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D3.2 – Identification and Update of Sectoral Occupational Profiles (Juvenile Justice)

Project: 101179359 — CORE-ED ACADEMY — ERASMUS-EDU-2024-CBHE-STRAND-2

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Contents

Document information 2

Executive summary 6

1. Purpose, scope and position of D3.2 in WP3 6

2. Methodology 6

3. CORE-ED competence backbone used in occupational profile updates 7

4. Priority occupational profiles updated in the Western Balkans 8

5. Country-level adaptation and validation synthesis 8

5.1 Albania 8

Identification of Sectoral Occupational Profiles 8

Update of Sectoral Occupational Profiles 9

5.2 Bosnia and Herzegovina 9

Identification of Sectoral Occupational Profiles 9

Update of Sectoral Occupational Profiles 10

5.3 Kosovo 10

Identification of Sectoral Occupational Profiles 11

Update of Sectoral Occupational Profiles 11

5.4 Montenegro 11

Identification of Sectoral Occupational Profiles 12

Update of Sectoral Occupational Profiles 12

6. Cross-cutting competence and upskilling implications 13

7. Quality assurance and traceability 13

8. Conclusions and next steps 13

Annexes – Evidence Supporting D3.2 (Task T3.2)

Annex 1 – Albania: Validation and Adaptation Evidence

1. Albania Online Consultation Webinar Report …….. 18
   Summary report of the national consultation webinar used to validate the updated occupational profiles.

2. Agenda – Online Consultation Webinar (02 December 2025) …… 21
   Agenda of the online consultation workshop used to discuss and validate the profiles.

3. Email Consultation Evidence …….. 23
   Email exchanges with national stakeholders confirming review of the profiles and providing feedback.

4. Job Role Descriptions – Albania (English Version) …… 30

5. Job Role Descriptions – Albania (Albanian Version) …… 41

6. Data-Collection Template – Albania …….. 51

7. Evidence Grid – Albania …….. 60

8. Validation Workshop Agenda – Albania (08 January 2026) …….. 61

9. Signed Attendance List – Albania Validation Workshop …… 63

10. Validation Webinar Presentation …… 66

11. Validation Workshop Minutes – Albania …… 83

12. Consolidated Feedback and Change Log – Albania …… 86

13. Photo Evidence – Albania Validation Workshop …….. 90

14. Dissemination Evidence …… 94

Annex 2 – Bosnia and Herzegovina: Validation and Adaptation Evidence

1. Webinar Participant Register (Google Form) …… 96

2. Validation Webinar Presentation …….. 100

3. Webinar Participants List …… 119

4. Stakeholder Workshop Presentation ……120

5. Job Role Descriptions …….. 137

6. Data-Collection Template – Bosnia and Herzegovina …… 159

7. Evidence Grid – Bosnia and Herzegovina …… 169

8. Validation Webinar and Workshop Minutes …… 171

9. Attendance list …… 179

Annex 3 – Montenegro: Validation and Adaptation Evidence

1. Stakeholder Workshop on National Adaptation and Reporting …… 181

2. Signed Attendance List – Montenegro Validation Workshop …… 183

3. Job Role Descriptions – English …… 185

4. Job Role Descriptions – Montenegrin …… 193

5. Data-Collection Template – Montenegro …… 201

6. Evidence Grid – Montenegro …… 230

7. Meeting minutes Montenegro Online Consultation Webinar …… 231

Annex 4 – Kosovo: Validation and Adaptation Evidence

1. National Adaptation Report – Kosovo …… 238

2. Job Role Descriptions (English and Albanian) …… 242

3. Online Consultation Workshop Agenda …… 262

4. Workshop Presentation Materials …… 264

5. Validation Workshop Agenda …… 282

6. Minutes of Meeting – Kosovo Validation Workshop …… 284

7. Photo Evidence – Workshop …… 288

8. Signed Attendance List – Kosovo Validation Workshop …… 290

9. Data-Collection Template – Kosovo …… 291

10. Evidence Grid – Kosovo …… 302

11. Presentation Validation Workshop …… 304

Executive summary

Deliverable D3.2 consolidates the identification, selection, and structured update of priority occupational profiles within the juvenile justice and correctional ecosystem in the Western Balkans. It operationalises the outputs of the CORE-ED needs analysis (T3.1) by aligning empirically observed upskilling gaps with concrete job roles and by translating the resulting skills and competence requirements into updated occupational profiles. The deliverable provides a common template for role descriptions, embeds three correctional-pedagogy macro-categories, and integrates Environmental, Social and Governance (ESG) considerations into each profile via a short "ESG and child-friendly justice considerations" mini-matrix. Finally, D3.2 documents the validation and national adaptation pathway through consultation webinars and stakeholder workshops conducted in Albania, Bosnia and Herzegovina, Kosovo and Montenegro, producing country-level evidence grids that ensure traceability from sources to final profile changes.

1. Purpose, scope and position of D3.2 in WP3

D3.2 is a WP3 cornerstone deliverable that converts the project's needs analysis into an actionable workforce-development baseline. Its purpose is threefold. First, it identifies the priority juvenile-justice occupations that most require a correctional pedagogy update. Second, it updates these occupational profiles using a harmonised role-description template, ensuring that a common language is used across the consortium. Third, it ensures that updated profiles are validated by sectoral representatives and education partners and adapted to each national context, while keeping a shared CORE-ED competence backbone that will directly feed curriculum design and lifelong learning offers in later work packages.

2. Methodology

The methodology applied for D3.2 followed the project's mixed-methods logic and the workflow described for Action 3.2.1 to 3.2.4. Occupational profiles were first collected through desk research and institutional document review, then confronted with empirical findings from interviews and questionnaires, and finally validated through consultation and stakeholder engagement. The consortium ensured that data collection instruments were available in national languages and that inputs were triangulated across sources to mitigate single-source bias. The work was implemented across the four Western Balkan partner countries (Albania, Bosnia and Herzegovina, Kosovo and Montenegro), while comparative insights from EU Member States supported the broader competence modelling and co-creation logic in WP3.

As an overarching evidence base for skills and competence gaps, the project needs analysis engaged a substantial pool of respondents across questionnaires and interviews. The synthesis of research activities reports participation totals of 469 questionnaires and 43 interviews across the four Western Balkan countries, complemented by six DACUM sessions across the Western Balkans and two EU Member States. These figures are used in D3.2 as contextual confirmation

that the profile updates are grounded in diverse practitioner viewpoints, even where samples are not statistically representative.

Operationally, each country team completed a Data-Collection Template (capturing focal points, priority roles, mapped competence sets, legal/policy hooks and upskilling gaps) and an Evidence Grid (assigning evidence IDs and describing how each source informed the final profiles). In parallel, the consortium designed and applied a standard Job Role Description template, incorporating three correctional pedagogy macro-categories: preparation and delivery of educational interventions (including monitoring and evaluation), child and adolescent development implications for practice, and effective communication and engagement with young people, families and carers. Each updated profile includes: role purpose, key duties, competence domains, the correctional pedagogy macro-categories, entry requirements, typical interfaces and coordination points, and continuing professional development needs.

Validation was conducted through structured consultations. At consortium level, stakeholders were invited to comment through online sessions, and at national level partners organised a stakeholder workshop and/or targeted meetings to confirm feasibility, context-adequacy and terminology. Where changes were requested, they were recorded in country-level minutes and, where applicable, consolidated change logs.

3. CORE-ED competence backbone used in occupational profile updates

The competence backbone used to update occupational profiles is aligned with the Chart of CORE-ED Competences (D3.4), which defines at least twenty horizontal competence areas relevant across roles in juvenile justice and correctional pedagogy. The competence chart clusters these areas into five domains: pedagogical competences, social and emotional learning competences, technological competences, ESG competences and governance and policy competences. These domains and competence areas function as a shared reference frame to ensure comparability between national role descriptions and to create direct continuity from occupational profiles to curriculum development.

In addition, the CORE-ED Model aligned to ESG factors (D3.3) informs the integration of environmental, social and governance considerations into the updated profiles. The model anchors ESG integration in correctional pedagogy through: greening of facilities and operations and ecological literacy in curricula (Environmental), inclusion with intersectional focus and child-friendly justice principles (Social), and transparency, ethical conduct, quality assurance and sound data governance (Governance). In D3.2, these priorities are operationalised through a compact "ESG and child-friendly justice considerations" mini-matrix embedded in each profile, indicating (i) relevant ESG/child-friendly requirements, (ii) observed gaps and risks, (iii) proposed improvements and upskilling needs, and (iv) a traceable link to evidence IDs.

4. Priority occupational profiles updated in the Western Balkans

Based on the WP3 needs analysis and subsequent consultation, the consortium converged on a limited set of roles that collectively represent the operational chain of juvenile justice, from first contact and diversion to detention-based education, psychosocial support, reintegration and supervision in the community. Country teams selected between three and five profiles depending on national institutional configurations. Across countries, the following role families were prioritised and updated: juvenile-trained police or correctional-police functions; juvenile correctional officer functions; education/pedagogy functions delivered inside facilities (prison educator, teacher, pedagogue, correctional educator); probation and community supervision functions where applicable; and psychosocial professions (psychologist, social worker).

5. Country-level adaptation and validation synthesis

D3.2 integrates four national adaptation packages (Albania, Bosnia and Herzegovina, Kosovo and Montenegro). Each package includes: national adaptation report text (where produced), agendas, minutes of consultation and workshops, signed attendance evidence, photo evidence, updated job role descriptions and country-level data and evidence mapping (Data-Collection Template and Evidence Grid). The purpose of the national adaptation step was to ensure that occupational profiles match national legal terminology, institutional division of labour, and realistic competency expectations, while preserving the shared CORE-ED competence backbone and the correctional pedagogy update.

5.1 Albania

Albania updated five roles using the standard job role template and ESG mini-matrix: Correctional-Police Officer (Juvenile Unit), Prison Educator/Teacher, Probation Officer (Juvenile Justice), Psychologist (Juvenile Facility/Probation) and Social Worker (Detention/Probation). The package includes Albanian translations for all five role descriptions, and a completed country Data-Collection Template and Evidence Grid. Validation was carried out through an online consultation and a national validation workshop with stakeholder participation supported by signed attendance evidence and meeting documentation, with consolidated feedback and change log capturing requested amendments and the final set of applied changes.

Identification of Sectoral Occupational Profiles

In Albania, the identification of priority juvenile-justice occupational profiles was carried out by Luarasi University through the national data and evidence mapping package prepared for D3.2, combining (i) the country-level needs analysis evidence base (including the Albania web-questionnaire with N=153 and complementary interviews) with (ii) desk research and system/role documentation captured in the Albania Evidence Grid (ALB-E1…ALB-E10) and the filled Data-Collection Template. This identification step resulted in a focused set of five profiles that represent the operational chain of juvenile justice and correctional education in the Albanian context: Correctional-Police Officer (Juvenile Unit), Prison Educator/Teacher, Probation Officer (Juvenile Justice), Psychologist (Juvenile Facility/Probation), and Social Worker

(Detention/Probation). The selection was then exposed to stakeholder scrutiny through a national online consultation workshop dedicated to discussion and validation of the updated occupational profiles according to the "pedagogy-first" approach, organised on 2 December 2025, explicitly aimed at confirming that the proposed profiles were clear, relevant, and feasible and capturing any recommendations prior to consolidation into D3.2. *See Annex 1 – Albania.*

Update of Sectoral Occupational Profiles

The update phase in Albania operationalized the "correctional pedagogy update" by rewriting each of the five identified profiles using the common Job Role Description template and embedding an "ESG & child-friendly justice considerations" mini-matrix into each role, with explicit evidence IDs referenced to ensure traceability to the Albania Evidence Grid. Each updated role description includes purpose, duties, competence domains, pedagogy macro-components, entry requirements, interfaces and CPD needs, and the ESG mini-matrix records gaps and proposed improvements grounded in the Albania evidence register and mapped in the filled Data-Collection Template and Evidence Grid. The updated profiles were then refined and confirmed through the in-person national validation workshop held on 8 January 2026 in Tirana (Prestige Garden), convened by Luarasi University, with 32 participants registered through signed attendance and consent sheets. The workshop's stated purpose was to validate, refine, and confirm the updated occupational profiles under Task T3.2 so that role definitions and competence requirements accurately reflect Albania's operational context for juvenile justice and correctional education and are suitable for inclusion in Deliverable D3.2, with changes recorded through workshop documentation and a consolidated feedback/change log. *See Annex 1 – Albania.*

5.2 Bosnia and Herzegovina

Bosnia and Herzegovina updated five roles reflecting the country's institutional landscape: a juvenile-trained police officer function, a juvenile correctional officer function, a pedagogue role in juvenile justice settings, a psychologist role spanning juvenile facilities, probation and educational settings, and a social worker role. The national package contains the webinar participant register, the consultation slide deck and screenshot evidence, the stakeholder workshop slide deck and signed attendance sheet, the completed job role descriptions in English, and the country Data-Collection Template and Evidence Grid. Validation evidence is provided through webinar and workshop documentation, ensuring traceability from comments to final profile content.

Identification of Sectoral Occupational Profiles

Bosnia and Herzegovina's identification of priority sectoral occupational profiles under Task T3.2 was conducted through the country-level Data-Collection Template and Evidence Grid, prepared and compiled within the D3.2 national evidence package and anchored in the broader WP3 needs-analysis evidence base. The identification step triangulated desk research and institutional role mapping (captured through BIH evidence IDs) with empirical inputs from the project's BiH fieldwork, notably the web-questionnaire and interviews referenced in the research synthesis

(BiH: 127 questionnaire respondents and 18 interview participants), ensuring that the selected occupations reflected both the formal institutional landscape and the competence gaps reported by practitioners. This process led BiH partners to confirm a coherent set of five priority profiles spanning the juvenile justice operational chain and the education–welfare–justice interface: Police Officer (juvenile-trained), Juvenile Correctional Officer, Pedagogue (Juvenile Justice), Psychologist (juvenile facility/probation/schools), and Social Worker. The identification was then positioned for stakeholder review through the planned national consultation workflow (webinar plus stakeholder workshop), as evidenced by the BiH annex inventory that explicitly lists the consultation register, consultation materials, and the structured national documentation package (job role forms plus the filled Data-Collection Template and Evidence Grid). *See Annex 2 – Bosnia and Herzegovina.*

Update of Sectoral Occupational Profiles

The update of sectoral occupational profiles in Bosnia and Herzegovina was implemented as a structured rewrite and enrichment of each of the five identified profiles using the common CORE-ED "Job Role Description" template, with explicit integration of competence domains, correctional-pedagogy macro-components, and ESG/child-friendly justice considerations, and with traceability ensured through BIH evidence IDs referenced across the profile content and the national Evidence Grid. In practical terms, this meant that each profile was updated beyond a generic role description by specifying role purpose, key duties, required competences (across the agreed five-domain structure), pedagogy macro-elements (including planning/ implementation/ monitoring and child-development and communication/ engagement dimensions), entry requirements, key interfaces and CPD needs, while embedding governance/ethics and inclusion requirements aligned with the project's ESG logic. The update was then quality-assured through a two-step validation pathway: first, the national validation webinar served as the formal consultation mechanism where draft profile versions were presented and scrutinized by stakeholders; second, the national stakeholder workshop functioned as the "final national adaptation" stage, transforming validated-but-draft profiles into country-specific final versions aligned with national legislation, institutional frameworks and professional practice. The BiH minutes document the concrete nature of requested refinements and their incorporation into the updated profiles, including targeted adjustments such as strengthening the Pedagogue profile's CPD section with an explicit child-rights grounding (linked to the Convention on the Rights of the Child) and tightening the Psychologist profile's entry requirements by adding psychological testing knowledge as an explicit requirement, which demonstrates that stakeholder feedback was used to make the profiles more operational and auditable rather than merely descriptive. *See Annex 2 – Bosnia and Herzegovina.*

5.3 Kosovo

Kosovo produced a structured national adaptation report in Albanian and updated five roles aligned with the shared CORE-ED profile set: Correctional Officer (Juvenile Unit), Prison Educator/Teacher, Probation Officer (Juvenile Justice), Psychologist (Juvenile Unit) and Social Worker. The annexed package includes online and in-person workshop agendas, minutes of

meeting in English and an additional Albanian meeting report, photo evidence, signed attendance sheets, the five job role descriptions with competence domains, pedagogy macro-categories and ESG mini-matrices, as well as a country Evidence Grid and a documented change log to record profile modifications following stakeholder feedback.

Identification of Sectoral Occupational Profiles

Kosovo's identification of priority sectoral occupational profiles under Task T3.2 was conducted through the country-level "D3.2 – Data-Collection Template | Kosovo" (dated 10 November 2025) and the companion "D3.2 Occupational Profiles – Evidence Grid | Kosovo," which map the selected roles, competency sets per role, legal/policy basis, ESG hooks, and observed gaps/upskilling needs, using a traceable evidence list (KS-E1…KS-E7). On that basis, and in line with the broader WP3 mixed-method evidence base for Kosovo (92 questionnaire respondents, 4 interview participants and 1 DACUM session), Kosovo converged on a coherent set of five profiles that cover the operational chain of juvenile justice and correctional education: Correctional Officer (Juvenile Unit), Prison Educator/Teacher, Probation Officer (Juvenile Justice), Psychologist (Juvenile Unit), and Social Worker. The annexed Kosovo package confirms that these five profiles were treated as the national priority set for D3.2, where the inventory lists the five updated job role description files together with the filled Data-Collection Template, the updated Evidence Grid, and the national workshop documentation. *See Annex 4 – Kosovo.*

Update of Sectoral Occupational Profiles

The update of sectoral occupational profiles in Kosovo was implemented by rewriting each of the five identified profiles using the common CORE-ED Job Role Description format, explicitly incorporating competence domains, correctional-pedagogy macro-components, and an ESG table within each profile, and then locking changes through an evidence-traceable validation trail. The profiles are in "UPDATED" final form and Annex 4 includes a documented Change Log, enabling traceability from stakeholder feedback to concrete modifications in role content. The change log excerpted in the annex also shows that the update was not merely editorial: it records accepted improvements such as strengthening references to institutional practice constraints and regulatory frameworks inside the profiles, explicitly adding the Public Safety Academy as a stakeholder/interface in the validation trail and role interfaces, and mainstreaming gender equality by including women's groups in follow-up actions and reflecting gender-sensitive practice through the ESG mini-matrix where relevant. In addition, the Kosovo annex explicitly links the updated profiles to workshop materials and the filled Data-Collection Template/Evidence Grid package, ensuring that Kosovo's final updated profiles are both nationally contextualized and aligned with the shared CORE-ED competence backbone required for D3.2. *See Annex 4 – Kosovo.*

5.4 Montenegro

Montenegro conducted a stakeholder workshop on national adaptation and reporting and provided supporting evidence through an event note, photo documentation and a signed attendance list with GDPR consent. The national package includes updated job role descriptions in English and in Montenegrin for the roles selected as priorities within the national system:

correctional educator, pedagogue, psychologist and social worker. The package further includes a completed Data-Collection Template and an Evidence Grid with evidence IDs ensuring traceability between sources and the final occupational profiles.

Identification of Sectoral Occupational Profiles

The identification of sectoral occupational profiles in Montenegro was carried out through a structured triangulation of evidence and stakeholder inputs, combining a national CORE-ED country report (juvenile justice framework, professional roles, safeguards, system gaps), targeted practitioner interviews with a specific focus on probation practice and competence requirements, and a web-based questionnaire capturing competence and training needs at scale (N=98). These sources were consolidated in the Montenegro Evidence Grid (Evidence IDs MNE-E1 to MNE-E4) and operationalized into job-role descriptions that define the purpose of each role, key duties, entry requirements, interfaces, typical CPD needs, and ESG/child-friendly-justice considerations. In practical terms, the identified profiles describe how juvenile justice work is executed across institutional and community settings and how professionals interface with key actors such as juvenile courts/judges, Centres for Social Work, the Centre for Children and Youth "Ljubović", police juvenile units, education/VET providers, health and mental-health services, NGOs/CSOs, and families; the same templates explicitly integrate safeguarding, non-discrimination, trauma-informed practice, documentation/reporting, and inter-agency protocols as part of role integrity and accountability. This identification phase was methodologically strengthened through the Montenegro DACUM workshop process (held 20 June 2025), which provided the working structure for translating observed duties into competence domains and upskilling priorities aligned with CORE-ED's competence logic. *See Annex 3 – Montenegro.*

Update of Sectoral Occupational Profiles

The update of the sectoral occupational profiles in Montenegro was completed through a formal validation step via an online consultation webinar hosted by the University of Montenegro, where the project team presented the National Report and explicitly discussed the national adaptation process, identified gaps and shortcomings in existing professional practice, and the resulting updated and revised professional profiles for juvenile justice roles, alongside priority areas for future capacity building and continuous professional development. The update process therefore did not remain a purely editorial revision of text but functioned as a verification and refinement mechanism to ensure the profiles are credible for national implementation and usable as an input for curriculum design and training provision. Substantively, the updated profiles reinforce the competence shift highlighted through the DACUM logic—toward trauma-informed care, restorative and rehabilitative orientation, digital/tool-supported practice where available, and stronger interdisciplinary collaboration—while keeping the Montenegro institutional reality (including role interfaces and safeguarding pathways) as the baseline for feasibility and uptake. *See Annex 3 – Montenegro.*

6. Cross-cutting competence and upskilling implications

Across all four national packages, the updated profiles converge around a set of cross-cutting competence needs that define the correctional pedagogy update targeted by CORE-ED. On the pedagogical axis, profiles emphasise educational and vocational programme design, curriculum design and adaptability through individualised planning, mentoring and rehabilitation focus, and child-centred communication. On the social and emotional learning axis, profiles consistently require emotional intelligence and empathy, conflict resolution, crisis management and de-escalation, motivational interviewing, trauma-informed care and structured family engagement. Technological competences appear as baseline digital literacy and innovative tool use, complemented by risk assessment and management practices embedded in daily casework and decision-making. ESG-related competences are operationalised as cultural sensitivity, inclusive practice with gender- and disability-sensitive approaches, ethical conduct and professional boundaries, and mental health awareness and support. Finally, governance and policy competences are reflected through interagency collaboration and teamwork, child development and psychology knowledge and legal and procedural knowledge that ensures compliance with safeguards and a child-friendly justice approach.

D3.2 therefore provides a direct competence-to-role bridge that will be reused in subsequent deliverables and curricula design. It translates the competence chart into role-specific requirements and highlights upskilling pathways that can be targeted through new courses, short modules, and micro-credential offers for practitioners and students.

7. Quality assurance and traceability

Quality assurance in D3.2 is primarily ensured through standardisation and traceability. Standardisation is achieved through the common job role template and shared competence backbone. Traceability is ensured by the country Evidence Grids that assign evidence IDs to each source used in updating profiles and document where each evidence item is used. Validation adds an additional quality layer by confirming relevance and feasibility with sectoral representatives and education partners, and by documenting modifications in minutes and, where applicable, consolidated change logs.

8. Conclusions and next steps

D3.2 delivers an integrated set of updated juvenile justice occupational profiles for the Western Balkans, anchored in empirical needs analysis, aligned with the CORE-ED competence ecosystem and ESG model, and validated through structured stakeholder consultation and national adaptation. The updated profiles create a stable baseline for the design of new curricula and lifelong learning offers and support coherent workforce development planning across institutions involved in juvenile justice and correctional education.

In the next stages of WP3 and subsequent work packages, the occupational profiles and identified upskilling areas will be used to (i) finalise the competence ecosystem and chart application in training design, (ii) structure curriculum units and learning outcomes around role-specific needs, and (iii) inform the Correctional Pedagogy Strategy and policy recommendations.

4. Priority occupational profiles updated in the Western Balkans

Based on the WP3 needs analysis and subsequent consultation, the consortium converged on a limited set of roles that collectively represent the operational chain of juvenile justice, from first contact and diversion to detention-based education, psychosocial support, reintegration and supervision in the community. Country teams selected between three and five profiles depending on national institutional configurations. Across countries, the following role families were prioritised and updated: juvenile-trained police or correctional-police functions; juvenile correctional officer functions; education/pedagogy functions delivered inside facilities (prison educator, teacher, pedagogue, correctional educator); probation and community supervision functions where applicable; and psychosocial professions (psychologist, social worker).

5. Country-level adaptation and validation synthesis

D3.2 integrates four national adaptation packages (Albania, Bosnia and Herzegovina, Kosovo and Montenegro). Each package includes: national adaptation report text (where produced), agendas, minutes of consultation and workshops, signed attendance evidence, photo evidence, updated job role descriptions and country-level data and evidence mapping (Data-Collection Template and Evidence Grid). The purpose of the national adaptation step was to ensure that occupational profiles match national legal terminology, institutional division of labour, and realistic competency expectations, while preserving the shared CORE-ED competence backbone and the correctional pedagogy update.

5.1 Albania

Albania updated five roles using the standard job role template and ESG mini-matrix: Correctional-Police Officer (Juvenile Unit), Prison Educator/Teacher, Probation Officer (Juvenile Justice), Psychologist (Juvenile Facility/Probation) and Social Worker (Detention/Probation). The package includes Albanian translations for all five role descriptions, and a completed country Data-Collection Template and Evidence Grid. Validation was carried out through an online consultation and a national validation workshop with stakeholder participation supported by signed attendance evidence and meeting documentation, with consolidated feedback and change log capturing requested amendments and the final set of applied changes.

Identification of Sectoral Occupational Profiles

In Albania, the identification of priority juvenile-justice occupational profiles was carried out by Luarasi University through the national data and evidence mapping package prepared for D3.2, combining (i) the country-level needs analysis evidence base (including the Albania web-questionnaire with N=153 and complementary interviews) with (ii) desk research and system/role documentation captured in the Albania Evidence Grid (ALB-E1…ALB-E10) and the filled Data-Collection Template. This identification step resulted in a focused set of five profiles that represent the operational chain of juvenile justice and correctional education in the Albanian context: Correctional-Police Officer (Juvenile Unit), Prison Educator/Teacher, Probation Officer (Juvenile Justice), Psychologist (Juvenile Facility/Probation), and Social Worker

Annex 1 – Albania

List of documents and materials part of Annex 1:

A. Albania online consultation webinar package (Validation via consultation – Action 3.2.2 / D3.2)

- **Albania Online Consultation Webinar Report** (narrative report covering purpose, scope, method, participants, agenda, outcomes, conclusions feeding into D3.2).
- **Webinar agenda (Albanian)**: "AXHENDA E WORKSHOPIT ONLINE PËR DISKUTIMIN DHE VALIDIMIN E PROFILEVE…" dated **02.12.2025**.
- **Email consultation trail** used as written validation evidence ("ok with materials sent"; "no remarks"; "documentation complete"; recommendation to include the State Agency for the Rights and Protection of the Child).

B. Updated occupational profiles (Albania) – role descriptions + ESG mini-matrices

- **Five Job Role Descriptions – Albania**, each with:
    - purpose, duties, competence domains, pedagogy macros, entry requirements, interfaces, CPD
    - an **"ESG & child-friendly justice considerations"** mini-matrix with gaps and proposed improvements + evidence IDs
      Roles included:
    - Correctional-Police Officer (Juvenile Unit)
    - Prison Educator / Teacher
    - Probation Officer (Juvenile Justice)
    - Psychologist (Juvenile Facility/Probation)
    - Social Worker (Detention/Probation)
- **Tranlation in Albanian Language** (Five Job Role Descriptions)

C. D3.2 Albania data and evidence mapping package

- **D3.2 – Data-Collection Template | Albania** (country/focal point; priority roles; competency set per role; legal & policy basis; ESG hooks; gaps & upskilling needs; field evidence; evidence list).
- **D3.2 Occupational Profiles – Evidence Grid | Albania** (evidence ID register ALB-E1…ALB-E10, type, description, language, relevance, and where used).

D. Albania validation workshop package (in-person – 08 January 2026)

- **Workshop agenda (Albanian)**: "Adaptimi i profileve profesionale për drejtësinë për të miturit" with venue **Prestige Garden Tirana**, date **08 Janar 2026**, time 10:00–12:00.
- **Signed attendance + consent register** labelled "Albania Validation Workshop 08.01.2026" (scanned signature sheets).

