

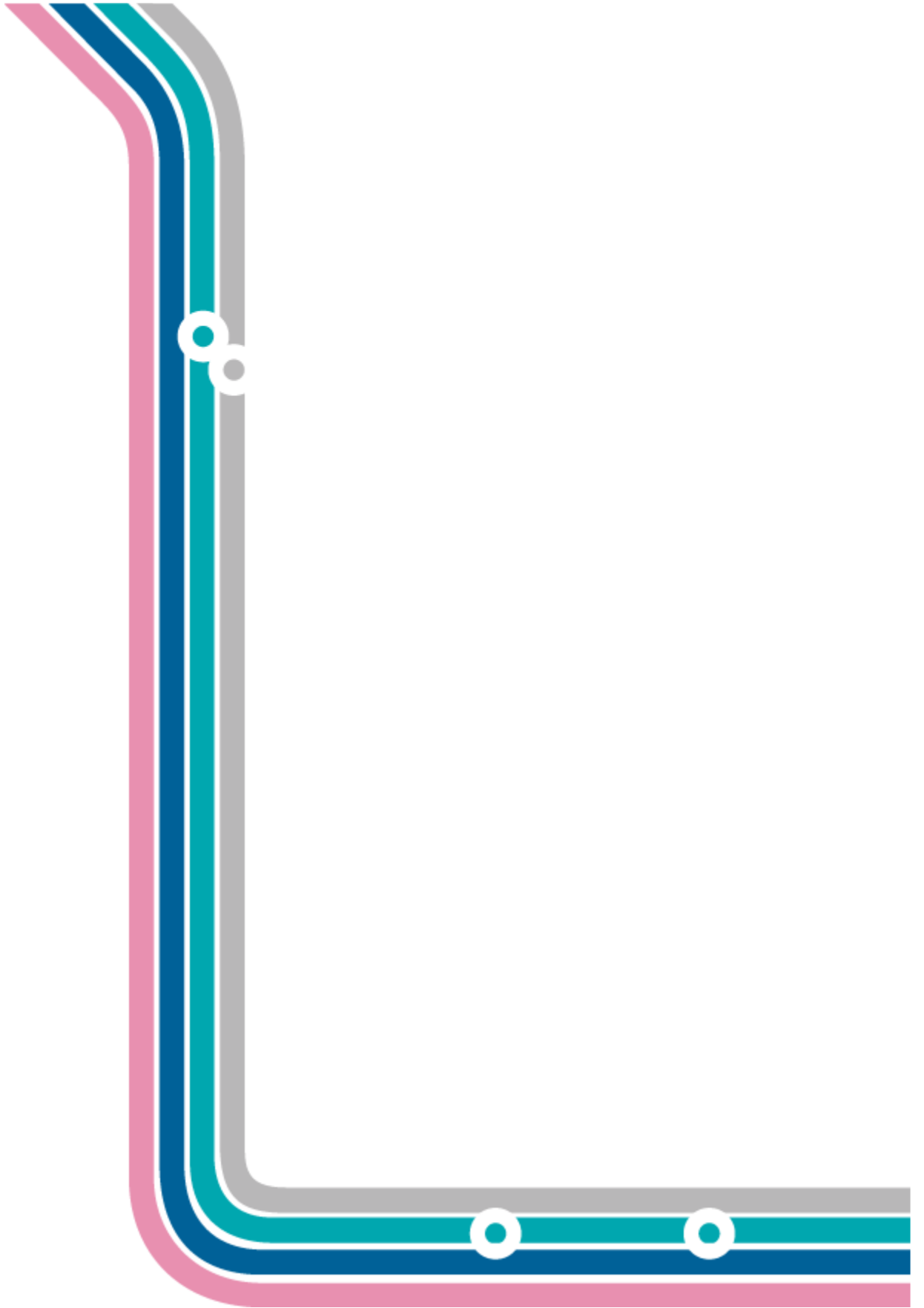
PRACTICAL GUIDE

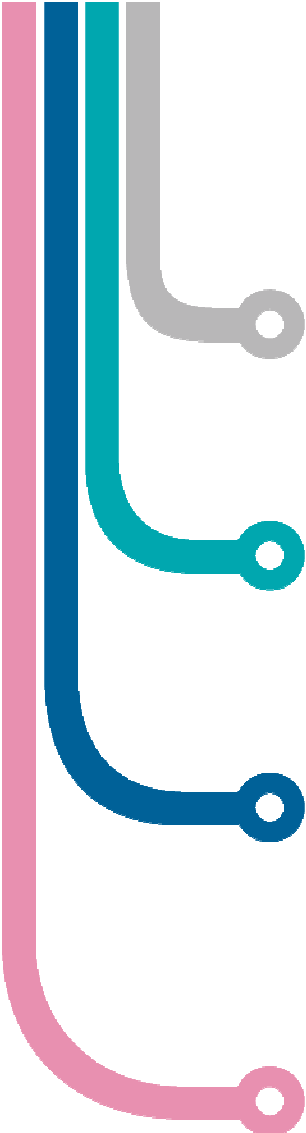


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Itinerarios policiales en la red multiprofesional
para la prevención de la delincuencia juvenil.

Police's itineraries in the multi-professional network
for the prevention of juvenile delinquency.





The content of this didactical guide has been given by all the project partners and collaborators who have worked on the ITER project.

It includes general information, agreed in meetings, and very specific aspects of each country. This information is in shaded areas.

Its content tries to offer informative material to policemen who carry out preventives tasks for young people. Policemen will be able to give speeches in schools or other institutions in order to give training and preventative measures about interesting issues for these minors.

The information included is vast. They will be able to choose and prepare the subject matter they want to work in.



Chapter Index

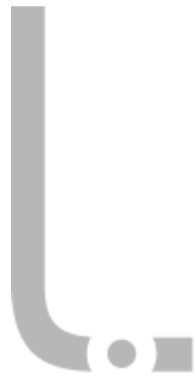
CHAPTER I: METHODOLOGICAL ADVICES

CHAPTER II: THE FAMILY

CHAPTER III: VIOLENCE AT SCHOOL

CHAPTER IV: THE SOCIAL CONTEXT

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CHAPTER I:

Methodological Advices

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The commitment. Speaking in the high school is not only a matter of image.
- 3. IN THE CLASSROOM: THE STAGE SPACE
The teacher, distribution of the space, the policeman in the educational centree.
- 4. ASSESSMENT OF CONFERENCES PROGRAM
A practical example



How to organize conferences



- One of the mainstays of prevention is educating and informing teenagers about legal matters and risks they are exposed to.
- The coordination between teaching directors and the police is essential.
- The conferences program will not be successful if it does not have institutional support at all.
- Police Bodies will offer conferences within the framework of its prevention programs.



Motivation (I)



- Participation in these type of conferences requires a commitment and some knowledge of their preventive value.
- The police taking part in these conferences must not be sent to talk to the Secondary Centre just like that, or in exchange for work-related benefits. They must not go there out of obligation.
- It is advisable to give participation to the police employees in all these initiatives, so everyone who is really interested in this matter can do it.
- The formative activity must be coordinated from police headquarters.

Motivation (II)

- All the activity related to conferences and their preparation must be considered working time.
- For that reason, presentations will be carried out by wearing uniform, situation which facilitate the rapprochement between teenagers and the police.
- Activities of Police Lecturers will be assessed in a comparative way by police directors and educational establishments.



The classroom: the stage space (I)

- The activity of the Policeman Lecturer must contribute to reinforce the image of authority of the teenager.
- It is advisable to have a coordination between the teenager and the Policeman Lecturer with regard to contents, characteristics of the hearing, worries of students...
- This guidebook contain a lot of information. The Policeman Lecturer can choose for each conference the content needed.
- It is advisable, on the part of the teacher, to encourage in advance the student as well as informing him/her about the topics to be discussed in the conference.



The classroom: the stage space (II)

- Arranging the classroom so the interaction with the student will be easier.
- If the point we mentioned before is not possible, a specially accessible speech will be used in order to break the physical barrier and stimulate an interaction.
- It can be useful to ask questions to the audience as, for example, if they have ever turned to the police and if that is the case, for what.
- It is also interesting to ask about the opinion they have of the police and their operation.



The classroom: the stage space (III)

- Presentations should not last more than 90 minutes.
- The presence of the students' teacher in the conference will be conditional on the characteristics of the group and the subject matter to be discussed, since it can limit the spontaneity and participation of the youth.
- The exposition will be accompanied by a Power Point presentation. It will reflect the ideas, images, music, video and it will be completed with notes, debates and role play.



The classroom: the stage space (IV)

- The generation conflict usually appears during conferences.
- What is forbidden nowadays, it may be lawful for our occasional students and they do not understand the reason for the prohibition.
- This is a good moment to achieve a participation destined for the students.
- We cannot forget the elaboration of a document of assessment based on the conferences carried out, destined for the target student.



Assessment of conferences (I)



- In order to consolidate the success of the initiative, it will be necessary to assess the activity on the part of the target person, in this case, the students.
- We present then some results obtained in the campaign of conferences carried out between 2005 and 2007.
- A big interest for the youth on this type of activities comes out of the assessment that was carried out. We can see this in the high appraisal of conferences and the varied suggestions of subject matters to be discussed.
- In the following images we will observe an example of assessment survey and the outcome obtained, which shows the profile of the interest of the students in matters related to the police activity.



Assessment of conferences (II)



SURVEY EXAMPLE – ASSESSMENT OF THE POLICE SPEECH

**We would like to know your opinion about the activity carried out with the police.
We ask you to be sincere, since your collaboration is really important.**

LEVEL: _____

GROUP: _____

1.- Mention 3 topics that were discussed and you remember.

a.- _____

b.- _____

c.- _____

2.- Do you think it is useful and interesting the information received? YES NO

3.- If you said YES, which other topics would you like to be discussed in this way (talks by people who do not work in this Centre)?

4.- Evaluate from 1 to 10 the talk received.

5.- Time devoted to this activity is

NOT ENOUGH

ENOUGH

TOO MUCH

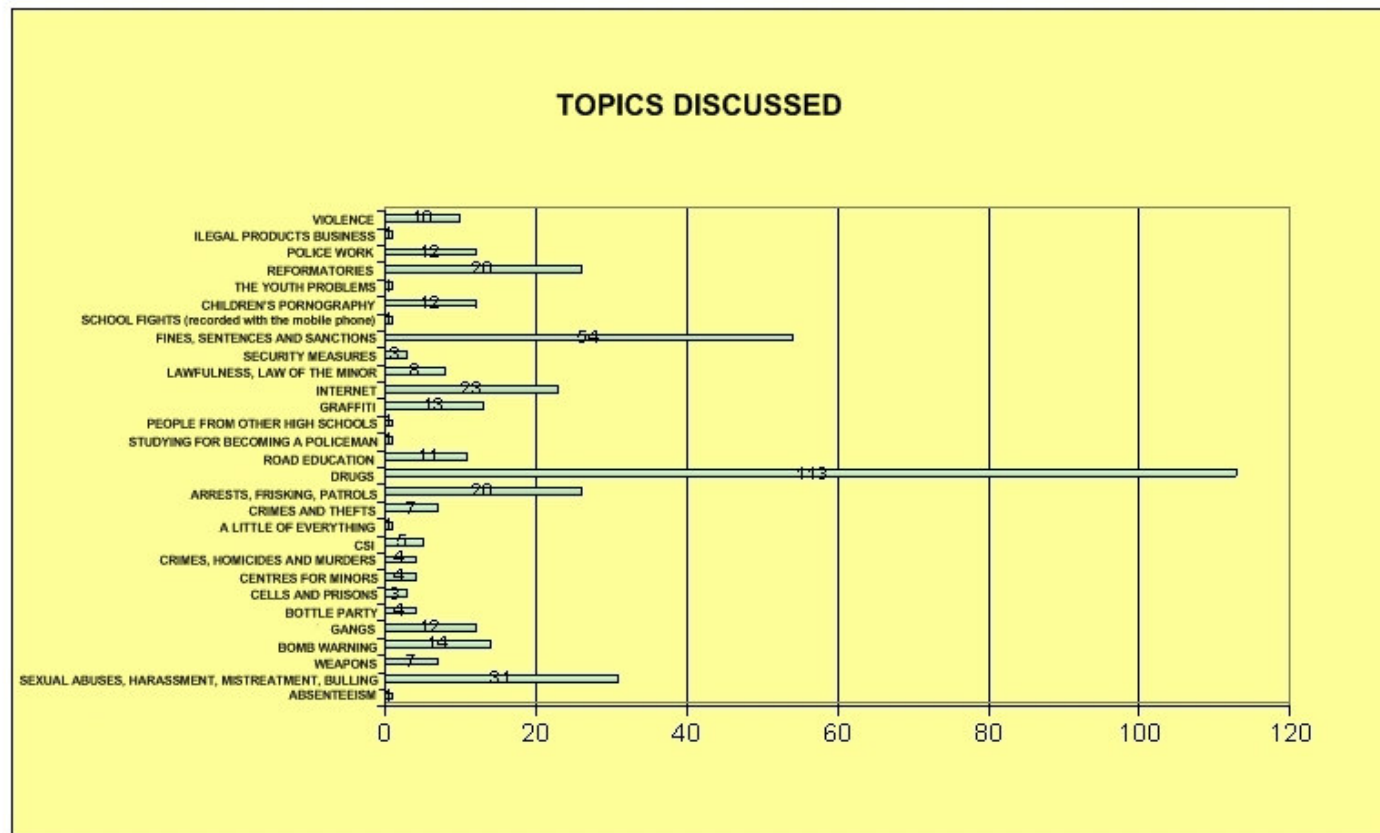
6.-Write any observation/suggestion that you consider it is interesting in order to improve the activity.

THANK YOU FOR YOUR COLLABORATION AND SINCERITY!



Assessment of conferences (III)

- Example of assessment in the Secondary Centre (San Juan, in Alicante)
Most of the students asked have a big interest for matters related to drugs, fines sentences and sanctions.

