional literacy.
- Inclusion of an important adult into the social network of the juvenile.

Finally, I would like to mention several models within post-individual adaptation system that have been tested.

1. Patronage of the industrial corporations. The advantages of this model consist in early inclusion of the pupils in the staff, paid job, the presence of guardians, provision of accommodation and education.
2. Family centres. This implies that one or two children, 13-18 years of age, are put into families. Juveniles get into those families two-three years before they have to leave the

institution and stay with the families one-two years after discharge. This model becomes more and more wide-spread. The advantage of this instrument is that elder pupils and graduates get full patronage.

3. Club centres, which provide socio-psychological supervision for juveniles who are registered at the Commission for minors (which means they already have committed some delinquencies). The main instrument is the individual development plan prepared together with the juvenile, results are also being discussed jointly. The responsibility for planned activities is gradually being transferred from the adult to the juvenile.
4. Assessment of the results achieved by the correctional activities is being done according to the following parameters: somatic condition, emotions and psychological condition, behavior, education, social and daily life skills, leisure activities. The results achieved by young people from Magadan club were rather positive: all participants have broadened their social networks, many have found permanent job, family communication has improved, children started to take greater responsibility within the family.

The system of post-institutional adaptation has only started to gain its shape in Russia but we already have some positive experiences. Unfortunately, the number of children involved in this system is still too small, many young persons brought up in residential institutions have defect maternity / paternity feelings and, in turn, bring their children to the children's home.

We are also very much in need of more qualified personnel.

Questions and Comments

Lars Lööf: Are these children placed in institutions because they are orphans or because of their criminal behaviour?

Galina Semya: These children are orphans, social orphans, neglected children, street children, children that had been left in maternity hospitals. Sometimes parents place their children into institutions voluntarily. Children who have committed crimes are sent to the closed institutions, though institutions I am talking about are also closed in some sense.

Lars Lööf: Have any of those models been used for children with criminal behaviour?

Galina Semya: There are only few programmes aimed at support of young people released from detention facilities. Usually specialized centres find those children themselves.

Teresa Wejner: How many street children are there in Russia?

Galina Semya: I have heard a number as high as 4 000 000, but the data vary very much. I would say 900 000.

Konstantin Malyshev: This topic has become a subject of intense debate in the media, but the official statistics from the Ministry of Interior tells us that there are 700 000 street children identified annually. Many of them are then returned back to the family or sent to an institution, so that at the end we have around 160 000 – 180 000. These are constantly migrating across the regional administrative borders.

Galina Semya: The eight shelters that are functioning in Moscow are never full. The police here is doing its work fine.

Alternatives to Incarceration. Norwegian Experience of Alternatives to Institutional Care of Young People Committing Crimes.

Sturla Falck, Sociologist, Research Director, Norwegian Centre for Social Research

I would like to present Norwegian experiences of alternatives to institutional care of young people committing crimes.

Self-reported crimes, when the crime is less serious, are more usual than unusual. Among the more serious cases less than a third of reported crimes is ever disclosed. In 2006 approximately 3600 juveniles 15-17 years of age (2 % of the age group) were charged with a criminal offence. For the majority of them, though, prison never becomes an option. If we look at the statistics the percentage of juveniles sentenced to unconditional imprisonment is quite small. Other options include:

- 10 per cent – dropped charges
- 4 per cent – prosecution conditionally dropped
- 25 per cent – Conflict Mediation Board
- 32 per cent – ticket fine
- 29 per cent are committed for trial: Of these: 5 % receive unconditional imprisonment. 2-3 % get fine/ticket fine, and the rest are sentenced to community service or conditional imprisonment (Official Crime Statistics of Norway).

In 2006 140 juveniles were sentenced to unconditional imprisonment. Any day approximately 10 juveniles under 18 serve in prison. The average prison sentence is one month. After max 3 months young people are discharged or transferred to an institution outside according to their individual needs.

Juvenile crimes are handled by different authorities. If the young person is over 18 his/her case will be examined within the Crime Justice System. For juveniles aged between 15 and 18 there is a two-tracked system: either the Crime Justice System or the Child Welfare System will take the responsibility. The Child Welfare System is responsible for all cases involving children under 15. The police are to inform social authorities about all cases in order for them to initiate a social investigation. The crime itself is not the main point of the investigation rather it is the total social situation. Not all behavioural problems are regarded as equally serious.

