

2.7 Legal Knowledge and Procedural Understanding

LEARNING OUTCOMES	<p>By the end of this module, learners will be able to:</p> <ol style="list-style-type: none">1. Identify key legal principles regarding the notion of the emerging adulthood, the international and constitutional protection of inmates' rights, the legal position of the emerging adults in the correctional system, the legal (substantial and procedural) aspects of the work with the emerging adults in the correctional systems, as well as the relevant case studies.2. Apply legal knowledge to guarantee the fair and legal treatment of the inmates as well as to achieve their rehabilitation and resocialization.3. Implement legal regulation (international acts, constitutional provisions, laws, other legal acts as well as the case study) in the work with the emerging adults in the correctional system to achieve guarantee of their human rights as well as their meaningful and efficient treatment.4. Develop legal knowledge on the issues regarding legal position of the emerging adults in the correctional system, the legal acts which regulate their position, the institutions for the implementation of the legal acts, the procedures on the work with the emerging adults, as well as the consciousness on the importance, implementation and improvement of the legal framework which regulates the position of the emerging adults in the correctional system.5. Analyze the strengths and weaknesses of the legal provisions on the position and work with the emerging adults in the correctional system from the comparative law, positive law, and sociological aspects.6. Evaluate the case studies and practices based on the legal acts and understand the influences of the latter on the former.		
LEARNING ACTIVITIES	Activity 1: Introduction	Preliminary test for learners	30 minutes

Activity 2: Understanding the Importance of the Legal Framework	<p><i>Introduction to the basic legal principles and legal notions.</i></p> <p><i>Introduction to the notion of the legal system and its relationship to other social subsystems.</i></p> <p><i>The place of the correctional system in the legal system.</i></p>	<i>90 minutes</i>
Activity 3: International Legal Framework for Protection of Human Rights of Children, Young Adults, and Prisoners	<p><i>Analysis of the international legal acts (covenants, protocols, etc.) providing for the protection of human rights of all humans, particularly of children, and inmates (UN Basic Principles for the Treatment of Prisoners, European Convention on Human Rights, European Convention for the Prevention of Torture and Inhuman or Degrading Treatment or Punishment, European Convention for the Prevention of Torture and Inhuman or Degrading Treatment or Punishment, European prison Rules, etc.).</i></p>	<i>120 minutes</i>
Activity 4: National Legal Framework for Protection of Human Rights of Children, Young Adults, and Prisoners	<p><i>Definition of the emerging adulthood.</i></p> <p><i>Criminal responsibility of children, and emerging adults. Legal status of the emerging adults.</i></p> <p><i>Analysis of the constitutional foundations of the protection of human rights with</i></p>	<i>120 minutes</i>

		<p><i>particular emphasis on the protection on the right to freedom in the comparative and positive legal perspectives.</i></p> <p><i>The analysis of the laws which regulate the legal position of the emerging adult inmates, their rights, the procedure for the protection of their rights, and the legal provisions regulating the work with the emerging adult inmates, in comparative and positive law perspective.</i></p>	
	<p>Activity 5: Institutional Framework of the Correctional System</p>	<p><i>Learning about the system of the correctional institutions: their place and role in the legal system, their competencies, organization, and mutual relationship, in comparative and positive law perspectives.</i></p> <p><i>Students listen to the employees and the officers of the correctional system institutions.</i></p>	<p><i>120 minutes</i></p>
	<p>Activity 6: Role of the Judicial Institutions in the Emerging Adults Sentencing</p>	<p><i>The overview of the network of the judicial institutions involved in the emerging adults sentencing, in comparative and positive law perspectives.</i></p> <p><i>The analysis of the organization and</i></p>	<p><i>120 minutes</i></p>

Activity 7: Simulation of a criminal case against an emerging adult	<p><i>competencies of the courts and prosecutors' offices.</i></p> <p><i>Students listen to a judges and a prosecutor dealing with the emerging adult criminal cases.</i></p> <p><i>Quiz with 20 questions about the issues covered during the first five activities.</i></p> <p><i>Simulation of a trial in a fictional criminal case in which the perpetrator of the crime is an emerging adult.</i></p> <p><i>The aim of the simulation is to familiarize students of psychology, pedagogy and social work with the basic rules of criminal procedure, and for law and security students to master practical skills for the application of the Criminal Procedure Code in cases where the accused is an emerging adult.</i></p> <p><i>Students play the roles of judge, public prosecutors, injured parties (victims), lawyers for the accused, accused, witnesses and experts (depending on the needs of the hypothetical case).</i></p> <p><i>The phases of a criminal procedure will be also presented in a schematic way.</i></p>	120 minutes
--	--	-------------

