

Purpose of the Quiz

The following questions and exercises can be used to test for understanding and reinforce learning.

Suggestions for Using the Quiz

- Dividing the group into small teams and awarding prizes for the highest scoring teams will add a fun and motivating element to the exercise.
- As the content of all workshops will be tailored to meet the needs of the audience you should also add your own questions based on the interests and learning needs of the group.
- The quiz can be used at the end of the course or you can select several questions to ask the group at the beginning of each day as a quick energizer and to help revise the content of the previous day.

Module One, Introduction to a Juvenile Justice System

1. What do we mean when we say a juvenile justice system should be child-oriented? (answer: one that is based on four principles; best interests of the child, non discrimination, participation, and right to life, survival and development).
2. What do the Beijing Rules say about the age of criminal responsibility? (answer: “the beginning of that age shall not be fixed at too low an age level, bearing in facts of emotional, mental and intellectual maturity of children should be borne in mind when considering whether or not they have the capacity to commit a crime/understand the difference between right and wrong”)
3. What are the three systems for responding to wrongdoing in most countries? (answer: criminal, juvenile systems, child protective services)
4. Who exercises discretion? (answer: all actors in the system)
5. Where should child protection officers show presence in the juvenile justice system? (answer: all levels)

Module Two, The International Instruments relevant to juvenile justice administration.

1. When is a State under an obligation to provide alternatives to judicial proceedings and residential placement?
2. Why is the State under an obligation to provide alternatives to court proceedings?
3. What do the instruments say about judicial proceedings? About institutions?
4. What do the instruments say about the rights of a child in the administration of juvenile justice?
5. What do the instruments say about diversion? Why?
6. What do the instruments say about the arrest or detention of a child?

Module Three, Introduction to Diversion and Restorative Justice

Purpose of the exercise is to recreate the table showing retributive justice and restorative justice.

Preparation: i) Take two blue cards and write “Retributive Justice” and “Restorative Justice” on each. These will be the column headings.

ii) Write each of the statements from the table below “comparing retributive and restorative justice” on separate yellow cards.

iii) Make a set of cards for each table.

Comparing Retributive and Restorative Justice

| Retributive Justice | Restorative Justice |
|--|---|
| Crime is an act against the State, a violation of a law | Crime is an act against another person and the community |
| The criminal justice systems controls crime | Crime control lies in the community |
| Offender accountability | Accountability defined as assuming responsibility and taking action to repair harm |
| Crime is an individual act with individual responsibility | Crime has both individual and social dimensions of responsibility |
| Punishment is effective Threat of punishment deters crime Punishment changes behaviour | Punishment alone is not effective in changing behaviour and is disruptive to community harmony and good relationships |
| Victims are peripheral to the process | Victims are central to the process of resolving crime |
| The offender is defined by deficits | The offender is defined by capacity to make reparation |
| Focus on establishing blame or guilt (did he/she do it?) | Focus on problem solving, on liabilities and obligations (what should be done?) |
| Emphasis on adversarial relationship | Emphasis on dialogue and negotiation |
| Imposition of pain to punish and deter/prevent | Restitution as means of restoring both parties; goal of reconciliation/restoration |
| Community on sideline, represented by State | Community as facilitator in restorative process |
| Response focused on offender's past behaviour | Response focused on harmful consequences of offenders' behaviour; emphasis on the future |
| Dependence upon professionals | Direct involvement of participants |

Module Four, Arrest

1. What are the requirements for a lawful arrest?
2. When should assessment/screening take place after the arrest of a child?
3. What are the conditions of diversion?

Module Five, Pre-trial disposal and Court Proceedings

1. Name two diversionary measures that a prosecutor may refer a young person to? (warnings, caution e.g. letter, referrals).
2. What are the purposes of court-related procedures that use alternative strategies to address issues pertaining to juvenile delinquency? (Mention that the goal is to reduce caseloads and the stigma associated with traditional and formal justice courts while providing services and support to child offenders).
3. What are some of the characteristics of the traditional or community justice system? Take a couple of responses, make sure that the following points are mentioned:
(Traditional justice continues to play a central role in conflict resolutions, particularly in rural areas in some countries. It frequently operates alongside a formal judiciary and may be seen by many as more accessible, less costly and more relevant than the formal system. It is located at community level in the socio-political institutions normally governed by village elders or chiefs. It has undergone changes and is perhaps more accurately described as “community justice” rather than “traditional justice”).

Module Six, Sentencing

- i) How many sentencing principles can you list?
- ii) What are the factors that guide a court in determining an appropriate sentence?
- iii) What are the international instruments that relate to alternative sentencing (Beijing Rules and UN Standard for Minimum Rules for Non-Custodial Measures).
- iv) Name four types of non-custodial sentences.

Module Seven, Standards of care in custody, aftercare and social reintegration of child offenders.

- i) Name four key principles for standards of care in custody.
- ii) Give two possible actions to address the specific situation of girls in detention.
- iii) A comprehensive aftercare programme should integrate which two distinct components? (intervention strategies and community restraint).
- iv) What are some of the characteristics of a successful aftercare programme? (answer: e.g. acknowledge the history of the person concerned, accept that the process can be time consuming and may have its setbacks, acknowledge that one programme or approach will not work for all, work in a comprehensive and holistic manner without overemphasizing one risk factor, acknowledge that different individuals take different skills or resources from the same programme and that the results may vary).

Module Eight, Policy Analysis and Law Reform

- i) What is the States obligation under the CRC?
- ii) Name some of the elements of a comprehensive situation analysis.
- iii) What are the two types of indicators to support monitoring of adherence to the relevant provisions of the CRC and other international juvenile justice instruments? (answers: Children's status indicators, protective environment indicators).
- iv) Give 5 examples of indicators.
- v) What do article 37 and article 40 of the CRC aim to achieve?