Intervention should be directed towards the severity and complexity aiming at continuity and comprehensiveness in complicated cases. Different types of problems need dissimilar kinds of intervention at different responsible levels. A varied range of offers should be available for each young person. The treatment chain should be tailored in accordance with the individual problems. It is necessary to confront delinquency, but in different ways and avoiding stigmatization.

The main principle behind the model is LEON, which stands for 'lowest efficient care-taking level'. The means brought into use and the level of responsibility should be appropriate to the seriousness of the problem. Methods should be cost effective. Complying with this principle leaves space for the civil society, NGOs, school and family to participate actively. Thus, it also helps to avoid public neglect and stigmatization.

An alternative way to react upon the crime committed by a minor but at the same avoid legal proceedings and criminal record is the Conflict Mediation Board. This practice was introduced in 1981. Later, following the penal reform, all municipalities were required to establish a Conflict Mediation Board (smaller municipalities can collaborate to establish a joint board). Applying this mechanism is only possible when both the victim and the offender agree. Sometimes compensation can be agreed upon.

Another method is the organization of 'responsibility groups' consisting of representatives from schools, health services, child welfare authorities, youth psychiatric services, and police, as well as parents. The work of the group is organized so as to be able to pace the situation in several systems, from several points of view simultaneously, thus stimulating cross-service co-operation. The group determines priorities and designs a treatment map. The work of the group is managed by a coordinator.

Another option is short-term observation and crisis units. This method, though, can not be used on the long-term basis since there is a risk of negative learning; maximum length of treatment is 8 weeks (4 + 4), after which the child can return home and receive support by other means.

According to the Child Welfare Law § 4-24, placement in an institution by coercion either for short-term observation or for a long-term treatment (1 + 1 year), can only occur if a juvenile aged between 12 and 18 has serious behavioural problems in the form of serious or repeated crime, persistent abuse of drugs or intoxicants, or alike. The decision is made by the County Board for Social and Child Welfare Affairs.

Three negative dimensions of institutional treatment I would like to point out are:

- **Stigma:** a "trade mark" which characterizes a person as a deviant, criminal, "bad guy", etc.
- **Criminal socialization** within the institution: a form of internal learning that occurs among the youth related to a sub-culture
- **"Life outside is the same":** 'the family, if any, has the same problems, and the role in the circle of friends is hardly improved'. This occurs in cases where little is done about the family as a whole.

I would like to emphasize that as important as the institutional programmes are, the aftercare period and the follow-up still have a greater significance. Most municipalities organize the so-called Family Group Conferences. This gives a possibility to empower the family, to provide family members with the necessary knowledge in co-operation with the Child Welfare Service.

Questions and Comments

Teresa Wejner: Who can be coordinating the treatment process?

Sturla Falck: This depends on the kind of the prevailing problem. If different bodies are involved they decide this between themselves. It can be a teacher, a social worker, etc.

Konstantin Malyshev: Do you include professional orientation in the treatment process? What do young people do after having left the institution? Where are they employed?

Sturla Falck: During their stay at the institution children do many things but they don't receive special professional training, mostly they just go to school, ordinary school. If the community where the school is located specializes in some kind of activity, e.g. fishing, our children participate in this.

Protection of the Children's Rights in the Republic of Karelia – Main Principles of Rehabilitation of Children Who Committed Crimes in the Special State Boarding School.

**Galina Grigoryeva, Ombudsman for children in the Republic of Karelia,
Head of Department of Special Education and Protection of the Children's
Rights, Ministry of Education, Karelia**

Activities of the Department cover a wide range of issues, working groups are being established to focus on lots of various problems. Much of our work is devoted to the improvement of legislation. We consider development of the *regional* legislation especially important. We also have created a working group, which is looking into possibilities for Russia to ratify the European Social Charter (signed 2000).

I would like to talk about the special state boarding school for delinquent children. The majority of our pupils are between 14 and 18 years of age. Before we used to have more children under 14 but now parents are usually against placement of their children in the regions other than the ones they live in. Currently we have 45 children, 33 of them are over 14.

At this age children reach the autonomous level of their personal development, they might feel that there are now limitations, that nothing is forbidden. This sometimes causes aggressive behavior. Institutions often turn out to be incapable of counteracting this tendency.

Children enter special educational institutions following a court decision. Even when there is no juvenile court, there is usually a judge specializing in juvenile justice.