Activity 8: National Legal Framework for Inter-Agency Cooperation	<p><i>An overview of the national legal framework for inter-agency cooperation.</i></p> <p><i>Familiarizing students with laws, bylaws and agreements on inter-agency cooperation.</i></p> <p><i>Raising awareness of the need to build a legal framework for inter-agency cooperation.</i></p> <p><i>Simulation of data exchange and communication between prison units and law enforcement agencies (police, border police, security agencies, social welfare centers).</i></p>	<i>90 minutes</i>
Activity 9: National Legal Framework for Prisoner Case Management (CMS)	<p><i>A review of the National Legal Framework for Prisoner Case Management (CMS).</i></p> <p><i>Introducing students to laws, bylaws, and protocols for managing a prisoner case (CMS).</i></p> <p><i>Simulation of risk and needs assessment and development of an individual treatment program.</i></p>	<i>90 minutes</i>
Activity 10: National legal framework for the protection of classified information and for the	<p><i>Reviewing the national legal framework for the protection of classified information and for the protection of personal data.</i></p> <p><i>Introducing students to laws, bylaws and protocols for the security of classified</i></p>	<i>120 minutes</i>

	<p>protection of personal data</p>	<p><i>information, access to classified information, classification of classified information, exchange of classified information.</i></p> <p><i>Introducing students to laws, bylaws and protocols governing the concept of personal data, and their processing, the purpose of processing, the transfer of data abroad, data security, and other issues in this area.</i></p>	
<p>Activity 11: Serving a prison sentence and treatment</p>		<p><i>Analysis of the rights and duties of employees and prisoners in penitentiary institutions in terms of: 1) The work of educators with prisoners; 2) Cooperation and exchange of data between prison services; 3) Creating an individual treatment plan for prisoners; 4) Education and work engagement of prisoners; 5) Preparation of purposeful activities of prisoners and development of special treatment programs, 6) Health care of prisoners, 7) System of complaints.</i></p> <p><i>Visit of the students to a prison.</i></p> <p><i>Students listen to the employees and the officers of the correctional system institutions.</i></p>	<p>120 minutes</p>

	<p>Activity 12: Pre-release program</p> <p><i>Analysis of procedures for the development and implementation of the Pre-release program.</i></p> <p><i>The Pre-release program, as a continuation of the implementation of treatment during the execution of the prison sentence, through support and resources, should provide a framework for the final training to face the challenges after leaving prison.</i></p> <p><i>The main goal of the program is to reduce the possibility of recidivism and prepare the prisoner for inclusion in the community after serving a prison sentence.</i></p> <p><i>Students listen to the employees and the officers of the correctional system institutions.</i></p>	<p>120 minutes</p>
	<p>Activity 13: Post-penal treatment</p> <p><i>Analysis of the national legal framework and procedures for the implementation of Post-penal treatment.</i></p> <p><i>Protocols on cooperation between law enforcement agencies (police, border police, security agencies, social welfare centers), institutions for the execution of criminal sanctions, local communities, educational</i></p>	<p>90 minutes</p>

		<p><i>institutions, employers, religious communities and families of prisoners.</i></p>	
	<p>Activity 14: Development of the Draft Agreement on Inter-Agency Cooperation in the Treatment of Prisoners and the Draft Agreement on Multisectoral Cooperation in Post-Penal Treatment</p>	<p>Participants design a Draft Agreement on Inter-Agency Cooperation in the Treatment of Prisoners.</p> <p>Participants design a Draft Agreement on Multisectoral Cooperation in Post-Penal Treatment.</p>	<p>90 minutes</p>
	<p>Activity 15: Final Questionnaire</p>	<p>Participants will answer 20 multiple-choice questions on basic legal issues related to prisoners' rights during the execution of criminal penalties.</p> <p>Participants will evaluate the quality of the course and evaluate their progress in knowledge, skills and competencies.</p>	<p>60 minutes</p>
	<p>Activity 1: Introduction</p> <p>Preliminary test for learners</p> <p>❖ Description: On the beginning of this course, learners will do the preliminary test to find out their legal knowledge and procedural understanding before this course.</p> <p>❖ Instructor's Actions:</p> <ul style="list-style-type: none"> • Give preliminary test <p>❖ Learners' Actions:</p>		

- *Do the preliminary test*

Activity 2: Understanding the Importance of the Legal Framework

 **Description:** A lecture-based introduction to the basic legal principles and legal notions. Introduction to the notion of the legal system and its relationship to other social subsystems as well as to the place of the correctional system in the legal system. Learners get knowledge on the basic legal principles and the place of the correctional system in the legal system.