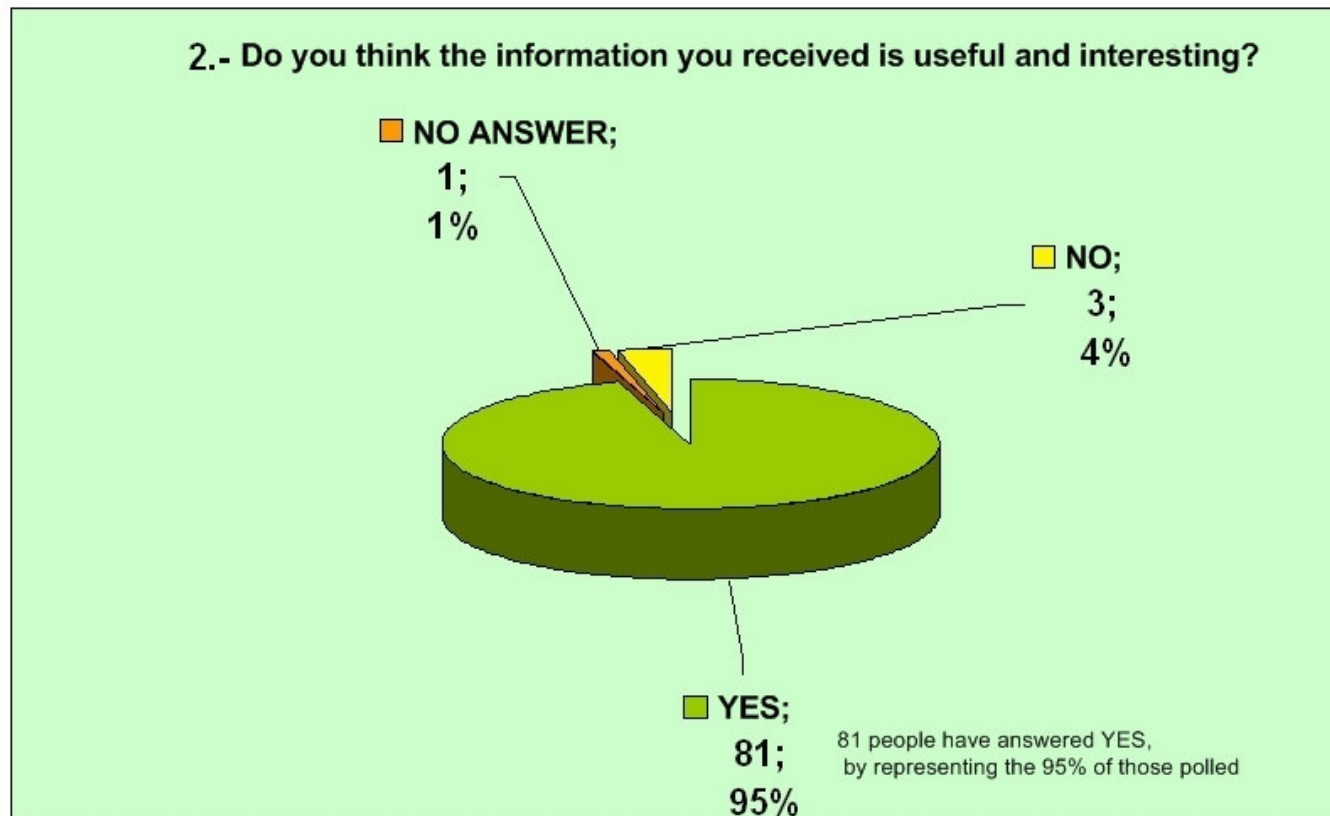


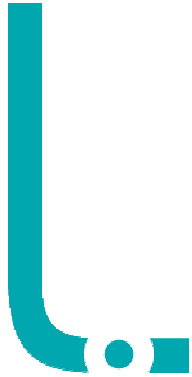


Assessment of conferences (IV)

- Example of assessment in the Secondary Centre (Garcia Berlanga) (San Juan, in Alicante)

A big interest for the youth on this type of activities comes out of the assessment that was carried out





CHAPTER II: The family

- The Family
- The Police and the Family
- The Bulgarian Family
- The Family in Denmark
- The Family in Spain
- The Family in Latina (Italy)
- ITER Project research



The family

Índice

- What the family is
Learning to live: Socialization
- History of the family
Who am I and where am I from?
- Each family has its own and unrepeatable history
Identity and belonging
- Subsystems
Who's in control at home?
- Hierarchical order
Who's in control at school?
- Family's life cycle
Adolescence and family
- Family types
Many families



What the family is? (I)

The family is the primary and fundamental social group in society typically consisting of one or two parents and their children.

The principal function is provision of the family members. Furthermore one of the primary functions of the family is to produce and reproduce persons both biologically and socially.

Family is important because without families no children and thus no continuation of society.

Furthermore, the family is also a practical device that performs a series of basic functions such as economic security, upbringing, learning of social norms and values in society that should be equip the individuals to understand and act as citizen in society.



What the family is? (II)

- A social unit of people living together
- They interact among them and with outside
- They make a whole
- They exchange information (They communicate)



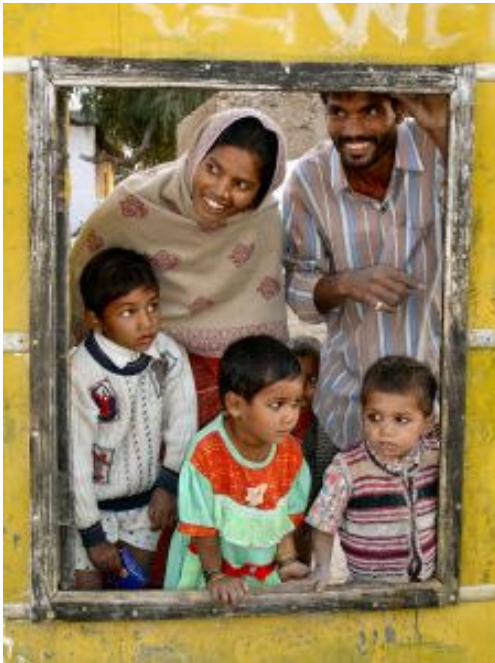
*It is not possible not to communicate.
Even when you don't want to speak,
you are communicating with gestures,
behaviours, silences ...*

*Every behavior is a kind of
communication*



Family's history

Who am I and where am I from?



- Each family has its own history
- It establishes its hierarchical order
- It defines its operation rules
- It has an own communication style
- It transmits values
- it provides identity and belonging to its members



Each family has its own and unrepeatable history

Identity and belonging


- The family main task is to maintain the identity and the stability of its members, at the same time it has to provide progress and change, according with every moment needs.
- To have identity and belonging sense referring to our group helps to grow in a good way.




Subsystems

Who's in control at home?

At a functional level, there are three teams in the family

TEAM 1: COUPLE • • ● 
Adult space not reserved to the children

In theory.....

TEAM 2: PARENTS • • ● 
They take in charge children education
They put work rules

Parents are not always
here in exclusive....

TEAM 3: SIBLINGS • • ● 
Where learn how to live among equals

Social laboratory....



Hierarchical order

Who's in control at school?



- Teachers are not the parents, but they impose the rules into the school.
- To define clearly the rules and its consequences in case of failing to fulfil it doesn't involve the rejection of the need of hearing opinions and talk...
- Because children have rights , also in the institution.
- The adults must in collaboration with the children and the school be a cooperative organization where teachers are accountable, decision-making and independent



Family's life cycle

Adolescence and family

In modern society the youth is understood as the most volatile phase of life. This phase is often considered being the stage where young people create and recreate their identity.

When children become adolescents, the whole family has to adapt itself to a new stage where the needs of all its members change.

It is important to have enough flexibility so as to assume new functions which can make the adolescent differentiation possible.

In the adolescence the work rules and the coexistence are renegotiated.





Family types (I)

There are many types of families



The family is the focal point in most people's lives.

The family is far from unique size and is constantly evolving. The traditional nuclear family with mother, father and child us just one type of family among many. The family is as well single men and women with children, gay couples who have formed a registered partnership and unmarried or cohabiting couples with and without children.

The different types of families occur in a wide variety of settings, and their specific functions and meanings depend largely on their relations to other social institutions.



Family types (II)

There are many types of families

IN WEST

- Extensive family
- One-parent families
- Stepfamily
- Foster family
- Broken home
- Couple of a same sex
- Nuclear families: a family consisting of on father and one mother, and their children, who share living quarters.



These types refer to ideal or normative structures found in particular societies. Any society will exhibit some variation in the actual composition and conception of families.



The police and the family.

Index

- Whose job is it to solve problems of cohabitation?
- New police duties
- Who asks the police for intervention?
- Police intervention in family relationships
- Detection of situations of lack of protection
- Good police practice



Whose job is it to solve problems of cohabitation?



Parents

The parents or the one who have the legal custody must take care of the child and may decide on behalf of the child to meet the interest and need of the child.

Denmark: Forældreansvarsloven kapitel 1 §2 (Parental Responsibility Law chapter 1 section 2)

Spain: Art 154 y ss Art. 172 y ss. del CC y Infancy Law 12/2008 de la GV.

Society

It asks the police for help in order to intervene in the problems of behaviour or relationship between teenagers:

Denmark: compare to Danish legislation Bekendtgørelse af lov om social service §1

(consolidate act on social services section 1)

- PARENTS: “Control my child and keep discipline at home” “Policeman as a social teacher” or “Pater Families” .
- TEACHERS: “Control the student and establish discipline between students” “Policeman as a guardian”.
- SOCIAL SERVICES: Extreme problems of family cohabitation.



New police duties

The police has changed their way of understanding and working in.

The cornerstone of the police's work is to create a safe and secure society

SOCIETY has changed

THE POLICE adapts to new social requests

Groups specializing in under-18s (judicial, social...)

- Prevention
- Intervention
- Coordination





Who asks the police for intervention? (I)

Groups that ask for police intervention



It is a legal requirement that adults have to react if they discover that a child somehow is being neglected. This can be to the police or the social service which is part of the local municipality .

Denmark: servicelovens §154 (service law section 154)

If a child does not achieve love and care from its parents, it is just as bad as if the parents were violent. Both gives a child a fake view of itself and other people. This can cause big problems in the child's future life. A child can be neglected in many different ways, but often the neglect are categorized in five types:

- Physical abuse: adults harm child physically
- Psychologically abuse: the adult mark, threaten, school and criticize without reason, violate, frighten or otherwise makes the child very insecure and nervous.
- Sexual assault: the adult sexually exploiting the child – either sexual contact or by breaking the boundaries of the child.
- Neglected care: the adult do not ensure that the child receives food, clothing, come to the doctor when sick etc.
- Instinct failure: the adult for various reasons are unable to care for child.



Who asks the police for intervention? (II)

Groups that ask for police intervention

Police intervention in family relationships is recognized as lawful from the Criminal and Procedural, Civil and Administrative Law.

In practice, they ask for their intervention:



- Family or third parties
- Proceedings on one's own initiative (prevention / detection)
- Educational system
- Social Services



Police Intervention in family relationships (I)

The importance of detection of situations of the lack of protection for minors

LACK OF PROTECTION FOR THE CHILD

- Situation of risk
- Situation of neglect : Minor Protection Acts
- Situation of child mistreatment:
- Abandonment
- Negligence
- Physical, emotional or sexual abuse, etc.
- Situations in which minors need to be protected.



Every person or authority or professional will communicate the detection of a situation of risk or possible neglect of a minor to the authority or the nearest policeman, without detriment of helping him immediately, if needed.



Police Intervention in family relationships (II)

The local police in the intervention against lack of protection and child mistreatment



LOCAL POLICE

- First contact

Detection of situations of lack of protection (risk, neglect, mistreatment).

Notification or derivation of the case competent bodies states the protection to physical and psychic integrity, as a right of the minor and a duty of Public Entities (specially education, public health, welfare and security).

- The local police can participate in every stage of Intervention (directly or indirectly).

Detection + investigation + assessment/decision-making + action + monitoring



Detection of situations of lack of protection (I)

Police action: importance of prevention and early detection

INDICATORS

- Detection Certificate
Indicators and typology of situations
- Police Report
Photographies, indicators' test (hearing of proceedings where appropriate).

Certificate + Report to Local Social Services

DETECTION

- Direct:
Request, report or proceedings ex officio (preventive or reagent)
- Indirect:
In urgent interventions or preventive not related directly to minors.



Detection of situations of lack of protection (II)

Indicators

- Child's lack of care and supervision
Physical aspect
- Physical or emotional sequelae of the minor
Physical aspect + expression of the minor
- Antisocial acts and conducts of risk shown by the minor
Child's Behaviour
- Child's attitudes and expressions
Statements
- Parents or childminders
Home environment



Detection of situations of lack of protection (III)

Urgent Police Action



WHEN?

The intensity of the injury, negligence or abuse put the child's life at risk.
There is a obvious risk to the minor person's health, personal development, or suffer serious injury or damage .

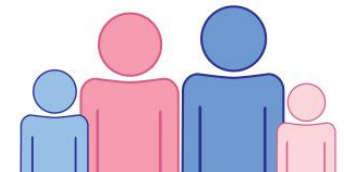
HOW?

By documenting the police intervention and/or social services intervention.
Minimum inquiries about the facts by gathering the possible probative elements.

WHAT TO DO?

1. Notice of the case
2. Immediate Child's Protection:
 - Transfer to a hospital: if medical treatment is needed
 - Children's refugee: previous communication to the Public Prosecutor's Office

Police agents will contribute by giving the information they have found out.





Detection of situations of lack of protection (IV)

Situations in which Urgent Proceedings are applied



1. The minor is **alone**, with signs of **bandonment** and there is not an adult willing to take care of him/her.
2. A very **distressed** child, afraid and refuses to go back home or stay there.
3. Some parents have verbally **threatened** to kill their child or they have tried it.