- **Workshop slide deck (Albanian)**: “Përshtatja e roleve për drejtësinë për të miturit dhe rehabilitimin korrektues” with explanatory content per role and ESG changes.
- **Minutes of the Albania Validation Workshop** (English).
- **Consolidated Feedback and Change Log** (English, consolidated changes list).
- **Dissemination links** including YouTube/Instagram/Facebook links.

CORE-ED ACADEMY (Project No. 101179359)

Albania Online Consultation Webinar Report

Action 3.2.2 – Validation through Consultation with Sectoral Representatives and Education Partners (D3.2)

Due to the practical constraints of convening a single webinar for all Western Balkan partners—given the diversity of local languages and the limited English proficiency of many sector representatives—the consultation webinars were organised separately in each Western Balkan country.

1. Purpose and scope of the webinar

This online national consultation webinar was organized in Albania to support Action 3.2.2, which requires validation of the proposed updates to the juvenile-justice/correctional-sector occupational profiles developed under WP3. The activity was framed as a "National Workshop for Discussion and Validation of Updated Occupational Profiles according to the 'Pedagogy-First' approach."

The consultation specifically aimed to confirm that the proposed profile updates are clear, relevant, and feasible in the Albanian context, and to capture any recommendations from sectoral stakeholders and education partners before final consolidation into D3.2.

2. Event details

The workshop was delivered online (Zoom format), with a planned duration of 90–120 minutes, and was organized by Luarasi University.

Based on the consultation email trail, the live session took place on 2 December 2025 (the follow-up consultation email refers to "today's meeting").

3. Participants (Albanian partner and stakeholder representation)

The participants in the Albanian webinar and consultation process were as follows: Dael Dervishi (Luarasi University); Eriola Hoxha and Emilio Çika (Mediterranean University of Albania); Besjan Kurderi (Ministry of Justice, Albania); Ira Muço (Qendra e Parandalimit të Krimeve të të Miturve dhe të Rinjve, Ministry of Justice).

The consultation emails also confirm the involvement of Ministry of Justice-affiliated experts in the validation of the materials and invite written remarks following the meeting.

4. Agenda and structure of proceedings

The agenda was structured into four substantive segments, designed to move from project framing to technical presentation and then validation discussion:

First, the opening session introduced the purpose of the meeting, briefly positioned the activity within CORE-ED ACADEMY WP3, and clarified that it contributes to the validation work linked to D3.2 and D3.4.

Second, the session on the “Pedagogy-First” approach and the competence framework explained the horizontal competences, explicitly referencing the “Chart of CORE ED Competences,” and clarified how these competences should shape occupational profiles and align with the curriculum-development methodology under WP4 deliverables.

Third, the presentation of updated occupational profiles summarized how the profiles were informed by DACUM analysis and national documentation, and it walked participants through the profile structure (role description, key competences, main duties and responsibilities). Importantly, the agenda explicitly indicates that the discussion highlighted where improvements are required based on AS-IS versus TO-BE analysis, which is directly aligned with the project’s logic of identifying gaps and defining upskilling needs.

Fourth, an open discussion segment (35–40 minutes) was dedicated to stakeholder feedback and validation.

5. Validation method used

The validation method combined (i) real-time discussion during the webinar and (ii) a short written consultation phase immediately after the meeting, where participants were invited to send remarks, suggestions, or recommendations on the submitted role descriptions. The email sent following the session explicitly requested feedback and stated that, if no comments were provided, the attached formats would be considered approved.

This approach operationalizes Action 3.2.2 by ensuring that the proposed profile adaptations are reviewed by both education partners and sector representatives, and that validation is documented in a traceable manner.

6. Consultation outcomes (written validation evidence)

The written follow-up consultation produced clear validation signals:

Emilio Çika confirmed that the consortium was “ok with the materials sent” and communicated no further issues.

Fiona Tako confirmed that she had no remarks and considered the documentation complete and of good quality.

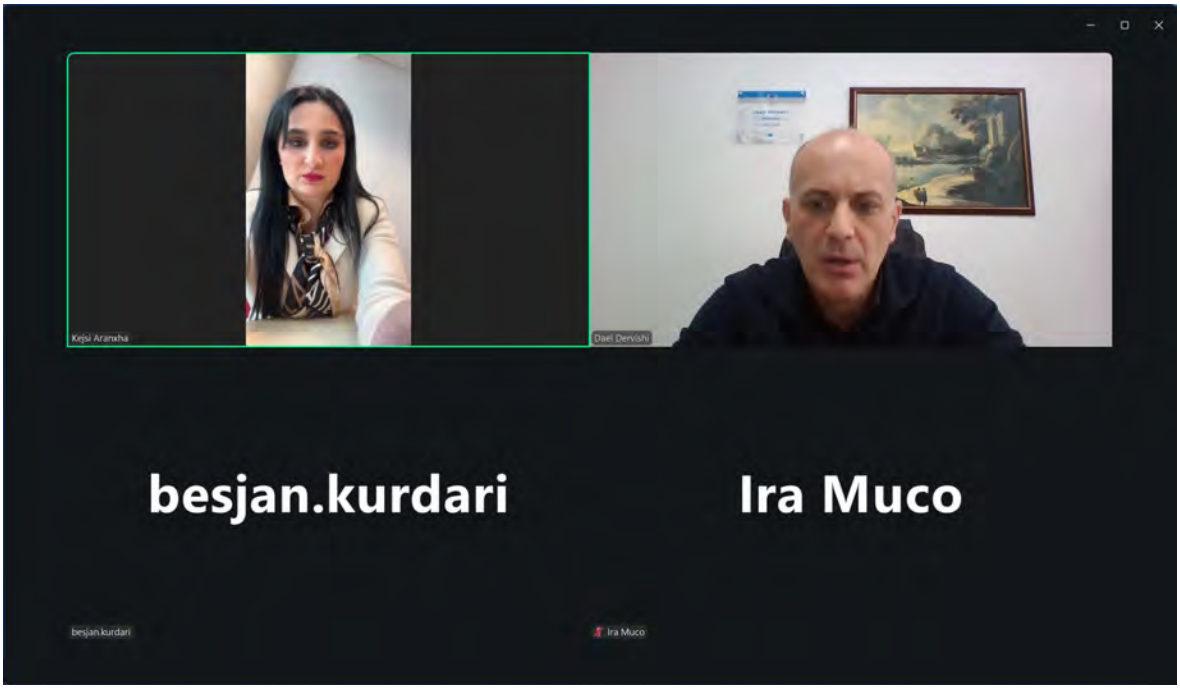
Arnisa Mulgeci confirmed that she had no comments or additional suggestions.

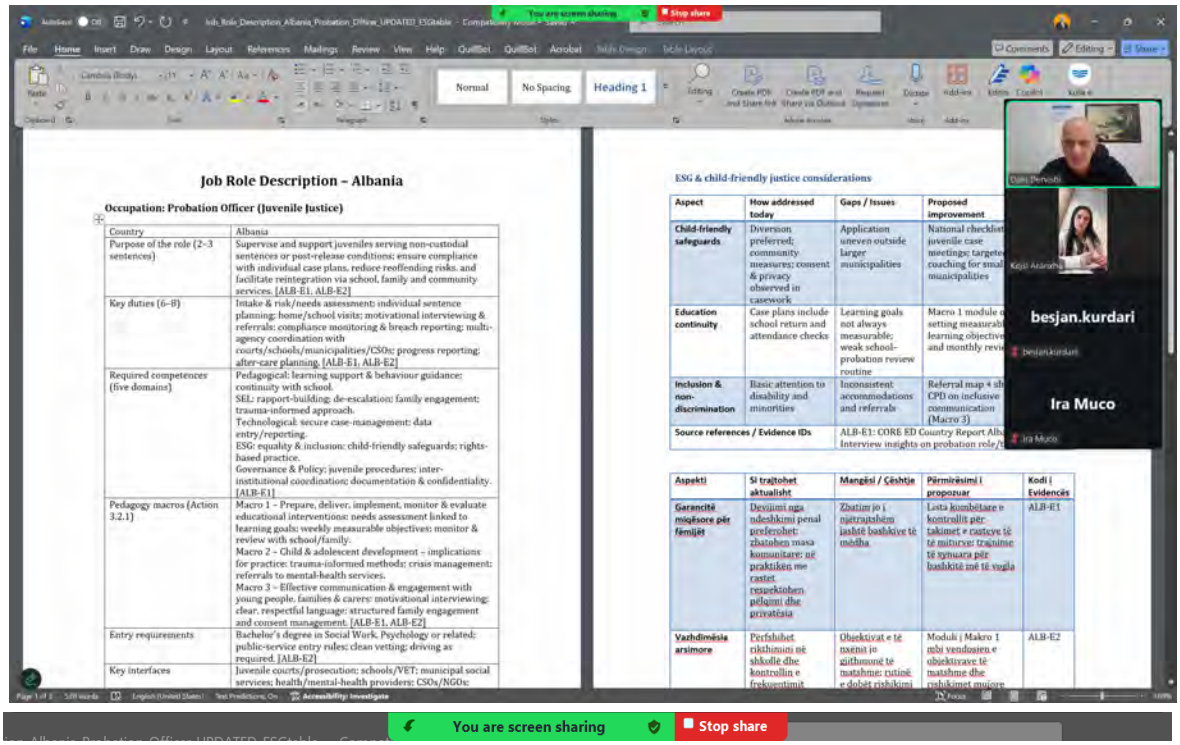
Ira Muço confirmed that the materials were reviewed carefully, that there were no additional comments or observations, and that the documentation was presented at a satisfactory professional level. Ira Muço also provided a concrete recommendation for future strengthening of the process: to include the State Agency for the Rights and Protection of the Child (Agjencia Shtetërore për të Drejtat dhe Mbrojtjen e Fëmijës) as a contributing institution.

7. Conclusions and how this feeds into D3.2

The Albania consultation webinar achieved its intended validation purpose: the consulted education partners and Ministry of Justice-related stakeholders indicated no substantive objections to the prepared occupational-profile materials, and the written consultation trail provides explicit documentary proof of approval-by-silence and explicit “no further comments” confirmations.

For incorporation into D3.2, the practical implication is that the Albanian set of updated profiles may be treated as validated for consolidation, while the single improvement proposal (adding the State Agency for the Rights and Protection of the Child as a contributing stakeholder) should be recorded as a recommended enhancement to stakeholder engagement in subsequent steps and/or future consultation rounds.





Agenda - Online Consultation Webinar

AXHENDA E WORKSHOPIT ONLINE
PËR DISKUTIMIN DHE VALIDIMIN E PROFILEVE PROFESIONALE NË SISTEMIN E DREJTËSISË SË TË MITURVE

02.12.2025 ora 13.00

Project: 101179359 — CORE-ED ACADEMY — ERASMUS-EDU-2024-CBHE

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

PROJECT NUMBER 101179359

Titulli i aktivitetit:

Workshop Kombëtar për Diskutimin dhe Validimin e Profileve Profesionale të Përditësuara sipas Qasjes "Pedagogy-First"

Kohëzgjatja: 90 – 120 minuta
Formati: Online Link: https://asu.zoom.us/j/83497542685
Organizues: Universiteti Luarasi
Pjesëmarrës: Përfaqësues të institucioneve penitenciare, shërbimeve të provës, oficerëve të rinj, psikologëve, punonjësve socialë, OJF-ve, akademikëve dhe ekspertëve të sektorit.

1. Hapja e Workshopit (10 min)

- Përshëndetje nga institucioni organizator dhe prezantimi i qëllimit të takimit.
- Shpjegim i shkurtër mbi projektin CORE-ED ACADEMY dhe rëndësinë e këtij aktiviteti në kuadër të WP3 dhe veçanërisht të aktiviteteve për validimin e profileve profesionale (D3.2 & D3.4).
- Sqarim i strukturës së workshopit dhe mënyrës së pjesëmarrjes së të ftuarve.

2. Prezantimi i Qasjes "Pedagogy-First" dhe Kornizës së Kompetencave (15 min)

- Shpjegimi i konceptit të kompetencave horizontale të CORE-ED, bazuar në dokumentin "Chart of CORE ED Competences".
- Roli i këtyre kompetencave në formësimin e profileve profesionale të sektorit.
- Lidhja me metodologjinë e zhvillimit të kurrikulave sipas D4.
- Objektivi i këtij workshopi: të vlerësojë qartësinë, relevancën dhe zbatueshmërinë e profileve në kontekstin kombëtar.

3. Prezantimi i Profileve Profesionale të Përditësuara (20 min)

- Paraqitje e shkurtër e rezultateve nga analiza DACUM dhe dokumentet kombëtare.
- Shpjegimi i strukturës së profileve:
    - Përshkrimi i rolit.
    - Kompetencat kyçe të nevojshme.
    - Detyrat dhe përgjegjësitë kryesore.
    - Pikat ku kërkohet përmirësim sipas analizës AS-IS dhe TO-BE.
- Për çdo profil, paraqitje e qartë e elementeve që duhet të diskutohen nga pjesëmarrësit.

4. Diskutim i Hapur me Pjesëmarrësit (35–40 min)

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Dael Dervishi

From: Emilio Çika <emilio.cika@umsh.edu.al>
Sent: Wednesday, December 3, 2025 11:28 AM
To: Eriola Hoxha
Cc: ira.muco@drejtesia.gov.al; besjan.kurderi@drejtesia.gov.al; Fiona Tako; Arnisa Mulgeci; Greta Angjeli; Eros Angjeli; Eros Angjeli; Dael Dervishi; Rudina Qurku
Subject: Re: AXHENDA E WORKSHOPIT PËR DISKUTIMIN DHE VALIDIMIN E PROFILEVE PROFESIONALE NË SISTEMIN E DREJTËSISË SË TË MITURVE/ Project: 101179359 — CORE-ED ACADEMY — ERASMUS-EDU-2024-CBHE

Email Consultation Evidence

These email exchanges are included as supporting evidence of stakeholder consultation under Task T3.2. They document the circulation of draft occupational profiles to relevant national stakeholders and record their comments, confirmations, or absence of further remarks.

Pershendetje Eriola.

Se pari, faleminderit te gjithe kolegeve per pergatitjen dhe dergimin e materialeve.
Nga ana ime, mendoj se jemi ok me materialet e derguara.

Pune te mbare!

Dr. Emilio ÇIKA

Zv.Dekan FDSHH-Pedagog

UNIVERSITETI MESDHETAR I SHQIPËRISË

emilio.cika@umsh.edu.al

Adresa: Blv. Gjergj Fishta, Nr 52
Tiranë, Shqipëri.

On Tue, Dec 2, 2025 at 4:29 PM Eriola Hoxha <eriola.hoxha@umsh.edu.al> wrote:

Përshëndetje!

Duke falenderuar kolegët e sektorit të hartimit të planeve dhe rehabilitimit dhe zhvillimit të programeve të specializimit pranë Drejtorisë së parandalimit të krimeve të të Miturve dhe të rinjve të atashuar në Ministrinë e Drejtësisë Znj. Ira Muço dhe Z.Besjan Kurderi, për expertizën e tyre gjatë takimit të sotëm, do ta vlerësoja nëse do të shprehni vërejtje, sugjerime apo rekomandime, përsa i takon përshkrimit të rolit të punës të edukatorëve/ në sistemin e ri-edukimit të miturve. Bashkëngjitur në e_mail do të gjeni përshkrimin e secilit rolë.
Nëse nuk keni komente, konsiderohen të miratuara formatet attach në e_mail.

Faleminderit!

PhD. (c) Eriola HOXHA
Coordinator
Lecturer at Economy and Development Department
Faculty of Economics

Faculty of Informatics
School of Doctoral Studies
Mediterranean Unifersity of Albania
Blv. "Gjergj Fishta", No. 52, 1023, Tirana, Albania
mob: 00355 69 240 2542
e-mail: eriola.hoxha@umsh.edu.al

Dael Dervishi

From: Fiona Tako <fionatako@umsh.edu.al>
Sent: Wednesday, December 3, 2025 2:07 PM
To: Emilio Çika
Cc: Eriola Hoxha; ira.muco@drejtesia.gov.al; besjan.kurderi@drejtesia.gov.al; Arnisa Mulgeci; Greta Angjeli; Eros Angjeli; Eros Angjeli; Dael Dervishi; Rudina Qurku
Subject: Re: AXHENDA E WORKSHOPIT PËR DISKUTIMIN DHE VALIDIMIN E PROFILEVE PROFESIONALE NË SISTEMIN E DREJTËSISË SË TË MITURVE/ Project: 101179359 — CORE-ED ACADEMY — ERASMUS-EDU-2024-CBHE

Pershendetje Eriola,
Faleminderit te gjitheve per punen e realizuar me kaq profezionalizem dhe materialet e derguara.
Nga ana ime nuk ka verejtje mbi dokumentacionin e derguar, ai eshte i plote dhe cilesor.
Pune te mbare te gjitheve ne vijim.

On Wed, Dec 3, 2025 at 11:27 AM Emilio Çika <emilio.cika@umsh.edu.al> wrote:

> Pershendetje Eriola.
>
> Se pari, faleminderit te gjithe kolegeve per pergatitjen dhe dergimin e materialeve.
> Nga ana ime, mendoj se jemi ok me materialet e derguara.
>
> Pune te mbare!
>
> Dr. Emilio ÇIKA
>
> Zv.Dekan FDSHH-Pedagog
>
> UNIVERSITETI MESDHETAR I SHQIPËRISË
>
> emilio.cika@umsh.edu.al
>
> Adresa: Blv. Gjergj Fishta, Nr 52
> Tiranë, Shqipëri.

On Tue, Dec 2, 2025 at 4:29 PM Eriola Hoxha <eriola.hoxha@umsh.edu.al> wrote:

> Përshëndetje!
>
> Duke falenderuar kolegët e sektorit të hartimit të planeve dhe rehabilitimit dhe zhvillimit të programeve të specializimit pranë Drejtorisë së parandalimit të krimeve të të Miturve dhe të rinjve të atashuar në Ministrinë e Drejtësisë Znj. Ira Muço dhe Z.Besjan Kurderi, për expertizën e tyre gjatë takimit të sotëm, do ta vlerësoja nëse do të shprehni vërejtje, sugjerime apo rekomandime, përsa i takon përshkrimit të rolit të punës të edukatorëve/ në sistemin e ri-edukimit të miturve. Bashkëngjitur në e_mail do të gjeni përshkrimin e secilit rolë.
> Nëse nuk keni komente, konsiderohen të miratuara formatet attach në e_mail.

Faleminderit!

PhD. (c) Eriola HOXHA
Coordinator
Lecturer at Economy and Development Department
Faculty of Economics
Faculty of Informatics
School of Doctoral Studies
Mediterranean Unifersity of Albania
Blv. "Gjergj Fishta", No. 52, 1023, Tirana, Albania
mob: 00355 69 240 2542
e-mail: eriola.hoxha@umsh.edu.al

--

PhD. Fiona TAKO
Lecturer at Civil Law Department
Head of Legal Clinic
Mediterranean University of Albania
E - mail: fionatako@umsh.edu.al

Dael Dervishi

From: Arnisa Mulgeci <arnisa.mulgeci@umsh.edu.al>
Sent: Wednesday, December 3, 2025 2:04 PM
To: Eriola Hoxha
Cc: ira.muco@drejtesia.gov.al; besjan.kurderi@drejtesia.gov.al; Emilio Çika; Fiona Tako; Greta Angjeli; Eros Angjeli; Eros Angjeli; Dael Dervishi; Rudina Qurku
Subject: Re: AXHENDA E WORKSHOPIT PËR DISKUTIMIN DHE VALIDIMIN E PROFILEVE PROFESIONALE NË SISTEMIN E DREJTËSISË SË TË MITURVE/ Project: 101179359 — CORE-ED ACADEMY — ERASMUS-EDU-2024-CBHE

Përshëndetje të gjithëve,
uroj të jeni mirë. Duke falenderuar të gjithë kolegët për punën e bërë, konfirmoj se nga ana ime nuk ka komente apo sugjerime shtesë.

Gjithë të mirat,
Arnisa

On Tue, Dec 2, 2025 at 4:29 PM Eriola Hoxha <eriola.hoxha@umsh.edu.al> wrote:

Përshëndetje!

Duke falenderuar kolegët e sektorit të hartimit të planeve dhe rehabilitimit dhe zhvillimit të programeve të specializimit pranë Drejtorisë së parandalimit të krimeve të të Miturve dhe të rinjve të atashuar në Ministrinë e Drejtësisë Znj. Ira Muço dhe Z.Besjan Kurderi, për expertizën e tyre gjatë takimit të sotëm, do ta vlerësoja nëse do të shprehni vërejtje, sugjerime apo rekomandime, përsa i takon përshkrimit të rolit të punës të edukatorëve/ në sistemin e ri-edukimit të miturve. Bashkëngjitur në e_mail do të gjeni përshkrimin e secilit rolë.
Nëse nuk keni komente, konsiderohen të miratuara formatet attach në e_mail.

Faleminderit!

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Blv. "Gjergj Fishta", No. 52, 1023, Tirana, Albania
mob: 00355 69 240 2542
e-mail: eriola.hoxha@umsh.edu.al

Dael Dervishi

From: Ira Muco <ira.muco@drejtesia.gov.al>
Sent: Thursday, December 4, 2025 4:10 PM
To: Eriola Hoxha; Emilio Çika; Fiona Tako; Arnisa Mulgeci; Klaudia Hasanllari
Cc: Greta Angjeli; Eros Angjeli; Eros Angjeli; Dael Dervishi; Rudina Qurku
Subject: Re: AXHENDA E WORKSHOPIT PËR DISKUTIMIN DHE VALIDIMIN E PROFILEVE PROFESIONALE NË SISTEMIN E DREJTËSISË SË TË MITURVE/ Project: 101179359 — CORE-ED ACADEMY — ERASMUS-EDU-2024-CBHE

> You don't often get email from ira.muco@drejtesia.gov.al. Learn why this is important

Përshëndetje Eriola,

Dëshirojmë të falënderojmë gjithë ekipin për angazhimin, profesionalizmin dhe cilësinë e punës së realizuar deri më tani. Materialet dhe dokumentacioni i dërguar janë vlerësuar me kujdes nga ana jonë dhe konfirmojmë se nuk kemi komente apo vërejtje shtesë, pasi çdo element i dokumentacionit paraqitet në nivel të kënaqshëm profesional.

Gjithashtu, me qëllim përmirësimin e mëtejshëm të koordinimit dhe rritjen e efikasitetit në realizimin e objektivave të projektit, sugjerojmë përfshirjen e Agjencisë Shtetërore për të Drejtat dhe Mbrojtjen e Fëmijës, si institucion kontribues në këtë proces.

Duke ju falenderuar,

Ira.

Ira Muço
Specialiste
Sektori i Hartimit të Planeve të Rehabilitimit dhe Zhvillimit të Programeve të Specializimit
Qendra e Parandalimit të Krimeve të të Miturve dhe të Rinjve
Ministria e Drejtësisë

QPKMR

Adresa : Rr. Frederik Shiroka , Godina Nr.8, kati i IV, Tiranë
E-mail: ira.muco@drejtesia.gov.al
Web: www.qpkmr.gov.al

From: Eriola Hoxha <eriola.hoxha@umsh.edu.al>
Sent: Tuesday, December 2, 2025 4:28 PM
To: Ira Muco <ira.muco@drejtesia.gov.al>; besjan.kurderi@drejtesia.gov.al <besjan.kurderi@drejtesia.gov.al>; Emilio Çika <emilio.cika@umsh.edu.al>; Fiona Tako <fionatako@umsh.edu.al>; Arnisa Mulgeci <arnisa.mulgeci@umsh.edu.al>
Cc: Greta Angjeli <gretaangjeli@umsh.edu.al>; Eros Angjeli <erosangjeli@gmail.com>; Eros Angjeli

<erosangjeli@umsh.edu.al>; Dael Dervishi <dael.dervishi@luarasi-univ.edu.al>; Rudina Qurku <rudina.qurku@umsh.edu.al>
Subject: AXHENDA E WORKSHOPIT PËR DISKUTIMIN DHE VALIDIMIN E PROFILEVE PROFESIONALE NË SISTEMIN E DREJTËSISË SË TË MITURVE/ Project: 101179359 — CORE-ED ACADEMY — ERASMUS-EDU-2024-CBHE

You don't often get email from eriola.hoxha@umsh.edu.al. Learn why this is important
KUJDES: Ky është një email i ardhur nga jashtë adresave zyrtare qeveritare. Mos klikoni URL-të ose bashkëlidhjet nëse nuk e njihni dhe/ose nuk i besoni dërguesit.

Përshëndetje!

Duke falenderuar kolegët e sektorit të hartimit të planeve dhe rehabilitimit dhe zhvillimit të programeve të specializimit pranë Drejtorisë së parandalimit të krimeve të të Miturve dhe të rinjve të atashuar në Ministrinë e Drejtësisë Znj. Ira Muço dhe Z.Besjan Kurderi, për expertizën e tyre gjatë takimit të sotëm, do ta vlerësoja nëse do të shprehni vërejtje, sugjerime apo rekomandime, përsa i takon përshkrimit të rolit të punës të edukatorëve/ në sistemin e ri-edukimit të miturve. Bashkëngjitur në e_mail do të gjeni përshkrimin e secilit rolë.
Nëse nuk keni komente, konsiderohen të miratuara formatet attach në e_mail.

Faleminderit!

PhD. (c) Eriola HOXHA
Coordinator
Lecturer at Economy and Development Department
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mob: 00355 69 240 2542
e-mail: eriola.hoxha@umsh.edu.al

Job Role Description – Albania

Occupation: Correctional-Police Officer (Juvenile Unit)

Country	Albania
Purpose of the role (2–3 sentences)	Ensure safe, dignified and child-sensitive custodial environments for juveniles while enabling rehabilitative routines (education, visits, programmes) and upholding legal safeguards. [ALB-E1, ALB-E4]
Key duties (6–8)	Admission/search/orientation; movement control & roll-call; monitoring living conditions; incident prevention & de-escalation; support to education/programme schedules; safeguarding & reporting; documentation & communication; emergency response. [ALB-E1, ALB-E4]
Required competences (five domains)	Pedagogical: support to learning routines and behaviour guidance in custody. SEL: self-control; communication with minors; conflict resolution. Technological: operation of security & recording systems. ESG: proportionality; non-discrimination; safeguarding. Governance & Policy: juvenile safeguards; SOPs; use-of-force limits; incident reporting. [ALB-E1, ALB-E4]
Pedagogy macros (Action 3.2.1)	Macro 1 – Prepare, deliver, implement, monitor & evaluate educational interventions: coordinate movements to protect class time; support classroom routines; incident logs with learning-focused follow-up. Macro 2 – Child & adolescent development – implications for practice: adolescent-appropriate de-escalation; safeguarding; stress-management and crisis response. Macro 3 – Effective communication & engagement with young people, families & carers: clear, proportional communication; privacy & dignity; coordinated family contact per rules. [ALB-E1, ALB-E4]
Entry requirements	Security Academy basic programme; medical/fitness vetting; background checks. [ALB-E4]
Key interfaces	Prison educators; psychologists/social workers; health services; probation (transitions); families/guardians per rules; oversight bodies. [ALB-E1]
Typical training/CPD	Initial Security Academy curriculum; CPD on de-escalation, child-friendly safeguards, and pedagogy-in-confinement (short modules). [ALB-E4]

ESG & child-friendly justice considerations

Aspect	How addressed today	Gaps / Issues	Proposed improvement	Evidence ID
Child-friendly routines	Basic awareness and separation from adults; access to education and visits	Routines not always adolescent-appropriate in practice	CPD on adolescent-appropriate routines + checklists (Macro 2)	ALB-E1
Use of force & searches	Proportionality rules exist; documentation required	Inconsistent application/documentation	Refresher on proportionality + incident reporting standards	ALB-E4
Education protection	Movement coordinated with timetable	Frequent class-time disruptions	Macro 1 routine to safeguard lessons; shared schedule protocol	ALB-E1
Source references / Evidence IDs		ALB-E1: Country Report Albania. ALB-E4: Security Academy curriculum.		