 **Instructor's Actions:**

- *Present key legal principles and notions.*
- *Explain the mutual relationship between legal system and other social subsystems as well as of the latter and the correctional system.*

 **Learners' Actions:**

- *Engage in discussions about key legal principles and notions.*
- *Ask questions.*

 **Connections:**

- **Learning Outcomes:** LO1 (Identifying key legal principles and notions)
- **Educational Content:** Core PDFs & PPTs
- **Assessment:** Participation in discussions

Activity 3: International Legal Framework for Protection of Human Rights of Children, Young Adults, and Prisoners

 **Description:** Learners listen to the theoretical lecture on the international legal framework for protection of human rights and then together with the lecturer analyze the international legal acts.

 **Instructor's Actions:**

- *Present the selected international legal acts.*
- *Provide the listeners with the relevant international legal acts.*
- *Ask the questions and facilitate discussion on the relevant international legal acts.*

 **Learners' Actions:**

- Engage in discussion on the international legal acts.
- Participate in the analysis of the relevant international acts.
- Ask questions.

 **Connections:**

- **Learning Outcomes:** LO1 (Identify key principles and notions regarding the international protection of inmates' rights, the legal position of the emerging adults in the correctional system), LO4 (Develop legal knowledge on the international legal acts which regulate the emerging adults inmates position)
- **Educational Content:** International Covenants, PDF texts.
- **Assessment:** Participation in discussion and ability to analyze the legal acts.

Activity 4: National Legal Framework for Protection of Human Rights of Children, Young Adults, and Prisoners

 **Description:** Learners listen to the theoretical lectures on the definition of the emerging adulthood, the criminal responsibility of children, and emerging adults, and the legal status of the emerging adults. Lecturer then makes an analysis of the constitutional foundations of the protection of human rights with particular emphasis on the protection on the right to freedom in the comparative and positive legal perspectives, as well as the analysis of the laws which regulate the legal position of the emerging adult inmates, their rights, the procedure for the protection of their rights, and the legal provisions regulating the work with the emerging adult inmates, in comparative and positive law perspective. The analysis includes the discussion with the learners on the content of the legal acts.

 **Instructor's Actions:**

- Present the selected national legal acts.
- Provide the listeners with the relevant national legal acts.
- Ask the questions and facilitate discussion on the relevant national legal acts.

- *Facilitate the analysis of the relevant national legal acts by the listeners.*

 **Learners' Actions:**

- *Engage in discussion on the national legal acts.*
- *Participate in the analysis of the relevant national legal acts.*
- *Ask questions.*
- *Receive and reflect on feedback.*

 **Connections:**

- **Learning Outcomes:** LO1 (*Identify key principles and notions regarding the national legal protection of inmates' rights, the legal position of the emerging adults in the correctional system*), LO4 (*Develop legal knowledge on the national legal acts which regulate the emerging adults inmates position*)
- **Educational Content:** National legal acts, PDF texts.
- **Assessment:** Discussion and answer to questions.

Activity 5: Institutional Framework of the Correctional System

 **Description:** Theoretical-based and discussion-based learning on how the correctional system is structured and legally prescribed, how it functions and what its role in the institutional system is.

 **Instructor's Actions:**

- *Present the legal framework of the correctional system in the comparative and positive law perspectives.*
- *Discuss with learners on their previous idea on the correctional system, and during the lecture on their attitude toward the legal framework on the correctional system.*
- *Organize the attendance of the representatives of the correctional system institutions to the classes.*
- *Discussion of learners with the correctional system officers and employees on the work of their respective institutions and their experiences.*

 **Learners' Actions:**

- *Compare and analyse the national legal frameworks.*
- *Discuss with the employees and the officers of the correctional system institutions about the legal framework of these institutions' existence and functioning.*

 **Connections:**

- **Learning Outcomes:** LO1 (Identify key principles on the correctional system), LO4 (Develop legal knowledge on the correctional system institutional framework), and LO5 (Analyze the strengths and the weaknesses of the legal provisions on the institutional framework of the correctional system)
- **Educational Content:** Legal acts on the correctional system institutions, Internal legal acts of the correctional system institutions, PDF texts.
- **Assessment:** Class discussion.