Marks in their body that indicate an assault with a mortal weapon or repeated blows with a heavy object.

3. The child has been sexually **abused** by a relative or an acquaintance, and parents do not do anything to protect him, or they think the child has provoked the situation.
4. Any other situation which entails an imminent **danger** for life and physical or phsycological minor's integrity.



Good Police Practice (I)

Requirements for an adequate police intervention in family field



- PROMOTING SPECIALIZATION, awareness and training of police employees.
- WORK IN THE NET:
 - Coordinate action with the rest of the institutions involved (Local Social Services, Educational Centres)

In Denmark there is SSP, which is a local collaboration between school, social service and police, which aims to prevent crime among children and adolescents. SSP cooperation is a local company in each municipality in Denmark. The primary aim of this SSP-cooperation is to identify the reasons for juvenile delinquency; why they commit crime and to manipulate these causes.”

- Allows:
 - Global view
 - To optimize solutions
 - Preventive action programs in family field

Police execution, but interdisciplinary origin



Good Police Practice (II)

Police Intervention in cases involving minors.



- Exhaustive obtaining of data:
 - People involved
 - Home environment or atmosphere
- Special education and sensitivity
- Awareness of the importance of the police intervention in family field
 - Prevention
 - Help to the minor in situation of lack of protection
- Multidisciplinary work teams or police joining Educational and Local Social Services
- Focus the investigation towards detection in the following stages:
 1. Child's exploration.
 2. Identification of home environment and physical family atmosphere.
 3. Gathering of witnesses testimony.
 4. Permanent relation to Local Social Services, educational and health centres related to minors who are in treatment or under investigation .
 5. Obtaining some evidence in the scene of the crime .



The Bulgarian Family (I)

- A large share of the Bulgarian families fall apart, as half of the children are born without marriage.
- The cohabitation without marriage is becoming a more and more frequently observed trend. Many Bulgarians do not believe in the matrimony as an institution and consider it an anachronism.
- Homosexual families with children are not legally recognized and are a very rare phenomenon in Bulgaria.
- The optimal model of a family for the Bulgarians is that with two children. Families with more than two children are a rare phenomenon and can be observed mainly in ethnic Roma families, where the children usually exceed 3.



The Bulgarian Family (II)

- The transition from totalitarian regime to democracy and from planned to market economy has had a very significant effect on the Bulgarian family.
- The bad financial situation in many families forces one or both parents to work abroad, as children are raised by the grand-parents.
- The relation between the parents and the children is becoming weaker. They spend less and less time together, which affects the transition of values and experience from parents to children. Children receive information about important spheres of life like sex, drugs, relations between people from TV, Internet, from their friends, but not at home.
- Christian values have a very insignificant role in the Bulgarian family. In the years of totalitarianism big efforts were put into separating people from religion.



The Family in Denmark (I)

In general, Danes have a liberal way of raising children. Children are encouraged to think critically and to form their own opinion. Therefore, discussions and quarrels -- especially in the teen age years – are very common and are considered to be a normal part of the process of becoming independent from parents.

It is a common practice for children to spend most of the day away from home due to their parents' working hours. The children thus join different activities. It thus becomes inevitable that children are raised in part, by persons other than their parents.



The Family in Denmark (II)

- Family Types in Denmark

The nuclear family is the most common type of family in Denmark.

There are also other kinds of families: single parent families; families with homosexual parents; and bonus families/brought-together-families (as a result of re-marriage).

Statistics show that the nuclear family is still the most common family form, but a new trend is emerging: The number of nuclear family where the married couples only have children within the current marriage is decreasing due to the country's high divorce rate. This creates a new type of family where "brought-together-families" are increasing followed by single parent families.



Families in Spain

- A considerable increase in the **divorce** rate has been registered in Spain.
- Although the traditional family is the most common type, the number of **single parent families and stepfamilies** has increased.
- The families made up of **homosexual couples with children** who are legally recognized, appear in the social context although they are still a minority.
- **Spanish-speaking immigrant families** are very numerous in our country. They have different values and rules to Spanish families. The use of the same language does not necessarily mean a better adaptation.

The Family in Latina (Italy) (I)

What family do you belong to?

- Traditional family
- Extended family
- One-parent family

Note. The composition of the family unit becomes particularly significant in Latina where there are numerous one-parent families, most of which are predominantly made of women who are casual or undeclared workers without a house. A considerable number of minors applying for the service belong to this kind of family.

Another crucial issue is the on-going conflict existing between the ex-partners and between them and the new partners. This affects the children's growth significantly.



Latina (Italy) (II)

Where is your family from?

- Have you always lived in this town with your family?
- Have you always lived in the same neighborhood?
- Besides your parents, do your relatives live in this town? (grandparents, aunts and uncles etc)
- What about the relationship between your parents and the members of your family? (grandparents, aunts and uncles etc).

Note. Latina lies between two important urban areas, Rome and Naples. This causes the frequent arrival and settling of both Italian and immigrant families from the above-mentioned cities. They make this decision mostly because of the lower housing costs. The families coming to our territory are often in distress and not able to educate their children properly. They do not even have a kinship system supporting them whenever they need help.



Latina (Italy) (III)

What is your family like?

- What is the role of your father in your family?
- What is the role of your mother in your family?
- What is the role of your brothers and sisters in your family?
- What is your role in your family?
- Is your family “ethical and emotional” or only “emotional”

Note. A role confusion between family members has frequently been reported. This generates suffering among the children who even provocatively (with abnormal behaviors) demand that each person plays his/her own role and that the family is able to set rules besides communicating affection.



Latina (Italy) (IV)

The communication in your family

- Do you talk to your parents about yourself, about your problems?
- Do you talk to both or only to one of them?
- Do you think you make yourself heard?
- Don't you talk to them and vice versa?

Note. A solitude among family members has often been reported. Each member stays on his own, they don't talk to each other or they talk without making themselves heard.



Latina (Italy) (V)

What are your parents like?

- Authoritarian
- Influential

Note. Many children complain about the lack of authority in their parents and they tell about behaviors swinging between authoritarianism and permissiveness.

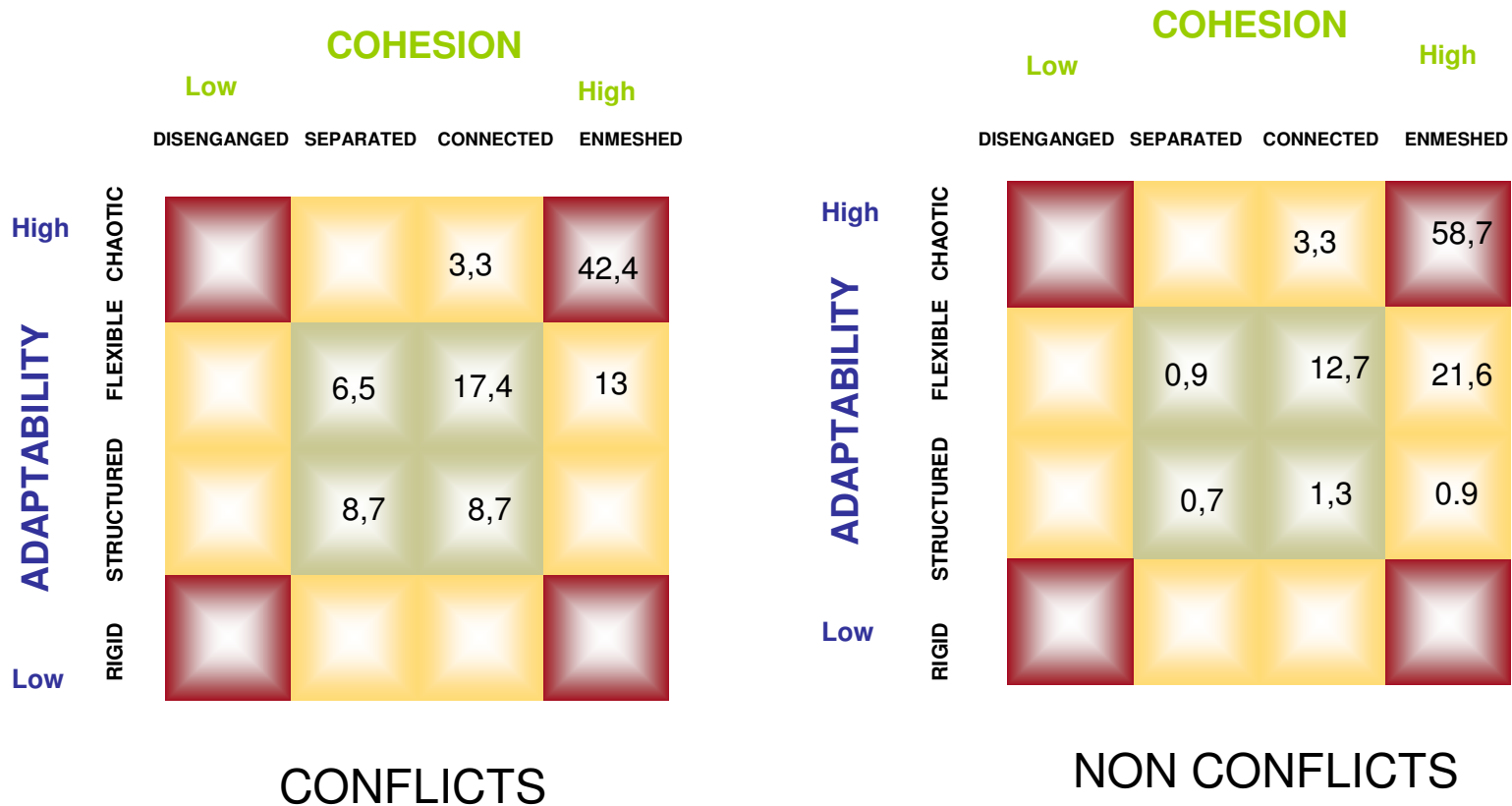
ITER Project research (I)

- The four countries who are part of the project have carried out a research about the family functioning. This research makes a difference between families with or without conflictive children.
- Research methodology and details are available in the project website: <http://www.ifphalicante.es> (located in “Iter project”)
- Here are the most relevant results:



Results of IteR Investigation (II)

Types of family (Global Sample: Spain, Denmark, Italy, Bulgaria)



The most common type of family is chaotic- enmeshed.

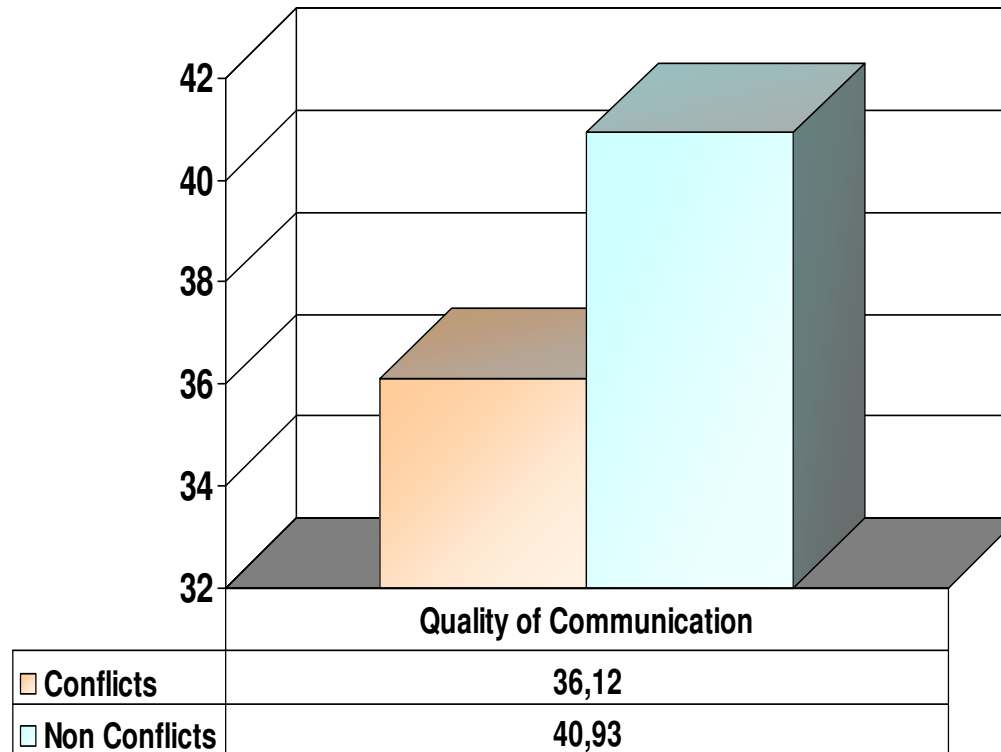
Definition of chaotic- enmeshed family (III)

- **Chaotic or overly flexible families** (high adaptability) characterized by an erratic or limited leadership, where decisions are impulsive and not well thought out and the family organization is changeable.
- **Overly connected or enmeshed families** (high cohesion), where there is an extreme amount of emotional closeness, individuals are very dependent and loyalty is demanded, there is lack of personal separateness and the energy of the individuals is focused almost exclusively inside the family.