Job Role Description – Albania

Occupation: Prison Educator / Teacher

Country	Albania
Purpose of the role (2–3 sentences)	Deliver and coordinate education for juveniles in custody, ensuring continuity with community schooling and supporting reintegration through tailored learning plans. [ALB-E1, ALB-E3]
Key duties (6–8)	Initial learner assessment & IEP/portfolio; lesson planning and delivery in secure settings; basic skills/VET tasters/digital literacy; continuous assessment & feedback; coordination with MoE schools/exam bodies; safeguarding & behaviour support; transition planning. [ALB-E1, ALB-E3]
Required competences (five domains)	Pedagogical: differentiated instruction; assessment for learning; classroom management in confinement. SEL: relationship-building; motivation; de-escalation; inclusive communication. Technological: ICT for learning; secure use of LMS/records. ESG: right to education; inclusion; safe learning environment. Governance & Policy: MoE standards; prison rules; data protection; exam protocols. [ALB-E1, ALB-E3]
Pedagogy macros (Action 3.2.1)	Macro 1 – Prepare, deliver, implement, monitor & evaluate educational interventions: initial assessment & IEP; protect learning time; formative assessment & reporting. Macro 2 – Child & adolescent development – implications for practice: adolescent-appropriate methods; behaviour & motivation; reasonable accommodation. Macro 3 – Effective communication & engagement with young people, families & carers: learner-centred communication; coordination with psychologists/social workers; links to community schools. [ALB-E1, ALB-E3]
Entry requirements	Valid teaching licence per MoE; prison clearance & health checks. [ALB-E3]
Key interfaces	MoE schools/exam bodies; prison administration; psychologists & social workers; municipal services; probation for continuity at release; families/guardians as permitted. [ALB-E1]
Typical training/CPD	≈60-hour correctional education certificate (methods for secure settings, safeguarding, continuity); refreshers on inclusive pedagogy & behaviour support. [ALB-E3]

ESG & child-friendly justice considerations

Aspect	How addressed today	Gaps / Issues	Proposed improvement	Evidence ID
Right to education	Timetable and access arranged within security constraints	Learning time sometimes disrupted by movement/regime	Joint routine with security to protect class time (Macro 1)	ALB-E1
Assessment & certification	Access to exams via MoE channels	Late alignment with exam bodies & documentation gaps	Early exam registration protocol + records checklist	ALB-E3
Inclusion	Teachers adapt informally	Limited systematic accommodations	IEP template with accommodations + CPD on differentiation (Macro 2)	ALB-E1
Source references / Evidence IDs	ALB-E1: Country Report Albania. ALB-E3: MoE/prison education guidance.			

Job Role Description – Albania

Occupation: Probation Officer (Juvenile Justice)

Country	Albania
Purpose of the role (2–3 sentences)	Supervise and support juveniles serving non-custodial sentences or post-release conditions; ensure compliance with individual case plans, reduce reoffending risks, and facilitate reintegration via school, family and community services. [ALB-E1, ALB-E2]
Key duties (6–8)	Intake & risk/needs assessment; individual sentence planning; home/school visits; motivational interviewing & referrals; compliance monitoring & breach reporting; multi-agency coordination with courts/schools/municipalities/CSOs; progress reporting; after-care planning. [ALB-E1, ALB-E2]
Required competences (five domains)	Pedagogical: learning support & behaviour guidance; continuity with school. SEL: rapport-building; de-escalation; family engagement; trauma-informed approach. Technological: secure case-management; data entry/reporting. ESG: equality & inclusion; child-friendly safeguards; rights-based practice. Governance & Policy: juvenile procedures; inter-institutional coordination; documentation & confidentiality. [ALB-E1]
Pedagogy macros (Action 3.2.1)	Macro 1 – Prepare, deliver, implement, monitor & evaluate educational interventions: needs assessment linked to learning goals; weekly measurable objectives; monitor & review with school/family. Macro 2 – Child & adolescent development – implications for practice: trauma-informed methods; crisis management; referrals to mental-health services. Macro 3 – Effective communication & engagement with young people, families & carers: motivational interviewing; clear, respectful language; structured family engagement and consent management. [ALB-E1, ALB-E2]
Entry requirements	Bachelor's degree in Social Work, Psychology or related; public-service entry rules; clean vetting; driving as required. [ALB-E2]
Key interfaces	Juvenile courts/prosecution; schools/VET; municipal social services; health/mental-health providers; CSOs/NGOs; probation & prison services; families/guardians. [ALB-E1]
Typical training/CPD	Induction (≈6 months): juvenile law, diversion/restorative justice, assessment & case planning; CPD in trauma-informed practice, motivational interviewing, inclusive communication, after-care coordination. [ALB-E1, ALB-E2]

ESG & child-friendly justice considerations

Aspect	How addressed today	Gaps / Issues	Proposed improvement	Evidence ID
Child-friendly safeguards	Diversion preferred; community measures; consent & privacy observed in casework	Application uneven outside larger municipalities	National checklist for juvenile case meetings; targeted coaching for smaller municipalities	ALB-E1
Education continuity	Case plans include school return and attendance checks	Learning goals not always measurable; weak school–probation review routine	Macro 1 module on setting measurable learning objectives and monthly reviews	ALB-E2
Inclusion & non-discrimination	Basic attention to disability and minorities	Inconsistent accommodations and referrals	Referral map + short CPD on inclusive communication (Macro 3)	ALB-E1
Source references / Evidence IDs		ALB-E1: CORE ED Country Report Albania. ALB-E2: Interview insights on probation role/training.		

Aspekti	Si trajtohet aktualisht	Mangësi / Çështje	Përmirësimi i propozuar		Kodi i Evidencës
Garancitë miqësore për fëmijët	Devijimi nga ndeshkimi penal preferohet; zbatohen masa komunitare; në praktikën me rastet respektohen pëlqimi dhe privatësia	Zbatim jo i njëtrajtshëm jashtë bashkive të mëdha	Lista kombëtare e kontrollit për takimet e rasteve të të miturve; trajnime të synuara për bashkitë më të vogla		ALB-E1
Vazhdimësia arsimore	Përfshihet rikthimini në shkollë dhe kontrollin e frekuentimit	Objektivat e të nxënit jo gjithmonë të matshme; rutinë e dobët rishikimi shkollë–shërbimi i provës	Moduli i Makro 1 mbi vendosjen e objektivave të matshme dhe rishikimet mujore		ALB-E2
Përfshirja dhe	Vëmendje	Akomodime dhe	Hartë referimesh		ALB-E1

mos-diskriminimi	bazike ndaj aftësisë së kufizuar dhe minoriteteve	referime të paqëndrueshme	+ trajnim i shkurtër CPD për komunikim gjithëpërfshirës (Makro 3)		
Source references / Evidence IDs		ALB-E1: CORE ED Country Report Albania. ALB-E2: Interview insights on probation role/training.			

Job Role Description – Albania

Occupation: Psychologist (Juvenile Facility/Probation)

Country	Albania
Purpose of the role (2–3 sentences)	Provide psychological assessment, counselling and treatment planning for juveniles in custody or under probation; advise staff and courts on mental-health, risk and protective factors; support crisis intervention. [ALB-E1, ALB-E5]
Key duties (6–8)	Clinical interviews & psychometrics; individual/group therapy; crisis response & safety planning; input to case management & court reports; referrals and coordination with health services; documentation; staff guidance/supervision. [ALB-E1, ALB-E5]
Required competences (five domains)	Pedagogical: psycho-education for juveniles and families. SEL: empathy; rapport; motivational skills; resilience building. Technological: secure records; basic tele-support where allowed. ESG: confidentiality; non-discrimination; trauma-informed approach. Governance & Policy: ethics codes; consent/guardianship; court reporting norms. [ALB-E1, ALB-E5]
Pedagogy macros (Action 3.2.1)	Macro 1 – Prepare, deliver, implement, monitor & evaluate educational interventions: structured psycho-education; therapy goals linked to learning/reintegration; outcome monitoring. Macro 2 – Child & adolescent development – implications for practice: trauma, adolescent development, risk/need; crisis intervention; referral pathways. Macro 3 – Effective communication & engagement with young people, families & carers: empathy & rapport; age-appropriate explanations; parent/guardian involvement. [ALB-E1, ALB-E5]
Entry requirements	Psychology degree plus national licensing where applicable; public-service entry requirements. [ALB-E5]
Key interfaces	Courts/prosecution; prison/probation teams; schools; municipal social services; health/mental-health providers; families/guardians. [ALB-E1]
Typical training/CPD	CPD in adolescent mental-health, trauma-informed care, crisis intervention, and culturally sensitive practice. [ALB-E5]

ESG & child-friendly justice considerations

Aspect	How addressed today	Gaps / Issues	Proposed improvement	Evidence ID
Confidentiality & consent	Standard clinical consent; records restricted	Guardianship/consent procedures vary; documentation gaps	Clear consent workflow + records checklist; brief staff orientation	ALB-E1
Access & equity	Basic access inside facilities; referral options exist	Coverage uneven outside Tirana; wait times	Referral map and escalation routes; tele-support where allowed	ALB-E5
Crisis response	Ad hoc debrief and safety plans	Inconsistent multi-agency coordination	Standard crisis protocol with roles and contact tree	ALB-E1
Source references / Evidence IDs	ALB-E1: Country Report Albania. ALB-E5: Needs survey/psych services notes.			

Job Role Description – Albania

Occupation: Social Worker (Detention/Probation)

Country	Albania
Purpose of the role (2–3 sentences)	Coordinate access to rights and services for juveniles and families, strengthen protective factors, and contribute to case management for reintegration in custody and community. [ALB-E1, ALB-E6]
Key duties (6–8)	Family assessment & engagement; school/service coordination; benefits & documentation support; safeguarding & referrals; participation in case planning; monitoring & advocacy; documentation; liaison with courts/municipalities. [ALB-E1, ALB-E6]
Required competences (five domains)	Pedagogical: support to learning routines; family guidance on education continuity. SEL: advocacy; conflict mediation; inclusive communication. Technological: case-management tools; data/reporting. ESG: equity & inclusion (disability/minorities); community links. Governance & Policy: child protection; municipal services; inter-agency protocols. [ALB-E1, ALB-E6]
Pedagogy macros (Action 3.2.1)	Macro 1 – Prepare, deliver, implement, monitor & evaluate educational interventions: plan & follow-up for school/VET return; service coordination checklists; evidence of progress. Macro 2 – Child & adolescent development – implications for practice: child protection; cultural sensitivity; supports for disability/minorities; family-centred casework. Macro 3 – Effective communication & engagement with young people, families & carers: inclusive communication; family conflict mediation; structured advocacy with institutions. [ALB-E1, ALB-E6]
Entry requirements	Degree in Social Work; civil-service entry requirements; vetting per role. [ALB-E6]
Key interfaces	Courts; schools/VET centres; municipal social services; NGOs/CSOs; health/mental-health providers; probation & prison units; families. [ALB-E1]
Typical training/CPD	CPD on inclusive communication, Roma/Egyptian inclusion, after-care coordination, and safeguarding practice. [ALB-E6]

ESG & child-friendly justice considerations

Aspect	How addressed today	Gaps / Issues	Proposed improvement	Evidence ID
Inclusion & equity	General attention to vulnerable groups	Gaps in accommodations and referral follow-up	Inclusion referral map + CPD on inclusive communication (Macro 3)	ALB-E6
After-care handoffs	Some coordination at release	Fragmented handover to municipalities/schools	Shared after-care checklist + contact roster; assign a handover owner	ALB-E1
Family participation	Regular contact with families	Inconsistent structured meetings and documentation	Macro 3 module on structured family meetings + minutes template	ALB-E6
Source references / Evidence IDs	ALB-E1: Country Report Albania. ALB-E6: Inclusion/social work practice notes.			

Job Role Descriptions in Albanian language

Përshkrimi i rolit të punës – Shqipëri

Profesioni: Oficer i Shërbimit të Provës (Drejtësia për të Mitur)
Shteti: Shqipëri

Qëllimi i rolit (2–3 fjali)	Të mbikëqyrë dhe mbështesë të miturit që kryejnë dënime jashtë burgut ose kushte pas lirimit; të sigurojë zbatimin e planeve individuale të rasteve, të reduktojë rrezikun e rikthimit në shkelje dhe të lehtësojë riintegrimin përmes shkollës, familjes dhe shërbimeve komunitare. [ALB-E1, ALB-E2]
Detyrat kryesore (6–8)	Pranimi dhe vlerësimi i rrezikut/nevojave; planifikimi individual i dënimit; vizita në shtëpi dhe shkollë; intervistim motivues dhe referime; monitorimi i respektimit të kushteve dhe raportimi i shkeljeve; koordinim ndërinstitucional me gjykatat, shkollat, bashkitë dhe OSHC-të; raportim progresi; planifikim i pas-kujdesit. [ALB-E1, ALB-E2]
Kompetencat e kërkuara (pesë fusha)	**Pedagogjike:** mbështetje e të nxënit dhe udhëzim i sjelljes; vazhdimësi me shkollën. **SEL:** ndërtim raporti; ç'tensionim; angazhim familjar; qasje e informuar nga trauma. **Teknologjike:** menaxhim i sigurt i rasteve; hedhje e të dhënave dhe raportim. **ESG:** barazi dhe përfshirje; garanci miqësore për fëmijët; praktikë e bazuar në të drejta. **Qeverisje & Politika:** procedura për të miturit; koordinim ndërinstitucional; dokumentim dhe konfidencialitet. [ALB-E1]
Makro të pedagogjisë (Veprimi 3.2.1)	**Makro 1 –** Përgatitja, zhvillimi, zbatimi, monitorimi dhe vlerësimi i ndërhyrjeve edukative: vlerësim nevojash i lidhur me objektiva mësimore; objektiva javore të matshme; monitorim dhe rishikim me shkollën/familjen. **Makro 2 –** Zhvillimi i fëmijës dhe adoleshentit – implikimet për praktikën: metoda të informuara nga trauma; menaxhim krizash; referime në shërbime të shëndetit mendor. **Makro 3 –** Komunikim dhe angazhim efektiv me të rinjtë, familjet dhe kujdestarët: intervistim motivues; gjuhë e qartë dhe respektuese; angazhim i strukturuar familjar dhe menaxhim i pëlqimit. [ALB-E1, ALB-E2]
Kërkesat e hyrjes	Diplomë Bachelor në Punë Sociale, Psikologji ose fusha të ngjashme; rregullat e hyrjes në shërbimin publik; verifikime të pastra; leje drejtimi sipas nevojës. [ALB-E2]
Ndërfaqet kryesore	Gjykatat dhe prokuroritë për të mitur; shkollat dhe VET; shërbimet sociale bashkiake; ofrues shëndetësorë dhe të shëndetit mendor; OSHC/ONG; shërbimi i provës dhe institucionet e vuajtjes së dënimit; familjet/kushdestarët. [ALB-E1]
Trajnimi tipik / CPD	Trajnim fillestar (≈6 muaj): legjislacioni për të miturit, devijimi/drejtësia restauruese, vlerësimi dhe planifikimi i rasteve; CPD mbi qasjen e informuar nga trauma, intervistimin motivues, komunikimin gjithëpërfshirës dhe koordinimin e pas-kujdesit. [ALB-E1, ALB-E2]

Konsiderata ESG dhe drejtësi miqësore për fëmijët

Aspekti	Si trajtohet aktualisht	Mangësi / Çështje	Përmirësimi i propozuar	Kodi i Evidencës
Garancitë miqësore për fëmijët	Devijimi nga ndëshkimi penal preferohet; zbatohen masa komunitare; në praktikën me rastet respektohen pëlqimi dhe privatësia	Zbatim jo i njëtrajtshëm jashtë bashkive të mëdha	Lista kombëtare e kontrollit për takimet e rasteve të të miturve; trajnime të synuara për bashkitë më të vogla	ALB-E1
Vazhdimësia arsimore	Përfshihet rikthimi në shkollë dhe kontrolli i frekuentimit	Objektivat e të nxënit jo gjithmonë të matshme; rutinë e dobët rishikimi shkollë–shërbimi i provës	Moduli i Makro 1 mbi vendosjen e objektivave të matshme dhe rishikimet mujore	ALB-E2
Përfshirja dhe mos-diskriminimi	Vëmendje bazike ndaj aftësisë së kufizuar dhe minoriteteve	Akomodime dhe referime të paqëndrueshme	Hartë referimesh + trajnim i shkurtër CPD për komunikim gjithëpërfshirës (Makro 3)	ALB-E1

Referenca burimore / ID të provave: ALB-E1: CORE ED Country Report Albania. ALB-E2: Intervista mbi rolin dhe trajnimin e Shërbimit të Provës.

Përshkrimi i rolit të punës – Shqipëri

Profesioni: Oficer i Policisë së Burgjeve (Njësia e të Miturve)
Shteti: Shqipëri

Qëllimi i rolit (2–3 fjali)	Të garantojë ambiente të sigurta, dinjitoze dhe të ndjeshme ndaj fëmijëve për të miturit në kushte ndalimi, duke mundësuar rutina rehabilituese (arsimim, vizita, programe) dhe duke respektuar garancitë ligjore. [ALB-E1, ALB-E4]
Detyrat kryesore (6–8)	Pranim, kontroll dhe orientim; kontroll i lëvizjeve dhe apel (verifikim i prezencës); monitorim i kushteve të jetesës; parandalim i incidenteve dhe ç'tensionim; mbështetje për oraret e arsimit dhe programeve; mbrojtja e të miturve dhe raportimi; dokumentim dhe komunikim; reagim ndaj emergjencave. [ALB-E1, ALB-E4]
Kompetencat e kërkuara (pesë fusha)	**Pedagogjike:** mbështetje e rutinave të të nxënit dhe udhëzim i sjelljes në ndalim. **SEL:** vetëkontroll; komunikim me të mitur; zgjidhje konfliktesh. **Teknologjike:** operimi i sistemeve të sigurisë dhe regjistrimit. **ESG:** proporcionalitet; mos-diskriminim; safeguarding. **Qeverisje & Politika:** garanci për të mitur; SOP; kufizime të përdorimit të forcës; raportimi i incidenteve. [ALB-E1, ALB-E4]
Makro të pedagogjisë (Veprimi 3.2.1)	**Makro 1 –** Përgatitja, zhvillimi, zbatimi, monitorimi dhe vlerësimi i ndërhyrjeve edukative: koordinim i lëvizjeve për të mbrojtur kohën e mësimit; mbështetje e rutinave në klasë; regjistra incidentesh me ndjekje të orientuar drejt të nxënit. **Makro 2 –** Zhvillimi i fëmijës dhe adoleshentit – implikimet për praktikën: ç'tensionim i përshtatur për adoleshentë; safeguarding; menaxhim stresi dhe reagim ndaj krizave. **Makro 3 –** Komunikim dhe angazhim efektiv me të rinjtë, familjet dhe kujdestarët: komunikim i qartë dhe proporcional; ruajtja e privatësisë dhe dinjitetit; koordinim i kontakteve familjare sipas rregullave. [ALB-E1, ALB-E4]
Kërkesat e hyrjes	Programi bazë i Akademisë së Sigurisë; verifikime mjekësore/fizike; kontroll i figurës. [ALB-E4]
Ndërfaqet kryesore	Edukatorë të burgut; psikologë dhe punonjës socialë; shërbime shëndetësore; shërbimi i provës (tranzicione); familjet/kushdestarët sipas rregullave; organet e mbikëqyrjes. [ALB-E1]
Trajnimi tipik / CPD	Kurrikula fillestare e Akademisë së Sigurisë; CPD mbi ç'tensionimin, garancitë miqësore për fëmijët dhe pedagogjinë në kushte izolimi (module të shkurtra). [ALB-E4]

Konsiderata ESG dhe drejtësi miqësore për fëmijët

Aspekti	Si trajtohet aktualisht	Mangësi / Çështje	Përmirësimi i propozuar	Kodi i Evidencës
Rutina miqësore për fëmijët	Ndërgjegjësim bazë dhe ndarje nga të rriturit; akses në arsim dhe vizita	Rutinat jo gjithmonë të përshtatshme për adoleshentët në praktikë	CPD mbi rutina të përshtatshme për adoleshentë + lista kontrolli (Makro 2)	ALB-E1
Përdorimi i forcës dhe kontrollet	Ekzistojnë rregulla proporcionaliteti; kërkohet dokumentim	Zbatim dhe dokumentim jo i njëtrajtshëm	Rifreskim mbi proporcionalitetin + standarde për raportimin e incidenteve	ALB-E4
Mbrojtja e arsimit	Lëvizjet koordinohen me orarin	Ndërprerje të shpeshta të kohës së mësimit	Rutinë e Makro 1 për të mbrojtur orët mësimore; protokoll i përbashkët orari	ALB-E1

Referenca burimore / ID të provave: ALB-E1: Country Report Albania. ALB-E4: Kurrikula e Akademisë së Sigurisë.

Përshkrimi i rolit të punës – Shqipëri

Profesioni: Punonjës Social (Shërbimi i Provës)
Shteti: Shqipëri

Qëllimi i rolit (2–3 fjali)	Të koordinojë aksesin në të drejta dhe shërbime për të miturit dhe familjet, të forcojë faktorët mbrojtës dhe të kontribuojë në menaxhimin e rasteve për riintegrim në kushte ndalimi dhe në komunitet. [ALB-E1, ALB-E6]
Detyrat kryesore (6–8)	Vlerësim dhe angazhim familjar; koordinim me shkollat dhe shërbimet; mbështetje për përfitime dhe dokumentacion; safeguarding dhe referime; pjesëmarrje në planifikimin e rasteve; monitorim dhe avokim; dokumentim; lidhje me gjykatat dhe bashkitë. [ALB-E1, ALB-E6]
Kompetencat e kërkuara (pesë fusha)	**Pedagogjike:** mbështetje e rutinave të të nxënit; udhëzim familjar për vazhdimësinë arsimore. **SEL:** avokim; ndërmjetësim konfliktesh; komunikim gjithëpërfshirës. **Teknologjike:** mjete për menaxhimin e rasteve; të dhëna/raportim. **ESG:** barazi dhe përfshirje (aftësi e kufizuar/minoritete); lidhje komunitare. **Qeverisje & Politika:** mbrojtja e fëmijëve; shërbimet bashkiake; protokolle ndërinstitucionale. [ALB-E1, ALB-E6]
Makro të pedagogjisë (Veprimi 3.2.1)	**Makro 1 –** Përgatitja, zhvillimi, zbatimi, monitorimi dhe vlerësimi i ndërhyrjeve edukative: planifikim dhe ndjekje për rikthimin në shkollë/VET; lista kontrolli për koordinimin e shërbimeve; prova progresi. **Makro 2 –** Zhvillimi i fëmijës dhe adoleshentit – implikimet për praktikën: mbrojtja e fëmijëve; ndjeshmëri kulturore; mbështetje për aftësinë e kufizuar/minoritetet; punë me familjen në qendër të rastit. **Makro 3 –** Komunikim dhe angazhim efektiv me të rinjtë, familjet dhe kujdestarët: komunikim gjithëpërfshirës; ndërmjetësim konfliktesh familjare; avokim i strukturuar me institucionet. [ALB-E1, ALB-E6]
Kërkesat e hyrjes	Diplomë në Punë Sociale; kërkesat e hyrjes në shërbimin civil; verifikime sipas rolit. [ALB-E6]
Ndërfaqet kryesore	Gjykatat; shkollat dhe qendrat VET; shërbimet sociale bashkiake; OJF/OSHC; ofrues shëndetësorë dhe të shëndetit mendor; njësitë e burgut dhe shërbimit të provës; familjet. [ALB-E1]
Trajnimi tipik / CPD	Zhvillim i vazhdueshëm profesional mbi komunikimin gjithëpërfshirës, përfshirjen e komuniteteve rome/egjiptiane, koordinimin e pas-kujdesit dhe praktikat e safeguarding. [ALB-E6]

Konsiderata ESG dhe drejtësi miqësore për fëmijët

Aspekti	Si trajtohet aktualisht	Mangësi / Çështje	Përmirësimi i propozuar	Kodi i Evidencës
Përfshirja dhe barazia	Vëmendje e përgjithshme ndaj grupeve vulnerabël	Boshllëqe në akomodime dhe ndjekjen e referimeve	Hartë referimesh për përfshirjen + CPD mbi komunikimin gjithëpërfshirës (Makro 3)	ALB-E6
Kalimet e pas-kujdesit	Disa koordinime në momentin e lirimit	Dorëzim i fragmentuar te bashkitë/shkollat	Listë e përbashkët pas-kujdesi + regjistër kontaktesh; caktim i përgjegjësit për dorëzimin	ALB-E1
Pjesëmarrja e familjes	Kontakt i rregullt me familjet	Takime të strukturuara dhe dokumentim i paqëndrueshëm	Modul i Makro 3 për takime familjare të strukturuara + model procesverbali	ALB-E6

Referenca burimore / ID të provave: ALB-E1: Country Report Albania. ALB-E6: Shënime mbi përfshirjen dhe praktikën e punës sociale.

Përshkrimi i rolit të punës – Shqipëri

Profesioni: Psikolog (Institucion për të Mitur / Shërbimi i Provës)
Shteti: Shqipëri

Qëllimi i rolit (2–3 fjali)	Të ofrojë vlerësim psikologjik, këshillim dhe planifikim të trajtimit për të miturit në institucione ndalimi ose nën shërbimin e provës; të këshillojë stafin dhe gjykatat mbi shëndetin mendor, faktorët e rrezikut dhe mbrojtës; të mbështesë ndërhyrjen në kriza. [ALB-E1, ALB-E5]
Detyrat kryesore (6–8)	Intervista klinike dhe teste psikometrike; terapi individuale dhe në grup; reagim ndaj krizave dhe planifikim sigurie; kontribut në menaxhimin e rasteve dhe raportet për gjykatën; referime dhe koordinim me shërbimet shëndetësore; dokumentim; udhëzim dhe mbikëqyrje e stafit. [ALB-E1, ALB-E5]
Kompetencat e kërkuara (pesë fusha)	**Pedagogjike:** psiko-edukim për të miturit dhe familjet. **SEL:** empati; ndërtim raporti; aftësi motivuese; forcim i reziliencës. **Teknologjike:** menaxhim i sigurt i regjistrave; mbështetje bazike në distancë aty ku lejohet. **ESG:** konfidencialitet; mos-diskriminim; qasje e informuar nga trauma. **Qeverisje & Politika:** kode etike; pëlqim/kujdestari; standarde të raportimit për gjykatën. [ALB-E1, ALB-E5]
Makro të pedagogjisë (Veprimi 3.2.1)	**Makro 1 –** Përgatitja, zhvillimi, zbatimi, monitorimi dhe vlerësimi i ndërhyrjeve edukative: psiko-edukim i strukturuar; objektiva terapeutike të lidhura me të nxënit/riintegrimin; monitorim i rezultateve. **Makro 2 –** Zhvillimi i fëmijës dhe adoleshentit – implikimet për praktikën: trauma, zhvillimi adoleshent, rreziku/nevoja; ndërhyrje në kriza; rrugë referimi. **Makro 3 –** Komunikim dhe angazhim efektiv me të rinjtë, familjet dhe kujdestarët: empati dhe raport; shpjegime të përshtatshme për moshën; përfshirje e prindit/kujdestarit. [ALB-E1, ALB-E5]
Kërkesat e hyrjes	Diplomë në Psikologji dhe licencim kombëtar kur aplikohet; plotësim i kërkesave për shërbimin publik. [ALB-E5]
Ndërfaqet kryesore	Gjykatat dhe prokuroritë; ekipet e burgut/shërbimit të provës; shkollat; shërbimet sociale bashkiake; ofrues shëndetësorë dhe të shëndetit mendor; familjet/kushdestarët. [ALB-E1]
Trajnimi tipik / CPD	Zhvillim i vazhdueshëm profesional në shëndetin mendor të adoleshentëve, kujdesin e informuar nga trauma, ndërhyrjen në kriza dhe praktikën kulturore të ndjeshme. [ALB-E5]

Konsiderata ESG dhe drejtësi miqësore për fëmijët

Aspekti	Si trajtohet aktualisht	Mangësi / Çështje	Përmirësimi i propozuar	Kodi i Evidencës
Konfidencialitet i dhe pëlqimi	Pëlqim klinik standard; regjistra të kufizuar	Procedurat e kujdestarisë/pëlqimit ndryshojnë; boshllëqe në dokumentim	Rrjedhë e qartë e pëlqimit + listë kontrolli për regjistrat; orientim i shkurtër i stafit	ALB-E1
Akses dhe barazi	Akses bazë brenda institucioneve; ekzistojnë opsione referimi	Mbulim i pabarabartë jashtë Tiranës; kohë pritjeje	Hartë referimesh dhe rrugë eskalimi; mbështetje në distancë aty ku lejohet	ALB-E5
Reagimi ndaj krizave	Debrief dhe plane sigurie ad hoc	Koordinim i paqëndrueshëm ndërinstitucional	Protokoll standard krize me role dhe listë kontaktesh	ALB-E1

Referenca burimore / ID të provave: ALB-E1: Country Report Albania. ALB-E5: Anketa e nevojave / shënime mbi shërbimet psikologjike.