Activity 6: *Role of the Judicial Institutions in the Emerging Adults Sentencing*

 **Description:** *The overview of the network of the judicial institutions involved in the emerging adults sentencing, in comparative and positive law perspectives. The analysis of the organization and competencies of the courts and prosecutors' offices. Students listen to a judges and a prosecutor dealing with the emerging adult criminal cases.*

 **Instructor's Actions:**

- *Explain the legal position of the judicial institutions in emerging adults sentencing.*
- *Moderate debate with the representatives of the judicial institutions.*
- *Give a quiz.*

 **Learners' Actions:**

- *Participate in the debate on the judicial institutions role.*
- *Ask the judicial institutions' representative on their practices and experiences.*

- Take a quiz

 **Connections:**

- **Learning Outcomes:** LO1, LO4, and LO5 (Analyzing ethical/legal issues)
- **Educational Content:** Legal acts regulating the role of the judicial institutions, PDF texts.
- **Assessment:** Argument strength in debate, meaningfulness of questions, participation in debate.

Activity 7 *Simulation of a criminal case against an emerging adult*

 **Description:** Learners simulate court proceedings in a criminal case in which the accused is an emerging adult, acting as a prosecutor, judge, lawyer, accused, victim, expert, witness.

 **Instructor's Actions:**

- Students should be provided with the National Criminal Procedure Code
- Provide different criminal cases from the case law in which the perpetrator is a person from the ranks of emerging adults.
- Observe interactions and guide learners in the proper conduct of proceedings and the adoption of an appropriate court decision.

 **Learners' Actions:**

- Participate in a simulated trial in a variety of roles.
- Rotate roles to experience different perspectives.

 **Connections:**

- **Learning Outcomes:** LO2 (Apply legal knowledge to guarantee the fair and legal treatment), LO3 (Implement legal regulation), LO4 (Develop legal knowledge on the issues regarding legal position of the emerging adults), and LO6 (Evaluate the case studies and practices based on the legal acts and understand the influences)
- **Educational Content:** National Legal Act on Criminal Procedure, Instructions on Simulation of Criminal Procedure, Fictional Criminal Case

- **Assessment:** Performance in simulations and feedback discussions

Activity 8: National Legal Framework for Inter-Agency Cooperation

 **Description:** The lecturer lectures on the national legal framework for inter-agency cooperation, and introduces students to the basic provisions of laws, bylaws and agreements on inter-agency cooperation. The lecturer points out the importance of building a legal framework for inter-agency cooperation. At the end of the lecture, the lecturer gives students examples of forms for data exchange and communication between prison units and law enforcement agencies (police, border police, security agencies, social welfare centers) that they fill out. After that, students participate in the discussion and point out the possibilities for improving the legal framework for interagency cooperation.

 **Instructor's Actions:**

- Present the selected national legal acts.
- Provide the listeners with the examples of forms for data exchange and communication between prison units and law enforcement agencies
- Provide the listeners with the relevant national legal acts.
- Ask the questions and facilitate discussion on the relevant national legal acts.
- Organize discussion between the listeners and the representative of the institutions.

 **Learners' Actions:**

- Engage in discussion on the national legal acts.
- Participate in the analysis of the relevant national acts.
- Fill out the forms for data exchange and communication between prison units and law enforcement agencies

 **Connections:**

- **Learning Outcomes:** LO1 (Identify key principles), LO4 (Develop legal knowledge), LO5 (Analyze the strengths and weaknesses of the legal provisions), and LO6 (Evaluate the case studies and practices)

- **Educational Content:** National legal acts, PDF texts, Examples of forms for data exchange and communication between prison units and law enforcement agencies.
- **Assessment:** Participation in discussion and ability to analyze the legal acts.

Activity 9: National Legal Framework for Prisoner Case Management (CMS)

 **Description:** The lecturer lectures students on the National Legal Framework for Prisoner Case Management (CMS). It introduces students to the basic provisions of the law, bylaws, and protocols for prisoner case management (CMS). The lecturer points to the fact that the quality of input parameters and information depends on the initial assessment of risks and needs for each prisoner, as well as the determination of an individual treatment program during the execution of a criminal sentence. At the end of the lecture, the lecturer gives students a practical example with forms that they need to fill out in order to assess risks and needs and create an individual treatment program for an emerging adult prisoner.