Results of Iter Investigation (IV)

Quality of communication (Global Sample: Spain, Denmark, Italy, Bulgaria)

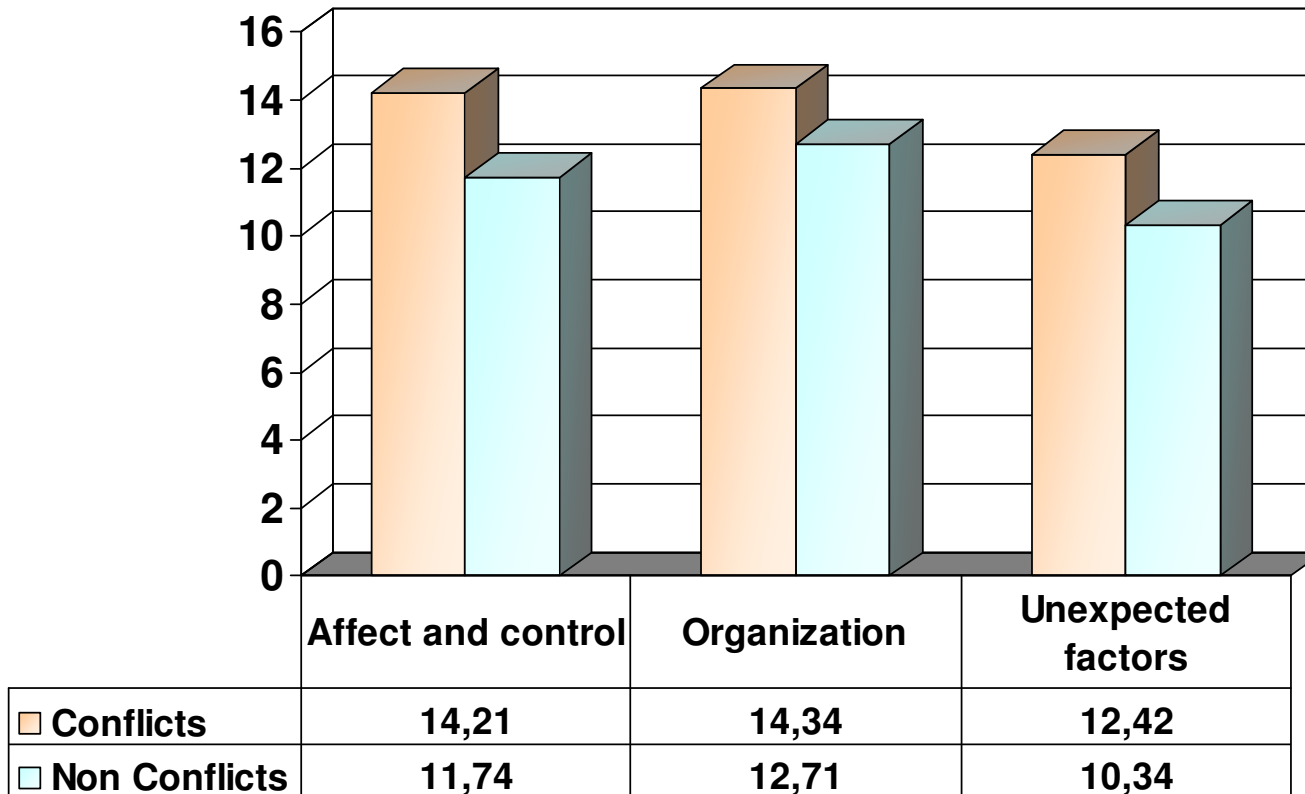


The families of non conflict children have better communication in the global sample than the families of conflict children.



Results of Iter Investigation (V)

Amount of stress and stressful factors (Global Sample: Spain, Denmark, Italy, Bulgaria)



The families of non conflict children have less amount of stress than the families of conflict children.



CHAPTER III:

Violence at school

- Point of view of teachers
- Point of view of Associations of Mothers and Fathers
- The school in Bulgaria
- Schools and Institutions in Denmark
- The school in Spain
- The school in Latina (Italy)
- ITER Project videogame



Point of view of teachers.

Index

- Where does usually school violence happen?
- What does school violence mean?
- How could this problem be prevented or solved?
- Proceedings according to teenagers
- What can we do to prevent this situation?
- Graphics
- Attitudes towards the conflict



Where does usually school violence happen?

la violencia se aprende la violencia se
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violencia se aprende la violencia
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la violencia se aprende la violen-
cia se aprende la violencia se
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la violencia se aprende la violencia
se aprende la violencia se
aprende la violencia

no dejemos que se enseñe en las escuelas

Violence is learnt in the street...
on TV...
at home...

LET'S FORBID LEARNING VIOLENCE AT SCHOOL



What does school violence mean?

Violence is the expression of unjustified physical or verbal assault that is committed to any person because of being different regarding the appearance and thought.

Where does usually school violence happen?

It happens mainly in areas where there is no obvious adult authority:

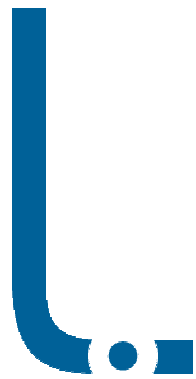
- In the classroom when students leave the class and go to a different one.
- In the corridor, when the teacher is no present.
- In the courtyard when teacher's surveillance is ineffective.
- In the exit and entrance of the high school.

Many schools and departments have adopted and written guidelines and violence policy that should provide a systematic work to prevent violence at the school

How could this problem be prevented or solved?

Students can prevent or act against school violence:

- Informative speeches carried out by the police in order to give some advice, proceedings guidelines, information of public organisms of social help...
- Speeches with ex-victims of school violence.
- They would need a person with social skills in the high school if necessary, or there is some information or help missing.



Proceedings according to teenagers:

- 1) With victims: Advice, support and treatment.
- 2) With attackers: Efficient personal education programs, treatment.
- 3) Violence policy



What can we do to prevent this situation?

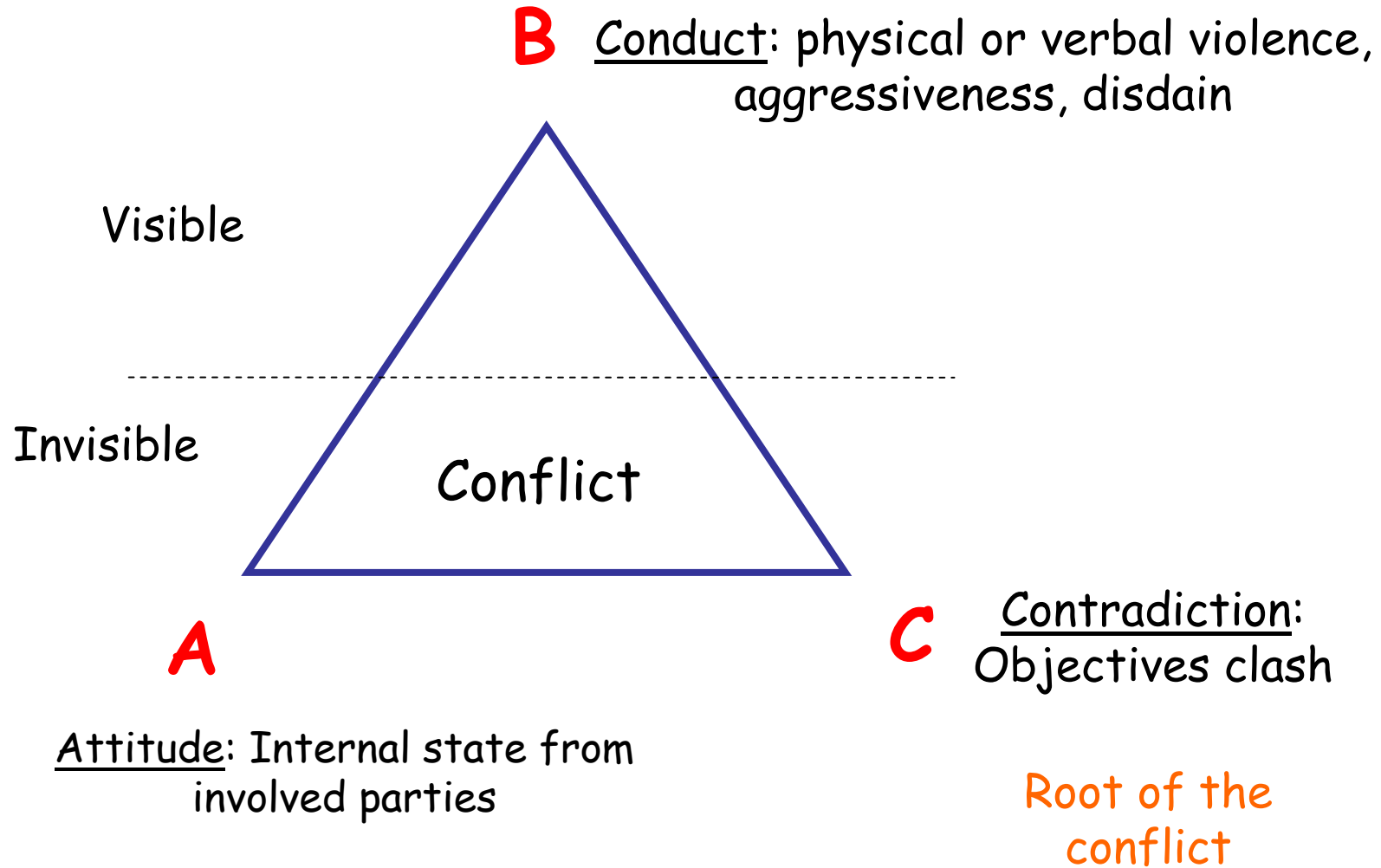


- Teachers training
- Tutorial action plan
- Cohabitation program:
 - Students assistants
 - Mediation service
 - Workshop for parents

Sergio Pérez Bou.
Cristina Sánchez Aparisi de Jorge
Prizes for posters Caja Madrid 2006



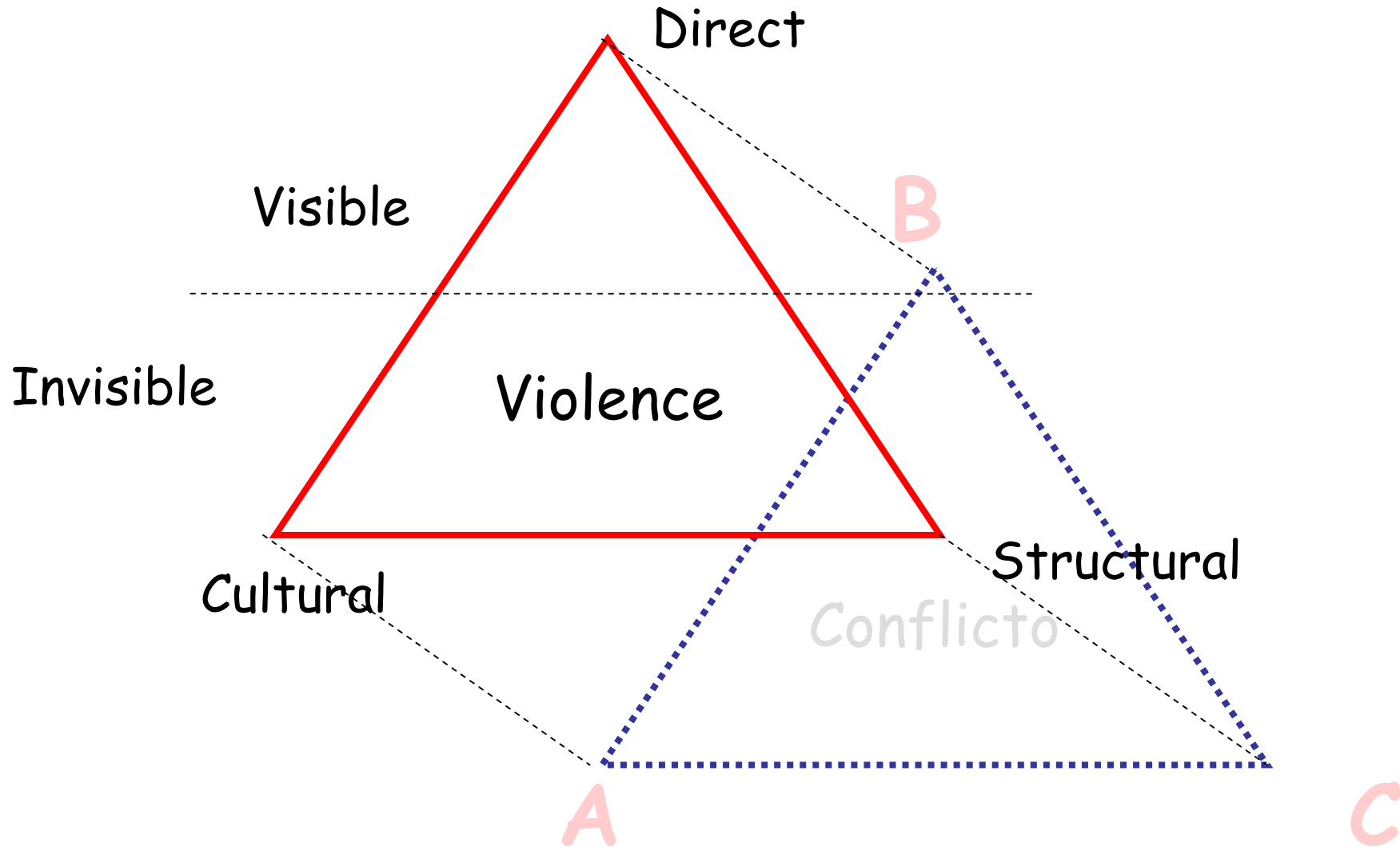
Graphic (I)