Përshkrimi i rolit të punës – Shqipëri

Profesioni: Edukator / Mësues në Burg
Shteti: Shqipëri

Qëllimi i rolit (2–3 fjali)	Të ofrojë dhe koordinojë arsimin për të miturit në kushte ndalimi, duke siguruar vazhdimësinë me shkollimin në komunitet dhe duke mbështetur riintegrimin përmes planeve të personalizuara të të nxënit. [ALB-E1, ALB-E3]
Detyrat kryesore (6–8)	Vlerësimi fillestar i nxënësit dhe IEP/portofoli; planifikimi dhe zhvillimi i mësimit në mjedise të sigurta; aftësi bazë / orientime VET / aftësi digjitale; vlerësim i vazhdueshëm dhe feedback; koordinim me shkollat e MAS dhe institucionet e provimeve; mbrojtja e të miturve dhe mbështetje e sjelljes; planifikimi i tranzicionit. [ALB-E1, ALB-E3]
Kompetencat e kërkuara (pesë fusha)	**Pedagogjike:** mësimdhënie e diferencuar; vlerësim për të nxënit; menaxhim klase në kushte izolimi. **SEL:** ndërtim marrëdhëniesh; motivim; ç'tensionim; komunikim gjithëpërfshirës. **Teknologjike:** TIK për të nxënit; përdorim i sigurt i LMS/regjistrave. **ESG:** e drejta për arsim; përfshirje; mjedis i sigurt mësimi. **Qeverisje & Politika:** standardet e MAS; rregullat e institucionit; mbrojtja e të dhënave; protokollet e provimeve. [ALB-E1, ALB-E3]
Makro të pedagogjisë (Veprimi 3.2.1)	**Makro 1 –** Përgatitja, zhvillimi, zbatimi, monitorimi dhe vlerësimi i ndërhyrjeve edukative: vlerësim fillestar & IEP; mbrojtja e kohës së mësimit; vlerësim formativ & raportim. **Makro 2 –** Zhvillimi i fëmijës dhe adoleshentit – implikimet për praktikën: metoda të përshtatshme për adoleshentë; sjellja & motivimi; përshtatje e arsyeshme. **Makro 3 –** Komunikim dhe angazhim efektiv me të rinjtë, familjet dhe kujdestarët: komunikim i përqendruar te nxënësi; koordinim me psikologë/punonjës socialë; lidhje me shkollat në komunitet. [ALB-E1, ALB-E3]
Kërkesat e hyrjes	Licencë e vlefshme mësimdhënieje sipas MAS; autorizim/clearance për institucionin; kontrolle shëndetësore. [ALB-E3]
Ndërfaqet kryesore	Shkollat e MAS dhe institucionet e provimeve; administrata e institucionit; psikologë dhe punonjës socialë; shërbimet bashkiake; shërbimi i provës për vazhdimësi pas lirimit; familjet/kushdestarët sipas rregullave. [ALB-E1]
Trajnimi tipik / CPD	Certifikatë rreth 60-orëshe për edukimin korrektues (metoda për mjedise të sigurta, safeguarding, vazhdimësia); rifreskime mbi pedagogjinë gjithëpërfshirëse dhe mbështetjen e sjelljes. [ALB-E3]

Konsiderata ESG dhe drejtësi miqësore për fëmijët

Aspekti	Si trajtohet sot	Mangësi / çështje	Përmirësimi i propozuar	IDe provës
E drejta për arsim	Orari dhe akseset organizohen brenda kufizimeve të sigurisë	Koha e mësimit ndërpritet ndonjëherë nga lëvizjet/regjimi	Rutinë e përbashkët me sigurinë për të mbrojtur kohën e klasës (Makro 1)	ALB-E1
Vlerësimi & certifikimi	Akses në provime përmes kanaleve të MAS	Harmonizim i vonuar me institucionet e provimeve & boshllëqe në dokumentacion	Protokoll i hershëm për regjistrimin në provime + listë kontrolli për regjistrat	ALB-E3
Përfshirja	Mësuesit përshtasin në mënyrë joformale	Përshtatje të kufizuara dhe jo sistematike	Model IEP me përshtatje + CPD mbi diferencimin (Makro 2)	ALB-E1

Referenca burimore / ID të provave: ALB-E1: Country Report Albania. ALB-E3: Udhëzime të MAS / arsimit në burgje.

D3.2 – Data-Collection Template | Albania

Coordinator: Luarasi University | Country: Albania | Date: 24 October 2025

Evidence IDs map to the list at the end.

A. Country & Focal Point

Country	Albania
Partner Institution	Luarasi University (LU)
Focal Point (Name, Role, Email, Phone)	Dael Dervishi, Coordinator – Projects Office, [email], [phone]
Other Contributors (if any)	Faculty of Law (juvenile justice); external interviews with institutions and CSOs
Date of Submission	2025-10-23

B. Priority Occupational Roles

Add one row per role. Albania entries below reflect current roles in juvenile/correctional contexts.

Role Title	Mission (1–2 sentences)	Main Duties (concise)	Service Setting	Entry Requirements	Training/CPD	Evidence ID	Country-specific Notes
Probation Officer	Supervise and rehabilitate juveniles under non-custodial or post-release measures; ensure compliance with individual plans and support	Assessment; sentence planning; home/school visits; coordination with courts, schools and CSOs; reporting; breach management;	Juvenile probation service; community; courts liaison.	Bachelor or higher in Social Work, Psychology or related field; civil-service entry requirements.	Six-month induction; ongoing modules on diversion, restorative justice, needs assessment and EM where applicable.	ALB-E1; ALB-E2	Focus on individualized plans and community coordination.

	reintegration.	referrals to services.					
Prison Educator / Teacher	Deliver education and rehabilitative learning activities for juveniles in custody, maintaining continuity with community schooling.	Learner assessment; lesson planning; classroom delivery; portfolio management; liaising with MoE schools; reporting on progress.	Juvenile sections within prisons or dedicated education rooms.	Teaching licence; compliance with MoE standards for teachers in custody.	Approx. 60-hour correctional education certificate delivered with Prison Training Centre & MoE; refreshers on child-friendly methods.	ALB-E1; ALB-E3	Classroom routines must align with security procedures to avoid interruptions.
Correctional-Police Officer (Juvenile Unit)	Provide safe, child-sensitive custodial environments and support rehabilitative routines while ensuring security and legal safeguards.	Admission & search; movement and roll-call; safeguarding; incident de-escalation; support for education and visits; record-keeping.	Juvenile custodial units in prisons and detention centres.	High-school diploma; Security Academy basic programme; medical/fitness vetting.	Initial Security Academy training; CPD on child-friendly practice, de-escalation and pedagogy in confinement.	ALB-E1; ALB-E4	Gaps identified in pedagogy and inclusive communication in custody.
Psychologist (Juvenile Facility/Probation)	Provide psychological assessment, counselling and treatment plans; advise staff and courts on mental-health	Clinical interviews; psychometrics; individual/group therapy; crisis intervention; case notes; interagency referrals.	Custody and community; liaison with health services and courts.	Psychology degree and national licensing where applicable; public service entry.	Structured CPD in trauma-informed care and adolescent mental health.	ALB-E1; ALB-E5	Coverage outside Tirana is limited; continuity of care is a known issue.

	and risk factors.						
Social Worker (Detention/Probation)	Coordinate family and community supports, ensure access to rights/services, and contribute to case management toward reintegration.	Family work; school coordination; service referrals; benefits access; safeguarding; case documentation.	Custody (juvenile units) and probation; community settings.	Social Work degree; civil-service entry requirements.	CPD on inclusive communication, Roma/Egyptian inclusion and after-care coordination.	ALB-E1; ALB-E6	Interfaces with schools and municipal services are critical for after-care.

C. Competency Set per Role

Role Title	**Knowledge**	**Skills**	**Attitudes/Values**	**Level/Proficiency**	**Source/Standard**	**Evidence ID**
Probation Officer	Juvenile law; diversion & restorative justice; case-management; safeguarding; community resources.	Assessment; motivational interviewing; outreach; report writing; inter-agency coordination.	Child-centred; proportionality; non-discrimination; rehabilitation focus.	EQF-like 6–7 (indicative).	National juvenile justice code; probation regulations.	ALB-E1; ALB-E2
Prison Educator/Teacher	Curriculum standards; learning in confinement; safeguarding rules;	Lesson delivery; differentiation; behaviour support; continuity with	Respect, patience, inclusion; right to education in custody.	EQF-like 6+ (licenced teacher).	MoE teaching standards; prison education guidelines.	ALB-E1; ALB-E3

	IEPs/portfolios.	community schooling.				
Correctional-Police Officer	Custodial procedures; child-friendly safeguards; conflict de-escalation; basic pedagogy.	Safe searches; incident response; communication with minors; support to education routines.	Proportionality; dignity; rehabilitation enabling.	EQF-like 4–5 (initial), rising with CPD.	Security Academy curriculum; juvenile safeguards.	ALB-E1; ALB-E4
Psychologist	Adolescent development; trauma; risk/needs; treatment modalities; referral pathways.	Assessment; therapy; crisis response; staff guidance; documentation.	Empathy; confidentiality; ethical practice.	Professional licence level.	Health/psychology standards; justice protocols.	ALB-E1; ALB-E5
Social Worker	Child protection; social benefits; education & municipal services; minority inclusion.	Casework; family engagement; advocacy; multi-agency planning.	Equity; cultural sensitivity; empowerment.	EQF-like 6.	Social work standards; probation/prison SOPs.	ALB-E1; ALB-E6

D. Legal & Policy Basis

Instrument (Law/Policy/Standard)	**Relevant Articles/Provisions**	**Brief Relevance**	**URL/File Name**	**Evidence ID**
Juvenile Justice Code (2017–present)	Age thresholds; diversion; restorative justice; specialised actors; procedural safeguards.	Defines rights, procedures and specialised roles across the pathway.	CORE ED Country Report Albania.docx	ALB-E1

Probation Service Regulations	Entry requirements; sentence planning; reporting; EM; community engagement.	Standards for probation officers' practice.	CORE ED Country Report Albania.docx	ALB-E2
MoE/Prison Education Guidance	Teaching licence; 60-hour correctional education certificate; portfolio keeping.	Standards for prison educators/teachers in custody.	CORE ED Country Report Albania.docx	ALB-E3
Security Academy Curriculum (Juvenile)	Basic custodial procedures; child-friendly safeguards; de-escalation.	Initial formation for correctional-police officers.	CORE ED Country Report Albania.docx	ALB-E4

E. ESG & Child-Friendly Justice Hooks

Aspect	**How Addressed in Role/Profile**	**Gaps/Issues**	**Proposed Improvement**	**Evidence ID**
Child-friendly safeguards	Mandatory presence of psychologist/social worker; detention as last resort; privacy; speedy proceedings.	Daily routines in custody not always adapted to child-friendly practice.	CPD on practical child-friendly routines for correctional staff; supervision.	ALB-E1
Equality & inclusion (ESG–S)	Right to education in custody; inclusive pedagogy expectations for educators.	Limited disability supports outside Tirana; minority inclusion uneven.	Training on inclusive communication; resource packs; service agreements.	ALB-E1; ALB-E6
Governance & data (ESG–G)	Case plans and portfolio tracking; reporting to courts and ministries.	Fragmented after-care data and coordination	Introduce shared after-care	ALB-E1

		between prison and probation.	protocols and data hand-over checklists.	

F. Gaps & Near-Term Upskilling Needs

Role/Area	**Gap Description**	**Priority (H/M/L)**	**Suggested Training Topic**	**Evidence ID**
Correctional-Police in Custody	Limited practical pedagogy and child-sensitive routines integrated into security work.	H	Pedagogy in confinement; de-escalation linked to learning outcomes (10–16h).	ALB-E1
Probation Officers	Need stronger trauma-informed practice and community coordination.	H	Trauma-informed care & mental-health first aid (12–20h).	ALB-E1; ALB-E2
Educators in Custody	Frequent classroom interruptions and weak continuity with community schools.	M	Instructional design for secure settings; continuity protocols (8–12h).	ALB-E1; ALB-E3
Psychologists & Social Workers	Coverage and specialised adolescent skills outside Tirana are limited.	M	Adolescent mental-health, inclusive communication, Roma/Egyptian inclusion (8–12h).	ALB-E1; ALB-E6

All roles – After-care	Discontinuity at release between prison and probation services.	H	After-care case-transfer and data hand-over (6–8h).	ALB-E1

G. DACUM/Field Evidence

Artifact (DACUM/Interview/etc.)	**Brief Note on Use**	**File Name/URL**	**Evidence ID**
Interviews with practitioners (11)	Used to validate entry requirements, training pathways and daily practice gaps.	CORE ED Country Report Albania.docx	ALB-E2
Web-questionnaire (N=153)	Quantified self-rated competence and identified top learning gaps.	CORE ED Country Report Albania.docx	ALB-E5
DACUM-related field notes	Mapped duties to competence domains and upskilling suggestions for WP4.	CORE-ED_DACUM Workshop Methodology.docx	ALB-E7

Evidence List (Albania) – IDs referenced above

Evidence ID	**Title / Description**	**File**
ALB-E1	CORE ED Country Report Albania – juvenile justice framework; roles; safeguards; gaps; hooks.	CORE ED Country Report Albania.docx
ALB-E2	Interview insights on probation role requirements and training.	CORE ED Country Report Albania.docx
ALB-E3	Prison educator requirements and 60-hour correctional education certificate.	CORE ED Country Report Albania.docx
ALB-E4	Security Academy formation for correctional-police (juvenile).	CORE ED Country Report Albania.docx
ALB-E5	Web-questionnaire on competence and needs (N=153).	CORE ED Country Report Albania.docx

ALB-E6	Social worker practice and inclusion gaps (disability/minorities).	CORE ED Country Report Albania.docx
ALB-E7	DACUM methodology linking duties to competence/upskilling.	CORE-ED_DACUM Workshop Methodology.docx

D3.2 Occupational Profiles – Evidence Grid | Albania

Note: Evidence IDs are referenced in the Albania data-collection file and job role descriptions. Files listed are already uploaded in this project space.

Evidence ID	Type (Law, Policy, Standard, Role Doc, DACUM, Interview, Other)	Title / Description	Language	Relevance Note (1 line)	Used in Section (B–G)
ALB-E1	Other (Country Report)	Juvenile justice framework, roles, safeguards, gaps (national overview)	AL/EN	Primary national reference for roles, safeguards and system flow	B,C,D,E,F
ALB-E2	Interview	Practitioner interviews (probation focus): entry requirements, training, daily practice	AL	Validates probation officer profile and upskilling needs	B,C,F,G
ALB-E3	Standard/Guidance	MoE/Prison Education guidance incl. teaching licence & 60h certificate	AL	Defines educator requirements and training expectations in custody	B,C,D,F
ALB-E4	Standard/Training Curriculum	Security Academy curriculum (juvenile custody modules)	AL	Establishes baseline formation for correctional-police in juvenile units	B,C,D,F
ALB-E5	Survey	Web-questionnaire (N=153): competence self-rating & learning needs	AL	Quantifies gaps; informs upskilling priorities across roles	C,F
ALB-E6	Other (Practice notes)	Social worker practice & inclusion gaps (disability/minorities, continuity)	AL	Evidence for inclusion-related ESG hooks and CPD	B,C,E,F
ALB-E7	DACUM	DACUM Workshop Methodology – mapping duties to competences and training	EN	Method basis for translating duties into competence and upskilling	C,G
ALB-E8	Other (Cross-country synthesis)	D3.1 Synthesis Report V2 and Annex – comparative findings to triangulate Albania	EN	Cross-checks national roles and informs alignment of competencies	B,C,E
ALB-E9	Other	D3.3 – Modelling CORE ED according	EN	Aligns profiles with ESG factors	C,E

	(Model/Framework)	to ESG factors (draft)		and consultation narrative	
ALB-E10	QA (Process)	Quality assurance checkpoints and validation expectations (light review)	EN	Defines QA steps for completeness and evidence traceability	G (consultation log)

Validation Workshop Agenda

AXHENDA E WORKSHOPIT

Adaptimi i profileve profesionale për drejtësinë për të miturit

Project: 101179359 — CORE-ED ACADEMY — ERASMUS-EDU-2024-CBHE

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PROJECT NUMBER 101179359

Titulli i aktivitetit:
Adaptimi i profileve profesionale për drejtësinë për të miturit

08 Janar 2026, ora 10.00 tek Prestige Garden Tirana

Organizator: Universiteti Luarasi
Pjesëmarrës: Përfaqësues të institucioneve penitenciare, shërbimeve të provës, oficerëve të rinj, psikologëve, punonjësve socialë, OJF-ve, akademikëve dhe ekspertëve të sektorit.

10:00 – 10:10
Hapja dhe qëllimi i workshop-it

10:10 – 10:20
Metodologjia e adaptimit të profileve profesionale dhe kriteret

10:20 – 10:55
Sesioni 1 – Profilet në institucion
Edukator/Mësues dhe Polici Korrektuese (Njësia e të Miturve). Ndryshimet kryesore: role, detyra, ndërfaqe, mbrojtja e arsimit dhe rutinat child-friendly

10:55 – 11:30
Sesioni 2 – Profilet në komunitet dhe menaxhimi i rastit
Oficer i Provës, Psikolog, Punonjës Social. Ndryshimet kryesore: cikli i rastit, referimet, konfidencialiteti/pëlqimi, after-care

11:30 – 11:50
Përmbledhje e ndryshimeve horizontale
Çfarë vlen për të 5 profilet: standardizim dokumentimi, koordinim me shkollën/shërbimet, CPD minimal

11:50 – 12:00
Mbyllja dhe hapat e ardhshëm

Co-funded by the European Union

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Signed Attendance List - Albania Validation Workshop

Lista e pjesëmarrësve dhe dhënia e pëlqimit

Albania Validation Workshop

08.01.2026 | Drejtoria e Përgjithshme e Burgjeve, Tiranë

Projekti ERASMUS-EDU-2024-CBHE-STRAND-2- CORE-ED (No. 101179359). Organizuar nga Luarasi University (LU)

Çdo person në këtë listë konfirmon pjesëmarrjen në seminarin e organizuar në kuadër të projektit CORE-ED në Shqipëri. Ata janë vënë në dijeni se qëllimi i seminarit është të hartëzojë përgjegjësitë dhe detyrat e profesionistëve në sistemin penitenciar dhe të identifikojë nevojat përkatëse të kompetencave për trajnime te ardhshme dhe zhvillim mikrokredencialesh.

Pajtohem për përpunimin e të dhënave të mia të pjesëmarrjes (emri, roli, organizata) për qëllime raportimi të projektit dhe auditimi. Kuptoj që rezultatet e workshop do të publikohen në formë të përmbledhur.

Pajtohem për përdorimin e fotografive të bëra gjatë seminarit për materialet e shpërndarjes së projektit (faqe interneti, media sociale, raporte).

Nr	Emër Mbiemër	Institucioni	Pozicioni	Nënshkrimi	Pëlqimi për foto	Pëlqimi për përdorimin e të dhënave
1	Suada Nuti	Sektori i ekzekutimit të vendimeve penale	Juriste		✓	✓
2	Ilxhejsa Bisku	Sektori i ekzekutimit të vendimeve penale	Specialiste/ Juriste		✓	✓
3	Dorentina Gjonpalaj	Sektori i ekzekutimit të vendimeve penale	Specialist Jurist		✓	✓
4	Loriana Bara	Sektori i ekzekutimit të vendimeve penale	Juriste		✓	✓
5	Dona Nokshiqi	Sektori i ekzekutimit të vendimeve penale	Juriste		✓	

Nr	Emër Mbiemër	Institucioni	Pozicioni	Nënshkrimi	Pëlqimi	Pëlqimi për
6	Anila Murrja	Sektori i gjendjes gjyqësore	specialist/jurist		✓	✓
7	Xhuliana Vocaj	Sektori i gjendjes gjyqësore	specialist/jurist		✓	✓
8	Albert Kazaferi	IEVP (Instituti i Ekzekutimit të Vendimeve Penale) "Mine Peza"	Përgjegjës		✓	✓
9	Lediona Imeri	IEVP (Instituti i Ekzekutimit të Vendimeve Penale) "Mine Peza"	Specialiste			
10	Jonida Qato	IEVP (Instituti i Ekzekutimit të Vendimeve Penale) "Ali Demi"	Përgjegjëse		✓	✓
11	Ledia Canameti	IEVP (Instituti i Ekzekutimit të Vendimeve Penale) "Ali Demi"	Specialiste		✓	✓
12	Brahim Behari	IEVP (Instituti i Ekzekutimit të Vendimeve Penale) "Jordan Misja"	Përgjegjës		✓	✓
13	Alma Brama	IEVP (Instituti i Ekzekutimit të Vendimeve Penale) "Jordan Misja"	Specialiste		✓	—
14	Mira Hyseni	QSB (Qendra Spitalore e Burgjeve)	Përgjegjëse		✓	✓
15	Averis Demaliaj	QSB (Qendra Spitalore e Burgjeve)	Specialiste		✓	✓
16	Anila Hoxha	TCH (Gazetare)	Gazetare		✓	✓
17	Eliona Elezi	Prokurorie Vlorë	Prokurore		✓	✓
18	Klei Jolej	Pedagoge, shërbimet, autore libushi			✓	
19	Arjola Topalli	Drejtoria e Arsimit, Kamëz	Psikologe		✓	✓
20	Nera Dushku	Drejtoria e Arsimit, Kamëz	P. sociale		✓	✓

CORE ED ACADEMY

UNIVERSITETI LUARASI

					për foto	përdorimin e të dhënave
21	Miranda Kuti	ASCAP	Specialiste		✓	✓
22	ARNISA MUKOTARI	UNIVERSITETI MESHTETOR I SHKODRES	Projekt. Asistent.		✓	✓
24	Ira Musa	OP KMR	Specialist		✓	✓
25	Ledia Gonameti	IEVP "Ali Demi"	Specialiste		✓	✓
26	Fiona Ieko	UMSH	Pedagoge		✓	✓
27	Emili Gika	UMSH	Pedagog		✓	✓
28	Mathilda Shaveqi	Dr. Peiq. e Bunqieve	Drejtor i Çështjeve Sociale		✓	✓
29	Griselda Neli	"Pandora Family"	Psikologe.		✓	✓
30	Arlinda Kërçi	Urdhri i Psikologut			✓	✓
31.	Elona Mustafaraj	Urdhri i Psikologut.	Sekr. i Përgjithshëm		✓	✓
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Validation Webinar Presentation

Përshtatja e roleve për drejtësinë për të miturit dhe rehabilitimin korrektues

Dr. Dael Dervishi

Universiteti Luarasi

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Çfarë do të thotë *përshtatja i profilit professional* në projektin CORE-ED

Përshtatja është procesi ku profili i rolit profesional përkthehet në një përshkrim të zbatueshëm në sistemin shqiptar: qëllimin e rolit, detyrat kyçe, kompetencat e strukturuara, kërkesat e hyrjes, ndërfaqet institucionale dhe logjikën e trajnimit.

Përshtatja për Shqipërinë u krye duke integruar dy shtylla: realitetin institucional shqiptar dhe konsideratat *ESG/child-friendly justice* si kërkesë horizontale e projektit.

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Burimet që u përdorën për procesin e përshtatjes

Përshkrimet e roleve të hartuara për Shqipërinë u bazuan në evidenca të mbledhur brenda projektit.

- U përdorën udhëzime dhe praktika të lidhura me Ministrine e Arsimit dhe organizimin e arsimit në kushte kufizimi sigurie.
- Gjetje nga intervistat dhe praktika profesionale.
- U integruan shënime mbi nevojat e shërbimeve psikologjike dhe mbulimin e pabarabartë,
- U analizuan praktika mbi integrimin, punën me familjen dhe mekanizmat e *after-care*.
- U integrua logjika e kurrikulës bazë të trajnimit dhe nevojat për module plotësuese të specializuara për të miturit

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Parimet udhëzuese të përshtatjes

Saktësia institucionale: termat u përshtatën për t'u përputhur me aktorët realë në Shqipëri, me mënyrën si funksionon arsimi, probacioni, shërbimet psiko-sociale dhe regjimi i sigurisë.

Operacionalizimi: detyrat u shkruan në mënyrë që të mund të kthehen drejtpërdrejt në procedura pune, plane rastesh, dhe lista kontrolli; pra jo "rol i gjerë", por rol i zbatueshëm.

Integrimi i ESG/child-friendly justice: çdo profil u plotësua me një mini-matricë që tregon si trajtohet sot, ku janë mangësitë dhe çfarë përmirësimi konkret rekomandohet.

Gjurmueshmëria: në përfundim, çdo profil ruan lidhje me një evidencë *(ALB-E1…ALB-E6)* për të justifikuar zgjedhjet e adaptimit dhe për të mbështetur versionin final.

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Si u integruan "Pedagogy Macros" në profilet shqiptare

Në adaptimin shqiptar, "Pedagogy Macros" u përdorën si ura që lidhin rolin profesional me logjikën e ndërhyrjes edukative/rehabilituese.

Macro 1 u përdor për të përkthyer detyrat në cikël pune: planifikim, zbatim, monitorim dhe vlerësim, si dhe për të siguruar që objektivat të jenë të matshme. [ALB-E1]

Macro 2 u përdor për qasjen e zhvillimit të fëmijës/adoleshentit, për menaxhim sjelljeje, de-eskalim dhe mbrojtje (safeguarding), duke minimizuar efektet e izolimit. [ALB-E1]

Macro 3 u përdor për komunikim efektiv dhe angazhim të të miturit dhe familjes, me strukturim të takimeve dhe dokumentim të ndërveprimeve. [ALB-E1]

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Profili 1: Edukator / Mësues në institucion për të mitur

Roli u përshtat për të reflektuar dy detyrime reale: ofrimin e arsimit brenda kufizimeve të sigurisë dhe garantimin e vazhdimësisë arsimore drejt rikthimit në komunitet.

Detyrat u formësuan në një cikël pune të plotë: vlerësim fillestar i nxënësit dhe plan individual (IEP/portofol), planifikim mësimor, zhvillim i orëve, mbështetje për aftësi bazë dhe orientim, vlerësim i vazhdueshëm dhe dokumentim i progresit, menaxhim i sjelljes dhe mbrojtje, plan tranzicioni për rikthim në arsim jashtë institucionit.

U lokalizuan kushtet minimale për të ushtruar mësimdhënien si profesion, sipas rregullave të sistemit arsimor në Shqipëri, verifikimet e sigurisë dhe kontrollet shëndetësore si kushte të aksesit në institucion.

Pikat e bashkëveprimit me aktorët e tjerë: shkollat, strukturat e MoE, administrata e institucionit, psikologu/punonjësi social, familja, etj.