 **Instructor's Actions:**

- Present the selected national legal acts.
- Provide the listeners with the example with forms that they need to fill out in order to assess risks and needs and create an individual treatment program for an emerging adult prisoner
- Provide the listeners with the relevant national legal acts.
- Ask the questions and facilitate discussion on the relevant national legal acts.

 **Learners' Actions:**

- Engage in discussion on the national legal acts.
- Participate in the analysis of the relevant national acts.
- Fill in the prisoner's risk and needs assessment forms.
- Create an individual treatment program for an emerging adult prisoner

 **Connections:**

- **Learning Outcomes:** LO1 (Identify key principles), LO4 (Develop legal knowledge), LO5 (Analyze the strengths and weaknesses of the legal provisions), and LO6 (Evaluate the case studies and practices)
- **Educational Content:** National legal acts, PDF texts, Examples of prisoner risk and needs assessment forms. Examples of forms for the creation of an Individual Program for the Treatment of Prisoners.
- **Assessment:** Participation in discussion and ability to analyze the legal acts

Activity 10: National legal framework for the protection of classified information and for the protection of personal data

 **Description:** The lecturer teaches students on national legal acts for the protection of classified information and for the protection of personal data. He/she introduces students to the basic provisions of laws, bylaws and protocols for the security of classified information, access to classified information, classification of classified information and exchange of classified information. Also, he/she introduces students to the basic provisions of laws, bylaws and protocols governing the processing of personal data, the transfer of data abroad and the security of personal data.

 **Instructor's Actions:**

- Present the selected national legal acts.
- Provide the listeners with the relevant national legal acts.
- Ask the questions and facilitate discussion on the relevant national legal acts.
- Facilitate the analysis of the relevant national legal acts by the listeners.

 **Learners' Actions:**

- Engage in discussion on the national legal acts.
- Participate in the analysis of the relevant national legal acts.
- Receive and reflect on feedback.

 **Connections:**

- **Learning Outcomes:** LO1 (Identify key principles), and LO4 (Develop legal knowledge on the national legal acts)
- **Educational Content:** National legal acts, PDF texts.
- **Assessment:** Discussion and answer to questions

Activity 11: Serving a prison sentence and treatment

 **Description:** The lecturer gives lectures on the basic provisions of laws and bylaws that regulate: 1) The work of educators with prisoners; 2) Cooperation and exchange of information between different services in prison; 3) Development and adjustment of an individual treatment plan for prisoners; 4) Education and work engagement of prisoners; 5) Preparation of purposeful activities of prisoners and development of special treatment programs, 6) Health care of prisoners, 7) System of complaints.

 **Instructor's Actions:**

- Present the selected national legal acts.
- Provide the listeners with the relevant national legal acts.
- Ask the questions and facilitate discussion on the relevant national legal acts.
- Facilitate the analysis of the relevant national legal acts by the listeners.
- Organize a visit of the students to a prison.
- Discussion of learners with the correctional system officers and employees on the work of their respective institutions and their experiences.

 **Learners' Actions:**

- Engage in discussion on the national legal acts.
- Participate in the analysis of the relevant national legal acts.
- Discuss with the employees and the officers of the correctional system institutions.
- Receive and reflect on feedback.

 **Connections:**

- **Learning Outcomes:** LO1 (Identify key principles and notions regarding the national legal protection of inmates'

rights, the legal position of the emerging adults in the correctional system), LO4 (Develop legal knowledge on the national legal acts which regulate the emerging adults inmates position)

- **Educational Content:** National legal acts, PDF texts.
- **Assessment:** Discussion and answer to questions

Activity 12: Pre-release program

 **Description:** The lecturer explains to the students the procedure for creating and implementing the pre-trial program. He/she points out to them the importance of a pre-release program that should provide a framework for training prisoners to face challenges after leaving prison, in order to reduce the possibility of recidivism.

 **Instructor's Actions:**

- Present the procedure for the development of the Pre-release program.
- Provide the listeners with the relevant national legal acts.
- Ask the questions and facilitate discussion about the procedure for the development of the Pre-Release Program and its importance.
- Discussion of learners with the correctional system officers and employees on the work of their respective institutions and their experiences.

 **Learners' Actions:**

- Engage in discussion on the procedure for the development of the Pre-Release Program and its importance.
- Participate in the analysis of the about the procedure for the development of the Pre-Release Program and its importance.
- Discuss with the employees and the officers of the correctional system institutions
- Receive and reflect on feedback.