Source: J. Galtung

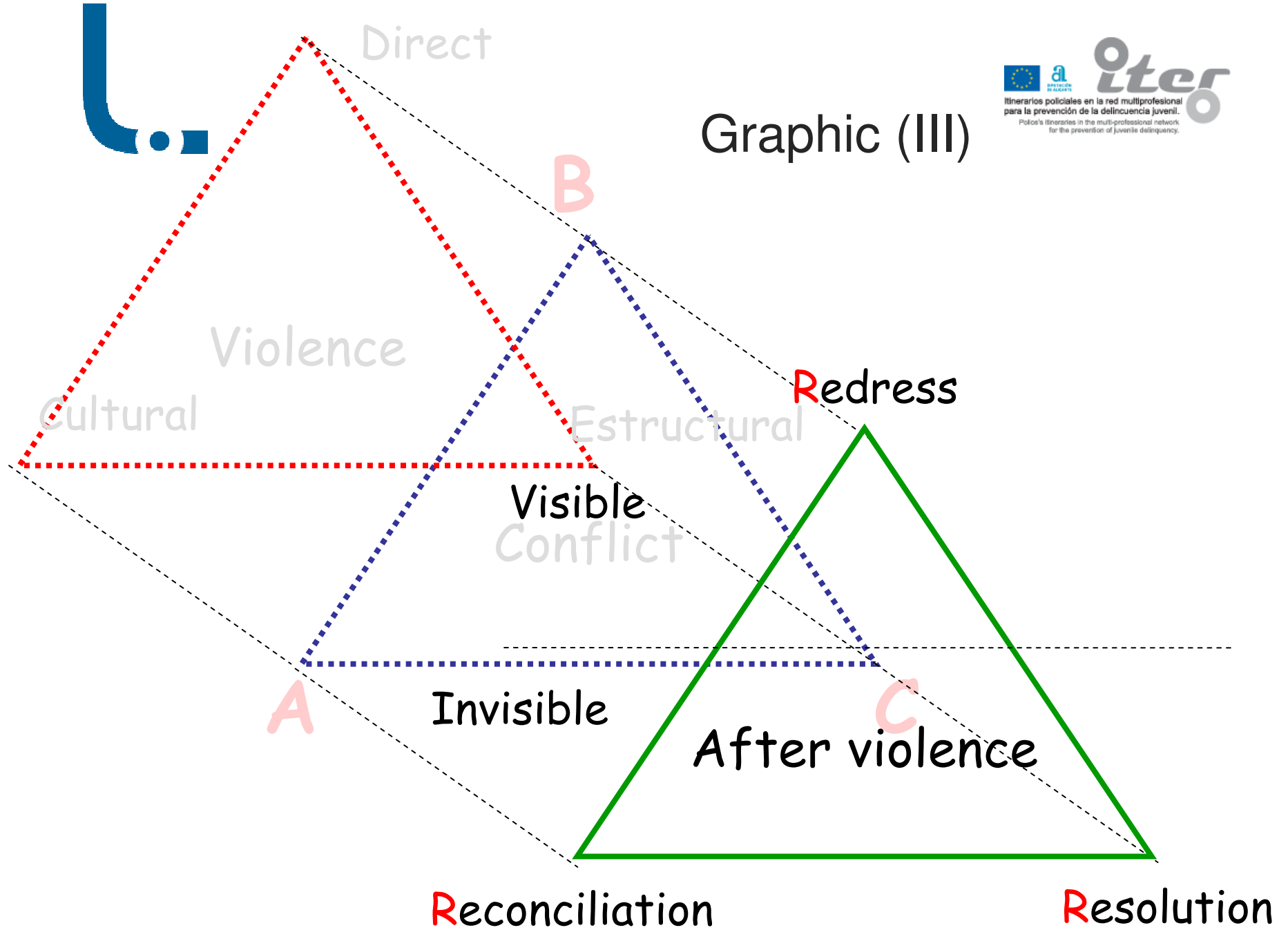


Graphic (II)



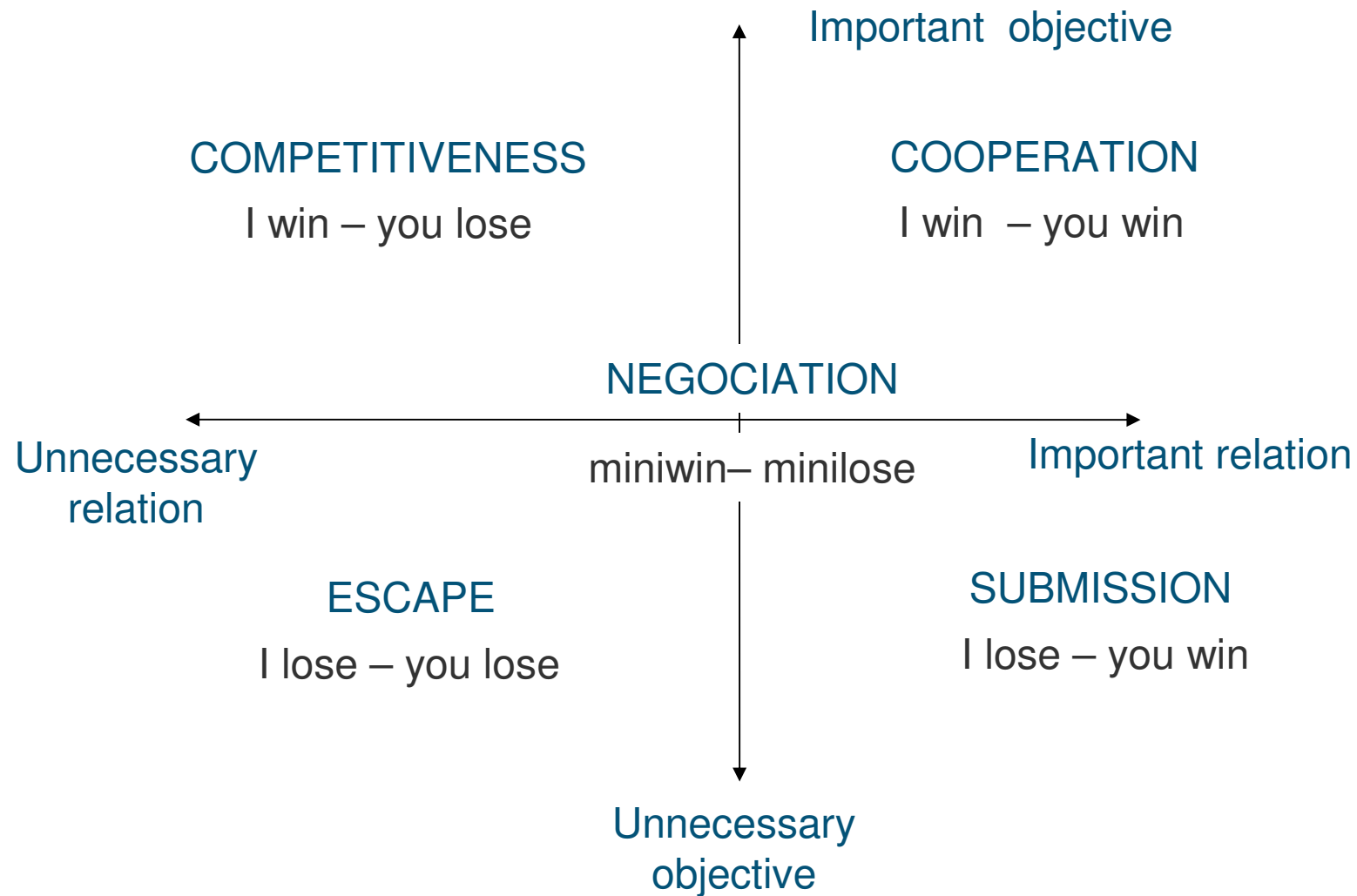


Graphic (III)





Attitudes towards the conflict





Point of view of Associations of Mothers and Fathers

Index

- What does school violence mean?
 - Antisocial behaviour
 - School bullying
- Resolution of conflicts without violence



What does school violence mean?

- School violence is a verbal or physical assault committed against one or several individuals, with the purpose of humiliating, becoming smaller or achieving an aim through the strength.
- This assault can both be direct or indirect, the indirect method can be expressed through social isolation or exclusion from the group.
- There are different types of antisocial behaviour which make up school violence.

Bullying is repeated long term negative behavior leading to an individual or a group becoming a victim of another individual or group. School violence is often equal to bullying in Denmark.

Antisocial behaviour

- Disruption in classroom
- Problems of discipline
- Mistreatment among classmates (“BULLYING”)
- Vandalism and material damages
- Physical violence (assaults and extortions)
- Sexual harassment

School bullying (I)

- There is a process of victimization (occasionally not evident).
- Presence of inequality of power. Situation of defenselessness for the victim.
- Repeated action during a long period of time and in a recurrent manner.
- The victim thinks he/she can be again the target for assaults.
- Intimidation to a specific victim.

School bullying (II)

TYPES:

- **PHYSICAL:** pushes, kicks, assaults with objects, etc.
- **VERBAL:** the most common one. Insults, nicknames, contempt in public, emphasizing physical defects, ...
- **PSYCHOLOGICAL:** it undermines individual's self-esteem and increases the feeling of fear.
- **SOCIAL:** it tries to isolate the young person from the rest of the group.

Resolution of conflicts without violence

CONFLICT=VIOLENCE

- When one is afraid of changes; lack of social skills for the resolution of conflicts; submissive, avoidable or aggressive attitudes...

CONFLICT=NO VIOLENCE

- When we see differences as a value; way of defending my rights and opinions; necessary for evolution; learning empathy and basic skills in socialization.



The School in Bulgaria (I)



- During the last few years the role of Bulgarian school has been largely discussed in society, since the rate of juvenile violence in and outside school has increased significantly.
- The conclusion reached was that the Bulgarian school plays a very insignificant role for the education of children and for their preparation for life.
- The Bulgarian educational system has been very criticized for the last 20 years, but little has been done for its improvement. The Bulgarian school does not give any practical preparation to children, but makes them learn a huge amount of information, a small share of which will be of use for them in life.



The School in Bulgaria (II)

- The teacher is not an authority for Bulgarian children. The main reasons are two:
 - 1) Many Bulgarian teachers behave inadequately and cannot gain the respect of children.
 - 2) Parents neglect the teacher's opinion and often take the side of their children, giving them a bad example. As the Bulgarian teachers are in very bad financial situation, the wealthier parents and children use this to humiliate them.
- Most of the children do not feel safe at school, as often it is a place where bullying, humiliation and violence take place.

Teachers are unable to protect weaker children, as they often become victims of violence themselves.



Schools and Institutions in Denmark

- Denmark has 10 years compulsory education; 0th-9th class is mandatory while 10th class is voluntary. The According to the Danish law, Folkeskolernes formålsparagraf §1 (Public school's mission statement section 1) the elementary school must provide students with professional skills and prepare them broadly to the role of a citizen in a democratic society.
- The school system and other intuitions for young people inevitable influence the upbringing of children in Denmark.
- Moreover, the schools and authorities provide different kinds of arenas to join activities/groups where children can be part of a group or community. These are for example leisure clubs, sports clubs, youth clubs etc.
- these have made plenty of efforts to prevent bullying, violence crime at the Danish school, this include national anti-bullying campaigns.



The school in Spain

- In recent years, a considerable **increase** of violence in schools has been noticed in Spain.
- **Violence among young girls** is also increasing.
- **Aggression towards teachers** is carried out by both **students** and **parents**. Spanish laws are encouraging the recovery of the teachers' authority.
- 80% of high school teachers say that **psychological disorders** are the most important problem for them. This is the reason for the majority of laboral leave and many times it is related to job dissatisfaction.



Schools in Latina (Italy) (I)

What is the school?

- The place where you can learn
- The place where you can meet your friends
- The place of social suspension
- The place where you can meet your own social identity

Note. Some children consider the school only a meeting place or a place of social suspension instead of a place where they could learn. This doesn't help build their own social identity in a positive sense.



Schools in Latina (Italy) (II)

What do the teachers represent?

- Influential adults
- Authoritarian adults
- Competent adults
- Friends

Note. The teachers are often not considered role models because the school that some children have experienced is not regarded as an opportunity of educational growth



Schools in Latina (Italy) (III)

The school context:

- Have you witnessed bullying at school?
- Have you ever been bullied by one or more children at school?
If so, what type of bullying?
- If you have witnessed or experienced bullying who did you talk to about it?
- If you were a teacher what would you do?
- If you were a parent what would you do?

Note. At school the children witness, take part or undergo bullying without been aware of it. They tend to debase the seriousness of these behaviors.

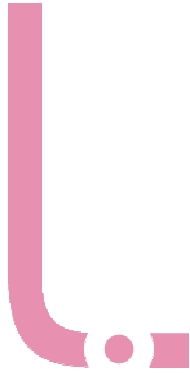


ITER Project videogame



- The four countries who are part of the project have designed a videogame for the spreading of non violent behaviors into young people.
- Young people can download it to their mobile phone or computer.
- Schools and Associations of Mothers and Fathers can also download it into their own website
- Link to the videogame:

<http://www.dip-alicante.es/iter/index.asp?lang=ing>



CHAPTER IV: The social context

- The social context in Bulgaria
- The Danish society
- The social context in Spain
- The social context in Latina (Italy)
- Alcohol and drugs from the point of view of the police
- Alcohol and drugs from a medical point of view
- Prevention of juvenile delinquency



The Social Context in Bulgaria (I)

- According to a research, made among the students in Sofia, 60% of them smoke cigarettes, as one third of them do it every day. The share of smokers is higher among girls – 66%.
- 88% of the students drink alcohol, as 40% have one drink every day.
- Half of the students in Sofia have been offered drugs. The most widely used drug is the marihuana – 28% have tried it, 14% - hashish and other forms of cannabis. The attitude towards the heroine, however is very negative – 82% think it is very dangerous for health.

The Social Context in Bulgaria (II)

- Students receive their knowledge about drugs from movies and friends. The most frequent reasons for using drugs are: pleasure, curiosity, necessity to be accepted in a group or to escape reality.
- Fighting dissemination of drugs is a very difficult task for Bulgarian society, as in most cases drug dealers are protected by the police, which are aware of their activity, but do nothing to stop them.
- The widespread use of alcohol and cigarettes among Bulgarian juveniles is not surprising, since their parents drink and smoke at home and in many families this behavior is considered normal.



The Danish society

The current individualization including the need of self realization throughout life in both professional and private aspects creates a great deal of expectations for children too.

Followed by the many opportunities that are provided for the children, the expectations are as great too and creates a pressure on the children that can be difficult to handle for them.

Some researchers use the term “negotiating family” of Danish families as many families allow children to be heard, seen and getting influence on decision making in the family and individually. There are no parental authority, who must be obeyed with question.