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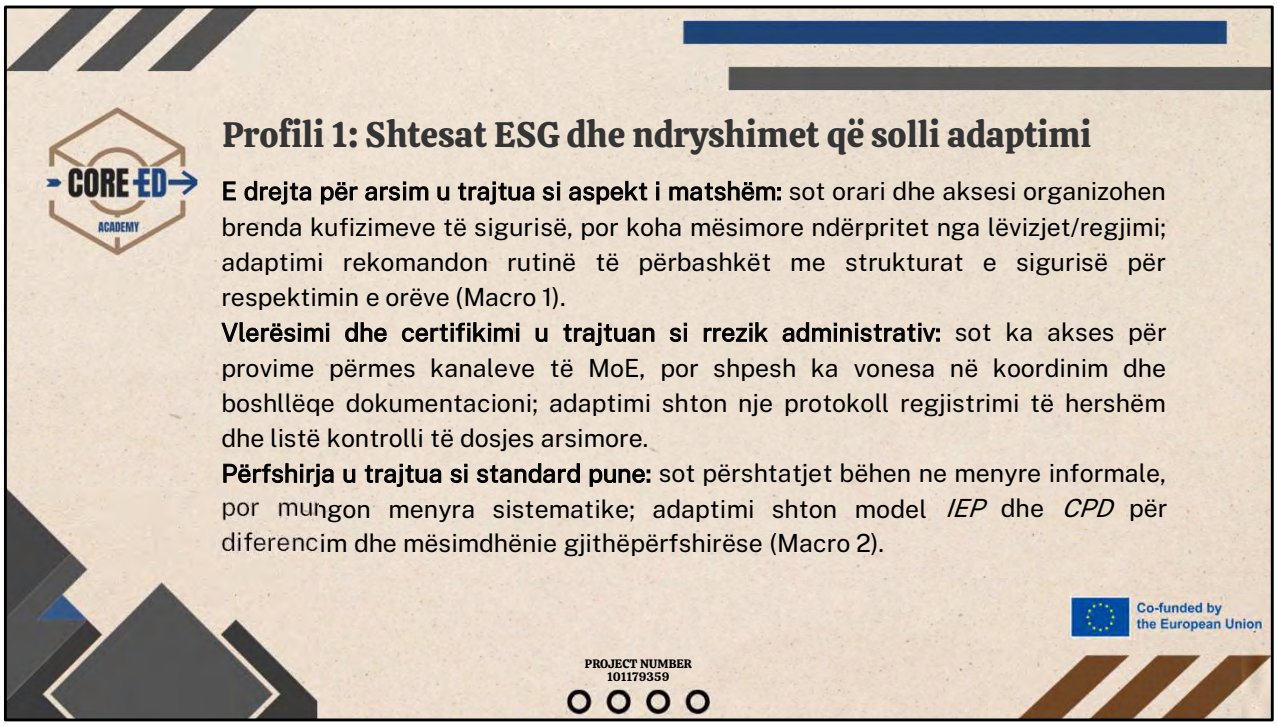

Perfshirja=Inclusion i nxenesve me probleme.

- të përdoret një model i shkruar i *Planit Individual të Edukimit (IEP)*, ku për secilin të mitur përcaktohen objektivat, niveli aktual, vështirësitë, dhe çfarë përshtatjesh konkrete do të bëhen në mësim dhe në vlerësim.
- të përfshihen "akomodime", pra lehtësime të qarta dhe të standardizuara, si p.sh. më shumë kohë për detyra, materiale të thjeshtuara, metoda alternative vlerësimi, ndarje e detyrës në hapa më të vegjël, ose mbështetje shtesë gjatë orës.
- të planifikohet trajnim i vazhdueshëm për stafin **(CPD) Continuing Professional Development**., që mësuesit të dinë si të bëjnë diferencim në mësimdhënie, domethënë si ta përshtatin të njëjtën orë për nxënës me nivele dhe nevoja të ndryshme, pa e ulur standardin, por duke ndryshuar mënyrën e mësimdhënies.

Profili 2: Oficer i Shërbimit të Provës

Roli u përshtat për të theksuar rehabilitimin në komunitet dhe reduktimin e ri-shkeljes përmes mbikëqyrjes së individualizuar, koordinimit me shkollën dhe aktivizimit të rrjeteve lokale.

Detyrat u standardizuan nga marrja e rastit te after-care: vlerësim rreziku dhe nevojash, plan individual i masës, takime dhe intervistim motivues, referime në shërbime, monitorim i përmbushjes dhe raportim progresi, koordinim me shkollat/VET, planifikim pas përfundimit të masës dhe ndjekje e integrimit.

U lokalizuan kushtet minimale për të ushtruar profesionin e shërbimit: diplomë në pune sociale/psikologji ose fusha të afërta, kushte të shërbimit publik, verifikime integriteti dhe aftësi praktike (përfshirë drejtimin e mjetit kur është e nevojshme).

Pikat e bashkëveprimit me aktorët e tjerë: gjykata/prokuroria, shkollat/VET, shërbimet bashkiake, policia, OJF, shërbimet e probacionit dhe burgjeve, familja/kujdestarët.

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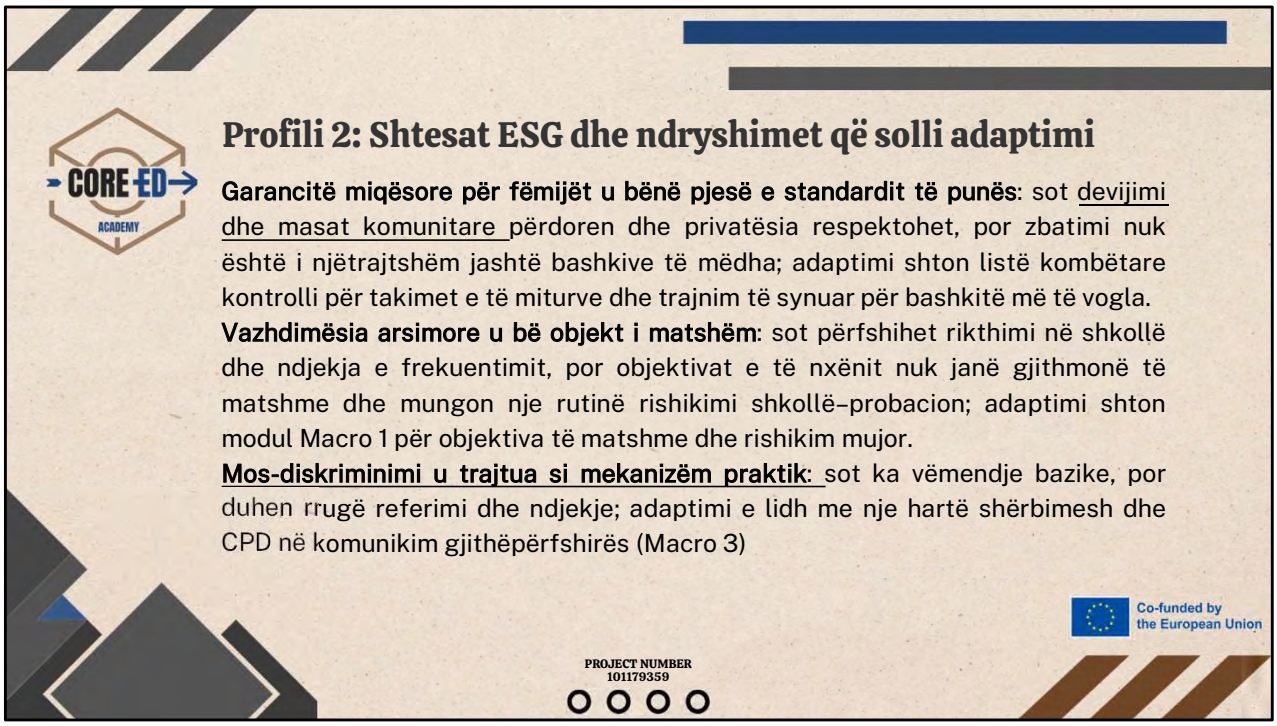

Devijimi dhe masat komunitare do të thotë që për të miturin nuk zgjidhet menjëherë rruga e burgimit, por përdoren zgjidhje alternative.
Mos-diskriminimi u trajtua si mekanizëm praktik do të thotë që mos-diskriminimi nuk u la si parim i bukur në letër, por u kthye në hapa konkretë pune që stafi duhet t'i zbatojë. Pra, jo vetëm të thuhet "të gjithë trajtohen njësoj", por të ketë mënyra të qarta për ta garantuar këtë në praktikë: si identifikohen të miturit në situata vulnerabël, si sigurohet që ata të kenë akses real në shkollë dhe shërbime, si shmangen paragjykimet në vendimmarrje, dhe si dokumentohet që trajtimi ka qenë i drejtë. Me fjalë të tjera, mos-diskriminimi u përkthye në procedura dhe kontrolle konkrete, që të mos varet nga vullneti i individit, por të jetë pjesë e mënyrës së punës.

Profili 3: Psikologu

Roli u përshtat për të reflektuar tre funksione kyçe: vlerësim psikologjik, ndërhyrje/këshillim me plan trajtimi dhe mbështetje e ekipit ndërdisiplinor, duke përfshirë menaxhimin e krizës.

Detyrat u shkruan në mënyrë të qarte: intervista dhe psikometrikë, terapi individuale/grupi, plan sigurie dhe ndërhyrje në krizë, referime në shërbime, dokumentim profesional dhe këshillim/supervizim i stafit kur kërkohet.

U lokalizuan kushtet minimale për të ushtruar profesionin me licencim profesional ku aplikohet dhe me kushtet e shërbimit publik.

Pikat e bashkëveprimit me aktorët e tjerë: gjykata/prokuroria, ekipet e institucionit/probacionit, shkollat, shërbimet bashkiake, shërbimet shëndetësore dhe familja/kujdestarët sipas protokolleve.

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<u>Konfidencialiteti dhe pëlqimi u kthyen në rrjedhë pune</u> do të thotë që privatësia dhe leja për trajtim nuk trajtohen më si diçka që bëhet rastësisht, por si një proces i rregullt me hapa të qartë. Sot zakonisht psikologu merr pëlqim dhe i mban dosjet konfidenciale, por mënyra si merret pëlqimi (kush e jep, kur kërkohet kujdestari, si dokumentohet) ndryshon nga rast në rast dhe shpesh mungojnë dokumente ose janë të paplota. Adaptimi propozon një "rregull pune": një mënyrë të njëjtë për të gjithë, ku dihet saktë procedura, ku ruhet, dhe kush ka të drejtë ta shohë. Kjo shoqërohet me një listë kontrolli të dosjes, që të mos harrohet asnjë dokument.

<u>Aksesi dhe barazia u trajtuan si problem mbulimi</u> do të thotë që problemi nuk është vetëm nëse shërbimi ekziston në teori, por nëse i mituri e merr realisht shërbimin në kohë dhe në mënyrë të barabartë, pavarësisht ku ndodhet. Sot ka mundësi bazë dhe ka raste kur bëhen referime, por jashtë Tiranës shërbimi mund të jetë më i rrallë, me pritje më të gjata, ose me mungesë specialistësh. Adaptimi propozon një zgjidhje praktike: një hartë të qartë "ku referohet rasti" (cilat shërbime ekzistojnë dhe ku), një rrugë zgjidhje kur ka vonesa ose rrezik të lartë (pra kush njoftohet dhe si përshpejtohet ndërhyrja), dhe përdorim të ndihmës profesionale nga distanca, kur rregullat e lejojnë.

<u>Reagimi ndaj krizës u standardizua</u> do të thotë që në situata urgjente nuk lihet gjithçka në improvizim. Sot mund të ketë plane sigurie dhe diskutime pas ngjarjes, por bashkëpunimi mes institucioneve (p.sh. institucion korrektues, shëndetësi, shërbime sociale, policia, familja, probacioni) nuk është gjithmonë i njëjtë dhe nuk dihet qartë

kush bën çfarë. Adaptimi kërkon një protokoll standard: kush e merr vendimin e parë, kush njoftohet, brenda sa kohe, çfarë dokumentohet, dhe si bëhet dorëzimi te shërbimet e duhura. “Contact tree” do të thotë një listë e shkallëzuar kontaktesh, si një “zinxhir njoftimi”, ku dihet kë telefonon i pari, pastaj i dyti, pastaj i treti, deri sa të aktivizohet i gjithë reagimi.

Profili 4: Punonjës Social

Roli u përshtat për të reflektuar misionin social: akses në të drejta dhe shërbime, angazhim familjar dhe koordinim për riintegrim, si në institucion ashtu edhe në komunitet.

Detyrat u standardizuan në fushat që zakonisht mbeten të paformalizuara: vlerësim familjar, ndërmjetësim dhe angazhim, koordinim me shkollën dhe shërbimet, dokumentacion për përfitime dhe shërbime, mbrojtje e fëmijës kur ka risk, plan pas-lirimi dhe ndjekje e integrimit, lidhje me gjykatën/bashkinë kur kërkohet.

U lokalizuan kushtet minimale për të ushtruar profesionin: diplomë Pune Sociale, kushte të shërbimit civil dhe verifikime sipas rolit.

Pikat e **bashkëveprimit me aktorët e tjerë:** gjykatat, shkollat/VET, shërbimet sociale bashkiake, shëndetësia, probacioni dhe institucionet korrektuese, familja.

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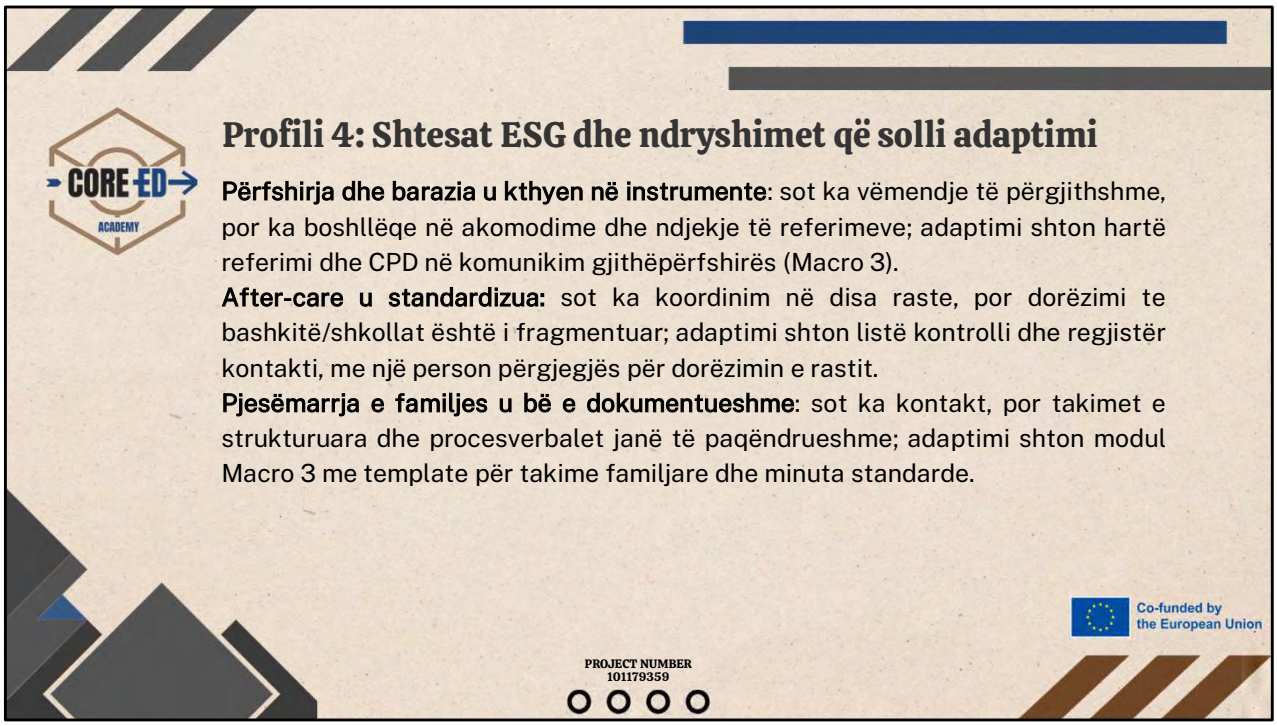

<u>Për barazinë dhe përfshirjen:</u> sot përgjithësisht tregohet kujdes që të miturit të mos lihen pas dore, por shpesh mungojnë lehtësimet konkrete që u duhen dhe nuk ndiqet deri në fund nëse referimi te një shërbim realisht u krye dhe funksionoi. Adaptimi kërkon dy gjëra praktike: një listë të qartë se ku dërgohet rasti (cilat shërbime ekzistojnë dhe kontaktet) dhe trajnim që stafi të komunikojë pa paragjykim dhe në mënyrë gjithëpërfshirëse.

<u>Për after-care:</u> sot ndonjëherë ka koordinim pas daljes nga institucioni, por kalimi i rastit te bashkia ose shkolla bëhet pjesë-pjesë, pa një rrugë të njëjtë. Adaptimi kërkon që dorëzimi të bëhet me një kontroll të qartë hapash dhe me një person përgjegjës që e çon procesin deri në fund.

<u>Për familjen:</u> sot ka kontakt me familjen, por takimet nuk janë gjithmonë të planifikuara mirë dhe nuk mbahen gjithmonë shënime zyrtare të qëndrueshme. Adaptimi kërkon që takimet me familjen të jenë të strukturuara dhe të dokumentohen njësoj çdo herë, me modele të gatshme për minuta dhe procesverbal.

Profili 5: Polici Korrektuese (Njësia e të Miturve)

Roli u përshtat për të balancuar sigurinë me rehabilitimin: të garantohet mjedis i sigurt, dinjitoz dhe i përshtatshëm për fëmijët, duke mbështetur rutinat rehabilituese (arsim, vizita, programe) dhe duke respektuar garancitë ligjore.

Detyrat u standardizuan me terminologji operacionale: pranimi, kontrolli dhe orientimi; menaxhim lëvizjesh dhe rregulli; vëzhgim i kushteve të jetesës; parandalim incidentesh dhe de-eskalim; mbështetje e orareve të arsimit dhe programeve; dokumentim dhe komunikim; reagim emergjence.

U lokalizuan kushtet minimale për të ushtruar profesionin me programin bazë të Akademisë së Sigurisë, verifikimet shëndetësore/fizike dhe kontrollet e figurës.

Pikat e bashkëveprimit me aktorët e tjerë: edukatorët, psikologu/punonjësi social, shërbimet shëndetësore, administrata, familja sipas rregullave dhe organet mbikëqyrëse.

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<u>Rutinat "miqësore për fëmijët"</u>. Sot të miturit zakonisht mbahen të ndarë nga të rriturit dhe u lejohet arsimimi e vizitat, por mënyra si organizohet dita nuk është gjithmonë e përshtatur për një adoleshent. Prandaj, adaptimi kërkon trajnim të rregullt dhe lista të thjeshta kontrolli që tregojnë qartë si duhet të duket një rutinë e përshtatshme.

<u>Përdorimi i forcës dhe kontrollet</u> u kthyen në rregulla që duhen zbatuar njësoj çdo herë. Sot ka parime dhe dokumente që thonë se duhet të jetë proporcional dhe i dokumentuar, por në praktikë nuk zbatohet gjithmonë në mënyrë të njëjtë dhe raportimi nuk është i qëndrueshëm. Adaptimi kërkon rifreskim trajnimi dhe një model standard raportimi për çdo incident.

<u>Mbrojtja e arsimit u kthye në procedurë të detyrueshme</u>. Sot lëvizjet koordinohen me orarin, por orët mësimore prishen shpesh nga rutina e sigurisë ose nga organizimi i brendshëm. Adaptimi kërkon një rregull të përbashkët mes stafit të sigurisë dhe stafit arsimor që orët të mos ndërpriten, plus një kalendar të përbashkët të sinkronizuar.

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1) Albania Validation Workshop Minutes

Title: Minutes of Validation Workshop (Albania) – Occupational Profiles for Juvenile Justice and Correctional Education (D3.2 / Task T3.2)

Date: 08 January 2026
Venue: Prestige Garden Tirana, Albania
Convenor/Host: Luarasi University (Project Coordinator)
Chair: Dr. Dael Dervishi (Luarasi University)
Facilitator: Sidita Dushaj (Luarasi University)
Attendance: 32 participants (signed attendance and consent register, Annex: Attendance List)

Purpose and scope
The purpose of the national validation workshop was to validate, refine, and confirm the updated occupational profiles prepared under Task T3.2, ensuring that role definitions and competence requirements accurately reflect the Albanian operational context for juvenile justice and correctional education, and are suitable for integration into Deliverable D3.2.

Workshop objectives

1. Confirm the relevance and completeness of the selected priority occupational profiles for Albania.
2. Validate role duties, tasks, and competence requirements (knowledge, skills, behaviours, values).
3. Identify gaps, overlaps, and ambiguities between roles, with attention to custody and community pathways.
4. Agree refinements related to safeguarding, ethics, data protection, non-discrimination, and inter-agency coordination.
5. Confirm the national validated set and define the finalization pathway (English and Albanian versions, version control, and archiving of evidence).

Participants and represented institutions (summary)
Participants represented institutions and professional roles relevant to juvenile justice and correctional education, including operational and managerial staff from the prison system, justice-sector stakeholders, probation-related practitioners, psychologists, social workers, and education professionals engaged in custodial education. The full list of names, positions, institutions, and signatures is recorded in the signed attendance and consent register.

Workshop agenda
Session 1: Opening and objectives

- Welcome by the host institution.
- Overview of D3.2 and the national validation role within Task T3.2.
- Presentation of the occupational profiles proposed for Albania.

Session 2: Presentation of the updated occupational profiles

- Presentation of each profile's scope, core duties/tasks, competence requirements, and coordination interfaces.

Profiles presented for validation

1. Correctional / Juvenile Custody Officer (Juvenile Unit)
2. Prison Educator / Teacher (custodial education)
3. Probation Officer (juvenile justice pathway and community measures)
4. Psychologist (custody/community support)
5. Social Worker (custody/community, family links and reintegration planning)

Session 3: Structured validation discussion by profile

- Review of each profile against operational reality, legal/procedural constraints, ethical safeguards, documentation requirements, and coordination workflows.
- Collection of comments and proposed refinements.

Session 4: Consolidation of agreed changes

- Rapporteur presented a consolidated list of changes per profile.
- Participants confirmed which changes were accepted and which required partial incorporation to preserve feasibility and role boundaries.

Session 5: Decision and closure

- Formal validation decision recorded.
- Next steps agreed, including final editing, language finalization (EN + AL), and evidence archiving.

Key points raised during discussion (validated content summary)

Cross-cutting issues (all profiles)

1. Safeguarding and child-friendly practice: participants requested explicit safeguarding responsibilities and child-friendly communication principles across all profiles.
2. Ethics and professional boundaries: participants requested more explicit language on integrity, proportionality, accountability, and boundaries.
3. Non-discrimination and reasonable adjustments: participants requested explicit duties and competences addressing vulnerability and reasonable adjustments.
4. Data protection and confidentiality: participants requested clearer articulation of confidentiality rules, documentation, consent boundaries, and lawful information sharing.
5. Inter-agency coordination: participants emphasized operational coordination with probation, education services, social services, and relevant justice bodies, including clear referral/escalation routes.

6. Training and CPD: participants requested that each profile include a clear entry/training expectation and ongoing professional development requirements.

Profile-specific issues (highlights)

1. Juvenile Custody Officer / Correctional Officer (Juvenile Unit)

- Strengthen de-escalation, motivational communication, dynamic security, and documentation/escalation rules.
- Clarify boundaries between security duties and supportive engagement.

2. Prison Educator / Teacher

- Strengthen learning needs assessment, individual learning planning, curriculum adaptation, and coordination with custodial staff to ensure safe learning environments.
- Include realistic digital literacy expectations aligned with institutional rules.

3. Probation Officer

- Clarify duties on alternatives to detention, supervision planning, risk/needs logic, documentation, and coordination with courts and services where relevant.

4. Psychologist

- Clarify screening/assessment, crisis response/referral, trauma-informed support, confidentiality boundaries, and coordination protocols.

5. Social Worker

- Strengthen reintegration planning (housing, education, employment, family links), transition planning, and coordination with local services, within clear data-sharing constraints.

Decisions taken

1. The workshop validated the five occupational profiles for Albania as relevant and appropriate for inclusion in D3.2, subject to the refinements captured in the consolidated feedback/change log.
2. The signed attendance and consent register is confirmed as the official attendance evidence for the Albania national validation workshop.

Prepared by (Chair): Dr. Dael Dervishi, Date: _____
Validated by (Facilitator): Sidita Dushaj Date: _____

2) Consolidated Feedback and Change Log (Albania)

Document title: Albania – Validation Workshop Consolidated Feedback and Change Log (D3.2 / T3.2)
Workshop date: 08 January 2026

Feedback / request (summary)	**Change implemented (precise)**	**Rationale**
Add explicit safeguarding duty and child-friendly communication competences across all roles.	Insert "Safeguarding and child-friendly practice" subsection in each profile; add duty to identify, report, and follow safeguarding referral/escalation procedures.	Mandatory operational requirement.
Make ethics language explicit and operational (integrity, proportionality, accountability, boundaries).	Replace generic statements with explicit ethics and boundary requirements; add accountability/documentation expectations.	Improves clarity and auditability.
Clarify alternatives to detention and supervision management, coordination, and documentation.	Add duty set on supervision plans, community measures coordination, compliance documentation, and service liaison.	Aligns with practice and legal logic.
Include screening/assessment, crisis response/referral, trauma-informed support, confidentiality boundaries.	Add duties on screening/assessment, crisis protocols, referral pathways; clarify confidentiality limits and professional boundaries.	Protects practice quality and role clarity.
Strengthen reintegration/transition planning and coordination with local services.	Expand duties on housing/education/employment/family links; add transition planning meetings and service navigation tasks.	Core reintegration function.

Add learning needs assessment, individualized learning planning, curriculum adaptation; coordination for safe delivery.	Insert tasks on needs assessment, ILPs, adapted teaching; define coordination interface with custodial staff.	Reflects operational reality in custodial education.
Clarify boundaries between security and supportive engagement; add de-escalation and motivational communication as core.	Add explicit tasks on de-escalation, motivational communication, observation, referral; define escalation and documentation rules.	Avoids role confusion; strengthens practice.
Add explicit data protection/confidentiality duties and lawful information-sharing boundaries.	Add section “Data protection and confidentiality” covering need-to-know sharing, secure storage, documentation, consent boundaries, exceptions for risk of harm.	Compliance and safe coordination.
Add practical reporting outputs and suggested indicators, without turning them into rigid targets.	Add documentation outputs (case notes, incident logs, referrals, participation records); include example indicators as optional.	Institutional variation; keep flexible.
Create an interfaces matrix clarifying coordination points and escalation routes among the five roles.	Produce 1-page interfaces matrix annex mapping custody ↔ education ↔ psycho-social ↔ probation linkages and referral/escalation.	Supports consistent implementation.
Add minimum entry/training expectations and CPD in each profile.	Add “Entry requirements and CPD” box per profile (induction, mandatory refreshers, annual CPD).	Improves usability for HR and training planning.
Standardize terminology and remove vague phrasing; expand acronyms at first use.	Harmonize role titles and terms; expand acronyms; remove “etc.” and non-specific language.	Editorial and operational clarity.
Add explicit duty to prevent discrimination and provide reasonable adjustments for vulnerable groups.	Insert non-discrimination and reasonable adjustments tasks/competences in all profiles with short examples.	Ethical and operational requirement.

Clarify handling of complaints/requests, confidentiality, timelines, and feedback to juveniles.	Add cross-cutting competence on complaints handling; assign primary ownership to designated institutional function; other roles support and document.	Ownership differs by institution; keep role-appropriate.
Ensure EN + AL versions are identical in structure, with version/date control.	Produce final EN + AL profile set; add footer with version/date and “validated on 08.01.2026”.	Deliverable readiness and consistency.
Circulate revised profiles for short written confirmation; archive confirmations.	Implement circulation and confirmation window; store confirmations in evidence folder.	Completes validation audit trail.