 **Connections:**

- **Learning Outcomes:** LO1 (Identify key principles), LO4 (Develop legal knowledge), LO5 (Analyze the strengths and

weaknesses of the legal provisions), and LO6 (Evaluate the case studies and practices)

- **Educational Content:** National legal acts, PDF texts.
- **Assessment:** Discussion and answer to questions

Activity 13: Post-penal treatment

 **Description:** Explaining the importance of Post-penal treatment and the possibilities for its improvement through the cooperation of law enforcement agencies (police, border police, security agencies, social welfare centers), institutions for the execution of criminal sanctions, local community, educational institutions, employers, religious communities and families of prisoners.

 **Instructor's Actions:**

- Present the procedure for the development of the Program of the Post-penal treatment.
- Provide the listeners with the relevant national legal acts.
- Ask the questions and facilitate discussion about the procedure for the development of the Program of the Post-penal treatment and its importance.

 **Learners' Actions:**

- Participate in the analysis of the procedure for the development of the Program of the Post-penal treatment and its importance.
- Receive and reflect on feedback.

 **Connections:**

- **Learning Outcomes:** LO1 (Identify key principles), LO4 (Develop legal knowledge), LO5 (Analyze the strengths and weaknesses of the legal provisions), and LO6 (Evaluate the case studies and practices)
- **Educational Content:** National legal acts, PDF texts.
- **Assessment:** Discussion and answer to questions

Activity 14: Development of the Draft Agreement on Inter-Agency Cooperation in the Treatment of Prisoners and the Draft Agreement on Multisectoral Cooperation in Post-Penal Treatment

 **Description:** Learners write the Draft Agreement on Inter-Agency Cooperation in the Treatment of Prisoners and the Draft Agreement on Multisectoral Cooperation in Post-Penal Treatment.

 **Instructor's Actions:**

- Provide listeners with relevant national legislation and examples of cooperation agreements.
- Ask questions and lead a discussion about the procedure for drafting the Cooperation Agreement.
- Invite groups to formally present their final Draft Agreement on Inter-Agency Cooperation in the Treatment of Prisoners and the Draft Agreement on Multisectoral Cooperation in Post-Penal Treatment.
- Provide feedback focusing on feasibility, clarity, and alignment with legislation

 **Learners' Actions:**

- Participates in the drafting of the Draft Agreement on Inter-Agency Cooperation in the Treatment of Prisoners and the Draft Agreement on Multisectoral Cooperation in Post-Penal Treatment.
- Present their finalized Draft Agreement on Inter-Agency Cooperation in the Treatment of Prisoners and the Draft Agreement on Multisectoral Cooperation in Post-Penal Treatment.
- Engage in Q&A with peers and instructor.
- Receive and reflect on feedback.

 **Connections:**

- **Learning Outcomes:** LO1 (Identify key principles), LO4 (Develop legal knowledge), LO5 (Analyze the strengths and weaknesses of the legal provisions), and LO6 (Evaluate the case studies and practices)
- **Educational Content:** National legal acts, Examples of cooperation agreements.
- **Assessment:** Discussion and answer to questions

Activity 15: Final Questionnaire

 **Description:** Learners answer 20 multiple-choice questions on basic legal issues related to prisoners' rights during the execution of criminal penalties. Learners answer the questions on the quality of the course. Learners fill out a self-rating checklist to evaluate their progress.

 **Instructor's Actions:**

- Prepare and ask students in the form of a questionnaire 20 multiple-choice questions on basic legal issues related to the rights of prisoners during the execution of criminal sanctions.
- Prepare and ask students in the form of a questionnaire questions on the quality of the course
- Prepare a self-rating checklists for students to evaluate their progress.
- Lead an open discussion on key takeaways, lessons learned, and potential applications in real correctional settings.

 **Learners' Actions:**

- Answer 20 multiple-choice questions on basic legal issues related to the rights of prisoners when serving criminal sanctions.
- Answer questions about the quality of the course.
- Complete the self-assessment questionnaire, identifying personal strengths and areas which need the improvement.