Social context in Spain

- Young people become **completely independent** later than in the past. This is the reason why they live longer with their parents. This does not necessary mean a better relationship between them.
- The good Spanish weather favours **free time in the street**.
- There is a big “**Botellón**” phenomenon in Spain (Crowds of young people meet in public areas in order to get together and drink a lot of alcohol). Authorities are trying to manage this problem by creating authorized areas for alcohol consumption.
- The concept of “**Tourism- botellón**” is being exported to other European countries by offering young people a package for only 200 € which includes a week-end trip with sun, sand and a lot of alcohol.



The Social Context in Latina (Italy) (I)

Your town, meeting places and free time

- Where do you see your friends?
- How do you spend your free time?
- Do you spend much time in public places, in shopping centers or on the street doing nothing?
- Do you spend much time in the gym, meeting places etc.?
- Do you think that you chose the places you attend?

Note. The children often denounce the lack of places but they don't think about how they organize their own free time



The Social Context in Latina (Italy) (II)

The Teenagers (I)

The values

- How much importance do you give to health?
- How much importance do you give to school?
- How much importance do you give to your family?
- How much importance do you give to your friends?
- How much importance do you give to the institutions?



The Social Context in Latina (Italy) (III)

The Teenagers (II)

Risky behaviors

- Is it risky to use drugs?
- Is it risky to drive fast, without helmet, etc. ?
- Is it risky to damage public property?
- Is it risky to beat, blackmail, rob, mock other children?



The Social Context Latina (Italy) (IV)

The Teenagers (III)

Teenagers and parents

- Can your parents set rules and have them respected?
- Are your parents tolerant or intolerant towards your risky, abnormal behaviors?
- Are your parents your friends?

Note. While trying to achieve independence, adulthood and individuation the adolescent performs a series of behaviors which sometimes become even risky. They could generate deviance because of the values and rules guiding and supporting the adolescent.



Alcohol and drugs from the point of view of the police.

Index

- I wonder...
- Why
- What do you know about...?
- A bit of real life
- Friends or enemies
- Do you need some help?



I wonder...

- WHO HAS INTERNET?
- WHO HAS TRIED ALCOHOL?
- WHO HAS GET DRUNK?
- WHO HAS TRIED ANY TYPE OF DRUG?



Why?

- In order to escape from my problems
- In order to experience pleasure and cheer me up
- Because i feel like doing something forbidden
- In order to Overcome Shyness
- In order to experience new sensations



What do you know about . . . ?

Drug Possession, Consumption And
Dealing

Police Action

Sanctions And Sentences



A bit of real life

Rubén g. - 16 years old

- “I started taking a drag on a joint. I stopped studying.”
- “I get up at 7.00 am to look for a job and i cannot find it. Everyday is the same. What a pain! And, are you surprised that i smoke a joint when i finish job-hunting? And, what do i care? I prefer living something which is not reality to living a reality that i don't like.”
- “I shut myself in the toilet and i sniffed a half a gram. I was unconscious. My mum got mad and finally, my brother broke the door down. He saw i was shattered. I arrived at the hospital half dead. If they have arrived 20 minutes later, bye bye, i would have kicked the bucket.”
- “I went out violently into the street to sort myself out... you can mug and hurt someone, but the most important thing is to get some money to get stoned, to buy what you want and get stoned, you don't even suffer pangs of conscience... you don't care if you hurt someone”.



Friends or enemies BE CAREFUL, don't get confused !

- The cool mate who invites you...
- The gang who encourages you to try it
- "Cool" parents who let him/her do his/her own thing
- Careless teachers
- The good "cop" who writes off anything
- The mate who "gets mad" at you
- The gang who reproaches you for doing anything
- Parents who "control" you
- Teachers who get themselves in the subject
- The bad "cop" who fines you



Do you need some help?

ASK FOR IT

IT IS GOOD TO TALK TO YOUR FRIENDS ABOUT YOUR PROBLEMS
BUT **THEY CANNOT SOLVE THEM**

THESE PEOPLE CAN HELP YOU:

- YOUR PARENTS
- AN ADULT RELATIVE
- YOUR TEACHERS
- THE POLICE



Alcohol and drugs from a medical point of view

Index

- Culture
- Before and now
- what do we have around?
- What do we know
- What do we feel
- Decide your own habits
- Topics about alcohol
- The effect
- Think twice



Culture

We live in a permissive culture towards alcohol consumption.

- It is never related to a religious rule (like in Islam) neither prohibition attempts (“Prohibition”)



In our culture 2 facts:

Alcohol is a substance with “prestige”
Easy access and low price.



Before and now

BEFORE the consumption between young people as **facilitator of social relationships**.

NOW TOO, personal reasons:
temporary transformation : lighten up, do things you would not dare without alcohol, modify his/her characteristics or personal situation, etc.

The pattern is **experimental or occasional**,
linked to ludic contexts, escape or overcoming certain problems.





What do we have around? (I)

Which characteristics do alcoholic drinks and tobacco present in **advertisements**?

- NATURE, sports,
- AMUSEMENT, Going out on the make,
- THE YOUTH,
- SOCIAL STATUS

These characteristics, are they related to the product
which is advertised or with
people who appear
in advertisements?



What do we have around? (II)

Who benefits the fact of other people drinking alcohol, smoking or consuming the so-called synthesis drugs?.



What do we have around? (III)

Have we ever thought that
we are the weakest part of
an important business?

Do we want to continue like that?



What do we know?

What do we know about the effects of alcohol, tobacco or synthesis drugs?

Which of these **effects** do we think they are **positive** and which ones are **negative**?

Where have we learnt what we know: at home, with friends, on “TV”, at school...?

The **information** we have, **is it similar to what advertising, songs and proverbs** say about these substances?



What do we feel?

Which are your expectations?

Are they related to the effects of that substance?

The point in which the consumption of a substance is perceived as a risk. “to be tipsy” or to overstep the limits” it can also have not desirable effects.

“Dismantle” the idea that only some people have problems.



Decide your own habits

How much do the others put pressure on you?

Do you know its effects?

Which amount of the substance do you have according to your own personal opinion and how much do you consume thinking about what the others think?

Which is the reality of your friends consumers?





Topics about alcohol... actually, alcohol.

It is stimulating	→	It is a depressant of the Central Nervous System
It is good for heart	→	It damages cardiac musculature
It gives us strength	→	It lacks the energetic effects
It improves sexual function	→	It diminishes sexual appetite
It gives an appetite	→	It irritates an empty stomach
It provides calories	→	It reduces the body temperature



The effect

It **DOES NOT** depend on the amount of liquid

It **DOES** depend on the **content of alcohol**

- a brandy glass
- a beer
- a cocktail

= content of alcohol.

THINK TWICE



EL DOBLE DE VULNERABLE



El alcohol daña tu cuerpo y tu cerebro.
El alcohol te destroza por partida doble.



www.miacor.es



EL DOBLE DE RIDÍCULO



El alcohol daña tu cuerpo y tu cerebro.
El alcohol te destroza por partida doble.



www.miacor.es



Prevention of juvenile delinquency.

Index

- Development patterns of criminal conduct
- Risks factors
- Prevention
- Involvement



Prevention and treatment of juvenile delinquency

A social resulting phenomenon?



**Association of Chiefs & Commands
LOCAL POLICE
Autonomous Government of Valencia
(SPAIN)**



Development patterns of criminal conduct

1. Ocassional movement
2. Temporary movement
3. Persistent movement
4. Neglect
5. Abusement





Risks factors



- Disorganised family
- Impulsive
- Drugs
- School failure
- Low self – steem
- Frustration
- Lower social class
- Lack of affectivity
- Aggressiveness
- Without social skills
- Lack of emotional stability
- Maladjusted

Prevention (I)

Types of Prevention (Garrido, Stangeland and Redondo)	Primary Prevention	Secondary Prevention	Tertiary Prevention
Criminal	<ul style="list-style-type: none"> •General Prevention •Social and Health Policy •Work-related and Urban Development Policy •Minor Protection •Adoption of minors 	<ul style="list-style-type: none"> •Social Work • Individual Prevention •Therapy for drug addicts 	<ul style="list-style-type: none"> •Social Rehabilitation and Reintegration Policy

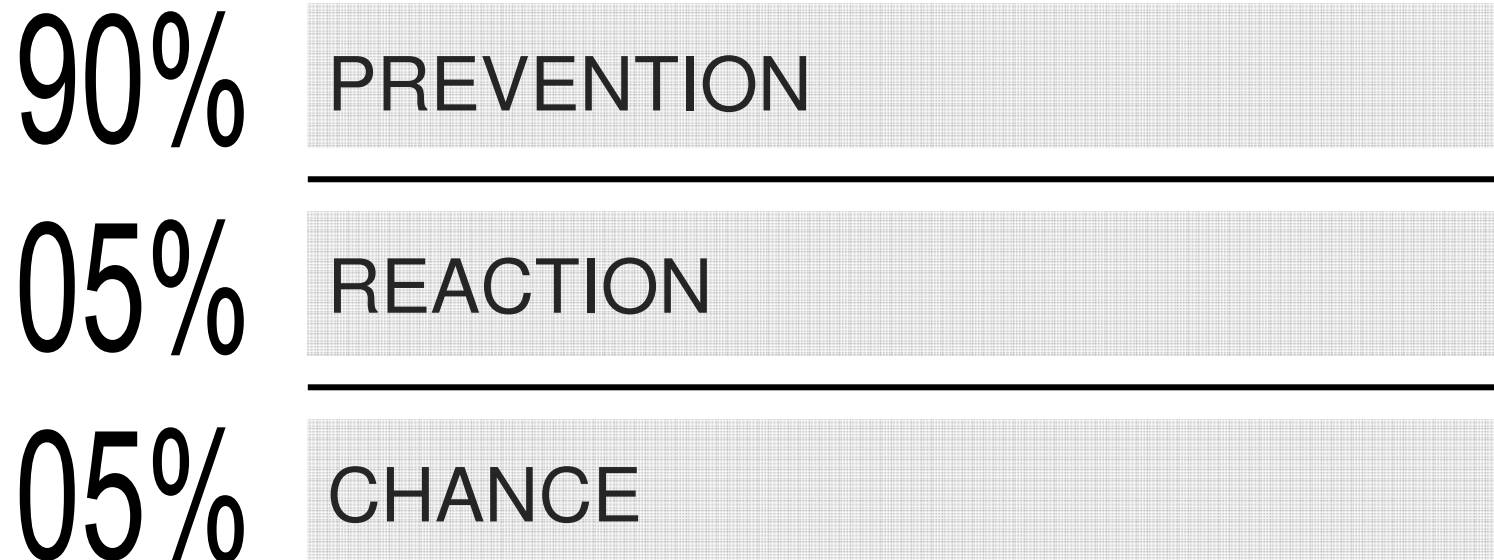
Prevention (II)



Types of Prevention (Garrido, Stangeland and Redondo)	Primary Prevention	Secondary Prevention	Tertiary Prevention
Victim	<ul style="list-style-type: none"> • Strategies in order to avoid risks 	<ul style="list-style-type: none"> • Behaviour in the meeting with the criminal • Self - defence 	<ul style="list-style-type: none"> • Therapy of crisis • Restitution
Community	<ul style="list-style-type: none"> • Informal Control • Neighborhood surveillance 	<ul style="list-style-type: none"> • Help in situations of crisis 	<ul style="list-style-type: none"> • The cooperation of the people to clear up crimes • Support to the victims
Physical Means	<ul style="list-style-type: none"> • “Defensible space” • Architecture • Electronic money • Antitheft device • Static safety • Surveillance and video surveillance 	<ul style="list-style-type: none"> • Systems of protection 	<ul style="list-style-type: none"> • Repair

Prevention (III)

When we talk about “Safety”, nothing is 100% guaranteed:



PREVENTION represents 90% in Safety; that is why “Action” must be focused on this stage.



INVOLVEMENT

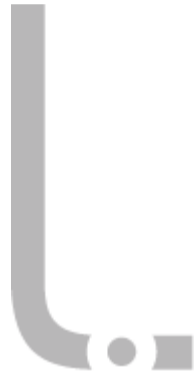


IT IS NOT ENOUGH:

- COOPERATION
- COLLABORATION
- PARTICIPATION

WE NEED MORE:

INVOLVEMENT



CHAPTER V:

Legislation

- Spain
- Bulgaria
- Denmark
- Italy
- European Framework



Spanish family law.

Index

- Family
- Custody
- Quasi-familial Institution
 - Tutorship
 - Curatorship
 - Guardian Ad Litem
- De Facto Custody



Family

- **SPANISH CONSTITUTION**

Article 39 :

1. Public authorities shall ensure the social, economic, and legal protection of the family.
2. Public authorities shall ensure the complete protection of children, who are equal before the law regardless of their parentage, and of mothers, regardless of their marital status. The law shall make it possible to investigate paternity.
3. Parents must provide their children, born in or out of wedlock, with all needed care and assistance while they are minors and in all other cases stipulated by law.
4. Children shall enjoy the protection provided in all international agreements which safeguard their rights.”



Custody (I)

Custody is always granted **in the best interest of the child**, who has the right to be looked after, kept company, fed and educated. Children are also entitled to legal representation and the proper administration of any and all of their assets. Custody is granted in conjunction with a set of obligations which are based on the *favor filii* doctrine and must always be exercised in the best interest of the child, as stated in Article 39.3 of the Spanish Constitution.



Custody (II)

Duties of children:

- 1º) To obey and respect their parents for as long as they remain in their care and custody.
- 2º) To contribute, to the extent possible, to the family's well-being as long as they are living in the family home.



Custody (III)

Should the parents separate, custody will fall to the parent with whom the child lives.

However, the judge, upon well-founded petition by the other parent, may, in the best interest of the child, award custody to the petitioner to be exercised **jointly** with the other parent or shared between the mother and father.

The Judge shall decide, based on the best interest of the child, which parent assumes the actual physical custody of the minor.