We put a lot of efforts into making our closed boarding school function as a family rehabilitation centre at the same time. Parents participate in the rehabilitation process together with the juveniles from the very beginning. Treatment is organized according to the following scheme:

- Collecting preliminary information about the family and the child
- Informing parents and children about what is going to happen, the rules and the organization of the school (handbook)
- Familiarization visit
- Arrival consultation in order to determine objectives and intensity of work
- Consultations held 3-4 times a year in order to monitor treatment process and set new goals
- Meetings with family (family participation in consultations, home visits, family days, family camps, etc.)
- Returning home/to school

We implement a three-year training for all of our staff members. They are divided into small groups in order not to interfere with the primary job. Not all of them support new initiatives at

once, they may first be reluctant to work with parents ‘in the field’. We do not yet have a federal programme to provide special educational facilities with qualified personnel.

Especially I would like to mention the programme called “Perspective”. With the help of this programme we would like to develop optimal conditions for upbringing and development of the teenager’s personality in a closed educational institution. Our basic principle is to keep the teenager interested and integrated. Separate parts of the programme focus on health, family, relationships, individual educational approach, sense of justice, career guidance and professional training. Parents have to be involved at all stages.

In some critical situations we reserve the right to take coercive measures.

Social partnerships form the basis of our activities. We form partnerships with many organizations having very different profiles. This can be a college (student volunteer to work), an occupation centre (providing first employment experience), a culture and entertainment park (developing labor skills, taking care of the native city), an organization protecting animals and wild nature (care skills, ecological education, rational relations with nature), a consultation centre, a youth public organization, etc.

Partnerships are also being formed with the municipalities. The main objective of these partnerships is to co-operate on family rehabilitation, involvement of parents and family, and preparation for child’s return. The Commission for minors visits our institution twice a year. Closed institutions have to coordinate their activities with the local administration by

- informing the authorities of the district where the child is returning to about the child’s upcoming arrival
- outlining an individual plan for the young person in co-operation with him/her concerning the next steps to make after release from the institution. The plan should be based on the child’s individual situation (whether he/she is studying or working, whether he/she is returning to the family and/or old residence place or not, etc.)
- putting the child under supervision of a social worker after release

Children that commit new crimes after having left the institution can be deprived of further support (local authorities can make such decision, though it can be appealed).

Parents who co-operate with institutions/authorities in the upbringing process constitute more than 70 % of all parents. As for the school graduates, the figures are the following:

	2004	%	2005	%	2006	%
Graduated altogether	26		16		18	
Continue studies at school	12	46.2 %	5	31.3 %	4	22.2 %
Study in professional colleges	0	0	1	6.3 %	2	11.1 %
Study at evening school	2	7.7 %	3	18.8 %	1	5.6 %
Work	0	0	2	12.5 %	1	5.6 %
Were directed to special professional technical college	1	3.8 %	2	12.5 %	2	11.1 %
Are convicted	2	7.7 %	2	12.5 %	3	16.7 %

Do not work or study	1	3.8 %	1	6.3 %	5	27.8 %
Are returned to the school for juvenile criminals after having left	2	7.7 %	1	6.3 %	0	0

Young people's views. *Young people comment on views expressed and give their opinion on how best to improve the situation.*

Organized by Doctors of the World, St. Petersburg

..., *Doctors of the World, St. Petersburg*

The St. Petersburg branch of the Doctors of the World together with the Kalinin district of St. Petersburg implement a joint project called *Child Social Apartment*. We are trying to provide children staying at our apartment with the necessary social skills. Children participating in the project are between 15 and 18 years of age, both boys and girls.

We have two big rooms, a hall, a dining room, and a room for the guardians. There are seven guardians working in two shifts, two of them being present at nights. The rest of the personnel consists in two social workers (dealing mainly with documents, travel arrangements, helping children to get orphan status) and two psychologists who carry out both planned treatment and 'spontaneous' consultations. Treatment can both be in groups and individual. We also have one legal consultant who mostly focuses on accommodation problems, working to prevent the situation when a minor loses the accommodation he/she is entitled to according to the law.

The guardians are always present but this doesn't mean that they do things instead of children.

We are trying to teach children to take care of themselves, to communicate, and solve problems. We also pay attention to cultural and sport activities.

Rodion, Child Social Apartment

My name is Rodion, I am 16.

Nobody forced me to go to this apartment but social services told me about this possibility. I decided to try since I had problems with my guardian, and I have no parents.