CORE ED
ACADEMY
Përshtatja e roleve për drejtësinë për të miturit dhe rehabilitimin korrektues
Dr. Dail Dervishi

CORE ED
Përshtatja e roleve për drejtësinë për të
miturit dhe rehabilitimin korrektues

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LUARASI
UBT
CEPS
Përshtatja e roleve për drejtësinë për të
miturit dhe rehabilitimin korrektues
Dr. Dael Dervishi

CORE ED
ACADEMY
Fostering Inclusion and Shared Values in Juvenile Justice through Correctional Pedagogy and Specialist Professionalization, Empowered by the 'LiberateSkills' Correctional Excellence Pact for Skills
Profili 2: Oficer i Shërbimit të Provës
Roli u përshtat për të theksuar rehabilitimin në komunitet dhe reduktimin e ri-shkeljes përmes mbikëqyrjes së individualizuar, koordinimit me shkollën dhe aktivizimit të rrjeteve lokale.
Detyrat u standardizuan nga marrja e rastit te after-care: vlerësim rreziku dhe nevojash, plan individual i masës, takime dhe intervistim motivues, referime në shërbime, monitorim i përmbushjes dhe raportim progresi, koordinim me shkollat/VET, planifikim pas përfundimit të masës dhe ndjekje e integrimit.
U lokalizuan kushtet minimale për të ushtruar profesionin e shërbimit: diplomë në pune sociale/psikologji ose fusha të afërta, kushte të shërbimit publik, verifikime integriteti dhe aftësi praktike (përfshirë drejtimin e mjetit kur është e nevojshme).
Pikat e bashkëveprimit me aktorët e tjerë: gjykata/prokuroria, shkollat/VET, shërbimet bashkiake, policia, OJF, shërbimet e probacionit dhe burgjeve, familja/kujdestarët.
Kolegji AAB
UNIVERSITETI MESDHETAR
UNIVERSITETI LUARASI
CEPS
INTERNATIONAL UNIVERSITY OF SARAJEVO
UCG
UBT
ReadLab
West University of Timişoara
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Action 3.2.4 Dissemination Links:

News24 National TV Channel Report: https://youtu.be/mBTUKez57Jo?si=Eo90p1zP1Rq8hFyO

LU Insta:
https://www.instagram.com/p/DTS9iMXCBTQ/?utm_source=ig_web_copy_link&igsh=MzRlODBiNWFlZA==

LU Facebook: https://www.facebook.com/share/p/1Geah31rQo/?mibextid=wwXIfr

Annex 2 – Bosnia and Herzegovina

1. Webinar “Validacija profesionalnih profila” participant register exported from Google Forms (names, occupations, institutions, emails, and short comments; 11 responses).
2. Webinar slide deck: “Validation of Occupational Profiles at a Country Level through Consultation with Sectoral Representatives and Education Partners – Bosnia and Herzegovina” (intro to project, research snapshot, list of proposed profiles, short narrative profile descriptions, link to participant form, closing slide).
3. Screenshot evidence of the webinar session (Teams/online meeting visuals showing presentation and participants).
4. Stakeholder workshop slide deck: “Adaptation of Occupational Profiles at a Country Level (stakeholder workshop) – Bosnia and Herzegovina” (mirrors the validation presentation structure, adapted framing for the workshop).
5. Stakeholder workshop attendance list (signed sheet; photo/scan).
6. Completed “Job Role Description” forms for Bosnia and Herzegovina, in English, covering the five priority roles:
    a. Police Officer (Juvenile-trained)
    b. Juvenile correctional officer Pedagogue (Juvenile Justice)
    c. Psychologist (Juvenile Facility/Probation/Schools) (pp. 55–60)
    d. Social Worker
7. “D3.2 – Data-Collection Template | Bosnia and Herzegovina” (structured tables: focal point, priority roles, competency set per role, legal/policy basis, ESG hooks, gaps & upskilling needs, evidence list).
8. “D3.2 Occupational Profiles – Evidence Grid | Bosnia and Herzegovina” (evidence IDs, type, title/description, language, relevance note, used sections).
9. VALIDATION WEBINAR AND WORKSHOP MINUTES

Webinar Participant Register (Google Form)

LISTA UCESNIKA - CORE-ED ACADEMY: Webinar – Validacija profesionalnih profila

11 odgovora

Objavljivanje analize

1) Name and surname / Ime i prezime:

11 odgovora

Iman Ehnech- Seran

Adisa Jusić

IRMELINA KARIĆ

Nermin Palić

Adisa Barić

Marijana Milos

Ena Kazic Cakar

Mirzo Selimić

Samir Ščetić

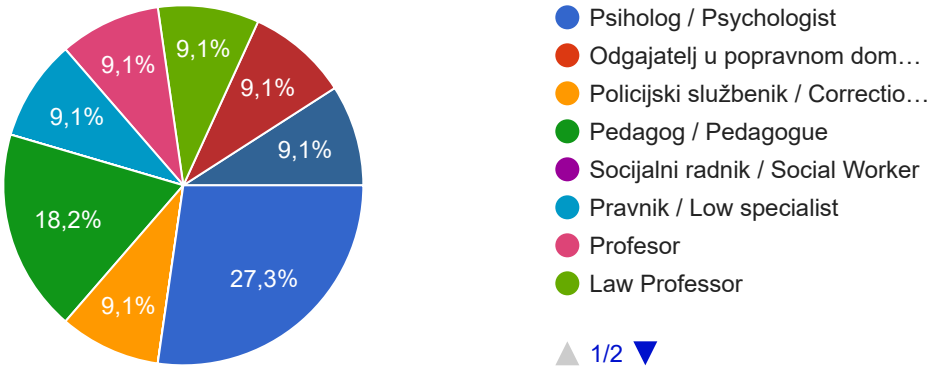
Stjepan Stanić

Merisa Barimac

2) Occupation / Zanimanje:

Kopiraj

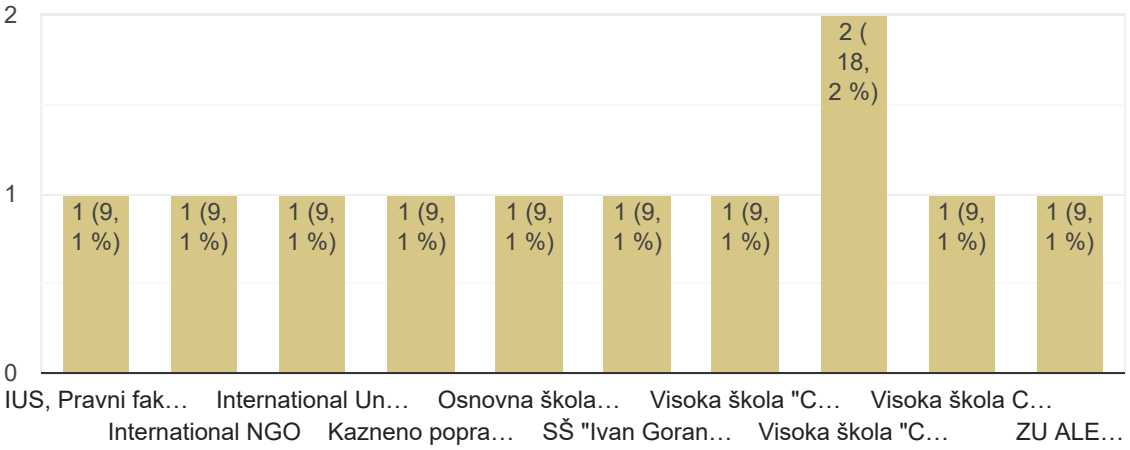
11 odgovora



3) Institucija/ustanova/NGO/drugo (u kojoj ste zaposleni) / Institution/establishment/NGO/other (where you are employed):

Kopiraj

11 odgovora



4) Email

11 odgovora

imanehnechseran3@gmail.com

adisa.jusic@yahoo.com

ninakaric8@gmail.com

nermin.palic@ceps.edu.ba

adisabaric82@hotmail.com

pedagogssigkkiseljak@yahoo.com

ekazic@ius.edu.ba

mirzo.selimic@ceps.edu.ba

samir.scetic@ceps.edu.ba

stjepan.stanic@ceps.edu.ba

merisa.kbl@gmail.com

5) Kratak komentar/sugestija na današnju tematiku Webinara / A short comment/ suggestion on today's Webinar's topic

11 odgovora

Veoma kvalitetan i dinamičan webinar. Zanimljivo, korisno i odlično organizovano. Sve pohvale!

Kvalitetno urađena validacija sluzbenika koji su u radu i kontaktu sa maloljetnicima. Sve pohvale organizatorima na vebinaru i interesovanju za ovom tematskom cjelinom.

korisno i produktivno sve pohvale

Webinar je bio jako uspješan. Dobili smo feedback od predstavnika sektora i akademske zajednice. Sugestije će biti uključene u finalnu verzioju okupacijski kartica.

Odlična tema, prezentacija.

Pohvale na prezentiranju

NA

Odlična organizacija

Lijepo koncipirano, vrlo interesantno, koncizno...

Webinar je bio vrlo kvalitetan i zanimljiv. Smatram da bi u budućnosti trebalo organizirati više sličnih događaja na ovu ili povezane teme.

Više animirati stručnjake iz ovih oblasti kako bi svi pojednako uzeli učešće i promovisali svoj profesionalni rad na ovu temu.

Google nije izradio niti podržava ovaj sadržaj. - Stupanje u kontakt s vlasnikom obrasca - Uvjeti pružanja usluge - Pravila o privatnosti

Izgleda li ovaj obrazac sumnjivo? Izvješće

Google Obrasci

Validation Webinar Presentation

Validation of Occupational Profiles at a Country Level through Consultation with Sectoral Representatives and Education Partners

BOSNIA AND HERZEGOVINA

University College „CEPS-Center for Business Studies“ Kiseljak
Doc.dr. Nermin Palić

PROJECT NUMBER 101179359

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webstranica: https://core-ed-project.eu/

O projektu

- **Unapre đenje kapaciteta visoko školskih ustanova** u Albaniji , BiH, Kosovu , Crnoj Gori i Srbiji radi jačanja inkluzije, demokratije i vladavine prava u ustanovama za izvršenje sankcija.
- **Uvo đenje dva inovativna kurikuluma iz korekcijske pedagogije** – prvih takve vrste u Evropi – zasnovanih na **multidisciplinarnom pristupu (pedagogija , pravo , psihologija , dru štvene nauke**).
- **Uspostavljanje 5 Balkanskih istra živa čkih centara za korekcijsku pedagogiju** kroz saradnju akademskog sektora, tržišta rada, civilnog društva i javnih institucija.
- **Primjena klju čnih metodologija** (DACUM, **javna saslu šanja** , peer-learning/mentoring) radi identifikacije potrebnih kompetencija, izgradnje kapaciteta i razvoja regionalno relevantnih istraživanja.

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Pregled stanja u Bosni i Hercegovini

- Izvještaj je analizirao postojeću **obuku i potrebe za kompetencijama korekcionog osoblja** koje radi s maloljetnim počiniocima krivičnih djela u zemljama Zapadnog Balkana, uz naglasak na njihovoj ključnoj ulozi u podršci, rehabilitaciji i zaštiti prava djece.

- Dobili smo pregled **nacionalnog okvira maloljetničkog pravosuđa**, profila i funkcija stručnjaka, te trenutno dostupnih kompetencija i edukacija u sektoru.

- Utvrđen je **jaz između potrebnih i postojećih obuka**, uključujući kvalifikacijske zahtjeve i nedostatke iz perspektive pravosudnih profesionalaca i civilnog društva.

- **Nalazi će poslužiti za razvoj standardiziranog programa obuke za studente, zatvorske i probacijske službenike, nevladine organizacije i civilno društvo, kako bi se osigurala dosljedna i efikasna praksa te unaprijedila regionalna saradnja u maloljetničkom pravosuđu.**

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Istraživanje u Bosni i Hercegovini

Data-collection tool	Respondent group	Sample size	Main role categories represented
Web-based questionnaire	Juvenile-justice stakeholders and employees (nationwide)	**126** valid responses	Police/Correctional officers 29, Prison guards 29, Counseling center 10, Correctional facility 2, Law professionals 6, Health staff 9, Pedagogue and educators 11, University staff 6, Prosecutor 1, Psychologists 4, others 19.
Semi-structured interviews (online)	Juvenile-justice stakeholders and employees	**18** individual interviews	5 social workers, 2 prison officers, 4 social pedagogue, 4 psychologist, 1 expert advisor, 2 university professor

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Zaključci istraživanja za Zapadni Balkan

- **Pravni i strateški okviri** u zemljama Zapadnog Balkana su **uspostavljeni, prate međunarodne standarde,** ali i dalje postoji **značajan jaz između politika i praktične primjene**.

- **Stručnjaci imaju dobro pravno znanje**, ali **nedostaju praktične vještine** poput ***trauma-senzitivnog pristupa, restorativnih metoda i efikasne komunikacije s djecom***.

- **Obuke** su uglavnom **koncentrisane** u **većim gradovima**, oslanjaju se na donatore i **nisu trajno integrisane u nacionalne sisteme**.

- Dalji **napredak zavisi od institucionalizacije sveobuhvatnih obuka**, **jačanja međusektorske saradnje i ravnomjerne dostupnosti savremenih resursa i digitalnih rješenja.**

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Utvrđivanje okupacijskih kartica za BiH

- **Za sljedeća zanimanja su izrađene okupacijske kartice:**

- **Socijalni radnik**
- **Pedagog**
- **Psiholog**
- **Odgajatelj u kazneno-popravnom domu**
- **Policijski službenik (obučen za maloljtničko pravosuđe)**

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Utvrđivanje okupacijski kartica za BiH

- **Socijalni radnik**
- ***Uloga*** *socijalnog radnika fokusira se na* ***rehabilitaciju*** *i* ***reintegraciju*** *maloljetnika,* ***zaštitu*** *njihovih* ***prava*** *te* ***koordinaciju*** *između sudova, centara za socijalni rad i zajednice radi prevencije ponovnog počinjenja.****Ključne dužnosti*** *obuhvataju procjenu porodičnog okruženja, izradu i praćenje rehabilitacijskih mjera, jačanje roditeljskih kapaciteta, zagovaranje prava djeteta, interinstitucionalnu koordinaciju i vođenje dokumentacije, uključujući planiranje post-izlazne (after-care) podrške.****Potrebne kompetencije*** *obuhvataju pedagoško planiranje intervencija, porodično savjetovanje i medijaciju, digitalno upravljanje slučajevima, primjenu ESG principa i poznavanje procedura maloljetničkog pravosuđa.****Identifikovani izazovi*** *uključuju neujednačenu inkluziju, nedosljedne after-care procese, varirajući nivo porodične uključenosti i nedostatak etički ujednačenih kriznih odgovora, što zahtijeva standardizirane protokole, kontinuirane obuke i jačanje međusektorske saradnje.*

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Utvrđivanje okupacijski kartica

- **Pedagog**
- ***Uloga*** *pedagoga je* ***pružanje obrazovne****,* ***razvojne*** *i* ***reintegracijske podrške*** *djeci i maloljetnicima u sukobu sa zakonom, uz osiguravanje da su sve intervencije razvojno primjerene, usklađene s pravima djeteta i koordinirane između škola, socijalnih službi, sudova i porodica.****Ključne dužnosti*** *uključuju procjenu obrazovnih potreba, izradu individualnih obrazovnih i reintegracijskih planova, pružanje mentorstva i psihosocijalne podrške, facilitaciju grupnih aktivnosti, savjetovanje institucija i porodica te aktivno učešće u multidisciplinarnim timovima.****Neophodne kompetencije*** *obuhvataju primjenu razvojne pedagogije, inkluzivnu i trauma-informisanu komunikaciju, digitalne alate za obrazovanje i dokumentaciju, te razumijevanje zakonskih i intersektorskih procedura u maloljetničkom pravosuđu.****Identifikovani izazovi*** *uključuju neravnomjernu primjenu inkluzivnih praksi, nedostatak jasnih mehanizama za učešće djece, ograničene resurse za razvojno osjetljive intervencije i potrebu za standardiziranim, kontinuiranim obukama etike, dječijih prava i kriznog odgovora.*

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Utvrđivanje okupacijski kartica

- **Psiholog**
- *Psiholog pruža **specijalizirane procjene**, **savjetovanje** i **intervencije** za djecu i maloljetnike u sukobu sa zakonom, žrtve ili svjedoke, uz osiguravanje njihovih prava, najboljeg interesa i trauma-informisanog pristupa u institucijama i zajednici.**Glavne dužnosti** uključuju psihološke procjene, krizne intervencije, praćenje emocionalnih i bihevioralnih rizika, terapijski rad (individualni i grupni), podršku žrtvama/svjedocima, izradu reintegracijskih planova i učešće u multidisciplinarnim timovima.**Ključne kompetencije** obuhvataju razvojnu psihologiju, trauma-informisano savjetovanje, krizno upravljanje, inkluzivnu komunikaciju, digitalnu dokumentaciju i primjenu etičkih, zakonskih i intersektorskih procedura u maloljetničkom pravosuđu.**Glavni izazovi** uključuju neujednačenu primjenu etičkih standarda, nedostatak kulturne osjetljivosti i resursa za ranjive grupe, ograničenu participaciju djece u odlukama te potrebu za standardiziranim, kontinuiranim obukama iz etike, kriznog odgovora, prevencije suicida i inkluzivnih praksi.*

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Utvrđivanje okupacijski kartica

- **Odgajatelj u kazneno-popravnom domu**
- *Uloga obuhvata **osiguravanje sigurnosti**, svakodnevnog **nadzora**, **discipline** i **rehabilitacije** maloljetnika u ustanovama, uz **pružanje obrazovne, radne i psiho-socijalne podrške** s ciljem reintegracije i prevencije ponovnog činjenja djela.**Ključne dužnosti** uključuju prijem i smještaj maloljetnika, nadzor i zaštitu, vođenje dnevnih rutina, facilitiranje kontakta s porodicom, učešće u multidisciplinarnim timovima, podršku posebnim potrebama te sistematsko dokumentovanje i izvještavanje.**Potrebne kompetencije** pokrivaju razvojnu pedagogiju, upravljanje konfliktima, trauma-informisanu komunikaciju, digitalnu dokumentaciju, primjenu etičkih standarda, ljudskih prava i zakonodavnog okvira maloljetničkog pravosuđa.**Glavni izazovi** odnose se na neujednačenu primjenu dječijih prava, ograničene resurse za inkluzivne prakse, varijabilnu kvalitetu kriznog upravljanja te potrebu za kontinuiranom obukom u oblasti konfliktnog upravljanja, proporcionalnih disciplinskih mjera i trauma-informisanih pristupa.*

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Utvrđivanje okupacijski kartica

- **Policijski službenik (obučen za maloljtničko pravosuđe)**
- ***Uloga*** *obuhvata* ***primjenu dječijih prava***, ***trauma-informisanih postupaka*** *i* ***ranih intervencija*** *u* ***prvim kontaktima s maloljetnicima***, ***uz koordinaciju*** *sa socijalnim službama, tužilaštvom, školama i porodicom radi prevencije ponovnog prestupništva i podrške reintegraciji.****Ključne dužnosti*** *uključuju provođenje intervjua na dječiji-prijateljski način, procjenu rizika, upućivanje na socijalne službe, primjenu diverzionih mjera, prikupljanje dokaza, saradnju s ključnim akterima maloljetničkog pravosuđa i osiguravanje sigurnog, prilagođenog okruženja za maloljetnike.****Potrebne kompetencije*** *obuhvataju razvojnu pedagogiju, deeskalaciju i inkluzivnu komunikaciju, digitalnu evidenciju, poznavanje prava djeteta i policijskih protokola, te etičke i nediskriminatorne postupke tokom intervencija s maloljetnicima.****Ključni izazovi*** *odnose se na neujednačenu primjenu dječijih prava, nedostatak standardiziranih protokola, povremenu upotrebu neproporcionalne sile, poremećaje školovanja i ograničene kapacitete za rad s ranjivim grupama; potrebna je kontinuirana obuka, jačanje trauma-informisanih praksi i standardizacija child-friendly procedura širom zemlje.*

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LISTA UČESNIKA

- **Obrazac:**
- https://forms.gle/4DAKiZmWCp6jSGvb8

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Doc. Dr. Nermin Palić,
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HVALA NA PAŽNJI

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CORE-ED ACADEMY: Webinar – Valida-cija profesionalnih profila

Visoka škola CEPS - Centar za poslovne studije

13:12

Prestanite di... | Raspored | Privatni preg... | Skočni prozor | Razgovor | Osobe 8 | Podigni | Reagiraj | Prikaži | Kontrole | Sobe | Aplikacije | Više | Kamera | Mikrofon | Podijeli | Napusti

Isključi zvuk mikrofona (Ctrl+Shift+M)

M Marijana (Neprovjer... | Mirzo Selimić | AJ Adisa Jusić (Neprovj... | PA Pinar Unal Aydin (p... | SS Stjepan Stanić | S SamirŠčetić (Neprov... | RN read.ai meeting not...

Nema bilješki

1 od 13

Učesnici

Ukucajte naziv

Podijeli pozivnicu

U ovom sastanku (8)

- Nermin Palić, Organizator
- AJ Adisa Jusić (Neprovjereno)
- M Marijana (Neprovjereno)
- Mirzo Selimić
- PA Pinar Unal Aydin (paydin@i... (Eksterni)
- RN read.ai meeting notes (Neprovjereno)
- S SamirŠčetić (Neprovjereno)
- SS Stjepan Stanić

Ostali pozvani (6)

- CK Crveni križ Kiseljak (Eksterni), Nema odgovora
- EK Ena Kazic-Cakar (ekazic@ius.edu.ba) (Eks..., Nema odgovora
- SĆ Salmir Ćato, Nema odgovora
- TH Tarik Humačkić (Eksterni), Nema odgovora
- TH Tarik Humačkić, Nema odgovora
- Samir Scetic, Nema odgovora

6°C Partly sunny | Search | BOS | 10:59 09/12/2025

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Utvrđivanje okupacijskih kartica za BiH

- Za sljedeća zanimanja su izrađene okupacijske kartice:

- Socijalni radnik
- Pedagog
- Psiholog
- Odgajatelj u kazneno-popravnom domu
- Policijski službenik (obučen za maloljtničko pravosuđe)

Nermin Palić

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staratelja u terapiju i reintegraciju; zagovaranje.

- **Makro 4 – Etičko upravljanje krizama:** upravljanje akutnim emocionalnim ili bihevioralnim krizama kroz deeskalaciju i planiranje sigurnosti; osiguravanje post-incidentne psihološke podrške i maloljetnicima i osoblju.
  [BIH-E1, BIH-E3, BIH-E5, BIH-E7] **KOMENTAR**: OK

Uslovi za ulazak u profesiju

Diploma iz psihologije i nacionalna licenca gdje je primjenjivo; dokazano iskustvo; ispunjavanje us

[BIH-E3, BIH- [redacted]

Ključne interfejsne tačke saradnje

Sudovi/tužilaštvo; timovi u zatvorima/probaciji; obrazovne institucije; opštinske socijalne službe; zdravstvene i mentalno-zdravstvene službe; porodice/staratelji. Saradnja se proteže i na nevladine organizacije i lokalne programe koji pružaju postpenalnu podršku, stručno osposobljavanje i usluge prevencije ovisnosti.
[BIH-E1, BIH-E3]

Tipična obuka / kontinuirani profesionalni razvoj (CPD)

CPD iz adolescentnog razvoja, trauma-informisane prakse, savjetodavnih tehnika, etičke prakse i multidisciplinarne saradnje, uz kontinuirano praćenje reformi politika. Dodatno identificirane potrebe obuka uključuju intervencije u kriznim situacijama, prevenciju samoubistva/samopovređivanja i savjetovanje u vezi s digitalnom ovisnošću kod maloljetnika.

38:10

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Aspekt	Kako se primjenjuje danas	Nedostaci / problemi	Predložena poboljšanja
Etičko i na pravima zasnovano postupanje	Psihologi slijede zakonske procedure i propise o maloljetnicima; održavaju povjerljivost.	Nedosljedna primjena; neki maloljetnici nisu upoznati sa svojim pravima.	Standardizirati objašnjavanje prava; redovna etička obuka; supervizija i monitoring (Makro 1). **Etičko upravljanje krizama:** razviti strukturirane protokole deeskalacije, postkriznu superviziju i mehanizme reflektivnog

Aspekt	Kako se primjenjuje danas	Nedostaci / problemi	Predložena poboljšanja
			pregleda prakse, uz puno poštivanje prava djeteta. (Makro 4)
Inkluzivno i nediskriminatorno	Politike zahtijevaju jednakost; usmjerenost na ranjive grupe.	Ograničena kulturološka kompetencija; nedostatak resursa za inkluziju manjinskih grupa i djece s invaliditetom.	Obuke iz diverziteta i inkluzije; prilagođeni programi podrške; jačanje provedbe politika (Makro 2).
Usmjereno na dijete i razvojno primjereno	Primjenjuju se trauma-informisane i uzrastu prilagođene metode	Nije ujednačeno; nedostatak uključenosti djece u donošenje odluka.	Uvesti protokole za dječiju participaciju; unaprijediti obuke; osigurati privatne, djeci prilagođene prostore (Makro 3).

Nermin Palić

PA | RN | M | AJ | SŠ | SS

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02 Job_Role_Description_Bosnia_and_Hercegovina_Pedagogue_ESGtable_final - Word

Opis radnog mjesta – Bosna i Hercegovina
Zanimanje: Pedagog (maloljetnička pravda)
Država: Bosna i Hercegovina

Svrha uloge (2–3 rečenice)
Pruža obrazovnu i razvojnu podršku djeci i maloljetnicima u sukobu sa zakonom, s ciljem njihove reintegracije u školu, stručno obrazovanje i društveni život. Uloga osigurava da su intervencije primjereno usklađene s uzrastom, zasnovane na pravima djeteta i koordinirane sa centrima za socijalni rad, sudovima i porodicama. Pedagog također djeluje kao spona između obrazovnog i pravosudnog sektora, omogućavajući individualizirani oporavak učenja, emocionalnu stabilizaciju i građansku reintegraciju kroz saradnju s multidisciplinarnim timovima.
[BIH-E1, BIH-E3, BIH-E5, BIH-7]

Ključne dužnosti (6–8)
- Procjena obrazovnih i razvojnih potreba maloljetnika;
- Obavljanje terenskih posjeta i prisustvo sudskim postupcima radi podrške maloljetniku;
- Izrada i implementacija individualnih obrazovnih i reintegracijskih planova;
- Pružanje savjetodavne, mentorska i psihosocijalne podrške;
- Vođenje grupnih obrazovnih i vještinskih aktivnosti;
- Savjetovanje sudova, institucija i porodica o obrazovnim mjerama;
- Prikupljanje i dokumentovanje podataka;
- Saradnja s multidisciplinarnim timovima.
  [BIH-E1, BIH-E3, BIH-E5, BIH-7]

Potrebne kompetencije (pet domena)
- **Pedagoške:** poznavanje razvoja djece i adolescenata; planiranje intervencija primjerenih uzrastu.
- **SEL:** medijacija sukoba, inkluzivna komunikacija, trauma-informisana komunikacija, upravljanje krizama, mentorstvo maloljetnicima i porodicama.
- **Tehnološke:** sistemi za upravljanje obrazovanjem, online platforme za učenje, softver za dokumentovanje slučajeva.
- **ESG:** promocija jednakosti, inkluzije i nediskriminacije; osiguravanje zaštite

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Nermin Palić

CORE-ED ACADEMY: Webinar – Valida-cija profesionalnih profila

Visoka škola CEPS - Centar za poslovne studije

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M
Marijana (Neprovjereno)

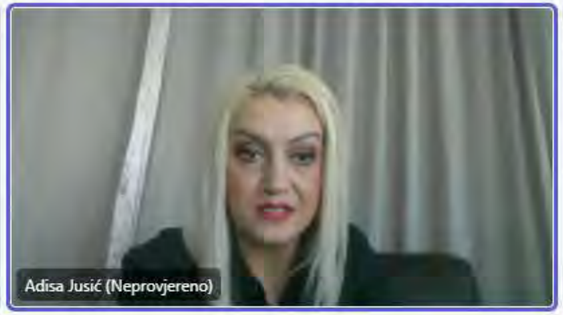
Mirzo Selimić

PA
Pinar Unal Aydin (paydin@ius.edu.ba) (Eksterni)

SS
Stjepan Stanić

RN
read.ai meeting notes (Neprovjereno)

IE
Iman Ehnech-Seran (imanehnech-seran@student.ius.edu.ba) (Eks...