 **Connections:**

- **Learning Outcomes:** LO1 (Identify key principles), LO2 (Apply legal knowledge), LO3 (Implement legal regulation), and LO6 (Evaluate the case studies and practices based on the legal acts)
- **Educational Content:** National legal acts, Questionnaire with 20 multiple choice questions, Questionnaire with questions on the quality of the course, Self-rating checklists for students to evaluate their progress
- **Assessment:** Answer to questions

EDUCATIONAL CONTENT/ RESOURCES

- ***Core material in pdf and ppts.***
 - Educational content in PDF, PPT, or RISE modules covering legal knowledge and procedural understanding
 - Relevant international legal acts;
 - Relevant national legal acts;
 - Fictional or real criminal case.
- ***Supplemental readings (in the language written by the authors):***
 - Barczak-Oplustil, A., Pyrcak-Gorowska, M. (2022). Post-penal Detention of "Dangerous" Offenders in Selected European Countries. Випуск. No. 44, 30–39.
 - Bisić, M., Trako, H., Dunjić, P., Kešelj, R., Duranović, M., Mirkonj, N., Majdov, A., (2020). Priručnik za vođenje slučaja/predmeta nasilnih i ekstremnih zatvorenika (CMS).
 - Bisić, M., Trako, H., Dunjić, P., Kešelj, R., Duranović, M., Mirkonj, N., Majdov, A., (2020). Priručnik za procjenu i rehabilitaciju nasilnih i ekstremnih zatvorenika u Bosni i Hercegovini.
 - Bisić, M., Trako, H., Dunjić, P., Kešelj, R., Duranović, M., Mirkonj, N., Đuzel, A., Majdov, A., Delibašić, N., Hajdarević, V., (2021). Guidelines for management, education and professional development of staff working with violent and extremist prisoners in Bosnia and Herzegovina.
 - Deal, T. et al. Meeting the Needs of Emerging Adults in the Justice System. Trends in State Courts 2022. National Center for State Courts.
 - Dűnkel, F. (2016). Youth Justice in Germany. Oxford Handbooks Online. 1–55.
 - Farrington, D. P., R. Loeber, and J. C. Howell (2012). "Young Adult Offenders: The Need for More Effective Legislative Options and Justice

Processing." 11 Criminology and Public Policy 729.

- Fitch, C. (2018). Emerging Adulthood and the Criminal Justice System: #Brainnotfullycooked #Can'tadultyet #Yolo, Santa Clara Law Review. Vol. 58. No. 2. 325–343.
- Fountain, E., A. Mikytuck, and J. Woolard (2021). "Treating Emerging Adults Differently: How Developmental Science Informs Perceptions of Justice Policy." 7 Translational Issues in Psychological Science 65.
- Halfon, N. et al. (2018). Handbook of Life Course Health Development. Springer: Cham. 123–143.
- Introductory Handbook on the Prevention of Recidivism and the Social Reintegration of Offenders. (2018). Vienna: United Nations Office on Drugs and Crime.
- Janes, L. (2008). Criminal liability of minors and severity of penalties: European trends and developments. The Howard League for Penal Reform (England and Wales).
- Kjetil Larsen, B., Yngvar Dale, K., Ødegård, A. (2022). Interprofessional Collaboration in Reintegration After Prison for Prisoners with Substance Abuse Issues: A Scoping Review. International Journal for Crime, Justice and Social Democracy 11(2), 174–190.
- Macanović, N. (2024). Resocialization and Reintegration of Convicted Individuals: Possibilities and Challenges. Life in Prison Conference 2024. 57–62.
- Matthews, S. et al. 2018. Youth Justice in Europe: Experience of Germany, the Netherlands, and Croatia in Providing Developmentally Appropriate Responses to Emerging Adults in the Criminal Justice System. Justice Evaluation Journal. Vol. 1. No. 1. 1–23.

- Olesk, M. (2015). Protection of the Right to Life in Prison. *Juridica International*. No. 23.
- Pruin, I., Dünkel, F. (2015). Better in Europe? European responses to young adult offending. *Transition to Adulthood*, Ernst Moritz Arndt Universität Greifswald.
- Rights of Inmates Explained, Commonwealth Law Group.
- Ryan, C. (2020). *The Law of Emerging Adults*. *Washington University Law Review*. Vol. 97. No. 4.
- Schiraldi, V., B. Western, and K. Bradner (2015). "Community-Based Responses to Justice-Involved Young Adults." *New Thinking in Community Corrections*. September, Harvard Kennedy School.
- Scott, E. S., R. J. Bonnie, and L. Steinberg (2016). "Young Adulthood as a Transitional Legal Category: Science, Social Change, and Justice Policy." *85 Fordham Law Review* 641.
- Sentencing Young Adults. Making the case for sentencing principles for young adults. (2018). Howard League for Penal Reform – Transition to Adulthood – Barrow Cadbury Trust.
- Simović, M. (2024). Postpenalni prihvat kroz osposobljavanje osuđenika kao faktor smanjenja recidivizma. *Zbornik Instituta za kriminološka i sociološka istraživanja*. Vol. 43. No. 1–2, 95–109, https://www.researchgate.net/publication/38510002_POST-PENAL_ASSISTANCE_THROUGH_THE_REHABILITATION_AND_TRAINING_OF_CONVICTS_AS_A_FACT_OR_IN_REDUCING_RECIDIVISM.
- Siringil Perker, S., Chester, L. (2017). Emerging Adults: A distinct population that calls for an age-appropriate approach by the justice system. *Emerging Adult Justice in Massachusetts*.