In the morning the guardians wake us up. I go to college. I am studying to get two professions – a joiner and a junior hospital nurse. When I come home the dinner is already ready, we cook dinner in turns according to a schedule. At 10 p.m. we have a gathering when we all just tell about the day and talk together or discuss something.

Outside the apartment I have many friends.

I have thought about my future a lot but my plans change quite often.

Communications and further regional and international contacts to make

Evaldas Karmaza (Lithuania)

The necessity to establish juvenile justice came to the attention of the government 7 - 8 years ago, and relevant ministries have conducted a reform of the whole system of criminal justice with the focus on juveniles. The problem that still remains essential is the attitudes of the society. In general, people still think that young people who have committed crimes have to be excluded. Assistance to such juveniles remains a very unpopular field, a person willing to establish a rehabilitation centre doesn't meet support. Even if this person manages to find money from abroad this might not be enough to start a centre – neighborhood would be against it. The Ministry of Social Security and Labour has been running a national programme of rehabilitation for juveniles returning after serving a sentence, but the situation hasn't really improved. The wide-spread opinion is still that young people should be punished and not rehabilitated.

In addition we would like to present a book, which was printed last week. It tells a 10-years history of rehabilitation work with focus on young offenders.

Bragi Gudbrandsson (Iceland)

We are a small country, currently there are 8 facilities for young people, 7 of them provide possibility of long-term treatment. Normally young delinquent people or those serving a conditional sentence are willing to take the treatment opportunity, but sometimes they need motivation. The basic problem within the system of treatment provision remains after-care. According to the structure existing in the country it is the state that operates treatment facilities, but the responsibility for after-care rests on the local authorities, and this doesn't always work the right way.

Bernd Holthusen (Germany)

We can see that we are all facing lots of challenges. The system in Germany looks quite the same as the one in Norway. In Germany we are currently having a debate in the media regarding young offenders, and obviously the public opinion still isn't good. Therefore we need to develop a more educative view while discussing the problem. We need to present the situation and our work in a better way bearing in mind that politicians often follow the media.

We have learned that an important question is the one of evaluation. Even we are of different opinion regarding the advantages of the evidence-based approach, which has been discussed here, it is obvious that we need more research and evidence for practitioners.

Finally, as I also pointed out in my presentation yesterday, we need to develop a more gender-reflecting approach.

Līga Āboliņa (Latvia)

Here at the conference we had an opportunity to compare our experiences. Since 2004 we have been working on the development of a complex approach to the problem we are discussing here. Our experience in this field is quite small, it only covers 3-4 years. In the course of this time we have started various family support / crisis centers. We can also see that the challenges we are facing are common for different countries, including e.g. Russia.

We would like to thank both the organizers and all the participants for their work as we were glad to take part in this event and consider it to be very useful for us.

Teresa Wejner (Poland)

Initially it was the NGOs that primarily got involved in the work with young offenders in Poland. Subsequently, their activities have been noticed by the government, especially the three relevant ministries, those being the Ministry for Labour and Social Policy, Ministry for National Education, and the Ministry for Interior and Administration.

The problem we are talking about is very complex, work has to start at a very early stage. We have to be capable of detecting the risks very early. Therefore it's important not to omit certain signals among children with dyslexia, HIV, and hyperactivity disorder. Research in Great Britain has shown that 40 % of children in correctional centres are suffering from dyslexia.

Decisive steps have to be made in order to make the problem public, we also have to establish good co-operation between different authorities. To this end, a national conference will be held in Poland in the beginning of December where both national practices and legislation and the international legislation (Convention) will be discussed. Everyone is most welcome to participate.

Sturla Falck (Norway)

It is important to underline that the whole sector has to be knowledge-based, we have to develop further research in the field, look for new ideas and new directions. Within the system of justice we have to consider different means of assistance both for the victim and the offender. The key element of any approach should be empowerment of the child and people close to him/her, bottom-up perspective; we have to make better use of child's own network.

It is significant to increase our efforts in reducing stigma and organizing after-care in order to guarantee social inclusion of a child with delinquency experience.

Gunnel Hedman Wallin (Sweden)

A new penalty system has been introduced in Sweden in January 2007. The principal challenge remains to improve co-ordination between the justice and the welfare systems. Normally, the social service is responsible for designing and implementing an intervention. According to the new penal system a young person can be sentenced (by court) to a community service instead of fines or residential care.

It is essential to make any intervention knowledge-based, to use best practices and conduct further research.