SŠ
Samir Ščetić (Neprovjereno)

Irmelina Karić (Neprovjereno)

EK
Ena Kazic-Cakar (ekazic@ius.edu.ba) (Eksterni)

AB
Adisa B. (Neprovjereno)

Učesnici

Ukucajte naziv

Podijeli pozivnicu

U ovom sastanku (12) — Isključite zvuk za sve

- Nermin Palić — Organizator
- AB Adisa B. (Neprovjereno)
- AJ Adisa Jusić (Neprovjereno)
- EK Ena Kazic-Cakar (ekazic@... (Eksterni)
- IE Iman Ehnech-Seran (ima... (Eksterni)
- IK Irmelina Karić (Neprovjereno)
- M Marijana (Neprovjereno)
- Mirzo Selimić
- PA Pinar Unal Aydin (paydin... (Eksterni)
- RN read.ai meeting not... (Neprovjereno)
- SŠ Samir Ščetić (Neprovjereno)
- SS Stjepan Stanić

Ostali pozvani (5)

- CK Crveni križ Kiseljak (Eksterni) — Nema odgovora
- SĆ Salmir Ćato — Nema odgovora
- TH Tarik Humačkić (Eksterni) — Nema odgovora

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11:53 09/12/2025

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ATTENDANCE LIST

Topic: Adaptation of Occupational Profiles at a Country Level (stakeholder workshop) – Bosnia and Herzegovina

Nr	Name of participants	Institution / Occupation	Email	Signature
1.	Lucija Grgača	SSŠ Fojnica u Kiseljaku Pedagog	pedagoska.psihološka@gmail.com	Lucija
2.	Andrea Tavra	OŠ „Brestovsko" Pedagoginja	os.brestovsko1@tel.net.ba	Andrea Tavra
3.	Franka Miličić	poc. nastavnica CMZ	CMZkiseljak@gmail.com	F
4.	Minjana Ćoć	OŠ „Gromiljak"	minjana.coc77@gmail.com	Minjana Ćoć
5.	Mirnes Nuhić	OŠ „KISELJAK 1" BILALOVAC	pedagogkiseljak1@gmail.com	
6.	Elolin Huseinović	PŠ Kiseljak	elolin.huseinovic@live.com	
7.	ADISA BARIĆ	OŠ „KISELJAK 2" ZABRAĐE	adisabaric82@hotmail.com	Barić
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9.	ANITA KRISTIĆ	OŠ „KISELJAK" KISELJAK	psiholog@os-kiseljak.ba	
10.	VEDRANA VUKOJA	OŠ „KISELJAK" KISELJAK	os.pedagog@tel.net.ba	
11.	MARIJANA MILOŠ	SS "Ivan Goran Kovačić" Kiseljak	pedagoskisekiseljak@yahoo.com	
12.	IVAN ILIJAŠEVIĆ	OPĆINA KISELJAK SLUŽBA ZA SOC. SKRB	ivan.ilijasevic1@gmail.com	
13.	Mia Komšić	Služba za soc. slub	komsic.mia13@gmail.com	Mia
14.	Irmelina Karić	CEPS - psiholog	minakaric@gmail.com	Karić
15.	SELMIR ĆATO	MUPKS - POLICAJAC	selmir.cato@ceps.edu.ba	Selmir Ćato
16.	Jusić Adisa	Sektor za osiguranje osuđenika	adisa.jusic@yahoo.com	Jusić Adisa
17.				
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Stakeholder Workshop Presentation

Adaptation of Occupational Profiles at a Country Level (stakeholder workshop)

BOSNIA AND HERZEGOVINA

University College „CEPS-Center for Business Studies“ Kiseljak
Doc.dr. Nermin Palić

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O projektu

- **Unapređenje kapaciteta visokoškolskih ustanova** u Albaniji, BiH, Kosovu, Crnoj Gori i Srbiji radi jačanja inkluzije, demokratije i vladavine prava u ustanovama za izvršenje sankcija.
- **Uvođenje dva inovativna kurikuluma iz korekcijske pedagogije** – prvih takve vrste u Evropi – zasnovanih na multidis**ciplinarnom pristupu (pedagogija, pravo, psihologija, društvene nauke**).
- Uspostavljanje **5 Balkanskih istraživačkih centara za korekcijsku pedagogiju** kroz saradnju akademskog sektora, tržišta rada, civilnog društva i javnih institucija.
- **Primjena ključnih metodologija** (DACUM, javna saslušanja, peer-learning/mentoring) radi identifikacije potrebnih kompetencija, izgradnje kapaciteta i razvoja regionalno relevantnih istraživanja.

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Pregled stanja u Bosni i Hercegovini

- Izvještaj analizira **obuku i potrebe za kompetencijama korekcionog osoblja** koje radi s maloljetnim počiniocima krivičnih djela u zemljama Zapadnog Balkana, uz naglasak na njihovoj ključnoj ulozi u podršci, rehabilitaciji i zaštiti prava djece.

- Daje pregled **nacionalnog okvira maloljetničkog pravosuđa**, profila i funkcija stručnjaka, te trenutno dostupnih kompetencija i edukacija u sektoru.

- Utvrđuje **jaz između potrebnih i postojećih obuka**, uključujući kvalifikacijske zahtjeve i nedostatke iz perspektive pravosudnih profesionalaca i civilnog društva.

- Nalazi će poslužiti za razvoj **standardiziranog programa obuke** za studente, zatvorske i probacijske službenike, nevladine organizacije i civilno društvo, kako bi se osigurala dosljedna i efikasna praksa te unaprijedila regionalna saradnja u maloljetničkom pravosuđu.

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Pregled stanja u Bosni i Hercegovini

Data-collection tool	Respondent group	Sample size	Main role categories represented
Web-based questionnaire	Juvenile-justice stakeholders and employees (nationwide)	**126** valid responses	Police/Correctional officers 29, Prison guards 29, Counseling center 10, Correctional facility 2, Law professionals 6, Health staff 9, Pedagogue and educators 11, University staff 6, Prosecutor 1, Psychologists 4, others 19.
Semi-structured interviews (online)	Juvenile-justice stakeholders and employees	**18** individual interviews	5 social workers, 2 prison officers, 4 social pedagogue, 4 psychologist, 1 expert advisor, 2 university professor

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Zaključci istraživanja za Zapadni Balkan

- **Pravni i strateški okviri** u zemljama Zapadnog Balkana su **uspostavljeni, prate međunarodne standarde,** , ali i dalje postoji **značajan jaz između politika i praktične primjene**.

- **Stručnjaci imaju dobro pravno znanje**, ali **nedostaju praktične vještine** poput ***trauma-senzitivnog pristupa, restorativnih metoda i efikasne komunikacije s djecom***.

- **Obuke** su uglavnom **koncentrisane** u **većim gradovima**, oslanjaju se na donatore i **nisu trajno integrisane u nacionalne sisteme**.

- Dalji **napredak zavisi od institucionalizacije sveobuhvatnih obuka**, **jačanja međusektorske saradnje i ravnomjerne dostupnosti savremenih resursa i digitalnih rješenja.**

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Utvrđivanje okupacijski kartica za BiH

- Socijalni radnik
- Pedagog
- Psiholog
- Odgajatelj u kazneno-popravnom domu
- Policijski službenik (obučen za maloljtničko pravosuđe)

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Utvrđivanje okupacijski kartica za BiH

- **Socijalni radnik**
- ***Uloga*** *socijalnog radnika fokusira se na* ***rehabilitaciju*** *i* ***reintegraciju*** *maloljetnika,* ***zaštitu*** *njihovih* ***prava*** *te* ***koordinaciju*** *između sudova, centara za socijalni rad i zajednice radi prevencije ponovnog počinjenja.****Ključne dužnosti*** *obuhvataju procjenu porodičnog okruženja, izradu i praćenje rehabilitacijskih mjera, jačanje roditeljskih kapaciteta, zagovaranje prava djeteta, interinstitucionalnu koordinaciju i vođenje dokumentacije, uključujući planiranje post-izlazne (after-care) podrške.****Potrebne kompetencije*** *obuhvataju pedagoško planiranje intervencija, porodično savjetovanje i medijaciju, digitalno upravljanje slučajevima, primjenu ESG principa i poznavanje procedura maloljetničkog pravosuđa.****Identifikovani izazovi*** *uključuju neujednačenu inkluziju, nedosljedne after-care procese, varirajući nivo porodične uključenosti i nedostatak etički ujednačenih kriznih odgovora, što zahtijeva standardizirane protokole, kontinuirane obuke i jačanje međusektorske saradnje.*

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Utvrđivanje okupacijski kartica

- **Pedagog**
- ***Uloga*** *pedagoga je* ***pružanje obrazovne***, ***razvojne*** *i* ***reintegracijske podrške*** *djeci i maloljetnicima u sukobu sa zakonom, uz osiguravanje da su sve intervencije razvojno primjerene, usklađene s pravima djeteta i koordinirane između škola, socijalnih službi, sudova i porodica.****Ključne dužnosti*** *uključuju procjenu obrazovnih potreba, izradu individualnih obrazovnih i reintegracijskih planova, pružanje mentorstva i psihosocijalne podrške, facilitaciju grupnih aktivnosti, savjetovanje institucija i porodica te aktivno učešće u multidisciplinarnim timovima.****Neophodne kompetencije*** *obuhvataju primjenu razvojne pedagogije, inkluzivnu i trauma-informisanu komunikaciju, digitalne alate za obrazovanje i dokumentaciju, te razumijevanje zakonskih i intersektorskih procedura u maloljetničkom pravosuđu.****Identifikovani izazovi*** *uključuju neravnomjernu primjenu inkluzivnih praksi, nedostatak jasnih mehanizama za učešće djece, ograničene resurse za razvojno osjetljive intervencije i potrebu za standardiziranim, kontinuiranim obukama etike, dječijih prava i kriznog odgovora.*

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Utvrđivanje okupacijski kartica

- **Psiholog**
- *Psiholog pruža **specijalizirane procjene**, **savjetovanje** i **intervencije** za djecu i maloljetnike u sukobu sa zakonom, žrtve ili svjedoke, uz osiguravanje njihovih prava, najboljeg interesa i trauma-informisanog pristupa u institucijama i zajednici.**Glavne dužnosti** uključuju psihološke procjene, krizne intervencije, praćenje emocionalnih i bihevioralnih rizika, terapijski rad (individualni i grupni), podršku žrtvama/svjedocima, izradu reintegracijskih planova i učešće u multidisciplinarnim timovima.**Ključne kompetencije** obuhvataju razvojnu psihologiju, trauma-informisano savjetovanje, krizno upravljanje, inkluzivnu komunikaciju, digitalnu dokumentaciju i primjenu etičkih, zakonskih i intersektorskih procedura u maloljetničkom pravosuđu.**Glavni izazovi** uključuju neujednačenu primjenu etičkih standarda, nedostatak kulturne osjetljivosti i resursa za ranjive grupe, ograničenu participaciju djece u odlukama te potrebu za standardiziranim, kontinuiranim obukama iz etike, kriznog odgovora, prevencije suicida i inkluzivnih praksi.*

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Utvrđivanje okupacijski kartica

- **Odgajatelj u kazneno-popravnom domu**
- *Uloga obuhvata **osiguravanje sigurnosti**, svakodnevnog **nadzora**, **discipline** i **rehabilitacije** maloljetnika u ustanovama, uz **pružanje obrazovne, radne i psiho-socijalne podrške** s ciljem reintegracije i prevencije ponovnog činjenja djela.**Ključne dužnosti** uključuju prijem i smještaj maloljetnika, nadzor i zaštitu, vođenje dnevnih rutina, facilitiranje kontakta s porodicom, učešće u multidisciplinarnim timovima, podršku posebnim potrebama te sistematsko dokumentovanje i izvještavanje.**Potrebne kompetencije** pokrivaju razvojnu pedagogiju, upravljanje konfliktima, trauma-informisanu komunikaciju, digitalnu dokumentaciju, primjenu etičkih standarda, ljudskih prava i zakonodavnog okvira maloljetničkog pravosuđa.**Glavni izazovi** odnose se na neujednačenu primjenu dječijih prava, ograničene resurse za inkluzivne prakse, varijabilnu kvalitetu kriznog upravljanja te potrebu za kontinuiranom obukom u oblasti konfliktnog upravljanja, proporcionalnih disciplinskih mjera i trauma-informisanih pristupa.*

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Utvrđivanje okupacijski kartica

- **Policijski službenik (obučen za maloljtničko pravosuđe)**
- ***Uloga*** *obuhvata* ***primjenu dječijih prava***, ***trauma-informisanih postupaka*** *i* ***ranih intervencija*** *u* ***prvim kontaktima s maloljetnicima***, ***uz koordinaciju*** *sa socijalnim službama, tužilaštvom, školama i porodicom radi prevencije ponovnog prestupništva i podrške reintegraciji.****Ključne dužnosti*** *uključuju provođenje intervjua na dječiji-prijateljski način, procjenu rizika, upućivanje na socijalne službe, primjenu diverzionih mjera, prikupljanje dokaza, saradnju s ključnim akterima maloljetničkog pravosuđa i osiguravanje sigurnog, prilagođenog okruženja za maloljetnike.****Potrebne kompetencije*** *obuhvataju razvojnu pedagogiju, deeskalaciju i inkluzivnu komunikaciju, digitalnu evidenciju, poznavanje prava djeteta i policijskih protokola, te etičke i nediskriminatorne postupke tokom intervencija s maloljetnicima.****Ključni izazovi*** *odnose se na neujednačenu primjenu dječijih prava, nedostatak standardiziranih protokola, povremenu upotrebu neproporcionalne sile, poremećaje školovanja i ograničene kapacitete za rad s ranjivim grupama; potrebna je kontinuirana obuka, jačanje trauma-informisanih praksi i standardizacija child-friendly procedura širom zemlje.*

Co-funded by the European Union

PROJECT NUMBER 101179359

webstranica: https://core-ed-project.eu/

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HVALA NA PAŽNJI

PROJECT NUMBER 101179359

Co-funded by the European Union

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Adaptation of Occupational Profiles at a
Country Level (stakeholder workshop)
BOSNIA AND HERZEGOVINA
University College „CEPS-Center for Business Studi
Doc.dr. Nermin Palić
CORE-EO
CEPS

Utvrđivanje okupacijski kartica za BiH
CORE-ED
CEPS
Socijalni radnik
Uloga socijalnog radnika fokusira se na rehabilitaciju i reintegraciju maloljetnika, zaštitu njihovih prava te koordinaciju između sudova, centara za socijalni rad i zajednice radi prevencije ponovnog počinjenja. Ključne dužnosti obuhvataju procjenu porodičnog okruženja, izradu i praćenje rehabilitacijskih mjera, jačanje roditeljskih kapaciteta, zagovaranje prava djeteta, internstitucionalnu koordinaciju i vođenje dokumentacije, uključujući planiranje post-izlazne (after-care) podrške. Potrebne kompetencije obuhvataju pedagoško planiranje intervencija, porodic
medijaciju, digitalno upravljanje slučajevima, primjenu ESG principa
procedura maloljetničkog pravosuđa. Identifikovani izazovi uključuju
inkluziju, nedosljedne after-care procese, vanrajući nivo porodične uključen
nedostatak etičko ujednačenih kriterija odgovora, što zahtijeva standardizirane pr
kontinuirane obuke i jačanje međusektorske saradnje

Teme...
CEPS istraživanje
16 dana aktivizma- OK, volonteri, letci, jedan dio dva dana
Lanac ljubaznosti
Budžet i financiranje- vijeće
Tekuća pitanja

Job Role Description – Bosnia and Herzegovina

Occupation: Police Officer (Juvenile-trained)

Country	Bosnia and Herzegovina
Purpose of the role (2–3 sentences)	Ensuring child-friendly procedures, rights protection, and coordination with social and judicial services for early intervention and rehabilitation. Police officers in juvenile units act as the first link between the justice system and vulnerable minors, applying trauma-informed, restorative, and rights-based approaches to prevent re-offending and support social reintegration. [BIH-E1, BIH-E3, BIH-E4, BIH-E7]
Key duties (6–8)	First contact with juveniles; Conduct interviews respecting rights; Refer to social services; Gather and document evidence; Assess risk and protective factors; Implement diversionary options; Liaise with juvenile justice stakeholders, including schools and probation; Involve parents/guardians; Maintain child-friendly environment and records [BIH-E1, BIH-E3, BIH-E7]
Required competences (five domains)	Pedagogical: Knowledge of adolescent development to conduct age-appropriate interventions. SEL: de-escalation, advocacy, and inclusive communication. Technological: police case-management systems and secure communication channels. ESG: non-discrimination, child rights, integrity, and ethical juvenile justice procedures. Competence also includes explaining rights to minors clearly, preventing secondary victimization, and respecting gender and cultural sensitivity during questioning. . Governance & Policy: understanding juvenile justice laws, diversion policies, inter-agency procedures, and entity-level police protocols. [BIH-E1, BIH-E3, BIH-E4]
Pedagogy macros (Action 3.2.1)	Macro 1 – Plan, implement, monitor & evaluate juvenile interventions: use checklists for first contact, referral steps, diversion options; monitor outcomes; evaluate interventions. Macro 2 – Child & adolescent development – implications for practice: apply age-appropriate, culturally sensitive, family-centred approaches; prevent abuse; recognise vulnerable groups. Macro 3 – Effective communication & engagement: use trauma-informed communication; mediate

	family conflict; provide structured advocacy. Macro 4 – Ethical crisis management*:* apply proportionality and empathy when handling emotional escalation, ensuring dignity and safety of minors. [BIH-E1, BIH-E3, BIH-E5, BIH-E7]
Entry requirements	Police academy graduation with specific knowledge on juvenile justice; police certification in BiH; no criminal record; competence in child rights and juvenile laws. [BIH-E1, BIH-E3, BIH-E4, BIH-E5]
Key interfaces	Social welfare centres; juvenile courts and prosecutors; schools, health services, NGOs; families/guardians . Officers must also collaborate with community-policing units and civil-society actors for preventive and reintegration projects. [BIH-E1]
Typical training/CPD	Specialized training in child-friendly procedures, children's rights, and methods of dealing with juveniles in conflict with the law. CPD should include modules on cyber-offending, digital evidence management, and working with at-risk groups (migrants, and youth with disabilities) [BIH-E1, BIH-E3, BIH-E7]

ESG & child-friendly justice considerations

Aspect	How addressed today	Gaps / Issues	Proposed improvement	Evidence ID
Child-friendly routines	Legal framework ensures separation from adults and presence of guardians or social workers during interviews.	Inconsistent implementation; lack of structured adolescent-appropriate environment.	Introduce uniform child-friendly protocols and CPD on age-appropriate routines (Macro 2). Standardize practices across all institutions and include vulnerable groups. Ethical Crisis Management*:* apply proportionality and empathy during restraint or search; use verbal de-escalation, ensure child dignity and psychological safety, and conduct post-	BIH-E1 BIH-E7

			incident reflection for learning. (Macro 4)	
Use of force & searches	Proportionality rules exist; documentation required under internal police regulations and entity laws.	Inconsistent reporting; trauma-informed approaches not always followed; occasional excessive force.	Refresher training on proportionality, de-escalation, and trauma-informed procedures; standardized reporting forms. Add simulation-based training and peer review for each juvenile intervention involving force or restraint, aligned with ESG accountability principles and UNCRC Art. 37(c).	BIH-E1 BIH-E3 BIH-E4
Education protection	Coordination with schools during transfers or court appearances; social services assist.	Education often disrupted; poor communication with schools; lack of structured protocols.	Implement formal inter-agency schedule protocols; Macro 1 routines to safeguard class attendance.	BIH-E1
Source references / Evidence IDs		BIH-E1: Country Report Bosnia and Herzegovina. BIH-E3: Law, Policy, Standard. BIH-E4: Police Academy curriculum. BIH-7: DACUM		

Job Role Description – Bosnia and Herzegovina

Occupation: Juvenile correctional officer

Country	Bosnia and Herzegovina
Purpose of the role (2–3 sentences)	Ensure the safety, rehabilitation, and proper development of juveniles in correctional facilities. Supervise daily routines, enforce discipline, and provide educational, vocational, and psychosocial support. Collaborate with families and other professionals to promote reintegration and prevent reoffending. [BIH-E1, BIH-E3, BIH-E5]
Key duties (6–8)	Receive and place juveniles; supervise and ensure safety; provide education, vocational, and pro-social guidance; manage daily routine and welfare; participate in multidisciplinary meetings and intervention planning; facilitate family communication; support health and special needs; document and report progress and ethical concerns. [BIH-E1, BIH-E3, BIH-E5, BIH-E7]
Required competences (five domains)	Pedagogical: knowledge of adolescent development; planning age-appropriate education and rehabilitation activities. SEL: conflict management, trauma-informed communication, mentoring, and emotional support. Technological: digital case management tools educational tracking software, and incident reporting tools. ESG: Commitment to non-violence, human dignity, transparency, and accountability in all institutional actions. Governance & Policy: Understanding of national juvenile-justice legislation, international human-rights conventions, and inter-agency cooperation frameworks. [BIH-E1, BIH-E3, BIH-E5]
Pedagogy macros (Action 3.2.1)	Macro 1 – Plan, implement, monitor & evaluate interventions: design individualized routines and rehabilitation plans; monitor progress; evaluate outcomes. Macro 2 – Child & adolescent development: apply age-appropriate, culturally sensitive, and protective practices in daily supervision. Macro 3 – Communication & engagement: facilitate child-centered communication, family involvement, and collaborative teamwork. Macro 4 – Ethical crisis management: Apply proportionality and trauma-informed techniques in conflicts; conduct reflective post-incident

	debriefings to prevent recurrence. [BIH-E1, BIH-E3, BIH-E5, BIH-E7]
Entry requirements	Appropriate higher education degree (social work, pedagogy, psychology, or related field); demonstrated experience; professional exam; public-service entry requirements. [BIH-E3, BIH-E5]
Key interfaces	Families/guardians; courts; educational institutions; social services; health providers; police; multidisciplinary rehabilitation teams. NGOs providing vocational training, psycho-social support, and addiction-prevention services. [BIH-E1, BIH-E3, BIH-E7]
Typical training/CPD	Specialized training in the field of child rights and juvenile delinquency; certificate of professional competence; trauma-informed care, and rehabilitation methods; child development; conflict management. [BIH-E1, BIH-E3, BIH-E5, BIH-E7]
ESG & child-friendly justice considerations	Ensure ethical, rights-based, non-discriminatory practice; apply child-centered, developmental, trauma-informed interventions; respect participation, inclusion, and best interests of juveniles; align with UNCRC and Council of Europe standards; collaborate with courts, social services, and NGOs. They ensure that disciplinary measures remain proportional and restorative, that diversity and gender sensitivity are respected, and that juveniles have access to complaint and support mechanisms. [BIH-E1, BIH-E5, BIH-E7]

Job Role Description – Bosnia and Herzegovina

Occupation: Pedagogue (Juvenile Justice)

Country	**Bosnia and Herzegovina**
Purpose of the role (2–3 sentences)	Provides educational and developmental support to children and juveniles in conflict with the law, aiming to reintegrate them into school, vocational training, and social life. The role ensures interventions are age-appropriate, rights-based, and coordinated with social services, courts, and families. The pedagogue also functions as a link between the education and justice sectors, facilitating individualized learning recovery, emotional stabilization, and civic reintegration through collaboration with multidisciplinary teams. [BIH-E1, BIH-E3, BIH-E5, BIH-7]
Key duties (6–8)	Assess educational and developmental needs of juveniles; direct field visits and court attendance to support minors; design and implement individual educational and reintegration plans; provide guidance, mentoring, and psychosocial support; facilitate group learning and skill-building activities; advise courts, institutions, and families on educational measures; collect and document data, and collaborate with multidisciplinary teams. [BIH-E1, BIH-E3, BIH-E5, BIH-7]
Required competences (five domains)	Pedagogical: knowledge of adolescent and child development; planning age-appropriate educational interventions SEL: conflict mediation, inclusive communication, trauma-informed communication, crisis management, mentoring juveniles and families Technological: educational management systems, online learning platforms, and case documentation software ESG: promote equity, inclusion, non-discrimination; ensure child protection and ethical practice. Governance & Policy: ethics codes; juvenile justice, social protection laws, school policies, inter-agency procedures; flexibility to work across justice and educational institutions. [BIH-E1, BIH-E3, BIH-E5, BIH-7]
Pedagogy macros (Action 3.2.1)	Macro 1 – Plan, implement, monitor & evaluate interventions: individualized learning and reintegration plans; coordinate with social services and schools; monitor progress; document outcomes. Macro 2 – Child & adolescent development –

	implications for practice: apply age-appropriate, family-centered, culturally-sensitive educational interventions; recognize vulnerabilities, developmental stages, and learning barriers. Macro 3 – Effective communication & engagement with young people, families & carers: use inclusive and age-appropriate communication; mentor juveniles; involve families in educational planning; advocate. Macro 4 – Facilitate experiential and community-based learning (internships, workshops, civic projects) to support social reintegration. [BIH-E1, BIH-E3, BIH-E5, BIH-7]
Entry requirements	University degree in Pedagogy; experience in education, child development, or juvenile justice; public-service entry requirements. BiH DACUM recommends structured pre-service modules on trauma-informed care, legal frameworks, and ethics. [BIH-E3, BIH-E5, BIH-7]
Key interfaces	Social welfare centers; juvenile courts and prosecutors; coordination with correctional facility guards and mediation officers; educational institutions; families and legal guardians; NGOs / community programs; . [BIH-E1, BIH-E3, BIH-7]
Typical training/CPD	Training in juvenile justice; trauma-informed education; multi-agency joint trainings; training on diversion and resocialization measures; staying updated on policy reforms. DACUM highlight critical needs for modules on cyberviolence, addiction prevention, and suicide/self-harm risk management [BIH-E1, BIH-E3, BIH-E5, BIH-7]

ESG & child-friendly justice considerations

Aspect	How addressed today	Gaps / Issues	Proposed improvement	Evidence ID
Ethical & Rights-Based Practice	Pedagogues apply principles from juvenile justice and child protection laws	Uneven awareness of rights; gaps in explaining rights to children.	Introduce regular ethics and child rights training. Integrate child-rights monitoring modules and ethical reflection	BIH-E1 BIH-E5 BIH-7

			sessions into regular CPD training.	
Inclusive & Non-Discriminatory	Inclusion principles present in educational and social policies; attention to vulnerable children (Roma, children with disabilities).	Insufficient resources for inclusive pedagogy; lack of training for diversity-sensitive education	Strengthen inclusion training and diversity-sensitive pedagogy (Macro 2) Develop inclusive materials and community outreach modules targeting local minority groups to reduce stigma and exclusion. (Macro 4)	BIH-E1 BIH-E5 BIH-7
Child-Centered & Participatory Approach	Pedagogues use age-appropriate communication and promote participation in educational planning	Participation often symbolic or inconsistent	Develop participatory learning methods, private child-friendly environments, and training on communication and empowerment Pedagogues in BiH must facilitate minors' meaningful participation in decision-making related to their education, rehabilitation plans, and reintegration strategies. Participation	BIH-E1 BIH-E5 BIH-7

			should move beyond tokenism by applying structured participatory methods—such as guided reflection groups and peer mentorship circles. (Macro 3)	
Source references / Evidence IDs	BIH-E1: Country Report Bosnia and Herzegovina. BIH-E5: Needs survey/pedagogue services notes. BIH-7: DACUM			

Job Role Description – Bosnia and Herzegovina

Occupation: Psychologist (Juvenile Facility/Probation/Schools)