	<p>Harvard Kennedy School Malcolm Wiener Center for Social Policy.</p> <ul style="list-style-type: none"> ○ The Impact of Prosecuting Youth in the Adult Criminal Justice System. (2010). UCLA School of Law Juvenile Justice Project. ○ Transition to Adulthood. (2016). Young Adults and Criminal Justice: International Norms and Practices. ○ UN Basic Principles for the Treatment of Prisoners (1990). ○ Wolthuis, A., Berger, M. (2016). Juvenile Justice, Restorative Justice & young adults. CEP seminar, Norway. ○ Škulić, M. (2020), Krivično procesno pravo. <ul style="list-style-type: none"> • <i>Multimedia Resources</i> <ul style="list-style-type: none"> ○ <i>Training videos illustrating the trial in criminal proceedings.</i> ○ <i>Training videos illustrating the rights and obligations of prisoners in prisons.</i> ○ <i>Recorded interviews or talks with correctional professionals.</i> <ul style="list-style-type: none"> • <i>Practical Tools</i> <ul style="list-style-type: none"> ○ <i>Examples of forms for data exchange and communication between prison units and law enforcement agencies;</i> ○ <i>Examples of prisoner risk and needs assessment forms;</i> ○ <i>Examples of forms for the creation of an Individual Program for the Treatment of Prisoners;</i> ○ <i>Examples of cooperation agreements.</i>
UTILIZATION OF ICT	<ul style="list-style-type: none"> • <i>LMS Integration: All materials and activities will be hosted on the PICTURES Learning Management System.</i> • <i>Multimedia Digital Content</i> • <i>AI-Powered Scenarios: Adaptive learning paths based on case-study responses.</i>

INSTRUCTIONAL METHODS	<ul style="list-style-type: none"> • <i>Theoretical lectures: Providing fundamental legal theoretical knowledge on the key legal principles, legal theories, comparative, international, and positive law on the emerging adults in the correctional system.</i> • <i>Case Study Analysis: Examining judicial cases, i.e., cases from the courts and public prosecutors' practice, as well as the practice of the police and correctional system institutions and officers, and other relevant institutions.</i> • <i>Legal acts analysis: Analysis of the positive legal acts aiming at their understanding and correct implementation.</i> • <i>Simulations: Division of roles in the notional situations and solving the problems using the legal knowledge.</i> • <i>Collaborative Learning: Group discussions and team-based projects.</i> • <i>Guest Speakers: Law professors, judges, public prosecutors, attorneys, police officers, correctional officers.</i>
DELIVERY MODE	<ul style="list-style-type: none"> • <i>Face-to-face (In-person learning) and online learning: theoretical classes, discussions, analysis, interactive workshops, role-play sessions, and presentations.</i> • <i>One-on-One learning with the experienced professionals (judges, prosecutors, attorneys, police and correctional officers, etc.).</i> • <i>Project-based Learning and Job Shadowing: inclusion of students into the activities of the institutions where and when possible.</i> • <i>Online/Self-Directed: Asynchronous access to readings, videos, and quizzes</i>
ASSESSMENT METHODS (formative and/or other assessments for each unit/module, if applicable)	<p><i>Formative Assessments: Quizzes after key lectures/units, ongoing feedback during role-plays and class discussions.</i></p> <p><i>Summative Assessments:</i></p> <ul style="list-style-type: none"> • <i>Final: Questionnaire with 20 (multiple choice) questions, Questionnaire with questions on the quality of the course, Self-rating checklists for students to evaluate their progress</i> • <i>Simulation Performance: Playing a role in a situation in an institution to be solved using the legal framework.</i> • <i>Essay: An analysis of a topic.</i>

Peer & Self-Assessment: Reflection exercises and peer feedback on actions in the framework of the legal principles and provisions on the emerging adults in the correctional system.