Anne Melchior Hansen (Denmark)

As discussed earlier at the conference, it is essential to make further efforts in reducing recidivism, and we can do it better. We have to focus on continuity of the treatment process. Important is to appoint a contact person for each child from the very start: this contact person has to be present for the child during the whole after-care period as well as remain the same even if the child is shifting between institutions in the course of the treatment.

I think that the legislation in Denmark is good enough, but it is only a framework.

I'd also like to refer to a handbook for practitioners of youth sanction programme that has recently been published.

Arto Hovi (Finland)

Some of the young people in our institutions have committed several crimes. With the help of both psychology and pedagogic professionals we implement an individual analysis of the situation and personality of each child and decide where to transfer him/her. This can be either a children's home, the child's own family, or a specialized treatment facility (especially if there are some mental disorders or substance abuse).

In our country, as for example in Sweden, we have lots of migrants. Almost 80 % of our clients come from migrant background (mostly Asia and Africa). Here we have the challenge of a different culture, and I am glad that we have mentioned this aspect at our conference.

I'd also like to add that we are enjoying a good co-operation between Helsinki and St. Petersburg.

Triin Edovald (Estonia)

In Estonia we have elaborated various prevention tools and action plans, which we have been trying to implement recently. Soon there will be a report coming out focusing on prevention practices. We have introduced the concept of evidence-based practice and promoted it on the national level as well as tried to formulate different alternatives. The necessity of implementing evidence-based methods is realized on the national level. Still, of course, we have much to learn.

Galina Semya (Russia)

It is important to see clearly where we, as a country, stand. That's why it was very fruitful for us to learn about experiences in other countries and try to find out what practices or strategies we could possibly adopt.

The development of juvenile justice in our country is only starting in some of the regions, in some other regions there is a special group of judges, which specializes in cases involving juveniles.

Another part of rehabilitation process, namely resocialization, has also started to move forward recently. We now put a special emphasis on staff training.

Starting from January 2008 a special presidential programme focusing on child well-being will be implemented, a substantial part of this program is devoted to children at risk.

At the end of this year a conference will be held, which puts forward the questions of child protection against domestic violence and violence in institutions.

Anniki Tikerpuu (Estonia)

As already mentioned by my colleague, Ms Triin Edovald, we really do have action plans and strategies in place, but what is still lacking is a strategy for primary prevention, even though some research has been done on the topic.

One of the principal challenges at the moment is the education of specialists in the field.

Agneta Björklund (Sweden)

I would agree with my colleague, Ms Gunnel Hedman Wallin, that more co-ordination is needed between the law enforcement authorities and the support authorities. We also have to review our methods of investigation, as well as work further on modernization of our legislation, which has generally remained unchanged since 1980.

Another topic we have to focus on is support for young people leaving institutions.

Konstantin V. Malyshev (Russia)

Childhood and its socio-psychological roots is something in itself not related to any kind of authorities, the authorities' role is in any case complementary, but lots of initiatives and measures are now being taken and implemented. Those measures include both the issues of social protection and education. We have already achieved noticeable results, but there is still a lot to be done. Lots of various target programmes and legislative initiatives are being adopted on the federal level, but this is only a framework or a model for the regions. It's still up to the regional authorities to adapt the initiative to their local situation and fill it with concrete measures.

The year of 2008 is a 'year of family' in Russia, and problems of children who find themselves in difficult life circumstances will be in focus for the government at all levels.

In addition, the Ministry of Interior has initiated a federal target programme of crime prevention. The concept of this programme has already been approved, the programme is now being filled with concrete undertakings.

I would also like to point out that the main problem we are facing in Russia is not that of identification of a risk child and putting him/her in an institution, it is rather a question of 'what to do after that'. When leaving an institution a young person discovers that he/she is not awaited or needed. In Russian we have a saying according to which saving of life of a drowning person is

completely in his own hands, but this may not be a guiding principle for the assistance to children leaving institutions. We are very much in need of a set of developed measures of post-institutional adaptation. We have to be able to help children, and if it hasn't become a system yet we have to at least be ready to help 'on the spot' and react rapidly.

Finally, I would like to thank everyone for taking part in the conference and especially note the obviously high level of expertise of all the participants.

Lars Lööf (CBSS)

Concluding our expert meeting I would like to remind you that you have in front of you a copy of a CD-ROM with all the presentations on it. In addition to this, narrative report will be available soon. I am glad we have revealed principal challenges present in the CBSS countries and that we have identified several important issues to bring forward for the WGCC from our meeting. Thank you all for your input.