Before deciding the matter, the judge will hear those children mature enough to be consulted and, in any case, those children over twelve years of age.



Custody (IV)

Parents have the **right to have a relationship** with their minor children even if they have not been granted custody, except in cases of adoption by a third party or as otherwise mandated by judicial order.

The child's right to maintain a relationship with **grandparents and other relatives or close friends** shall not be curtailed without just cause.



Custody (V)

Custody ends:

- 1º) With the death or certification of death of the parents or the child
- 2º) With emancipation
- 3º) With the adoption of the child

Quasi-familial institutions (I)

- 1º) Tutorship.
- 2º) Curatorship.
- 3º) Guardian Ad Litem.

Quasi-familial Institutions (II)

Tutorship (I)

Tutorship is prescribed for:

- 1º) Unemancipated minors not subject to custody.
- 2º) Children who have been legally declared incapacitated.
- 3º) Children subject to extended custody, when said custody expires, except in those cases when curatorship is indicated.
- 4º) Children who have been abandoned or neglected.

Quasi-familial Institutions (III)

Tutorship (II)

The sole tutor and, in any case, the one overseeing the tutee's assets, is the **legal administrator** of the tutee's patrimony and as such is obligated to perform his duties with the diligence of a good head of the family.

He requires **authorization from a judge to perform certain actions.**



Quasi-familial Institutions (IV)



TUTORSHIP (III)

Tutorship is terminated:

- 1º) When the minor reaches the age of eighteen, unless previously interdicted by judicial order.
- 2º) By the adoption of the underage tutee.
- 3º) By the demise of the tutee.
- 4º) When the minor is awarded majority of age by law.
- 5º) When, having been subject to deprivation or suspension of custody, the holder is reinstated.
- 6º) When a judicial resolution is dictated to put an end to interdiction or to modify the interdiction ruling by virtue of which tutorship is substituted by curatorship.

Quasi-familial Institutions (V)

Curatorship (I)

Curatorship is prescribed for:

- 1º) Emancipated children whose parents are deceased or unable to provide the assistance established by law.
- 2º) Those over the age of majority.
- 3º) Those declared prodigal in a court of law
- 4º) Individuals subject to this form of protection by an original or superseding court order of incapacitation based on their degree of discernment.

Quasi-familial Institutions (VI)

Curatorship (II)

Curatorship shall have no other **purpose** than the intervention of the curator in those acts that the minor or prodigal child may not be able to perform alone.

All legal actions undertaken without the intervention of the curator, when such intervention is required, shall be **susceptible to cancellation** upon request of the curator himself or the person subjected to curatorship.

All legislation on **rules of appointment, ineligibility, exemption and removal of tutors** is applicable to curators.



Quasi-familial Institutions (VII)



Guardian *Ad Litem* (Minors)

A guardian *ad litem* shall be appointed to represent and protect the interest of an individual in any of the following situations:

- 1^o) When in any matter there should be a conflict of interest between the minors or interdicts and their legal representatives or curators. In cases of joint tutorship exercised by both parents, where the conflict of interest involves one of the parents only, the representation and protection of the minor interdict pertains to the other by operation of law, without the necessity of a special appointment.
- 2^o) In the situation in which, for any reason, the tutor or curator fails to perform his functions, until the motivating cause ceases or another person is appointed to occupy the office.



De Facto Custody

When the judicial authorities have knowledge of the **existence of a *de facto guardian***, the court may summon him to inform of the person's situation and the assets of the minor or the alleged interdict and his own actions in relation to them, as well as establish the security and control measures it may deem appropriate.

All actions carried out by the *de facto guardian* in the interest of the minor or alleged interdict shall not be challenged if they redound to their benefit.



Education. Spanish Legislation and European Framework.

Index

- Origins of the right to compulsory education
- Conditions
- Compulsory education
- General measures
- Educational integration
- State tendencies
- Policing measures
- Disciplinary measures
- Declaration of neglect
- Attorney general's office
- Behavior at school





Origins Of The Right To Compulsory Education



- Compulsory education emerges during the Enlightenment
- It stems from the idea of public education, which would subsequently become compulsory.
- Each country has gone through its own process but there are some common threads:
 - Education of the citizens (universal suffrage)
 - Education of the work force (industrial revolution)
 - Equal opportunities (access to secondary education) and “human capital”
 - Education of the person (enjoyment of culture and acquisition of basic competences)



Conditions

“To institute free and compulsory primary education for all” “To take measures to promote regular attendance in schools and to reduce non-completion rates”

(article 28 UNCRC)

CONDITIONS

Availability

Accessibility

Without discrimination

Material

Economic

Acceptability

Adaptability



**A basic
human right,
essential to
the
realization of
other human
rights**



Compulsory Education

Involves The Achievement Of Objectives

NON-COMPLETION

- Minor (psycho-biological, behavioral, pedagogical)
- Environment (family, classmates)
- School Environment (requirements, materials, flexibility, motivation, relationship teacher/student)

ABSENTEEISM

“Unjustified absence during school hours”

Risk factors

Strategies proposed by public authorities:

- Prevention
- Integration
- Disciplinary measures



General Measures



Preventive

Information and public awareness campaigns

Devising general plans of action

Promotion of educational activities during holiday periods

Basic Measures For Control And Follow-up

Creation of the school census

Compulsory registration (follow-up)

Review of attendance and follow-up of absenteeism

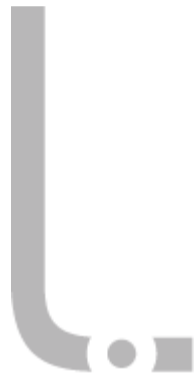
- When is absenteeism significant?
- Development of protocols and creation of local committees.



Educational Integration (I)

The equality principle

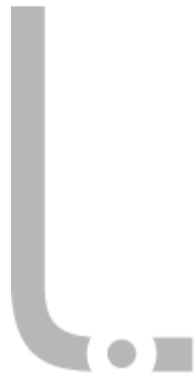
- Students with specific needs of educational support
 - Special educational needs (emerging problem: behavioral disorders)
 - High intellectual capacities
 - Late integration in the spanish system
- Remedial education



Educational Integration (II)

Rights and obligations of parents

- School objection
 - Home schooling
 - Objection to specific subjects or centers
- Parenting contracts



State Tendencies

Administrative measures

Economic sanctions

Policing measures

Disciplinary measures

System for the protection of minors

Judicial Measures

(civil, criminal, administrative)

Intervention of the Attorney General's Office



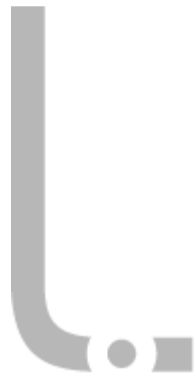
Policing Measures



- Historical roots in anti-vagrancy legislation
- Frequent international use
- Several types of formulae: *truancy sweeps*, transport back to the school or specific premises (UK)
- Organic Law 1/1996: Principle of immediate attention
- Act of July 23, 1903 on mendicity of minors (art. 5)
- Obligation to Provide Identification (Organic Law on Public Safety)
- Local Truancy Boards: Notification of parties, support services, wake-up call services...

Disciplinary Measures

- Article 6.4.d Organic Law 8/1985: “obligation to attend class on time”
- Differentiated regulations for MEC territory and Autonomous Communities
- Valencian Autonomous Community.- Council Decree 39/2008, April 4, on policies for publicly-funded non-university educational centers and on the rights and obligations of students, fathers, mothers, tutors, faculty and administrative personnel (article 24)
- Problems related to expulsion



Declaration Of Neglect

- Risk/Neglect
- Privation of basic moral or material assistance (contemplated in legislation in many Autonomous Communities)
- Non-punitive (non-compliance, impossible or inadequate exercise)
- Automatic tutorship/suspension of custody or tutorship
- Administrative resolution appealable before civil court



ATTORNEY GENERAL'S OFFICE

(ABSENTEEISM PROCEEDINGS)

PRE-TRIAL REPORTS (CRIMINAL PRE-TRIAL)

Focus on criminal prosecution

Limited to parents with inherent rights in criminal proceedings

PRE-TRIAL PROCEEDINGS

Criminal prosecution is one possible option

Principles of the interest of the minor/family of origin/economic means

Principles of action:

Compulsory and immediate attention

Investigation and Hearing

Objectivity and impartiality

Follow-up

Collaboration

Confidentiality

Behavior At School (I)

Article 6 of the Organic Law 8/1985, of July 3rd, regulating the Right to Education establishes that every student is entitled to “respect for his identity, personal dignity and integrity” and “protection against all forms of physical or moral aggression”. Likewise, students have the obligation to “participate and collaborate in achieving harmony and an appropriate study climate at school, to respect their classmates’ right to an education and the authority and indications of the faculty and comply with all school rules and regulations”.

Behavior At School (II)

ADMINISTRATIVE ACTIONS

Actions that improve school organization

Faculty training

Classroom activities

Specific programs to be applied to specific situations

IMPLEMENTATION OF THE CRIMINAL CODE

Applicable to minors between the ages of 14 and 18

Serious occurrences

Bullying and aggressions against faculty members are examples



Media and new technologies. Spanish Legislation

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- The right to information
- Film and video
- Television



The Right To Information



- Truthful, plural and respectful of Constitutional principles
- Obligations of parents, tutors, teachers and authorities
- Risks: harmful or illegal content.
 - Pornography
 - Racist messages
 - Violence
 - Sexism
 - Others

FILM AND VIDEO (I)

Act 55/2007, of December 28 on Film Rating by age groups

X-rated films

Pornographic

Glorification of violence

Serious infraction:

- **Distribution without rating**
- **Publicizing the rating**

Fines from 4.000€ up to 75.000 €

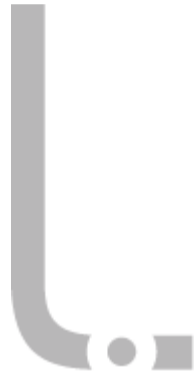


FILM AND VIDEO (II)

Valencian Community Act 12/2008, of July 3rd, 2008, on the Comprehensive Protection of Childhood and Adolescence in the Valencian Community

Serious Infraction: sale, rental, projection or broadcasting of videos with prohibited content to minors.





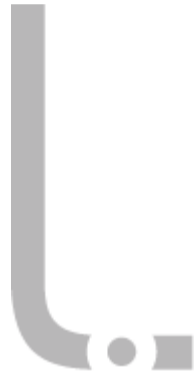
Media: Television (I)

Act 25/1994, of July 12

Publicity shall not contain images or messages that could be physically or morally damaging.

Telesales shall not incite minors to purchase or directly lease products or goods or to contract services

Fines from 300,000€ (serious) up to 600,000€ (very serious)



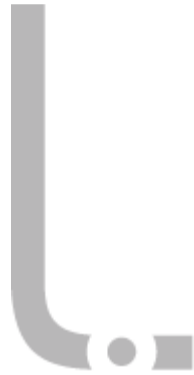
Media: Television (II)

Act 25/1994: Legal action of cessation

Other dispositions:

Royal Decree 1462/1999. Right of the user to be informed of the programs to be broadcast.

Royal Decree 410/2002. Standard Classification and Signaling Criteria for television programs.



Media: Television (III)

Self-regulation of the Networks

Protection rules for public television: Act 17/2006
(state) y Act 7/1984 (RTVV)

Protection of minors:

Valencian Law 12/2008 (content)

Organic Law 1/1996 (protection of honor, privacy and
public image).



Bulgarian legislation regarding the anti-legal deeds of juvenile and under age delinquents

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- Penalty Code
- Law for fight against the anti-legal deeds of juvenile and under age delinquents
- Penal Procedure Code
- Other acts: Law for the Ministry of Internal Affairs, Law for the State Agency “National security”, etc.



Penal Code (I)

- According to Art. 32, paragraph 1 of the Penalty Code a juvenile delinquent is a person under the age of 14. He/ she is not liable. But this does not mean that such person is unable to do an anti-legal deed. Regarding this delinquent a lot of measures can be executed in case he/she committed such deed.
- According to Art. 32, paragraph 2 of Penalty Code an under age delinquent is a person of age between 14 and 18. This person is liable if he/she was able to understand the meaning and sense of his/her deed and to manage his/her deeds. The under age delinquents, whose deed cannot be imposed as a guiltiness are going to be accommodated, under the Court decision, in special schools – boarding schools – or in any other appropriate school, if the circumstances enforce it.



Penal Code (II)

- An **under age person**, who committed a criminal deed due to **passion or frivolity** and if this deed **does not represent a great public danger**, the public prosecutor can take a decision not to form or to cease the pre-court procedure and the court may take a decision this person not to be given for judging or such person may not be convicted, if towards him measures, according to the Law for fight against the anti-legal deeds of the juvenile and under age delinquents, can be successfully executed. In such cases the court may impose measures alone, informing about them the regional commission for fight against anti-legal deeds of the juvenile and under age delinquents or sending to this commission the file for execution of these measures; when the prosecutor takes a decision not to form a pre-court procedure or to cease the already formed pre-court procedure, he/she sends the file to the commission for imposing an educational measure.



Penal Code (III)

- Only the penalties imprisonment, probation, public reprimand, deprivation for execution of certain professions or activities can be imposed on the under age delinquents.



Penal Code (IV)

According to Art. 63 the penalties foreseen for the under age delinquents in the differentiated part are substituted with significantly light penalties. With a view to the penalties, the legislator makes difference between the persons over the age of 16 and under this age. When the penalty is imprisonment and its execution is not reprieved, the under age person is exempted from the execution of the penalty and the court accommodates the person in a special school – boarding school, or determines any other measure, foreseen in the Law for fight against the anti-legal deeds of the juvenile and under age delinquents. According to prosecutor's proposal or according to the regional commission's proposal, the court may, even after enacting the penalty, to substitute the accommodation in a special school with any other educational measure. The Penalty Code allows the under age delinquent to be dispensed from the liability by the execution of the respective educational measure.