Contact details of Participants
Expert meeting and Knowledge Seminar
Youth Crime Prevention and Support to Children Committing Crimes
St Petersburg, Russia
November 12th to 14th 2007

DENMARK

1. Anne Melchior Hansen, Ms

Teamleader SISO and NC Denmark, National Board of Social Service
Skibhusvej 52 B, 3,
DK-5000 Odense C,
Denmark
Tel.: +45 51378304
Fax:+45 72 42 37 09
Email: ame@servicestyrelsen.dk

2. Morten Feilberg Greve, Mr

Consultant, Centre for Quality Development, Region of Central Jutland
Olof Palmes Allé 15,
DK-8200 Aarhus N
Denmark
Tel: +45 8728 4942 or
Cell: +45 5080 7006
Fax:+45 72 42 37 09
Email: morten.greve@stab.rm.dk

3. Lars Emil Reinhold Andersen, Mr,

Principal, Den Sikrede Døgninstitution GRENEN
Hemmedvej 1,
DK-8585 Glesborg,
Denmark
Tel: +45 86 30 17 37
Fax: +45 72 42 37 09
Email: Grenen@Grenen.aaa.dk

ESTONIA

4. Anniki Tikerpuu, Ms

Chairperson to the WGCC, Adviser, Ministry of Social Affairs
Gonsiori 29
EE-15027 Tallinn
ESTONIA
Tel: (372) 626 9216
Fax: +372 699 22 09
Email: anniki.tikerpuu@sm.ee

5. Triin Edovald, Ms

DPhil/PhD Candidate, University of Oxford
University of Oxford, Department of Social Policy and Social Work
Barnett House, 32 Wellington Square,
Oxford OX1 2ER,
United Kingdom
Tel: 0044-7789843646
Fax: +44 1865 270324
Email: triin.edovald@green.ox.ac.uk

6. Margit Pärn, Ms

Prosecutor, The Southern Circuit Prosecutor's Office
Kalevi 1
Tartu 51010
ESTONIA
Tel: (372) 7500 744
Fax: +372 7 500 751
Email: margit.parn@prokuratuur.ee

7. Lemme Haldre, Ms

MD. Clinical Psychologist, Psychotherapist, Tartu Child Support Center for Abused Children
Kaunase str.11 -2
Tartu 50704
Estonia
Tel: (372) 7 464 666
Fax: +372 7 484 767
Email: Lemmehaldre@hotmail.com

FINLAND**8. Arto Hovi, Mr**

Director
City of Helsinki Social services Department, Pihkupuisto short term substitute care institution
Pihkatie 6
FI-00410 Helsinki Finland
Tel: +358931073735
Email: arto.hovi@hel.fi

9. Minna Peltonen, Ms

Assistant Prison Governor
Kerava Prison
P.O Box 133
FI-04201 Kerava
Finland
Tel: +358 10 368 2704
Mobile: +358 50 358 3003
Email: minna.peltonen@om.fi

10. Satu Rahkila, Ms

Senior planning officer
Risks and needs assessment unit
Etelä-Suomen aluevankila, sijoittajyksikkö
Sammalisto
FI-11310 Riihimäki
Finland
Tel: +358 50- 4420917
Fax: +358 10 3681169
Email: satu.rahkila@om.fi

GERMANY**11. Sabine Herzig, Ms**

National Coordinator, Deutsches Jugendinstitut
Nockherstrasse 2
DE-81541 Munich
Germany
Tel: +49 89 623 06-102
Fax: +49 89 623 06-162
E-mail: herzig@dji.de

12. Bernt Holthusen, Mr

Centre for Youth Crime Prevention, Deutsches Jugendinstitut
Social Scientist
Nockherstr. 2,
DE-81541 München (Munich), Germany
Tel: 0049 89 62306101
Fax: 0049 89 623 06 162
Email: holthusen@dji.de

ICELAND

13. Bragi Gudbrandsson, Mr

General Director, Government Agency for Child Protection
Höfdaborg,
Borgartún 21,
Reykjavik, Iceland
Tel: +354 5302600
Fax: +354 530 2601
Email: bragi@bvs.is

14. Mr Jón Björnsson

Psychologist
Government Agency for Child Protection
Höfdaborg
Borgartún 21
Reykjavik, Iceland
Tel: +354 5302600
Fax: +354 530 2601
Email: jb@simnet.is

LATVIA

15. Ms Liga Ābolīņa

Head of the Children and Family Policy Department
Ministry for Children and Family Affairs
Basteja boulevard 14,
Riga, LV-1050
Latvia
Tel: (+371) 6 7356505,
Email: Liga.Abolina@bm.gov.lv

16. Ms Andra Reinfeldē

Head of Legal Division
State Inspectorate for Protection of Children's Rights
Basteja boulevard 14,
Riga, LV-1050,
Latvia
Tel: (+371) 6 7359143
Email: Andra.Reinfeldē@bti.gov.lv

LITHUANIA

17. Evaldas Karmaza, Mr

Director, NGO Child House (Viešoji įstaiga Vaiko namas)
Žemaitės 21-203,
LT-03118, Vilnius
Lithuania
Tel: (+370 5) 2338396
Fax: (+370 5) 2338396
Email: Evaldas@children.lt

18. Ieva Česnaitytė, Ms

Juvenile Justice Program Coordinator, Centre for Crime Prevention in Lithuania
J.Basanavičiaus st. 35-3,
LT-03109, Vilnius
Lithuania
Tel: (+370 5) 2496057
Fax: (+370 5) 2496057
Email: ieva@nplc.lt

19. Neringa Gudenaite, Ms

Deputy Director
Juvenile Interrogation Facility-Correction Facility
Technikos 12
LT-51334 Kaunas
Lithuania
Tel: +370 37 457568
Email: Neringa.Gudenaite@nti-pn.lt

NORWAY

20. Kjell Erik Øie, Mr

State Secretary, Royal Ministry of Children and Equality
P.O. Box 8036 Dep,
NO-0030 Oslo
Norway
Tel: +47 22 24 24 02
Fax: +47 22 24 27 19
Email: keo@bld.dep.no

21. Bjørn Bredeesen, Mr

Deputy Director General, Royal Ministry of Children and Equality
P.O. Box 8036 Dep.
NO-0030 Oslo,
Norway
Tel: +47 22 24 25 59
Fax: +47 22 24 27 19
Email: bjorn.bredesen@bld.dep.no

22. Tore Andreassen, Mr

Project leader Residential Treatment Project, Royal Ministry of Children and Equality
P.O. Box 8036 Dep.
NO-0030 Oslo,
Norway
Tel: +47 90071348
Fax: +47 755 17 378
Email: Tore.Andreassen@hibo.no

23. Sturla Falck, Mr

Research Director, Norwegian Social Research (NOVA)
Munthesgt. 29,
NO-0208 Oslo
Norway
Tel: +47 22541313
Fax: +47 22 54 12 01
Email: sturla.falck@nova.no

24. Elisiv Bakketeig, Ms

Senior Researcher, Norwegian Social Research (NOVA)
P.O. Box 3223 Elisenberg,
NO-0208 Oslo
Norway
Tel: +47 22 54 13 61
Cell: +47 47 03 55 00
Fax: +47 22 54 12 01
Email: elisiv.bakketeig@nova.no

POLAND

25. Teresa Wejner, Ms

Member to the WGCC
Biuro Rzecznika Praw Dziecka RP (The Polish National Ombudsman For Children Office)
President of the Łódź Chapter of the Polish Dyslexia Society
The Pedagogical University of Łódź
Biuro Rzecznika Praw Dziecka RP
ul. Śniadeckich 10
PL-00-656 Warszawa
Poland
Tel: +48-22 345-37-21 (CODN)
Fax: +48 22 345 37 63
Email: teresa.wejner@neostrada.pl

26. Tadeusz Trzaskowski, Mr

NCP, Interpreter
Centralny ośrodek doskonalenia nauczycieli (The National In-Service Teacher Training Center)
PL-00-478 Warszawa
Al. Jerozolimskie 28
Poland
Tel: +48-22 345-37-13
Fax: +48 22 345 37 63
Email: tadeusz.trzaskowski@codn.edu.pl

27. Ms Wiesława Denderska

Project Manager
Centralny Ośrodek Doskonalenia Nauczycieli (The National In-Service Teacher Training Center)
PL-00-478 Warszawa
Al. Jerozolimskie 28
Poland
Tel: +48-22 345-37-21
Fax: +48 22 621 48 00
Email: wieslawa.denderska@codn.edu.pl

RUSSIA

28. Konstantin V. Malyshev, Mr

Advisor of the Department of Youth Policy, Upbringing and Social Protection of Children, Ministry of Education and Science
Tverskaya str. 11, Moscow, GSP-3, 125993, Russia
Tel./Fax: +7 (495) 629-18-38
E-mail: Malyshev@mon.gov.ru