Penal Code (V)

- According to Art. 55, paragraph 1 in case of exceptional or multitudinous mitigating circumstances, when even the lightest penalty should be disproportionately heavy, the court substitutes the imprisonment, when the lowest limit for the under age persons is not foreseen, with probation or public reprobation.
- Under aged persons serve the term of imprisonment till reaching the age of 18 in a reformatory. In relation to the persons who are under 16, the probation measures corrective labor and free labor in favor of the society are not executed. In case of imposing severe measures for crimes, being dangerous recidivism according to Art. 29 of Penalty Code, the crimes, committed by under age delinquents, are not taken into consideration.

Law for fight against the anti-legal deeds of juvenile and under age delinquents (I)

- Art. 49a, paragraph 1 of the Additional provisions - an **anti-legal deed** is a deed which is dangerous for the society, which has illegal character or which contradicts to the ethics and moral.



Law for fight against the anti-legal deeds of juvenile and under age delinquents (II)



- Structure of the law
 - Bodies and institutions which execute the activity connected with preventing of and the fight against the anti-legal deed of the juvenile and under age delinquents
 - Measures connected with preventing of and fight against the anti-legal deed of juvenile and under age delinquents and the procedures of imposing these measures.

Bodies and institutions, provided for in the Law for fight against the anti-legal deeds of juvenile and underage delinquents (III)

- The Central commission for fight against the anti-legal deeds of juvenile and under age delinquents
- Regional commissions for fight against anti-legal deeds of the juvenile and under age delinquents
- Children's pedagogical departments
- Pedagogical boarding-schools /Public and Educational/
- Houses for temporary accommodation of juvenile and under age



Law for fight against the anti-legal deeds of juvenile and under age delinquents (IV)

Measures provided for in the Law

- a warning notice
- an obligation for offering an apology
- an obligation for participation in consultations, educational programs for overcoming the aberrations in the behavior;
- setting the parents or the persons who substitute them under educational surveillance with the obligation for realizing consolidated cares;
- setting under educational surveillance of a public supervisor;
- a prohibition for the juvenile to visit certain places;
- a prohibition for the juvenile to meet and to establish contacts with certain persons;
- a prohibition for the juvenile to leave his present address;
- an obligation for the juvenile to eliminate the damages he had caused if this is not beyond his possibilities;
- an obligation for the juvenile to realize a certain work in favor of the society;
- an accommodation in public-pedagogical boarding-school;
- a notice for accommodation in an educational boarding-school with test period of 6 months;
- an accommodation in an educational boarding-school.



Penal Procedure Code



Measures:

- Supervision by the parents or trustee and by the administration of the educational institution in which the under age delinquent is accommodated
- Supervision by the inspector from the children pedagogical department or by a member of the regional commission for fight against the anti-legal deeds of the juvenile and under age delinquents
- The measure “take under escort” can be implemented in exceptional cases as the under age delinquents are accommodated in appropriate institutions separately from the adults and his parents and the director of the school if the delinquent is a student are immediately informed about.

Other acts

- A range of special laws - for example the Law for the Ministry of Internal Affairs and the Law for the State Agency “National security” - regulate the special rules for realization of the rights of different state bodies for reaction against the anti-legal deeds of juvenile and under age delinquents.



Danish legislation regarding minors

The social authorities responsible for many key tasks in relation to children and adolescents who commit crime, with criminal behaviour in children and adolescents as the starting point is assumed to be expressed or symptom of other problems, including severe social or developmental problems.

Crime among young people has changed – the crime committed is getting more serious. The fight against juvenile delinquency must therefore be intensified and for the Danish government an early intervention is a key factor.

Young people who have received a youth sanction must be helped to get back on track and leave the criminal path behind and return to a more conventional life. This may be achieved by strengthening the contents of the youth sanction, which consists of three phases:

- Secure unit
- Open institution or residential facility
- Outpatient services, and by ensuring that young people enrol in education programmes or find work.

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- Administrative Law
- Penal Code
- Education Law
- Social Service Law
- Best Practice
- Initiatives in Vejle Municipality

Administrative Law

The Administrative Law (Paragraph 28, 1) binds to secrecy anyone who works within the social authorities, i.e., they may not give information on their clients. However, the cooperation among the SSP (school, social authorities and police) allows these actors to deviate from this paragraph, provided for by the Judicial Code, Paragraph 115 that states that the police or a social authority can pass on information about a private person for the purpose of preventing violence or other kinds of crime.

The penal code

- The age of criminal responsibility in Denmark is 15 years old. According to the Penal Code (*Straffelov*) paragraph 15, children below 15 years old cannot be sentenced; instead, they can get punished according to Social Service Law.
- Prior to 1997, parents were allowed to hit their children. Hitting was considered to be a tool in raising one's child. However, this method had been forbidden by law since 1997.



Education Law

The Law on Primary School (*folkeskoleloven*), paragraph 32 provides for compulsory basic education for – either in school or home-schooled. Paragraph 1 requires public schools to cooperate with parents, so that together, they can provide pupils skills and knowledge that will prepare them for further education. The school is obliged to teach pupils about Danish culture, history, understanding of other countries and cultures, understanding nature and help the individual to develop. Furthermore, the pupils have to learn about rights, obligations, freedom, responsibility, equal rights and democracy.



Social Service Law

(*Lov om social service*). This law is used by the social authorities in general to handle issues with children and families that have social issues. Paragraph 1 state that every child and parent has the right to receive advice to prevent social problems. This law provides solution for financial, social and private problems for children and parents and suggestions for preventing further social problems.



Best Practice (I)



Samarbejde bland sociale myndigheder og politi (SSP)

- SSP, *Cooperation between social services units and the police*. SSP is mandated by law to ensure the welfare of, and protect children and youth. SSP works with teachers in primary and secondary schools, the police, parents, and has a 24-hour hotline service for children and youth.
- Each municipality in Denmark has an SSP unit. Its purpose is to create a local network among persons who have daily contact with children, to be able to detect tendencies and danger signals towards crime and addictions as soon as possible, so these can be prevented.



Best Practice (II)



Samarbejde bland sociale myndigheder og politi (SSP)

SSP-Vejle aims to create a culture wherein children show respect and tolerance to others, and show concern for one another. SSP endeavours to meet the children with a positive approach and dialogue to create good relations. Researches show that campaigns have the opposite effect of prevention. Therefore, SSP uses dialogue, good relations between child and social authorities and their presence in the locality as a strategy to prevent the commission of crimes among youth.

Aside from social authorities at schools, the SSP works with caregivers at youth leisure clubs and the police, their own SSP-consultants and fieldworkers. When a conflicted child is detected, both the professionals and the parents are involved so they can work together in addressing the problem at hand.



Initiatives in Vejle Municipality (I)

Aside from the initiatives of the SSP, the Municipality of Vejle implements other initiatives that are specifically directed towards children and youth, especially those who belong to the socially at-risk group. Many of these initiatives are interdisciplinary in nature, to provide the best results for the target groups. Parents are involved and informed on initiatives in recognition of their responsibility and right as parents.

Below are some of the municipality's initiatives for children and youth:

Initiatives in Vejle Municipality (II)

Børnenetværket (**The Children's Network**) – This is a network for children who have difficulties in school: completing their school work and behavioural and concentration difficulties. Both children and parents are offered assistance to address this problem.

Familie konsulenterne (Family Consultants) – help to solve problems between children and parents or the children's well being at school.

Initiatives in Vejle Municipality (III)

Jobklassen (Training for Work) - This initiative helps children and youth that have not completed the primary school according to the compulsory education law. These children receive extra support and more practically oriented help to become independent.

Klar til born (Ready to have a Child) - This initiative provides advice and endeavours to prepare teenagers who are expecting their first child for parenthood. They are taught about the needs and behaviour of an infant/baby, how to respond appropriately to these, and where to seek for assistance within the municipality and from family.



Initiatives in Vejle Municipality (IV)

Pædagogisk Psykologisk Rådgivning (PPR, pedagogical and psychological counselling). This initiative is directed to children with special needs. 'Plans of action' are created for every child through primary school and other children who have behavioural difficulties.

Lektie café (Homework Café) – Vejle Municipality provides a common meeting area for pupils and volunteers: a *café* is a place where Danish volunteers come help children do their homework after school. Most of the pupils have migrant background, and thus normally need help in Danish grammar, culture and history. Aside from these subjects, pupils can also get help in other subjects such as mathematics and sciences.



Initiatives in Vejle Municipality (VI)

These initiatives are aimed at helping young people and parents who are grappling with different kinds of social problems. It is generally believed that many social problems are passed on from generation to generation; most social problems are related to or influenced by other social problems: For example, children with behavioural problems would probably have grown up with drug addicts/alcoholic parents, or in homes that have problem with the same issues and other crimes like violence, vandalism etc.



Initiatives in Vejle Municipality (VII)

Vejle Municipality is implementing these initiatives to break the cycle of violence / social issues, to them from passing this on from one generation to the next. They are designed to help young people to themselves and their competence through different kinds of activities, while keeping them away from destructive behaviour.



Minor law in Italia (Latina)

Index

- The real problem
- Italian legislation
- Italian criminal code
- Treatment reserved to minor
- Italian minor court law
- Treatment for minor between fourteen and eighteen

The Real Problem

- According to a sort of common agreement, all European legal systems discipline minority as a reason of inability to receive any penalty. The real problem is **to set the age limit from which the penal liability is presumed in the person for being punished**



Italian Legislation



- PENAL RESPONSABILITY



Capacity Of Intending And Contracting,
Implyng Some Degree Of Physical And Psycological
Developement In The Person

Italian Criminal Code

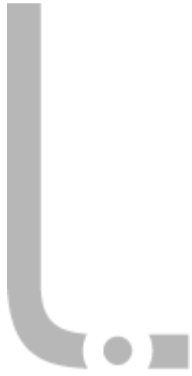
- Article 97: **Minor of fourteen years old**: he hasn't ever any capability to be punished
- Article 98: **Minor of eighteen years old**: the Judge needs an expert's report to establish the possible minor's penal responsibility

Treatment Reserved To Minor

- Minor that hasn't any capability to be punished is discharged, because he cannot receive any penalty.
- Minor of fourteen who has committed a crime and has been valued perilous could be sent into a judicial reformatory.

Italian Minor Court Law

- According to article 26 of Minor Court Law, minor considered not capability could be also entrusted to Social Services or be sent into a “Rieducational Institute”



Treatment for minor between fourteen and eighteen

Minor between fourteen and eighteen years old could be valued capability to be punished. In this case he benefits from a reduction of penalty and some other facilities, in accordance with article 98 of Italian Criminal Code



European legislation.

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- The family
International covenant on civil and political rights (1966)
- Education
- Medias and new technologies
 - Videogames
 - Internet
 - Television

The Family

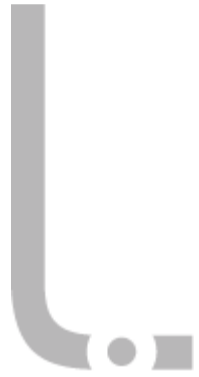
- **INTERNATIONAL COVENANT ON CIVIL AND POLITICAL RIGHTS (1966)**

The family is the natural and fundamental group unit of society and is entitled to protection by society and the State

European Framework (I)



- Its duration varies between 9 and 13 years
- European Union policy has gone through different stages. At present it focuses on three elements: the creation of local learning centers, the promotion of the acquisition of new basic competences and a greater transparency as regards qualifications.
- Work program for 2010 (Barcelona European Council 2002): improved quality, facilitation of universal access and opening up to the wider world.



European Framework (II)



- Non-completion rates still high
- Scant presence of women in scientific and technological specialties
- Need to complete secondary education
- Close to 20% of students do not acquire the key competences
- Danger of shortage of teachers and qualified educators

Medias and new technologies (I)

VIDEOGAMES (I)

- 1971: Electronic Ping-Pong
- 1975: First Domestic Gaming System (ATARI)
- 1985: Rapid growth of the Japanese Industry (NINTENDO)
- The 1990's: Joining the European Market.
- Multiple Contents: action, adventure, strategy, puzzles, role-playing games, simulations...
- Pedagogical appeal

Medias and new technologies (II)

VIDEOGAMES (II)

- Control of time
- Parental supervision
- Labels and instructions
- Harmful or illegal content:
 - Recommendation nº R(92) 19 of the Ministerial Committee to member-States on videogames with racist content, dated October 19th, 1992
 - Self-regulation: *Pan European Game Information* (PEGI)
 - Inclusion of criminal content (i.e. 510 CP)
 - Ban on distribution and installation in video arcades



Medias and new technologies (III)



Internet (I)



HISTORY

Cold war: military origin and university development

The 1990's.
Development of the World Wide Web

Great social demand



Medias and new technologies (IV)



Internet (II)



Decision 1351/2008/CE (European Parliament and Council) (“a safer use of internet”)

Sensitize

Fight against illegal content and harmful conduct online

Security

Base of Knowledge



Medias and new technologies (V)



Internet (III)



European Agreements
<i>Council of Europe's Convention on Cybercrime (2001)</i>
<i>Council of Europe's Convention on the Protection of Children Against Exploitation and Sexual Abuse</i>
Not ratified by Spain



Medias and new technologies (VI)



Internet (IV)



New forms of delinquency

“Grooming” (direct contact with the pedophiles)

“Cyber-bullying” (Harassment)

Contents (racist, xenophobic, anorexia, inducing suicide...)



Medias and new technologies (VII)



Internet (IV)



Recommendations

- Technical Solutions
- Offices for formal complaints
- Quality Tags
- Filtering of Contents
- Collaboration with the registries of domain names
- Descriptive Symbols
- Legislative Reform



Medias and new technologies (VIII)



TELEVISION

European Convention on Cross-border Television (1989)

All items of programme services which are likely to impair the physical, mental or moral development of children and adolescents shall not be scheduled when, because of the time of transmission and reception, they are likely to watch them.

<http://www.dip-alicante.es/iter/>

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