29. Marina V. Gordeeva, Ms

Deputy Director, Department of Medical and Social Problems of Families, Maternity and Children, Ministry of Public Health and Social Development
Off 202, Rahmanovsky per. 3, Moscow, 127994, Russia
Tel: (495) 927-25-21, 692-00-35
Fax: (4095) 921-46-89
E-mail: MGordeeva@e-Minzdrav.ru

30. Sergey G. Semionov, Mr

Director, Sebez Special Vocational School
Cheliuyskintsev str. 44, Sebez, Pskov region, 182250, Russia
Tel./Fax: +7 (811-40) 2-13-94

31. Galina V. Semya, Ms

Vice Principal of Stolichnaya Finance-Human Academy
Kovrov pereulok 26, b.1, apt.156, Moscow, 109544, Russia
Tel: (495) 508-11-73
Fax: (4095) 353-58-51
E-mail: av18547-1@comtv.ru

32. Marina N. Borodataya, Ms

Vice Principal, Non-State Educational Institution "Centre for Social and Psychological Support of Children, Teenagers and Youth, Kirov region
Karl Marx str. 47, Kirov, Russia
E-mail: igor@marinam.kirov.ru

33. Galina F. Grigoryeva, Ms

Ombudsman for Children in the Republic of Karelia, Head of the Department of Special Education and Protection of Children's Rights, Ministry of Education
Lenin avenue, 24, Petrozavodsk, 185610, Karelia, Russia
Tel: +7 (8142) 71-73-13
Fax: +7 (495) (8142) 78-53-22
E-mail: galinaf@minedu.karelia.ru

34. Sergey A. Lisitsyn, Principal of Leningrad Regional Institute of Educational Development

Chkalovskiy avenue 25, St. Petersburg, 196137, Russia
Tel: +7 (812) 235-26-77
Fax: +7 (812) 235-16-32
E-mail: rector@edu.lenobl.ru

35. Grigory E. Gun, Head of the Department of Social Well-being of Schoolchildren under the Leningrad Regional Institute of Educational Development

Chkalovskiy avenue 25, St. Petersburg, 196137, Russia
Tel: +7 (812) 235-70-65 (112)
Fax: +7 (812) 235-16-32
E-mail: rector@edu.lenobl.ru

36. Vasilij V. Ermolov, Mr

Consultant of the Department of Youth Affairs of Yaroslavl region administration
Sverdlova str., 18, Yaroslavl, 150000, Russia
Tel./fax (4852) 72-83-00
E-mail: vermoloff@yandex.ru

SWEDEN

37. Agneta Björklund, Ms

Deputy Director, Ministry of Health and Social Affairs
SE-103 33 Stockholm
Sweden
Tel: +46 8 405 34 40
Fax: +46 8 10 36 33
Email: agneta.bjorklund@social.ministry.se

38. Ingrid Åkerman, Ms

National Coordinator, The National Board of Health and Welfare
Järvvägen 29
SE-134 33 Gustavsberg
Sweden
Tel: +46 70 66178 50
Email: ingrid.akerman@socialstyrelsen.se

39. Gunnel Hedman Wallin, Ms

Senior Adviser, The National Board of Health and Welfare
Socialstyrelsen,
Rålambsvägen 3,
SE - 106 30 Stockholm
Sweden
Tel: + 46 75 247 30 00,
Email: gunnel.hedman.wallin@socialstyrelsen.se

40. Martin Lardén, Mr

Psychologist, National Board of Institutional Care
Statens institutionsstyrelse,
P.O. Box 163 63,
SE - 103 26 Stockholm
Sweden
Tel: + 46 223 411 00
Fax: +46 223 521 38
Email: martin.larden@stat-inst.se

CBSS

41. Lars Lööf, Mr

Head of Children's Unit, Council of the Baltic Sea States, Secretariat
P.O. Box 2010
SE_10311 Stockholm
Sweden
Tel: +46 8 440 19 24
Fax: +46 8 440 19 44
Cell: +46 709 304 907
Email: lars.loof@cbss.org

42. Ms Alexandra Ronkina

Assistant
Council of the Baltic Sea States, Secretariat
P.O. Box 2010
SE-103 11 Stockholm
Tel: +46 8 440 19 20
Fax: +46 8 440 19 44
Email: allyyr@yahoo.no