Country	Bosnia and Herzegovina
Purpose of the role (2–3 sentences)	Provides specialized assessment, intervention, and support to children and juveniles in conflict with the law or as victims/witnesses, ensuring their rights and best interests are protected, while supporting multidisciplinary decision-making and promoting rehabilitation, reintegration, and prevention of re-offending. In the BiH context, psychologists are central actors in trauma-informed justice, coordinating assessment, counselling, and restorative approaches within correctional and community settings. [BIH-E1, BIH-E3, BIH-E5, BIH-E7]
Key duties (6–8)	Conduct psychological assessments and provide expert opinions; collect and document case data; monitor emotional and behavioral risk factors in institutions; provide therapy and support; design and deliver individual and group-based intervention plans for reintegration; provide trauma-informed victim/witness support; advise courts and participate in multidisciplinary teams including early screening and crisis management. [BIH-E1, BIH-E3, BIH-E5, BIH-E7]
Required competences (five domains)	Pedagogical: understanding of child and adolescent development, adjustment of psychological methods. SEL: trauma-informed counselling, conflict resolution, inclusive communication. Technological: digital case-management systems, secure documentation, data protection. ESG: non-discrimination, child-rights orientation, integrity and fairness in assessments and interventions. Competence includes ensuring informed consent, explaining procedures to minors in accessible language, and documenting ethical dilemmas transparently. Governance & Policy: ethics codes; consent/guardianship; court reporting norms. [BIH-E1, BIH-E3, BIH-E5, BIH-E7]
Pedagogy macros (Action 3.2.1)	Macro 1 – Plan, implement, monitor & evaluate interventions: treatment/counselling plans; coordinate with other professionals, monitor progress and evaluate outcomes. Macro 2 – Child & adolescent development – implications for practice: apply age-appropriate,

	family-centred, culturally-sensitive psychological practice; recognize vulnerabilities, developmental trajectories, abuse/neglect implications. Macro 3 – Effective communication & engagement with young people, families & carers: inclusive and age-appropriate communication; engage families and carers in therapy and reintegration; advocate. Macro 4 – Ethical crisis management: handle acute emotional or behavioral crises with de-escalation and safety planning; ensure post-incident psychological support for both minors and staff. [BIH-E1, BIH-E3, BIH-E5, BIH-E7]
Entry requirements	Psychology degree plus national licensing where applicable; demonstrated experience; public-service entry requirements. [BIH-E3, BIH-E5]
Key interfaces	Courts/prosecution; prison/probation teams; educational institutions; municipal social services; health/mental-health services; families/guardians. Interfacing also extends to NGOs and community organizations providing aftercare, vocational training, and addiction-prevention services. [BIH-E1, BIH-E3]
Typical training/CPD	CPD on adolescent development, trauma-informed practice, counseling techniques, ethical practice, and multidisciplinary collaboration, staying updated on policy reforms. Additional training needs identified include crisis intervention, suicide/self-harm prevention, and digital-addiction counselling in juvenile populations. [BIH-E1, BIH-E3, BIH-E5, BIH-E7]
ESG & child-friendly justice considerations	Ensure ethical, non-discriminatory, and accountable practice; apply child-centered, age-appropriate, trauma-informed interventions respecting rights, participation, and best interests of juveniles. [BIH-E1, BIH-E5, BIH-E7]

ESG & child-friendly justice considerations

Aspect	How addressed today	Gaps / Issues	Proposed improvement	Evidence ID
Ethical & Rights-Based	Psychologists follow legal procedures and juvenile justice laws; maintain	Inconsistent application; some juveniles unaware of rights	Standardize rights explanation; regular ethics training; supervision and	BIH-E1 BIH-E5 BIH-E7

	confidentiality		auditing (Macro 1) Ethical Crisis Management*:* develop structured de-escalation protocols, post-crisis supervision, and reflective review mechanisms to ensure rights-compliant practice. (Macro 4)	
Inclusive & Non-Discriminatory	Policies mandate equality; attention to vulnerable groups	Limited cultural competence; lack of resources for minority/disability inclusion	Diversity and inclusion training; tailored support programs; policy reinforcement (Macro 2)	BIH-E1 BIH-E5
Child-Centered & Developmental	Trauma-informed methods and age-appropriate interventions applied	Not uniformly applied; lack of participatory involvement in decisions	Implement child participation protocols; update training; ensure private child-friendly spaces; (Macro 3)	BIH-E1 BIH-E5
Source references / Evidence IDs	BIH-E1: Country Report Bosnia and Herzegovina. BIH-E5: Needs survey/psych services notes. BIH-E7: Dacum			

Job Role Description – Bosnia and Herzegovina

Occupation: Social Worker

Country	Bosnia and Herzegovina
Purpose of the role (2–3 sentences)	Promotes child-friendly rehabilitation and reintegration for juveniles in conflict with the law; ensures their rights; coordinates services to prevent reoffending; acts as primary link between courts, welfare centres, and community-based NGOs to facilitate reintegration, family reunification, and preventive psychosocial support. [BIH-E1, BIH-E3, BIH-E6, BIH-E7]
Key duties (6–8)	Assess family and social background and provide expert opinion; Collect and maintain case data; Recommend and monitor educational and rehabilitative measures; Engage families and strengthen parental capacities, mediate between institutions; Advocate for the child's rights; Coordinate with agencies and participate in multidisciplinary teams; Maintain accurate case documentation; Design after-care follow-up plans and ensure continuity of education/health access. [BIH-E1, BIH-E3, BIH-E6, BIH-E7]
Required competences (five domains)	Pedagogical: be able to design, implement, and evaluate educational and rehabilitation interventions. SEL: mediation, counselling, and family engagement, promoting emotional regulation. Technological: digital case management systems. ESG: child rights, non-discrimination, gender equality, and professional integrity. Includes monitoring ethical dilemmas, preventing burnout, and ensuring transparent, trauma-informed decision-making. Governance & Policy: juvenile justice procedures, inter-agency coordination mechanisms, and referral protocols. [BIH-E1, BIH-E6, BIH-E7]
Pedagogy macros (Action 3.2.1)	Macro 1 – Plan, implement, monitor and evaluate interventions: individualized treatment and reintegration plans, coordinating with multidisciplinary teams; document and track progress. Macro 2 – Child and adolescent development and protection: to ensure interventions are age-appropriate, culturally sensitive, family-centred, and protective against abuse, neglect, or

	discrimination. Macro 3 – Communication, advocacy, and family engagement: inclusive, trauma-informed communication; mediating conflicts; advocating for the child's rights with institutions. Macro 4 – Ethical crisis management***:*** manage acute emotional, behavioral, or family crises ethically and safely; coordinate with police or psychologists for emergency intervention and post-incident debriefing. [BIH-E1, BIH-E7]
Entry requirements	University degree in social work, psychology, pedagogy, or related social sciences. [BIH-E1, BIH-E6]
Key interfaces	Courts; educational institutions; municipal social services; Civil society and NGOs; health/mental-health providers; probation & prison units; families. Collaboration also extends to NGOs providing vocational training, substance-abuse prevention, and after-care programs for reintegration. [BIH-E1]
Typical training/CPD	Specialized training in juvenile delinquency, child development, and rights, often organized in cooperation with ministries of social policy and relevant NGOs or institutions. Additional priority areas: suicide-risk assessment, addiction prevention, digital case documentation, and family-systems intervention. [BIH-E1, BIH-E6, BIH-E7]

ESG & child-friendly justice considerations

Aspect	How addressed today	Gaps / Issues	Proposed improvement	Evidence ID
Inclusion & equity	Child-centered approaches; policies support non-discrimination and rights; staff have formal education supporting inclusion.	Uneven application; minority/migrant children face barriers; lack of facilities affects inclusion.	CPD on inclusive practices; standardize procedures; improve infrastructure (Macro 2)	BIH-E1 BIH-E5 BIH-E6
After-care handoffs	Coordination with schools,	Inconsistent handoffs; limited follow-up;	Structured protocols;	BIH-E1

	health services, probation units, families; practical experience supports case management.	workload and weak inter-agency cooperation.	digital case management; streamline workload and institutional support (Macro 1)	
Family participation	Family guidance, counselling, mediation; communication strategies; staff recognize need for inter-agency cooperation.	Engagement inconsistent; high-risk families; communication challenges with children and families.	CPD on family engagement; structured programs; inclusive communication; scenario-based practical training (Macro 3)	BIH-E1 BIH-E5 BIH-E6
Ethical & Rights-Based Practice	Social workers adhere to BiH codes of ethics and child-rights standards.	Crisis response lacks unified ethical framework; limited supervision.	Ethical Crisis Management: establish clear inter-agency response protocols, post-incident review, and reflective supervision to ensure rights-compliant practice (Macro 4)	BIH-E1 BIH-E7
Source references / Evidence IDs	BIH-E1: Country Report Bosnia and Herzegovina. BIH-E5: Survey. BIH-E6: Practice notes. BIH-E7: DACUM			

D3.2 – Data-Collection Template | Bosnia and Herzegovina

Coordinator: Luarasi University | Country: Albania

Evidence IDs map to the list at the end.

A. Country & Focal Point

Field	Entry
Country	Bosnia and Herzegovina
Partner Institution	University College "CEPS-Center for Business Studies" Kiseljak P6; International University of Sarajevo P7
Focal Point (Name, Role, Email, Phone)	Dael Dervishi, Coordinator – Projects Office, [email], [phone]
Other Contributors (if any)	External interviews with institutions and CSOs
Date of Submission	2025-11-13

B. Priority Occupational Roles

Role Title	Mission (1–2 sentences)	Main Duties (concise)	Service Setting	Entry Requirements	Training / CPD	Evidence ID	Country-Specific Notes
Pedagogue (Juvenile Justice / Correctional Education)	Support rehabilitation and learning continuity for minors in conflict with the law through individualized education and	Educational assessment; design of learning plans; coordination with teachers, psychologists, and social workers; mentoring and life-skills training.	Juvenile institutions; educational centers; community reintegration programs.	Degree in pedagogy or education sciences; experience in child/youth education; civil-service entry.	CPD on trauma-informed pedagogy, intersectoral coordination, and digital learning tools.	BIH-E1; BIH-E3; BIH-E7	Works as liaison between education and justice sectors; key role in learning recovery and emotional support.

	reintegration programs.						
Police Officer (Juvenile Unit)	Ensure safety, rights protection, and child-friendly treatment during all law-enforcement contacts with minors.	First contact; interviewing; referral to social services; case documentation; de-escalation; diversion; coordination with courts and welfare centers.	Police juvenile units; community policing; detention or diversion facilities.	Police academy certification with specialization in juvenile justice; no disciplinary record.	CPD in trauma-informed policing, de-escalation, and ethical crisis management (Macro 4).	BIH-E3; BIH-E4; BIH-E7	Acts as first responder ensuring child-sensitive routines; coordinates closely with schools, psychologists, and families.
Psychologist (Juvenile Facility / Probation / Schools)	Provide assessment, therapy, and mental-health support for juveniles in conflict with the law or at risk, contributing to multidisciplinary rehabilitation.	Psychological testing; therapy (individual/group); crisis intervention; counselling; expert reporting; team coordination.	Custodial settings, probation services, schools, and welfare institutions.	Psychology degree and national license; public-sector eligibility.	Structured CPD on trauma care, adolescent mental health, and crisis management (Macro 4).	BIH-E1; BIH-E3; BIH-E7	Psychologists are key for trauma-informed justice; coverage uneven outside major cities.
Social Worker (Detention / Probation / Child Protection)	Coordinate welfare, family, and community reintegration services for minors, ensuring access to rights	Family assessment; referral to services; after-care coordination; advocacy; multidisciplinary collaboration; case documentation.	Juvenile institutions; probation services; community social welfare centers.	Degree in Social Work or related field; civil-service entry requirements.	CPD on restorative practices, after-care follow-up, inclusion, and crisis	BIH-E3; BIH-E6; BIH-E7	Central coordination role linking courts, families, schools, NGOs; follow-up capacity remains uneven.

	and preventing reoffending.				management (Macro 4).		
Juvenile Correctional Officer	Ensure the safety, rehabilitation, and proper development of juveniles in correctional facilities through structured supervision and support.	Admission & orientation; supervision; daily welfare and discipline; assist education and vocational programs; promote pro-social behavior; manage incidents; ensure rights protection; report and document progress.	Juvenile correctional and detention facilities; semi-open or closed institutions.	Higher education in security, pedagogy, social work, or psychology; completion of correctional-officer basic training; professional exam and vetting.	CPD in child-rights practice, trauma-informed care, de-escalation, ethics, and rehabilitation methods.	BIH-E1; BIH-E3; BIH-E5; BIH-E7	Officers act as both custodial supervisors and informal mentors; DACUM highlights strong need for ethics training and emotional regulation under stress.

C. Competency Set per Role

Role Title	Knowledge	Skills	Attitudes / Values	Level / Proficiency	Source / Standard (per D&G file)	Evidence ID (with revised links)
Pedagogue (Juvenile Justice / Correctional Education)	Child development; inclusive education; juvenile-justice law; reintegration methods.	Learning assessment; educational planning; mentoring; coordination.	Empathy; inclusion; belief in rehabilitation.	EQF-like 6–7.	*Law on Protection & Treatment of Children and Juveniles*; *Ombudsman Report*; *DACUM Workshop*.	**BIH-E1; BIH-E3; BIH-E7**
Police Officer (Juvenile Unit)	Juvenile-justice procedures; trauma and ethics;	Interviewing minors; de-escalation; ethical crisis management; coordination.	Dignity; fairness; child-rights orientation.	EQF-like 5–6.	*Police Academy Curriculum*; *Law on Execution of Criminal*	**BIH-E3; BIH-E4; BIH-E7**

	proportionality in enforcement.				*Sanctions*; *Juvenile Law*.	
Psychologist (Juvenile Facility / Probation / Schools)	Trauma, risk and resilience; adolescent psychopathology; intervention models.	Psychological assessment; therapy; crisis intervention; supervision.	Confidentiality; empathy; ethical integrity.	Licence level (EQF-like 7+).	*Health & Psychology Standards*; *Juvenile Law*; *DACUM Workshop.*	**BIH-E1; BIH-E3; BIH-E7**
Social Worker (Detention / Probation / Child Protection)	Social welfare and child-protection law; family systems; inclusion.	Case management; advocacy; after-care planning; mediation.	Empowerment; equality; accountability.	EQF-like 6.	*Law on Social Welfare*; *Ombudsman Report*; *DACUM Workshop.*	**BIH-E3; BIH-E6; BIH-E7**
Juvenile Correctional Officer	Child and adolescent development; correctional safety procedures; human-rights and ethics frameworks; crisis management principles; rehabilitation methods.	Supervision and daily routine management; conflict de-escalation; trauma-informed communication; coordination with psychologists and social workers; accurate documentation and reporting.	Integrity; patience; proportionality; empathy; respect for human dignity and reintegration.	EQF-like 5–6 (Security/Correctional basic training + CPD).	Law on Protection & Treatment of Children and Juveniles; Correctional Regulations; DACUM Report; UNCRC / Council of Europe Child-Friendly Justice Guidelines.	BIH-E1; BIH-E3; BIH-E5; BIH-E7

D. Legal & Policy Basis

Instrument (Law/Policy/Standard)	**Relevant Articles/Provisions**	**Brief Relevance**	**URL/File Name**	**Evidence ID**

Law on Protection and Treatment of Children and Juveniles in Criminal Proceedings (FBiH, RS, BD)	Ensures fair and non-discriminatory treatment of children in conflict with the law, protecting their dignity and best interests while promoting rehabilitation and social reintegration	Ensures fair and non-discriminatory treatment of children in conflict with the law, protecting their dignity and best interests while promoting rehabilitation and social reintegration	CORE ED Country Report Bosnia and Herzegovina.docx	BiH-E3
Law on Social Welfare, Protection of Civil War Victims, and Protection of Families with Children (FBiH, RS, BD)	Regulates social welfare services, protection of civil war victims, and families with children, including rights, benefits, procedures, funding, institutions, governance, oversight, and related matters	Regulates social welfare services, protection of civil war victims, and families with children, including rights, benefits, procedures, funding, institutions, governance, oversight, and related matters	CORE ED Country Report Bosnia and Herzegovina.docx	BiH-E3
Ombudsman BiH Reports "Special Report on Situation in Institutions where Children in Conflict with the Law are Placed" 2021	Efforts to protect and promote the rights of juveniles in conflict with the law, assess conditions in correctional institutions, and advocate for the consistent implementation and improvement of child protection laws in Bosnia and Herzegovina	Efforts to protect and promote the rights of juveniles in conflict with the law, assess conditions in correctional institutions, and advocate for the consistent implementation and improvement of child	CORE ED Country Report Bosnia and Herzegovina.docx	BiH-E3

		protection laws in Bosnia and Herzegovina		
Law on the Execution of Criminal and Misdemeanor Sanctions (FBiH, RS, BD)	Regulates execution of criminal sanctions, including imprisonment, juvenile detention, house arrest, conditional release, and post-release support	Regulates execution of criminal sanctions, including imprisonment, juvenile detention, house arrest, conditional release, and post-release support	CORE ED Country Report Bosnia and Herzegovina.docx	BiH-E3
Police Academy curriculum (modules that contain juvenile justice topics)	Establishes baseline formation for police involving juvenile justice components	Establishes baseline formation for police involving juvenile justice components	CORE ED Country Report Bosnia and Herzegovina.docx	BiH-E4

E. ESG & Child-Friendly Justice Hooks

Aspect	**How Addressed in Role/Profile**	Gaps / Issues	**Proposed Improvement**	Evidence ID
Child-Friendly Safeguards	All profiles adhere to the *Law on Protection and Treatment of Children and Juveniles in Criminal Procedure*, emphasizing rights-based, non-punitive measures; psychologists and social workers are mandatory in all proceedings; correctional staff trained in child-appropriate supervision.	Implementation varies by institution; daily custodial routines not always trauma-informed or child-friendly.	Continuous CPD for correctional and police staff on practical child-friendly routines, communication, and de-escalation; structured peer supervision.	BIH-E1; BIH-E3; BIH-E7
Equality & Inclusion (ESG–S)	Pedagogues and social workers integrate inclusive education and minority-sensitive approaches; national	Limited inclusion for Roma children, girls, and youth with disabilities;	Training on inclusive communication and disability awareness;	BIH-E1; BIH-E6; BIH-E7

	laws prohibit discrimination on ethnic, gender, or disability grounds.	lack of trained interpreters and accessible materials.	development of resource packs and inter-agency service agreements for minority inclusion.	
Ethical & Rights-Based Practice (ESG–E)	All professionals guided by codes of ethics and confidentiality; psychologists and social workers use trauma-informed, non-coercive methods; correctional officers follow proportionality rules for use of force.	Ethical dilemmas in crisis handling; supervision and reflective practice not consistently available.	Institutionalize *Macro 4 – Ethical Crisis Management* through national CPD standards; establish reflective supervision in all correctional settings.	BIH-E3; BIH-E5; BIH-E7
Governance & Data (ESG–G)	Case planning, risk assessment, and reporting to courts and ministries exist across roles; documentation is required for monitoring progress.	Fragmented after-care and data handover between correctional, social, and educational sectors.	Introduce shared after-care protocols, interoperable case-management tools, and national data standards for juvenile services.	BIH-E1; BIH-E3; BIH-E7
Family & Community Engagement	Social workers and psychologists facilitate family mediation and reintegration; pedagogues coordinate with schools; correctional officers support family visits and communication.	Family engagement inconsistent due to travel costs, stigma, and limited outreach staff.	Provide transport stipends for families; expand family therapy training; include NGOs in community reintegration planning.	BIH-E1; BIH-E6; BIH-E7
Training & Professionalization	All five roles require formal education and continuous professional development; DACUM defines five core domains and four macros for pedagogy and ethics.	Uneven CPD implementation and lack of national certification for juvenile-justice specialization.	Develop unified national CPD curriculum and accreditation system for juvenile-justice professionals.	BIH-E1; BIH-E7
Inter-Agency Coordination	Clear interfaces between justice, education, welfare, and health systems are defined in law; joint multidisciplinary case management increasingly common.	Coordination depends on local initiative; limited communication protocols and joint meetings.	Formalize multi-agency coordination guidelines; introduce digital coordination tools and standard meeting templates.	BIH-E1; BIH-E3; BIH-E7

F. Gaps & Near-Term Upskilling Needs

Role / Area	Gap Description	Priority (H/M/L)	Suggested Training Topic	Evidence ID
Juvenile Correctional Officers	Inconsistent understanding of child-friendly practices and ethical crisis management during incidents; limited trauma-informed methods.	**H**	*Trauma-informed care, proportional use of force, and ethical crisis management (10–14h).*	**BIH-E1; BIH-E3; BIH-E7**
Police Officers (Juvenile Units)	Gaps in communication with minors and coordination with social services; limited de-escalation and rights-based interviewing skills.	**H**	*Child-sensitive interviewing; inter-agency coordination and diversion procedures (8–12h).*	**BIH-E1; BIH-E3; BIH-E7**
Pedagogues (Correctional / Educational Settings)	Lack of standard methodology for continuity between institutional and community education; need for better inclusion tools.	**M**	*Inclusive pedagogy in closed settings; continuity of education and learning recovery (8–10h).*	**BIH-E1; BIH-E6; BIH-E7**
Psychologists (Custody / Probation)	Uneven competence in adolescent-specific therapy and cross-sector referrals, especially outside main cities.	**M**	*Adolescent mental-health, trauma therapy, and cross-sector collaboration (10–12h).*	**BIH-E1; BIH-E3; BIH-E7**
Social Workers (Child Protection / Justice)	Case-management gaps in follow-up and reintegration; lack of standard after-care protocols.	**H**	*After-care coordination, family mediation, and case-transfer documentation (8–10h).*	**BIH-E1; BIH-E6; BIH-E7**
All Roles – Ethics & Supervision	Insufficient structured supervision and burnout prevention; limited ethical guidance for critical incidents.	**H**	*Macro 4 – Ethical crisis management and reflective supervision (6–8h).*	**BIH-E3; BIH-E5; BIH-E7**
All Roles – Inter-Agency Collaboration	Coordination mechanisms between justice, welfare, and education remain fragmented; data-sharing protocols unclear.	**H**	*Joint case-management and communication protocols; practical simulation training (8–12h).*	**BIH-E1; BIH-E3; BIH-E7**

G. Evidence List (Bosnia and Herzegovina) – IDs referenced above

Evidence ID	Title / Description	File

BIH-E1	Profiles and Functions of the Juvenile Justice Professionals (national overview)	CORE ED Country Report Bosnia and Herzegovina.docx
BIH-E2	Practitioner interviews (probation focus): entry requirements, training, daily practice	CORE ED Country Report Bosnia and Herzegovina.docx
BIH-E3	1) Law on Protection and Treatment of Children and Juveniles in Criminal Proceedings (FBiH, RS, BD) 2) Law on Social Welfare, Protection of Civil War Victims, and Protection of Families with Children (FBiH, RS, BD), 3) Ombudsman BiH Reports "Special Report on Situation in Institutions where Children in Conflict with the Law are Placed" 2021. 4) Law on the Execution of Criminal and Misdemeanor Sanctions (FBiH, RS, BD)	CORE ED Country Report Bosnia and Herzegovina.docx
BIH-E4	Police Academy curriculum (modules that contain juvenile justice topics)	CORE ED Country Report Bosnia and Herzegovina.docx
BIH-E5	Web-questionnaire (N=127): competence self-rating & learning needs	CORE ED Country Report Bosnia and Herzegovina.docx
BIH-E6	Social worker practice & inclusion gaps (disability/minorities, continuity)	CORE ED Country Report Bosnia and Herzegovina.docx
BIH-E7	DACUM Workshop	CORE-ED_DACUM Workshop Methodology.docx

D3.2 Occupational Profiles – Evidence Grid | Bosnia and Herzegovina

Note: Evidence IDs are referenced in the Albania data-collection file and job role descriptions. Files listed are already uploaded in this project space.

Evidence ID	Type (Law, Policy, Standard, Role Doc, DACUM, Interview, Other)	Title / Description	Language	Relevance Note (1 line)	Used in Section (B–G)
BIH-E1	Other (Country Report)	Profiles and Functions of the Juvenile Justice Professionals (national overview)	BIH/EN	Primary national reference for roles, safeguards and system flow	B,C,D,E,F
BIH-E2	Interview	Practitioner interviews (probation focus): entry requirements, training, daily practice	BIH	Validates probation officer profile and upskilling needs	B,C,F,G
BIH-E3	Law, Policy, Standard	1) Law on Protection and Treatment of Children and Juveniles in Criminal Proceedings (FBiH, RS, BD) 2) Law on Social Welfare, Protection of Civil War Victims, and Protection of Families with Children (FBiH, RS, BD), 3) Ombudsman BiH Reports "Special Report on Situation in Institutions where Children in Conflict with the Law are Placed" 2021. 4) Law on the Execution of Criminal and Misdemeanor Sanctions (FBiH, RS, BD)	BIH	1) Ensures fair and non-discriminatory treatment of children in conflict with the law, protecting their dignity and best interests while promoting rehabilitation and social reintegration. 2) Regulates social welfare services, protection of civil war victims, and families with children, including rights, benefits, procedures, funding, institutions, governance, oversight, and related matters 3) Efforts to protect and promote the rights of juveniles in conflict with the law, assess conditions in	B,C,D,F

				correctional institutions, and advocate for the consistent implementation and improvement of child protection laws in Bosnia and Herzegovina 4) Regulates execution of criminal sanctions, including imprisonment, juvenile detention, house arrest, conditional release, and post-release support	
BIH-E4	Standard/Training Curriculum	Police Academy curriculum (modules that contain juvenile justice topics)	BIH	Establishes baseline formation for police involving juvenile justice components	B,C,D,F
BIH-E5	Survey	Web-questionnaire (N=127): competence self-rating & learning needs	BIH	Quantifies gaps; informs upskilling priorities across roles	C,F
BIH-E6	Other (Practice notes)	Social worker practice & inclusion gaps (disability/minorities, continuity)	BIH	Evidence for inclusion-related ESG hooks and CPD	B,C,E,F
BIH-E7	DACUM	DACUM Workshop	EN	Method basis for translating duties into competence and upskilling	C,G
BIH-E8	Other (Cross-country synthesis)	D3.1 Synthesis Report V2 and Annex – comparative findings to triangulate Bosnia and Herzegovina	EN	Cross-checks national roles and informs alignment of competencies	B,C,E
BIH-E9	Other (Model/Framework)	D3.3 – Modelling CORE ED according to ESG factors (draft)	EN	Aligns profiles with ESG factors and consultation narrative	C,E

D3.2 Evidence Pack VALIDATION WEBINAR AND WORKSHOP MINUTES

Validation and National Adaptation of Juvenile Justice Occupational Profiles Bosnia and Herzegovina

1. VALIDATION WEBINAR MINUTES

Action 3.2.2 – Validation through Consultation with Sectoral Representatives and Education Partners

Date and Format

The validation webinar was held on 09 December 2026 in an online format (MS TEAMS), enabling broad participation of sectoral representatives from Bosnia and Herzegovina.

Purpose and Link to Project Output

The webinar formed a key step in WP3 by providing a structured consultation mechanism for validating the proposed adaptations of Juvenile Justice occupational profiles. Its purpose was to ensure that the draft profiles developed at project level were reviewed, discussed, and endorsed by relevant national stakeholders, thereby linking stakeholder input directly to the finalisation of a validated and implementable project output.

Description of Activities

The webinar was opened with a comprehensive presentation delivered by Nermin Palić, which provided participants with the necessary contextual and analytical background for informed discussion. The presentation included:

- An overview of the project objectives and the role of WP3
- A review of the current situation in Bosnia and Herzegovina, based on an analytical report examining training systems and competency needs of correctional staff working with juveniles, with particular emphasis on their role in rehabilitation, support, and protection of children's rights
- A summary of research findings and comparative conclusions at the Western Balkans level
- A structured presentation of the baseline (working) versions of the Juvenile Justice occupational profiles developed for Bosnia and Herzegovina

The following occupational profiles were presented in their draft form:

- Police Officer (Juvenile-trained)
- Juvenile Correctional Officer
- Pedagogue (Juvenile Justice)
- Psychologist (Juvenile Facility / Probation / Schools)

- Social Worker

Stakeholder Participation
The webinar gathered 13 participants (7 female and 6 male participants), representing a broad range of relevant stakeholders, including sectoral representatives, education and training institutions, psychologists, pedagogues, social workers, and end-user communities working in juvenile justice and correctional settings.

Discussion and Feedback
Following the presentation, participants engaged in an open and structured discussion. Stakeholders provided professional feedback based on their practical experience and institutional perspectives.
The discussion resulted in particularly detailed suggestions regarding the profiles of:

- Pedagogue (Juvenile Justice)
- Psychologist (Juvenile Facility / Probation / Schools)

Feedback focused on the need to:

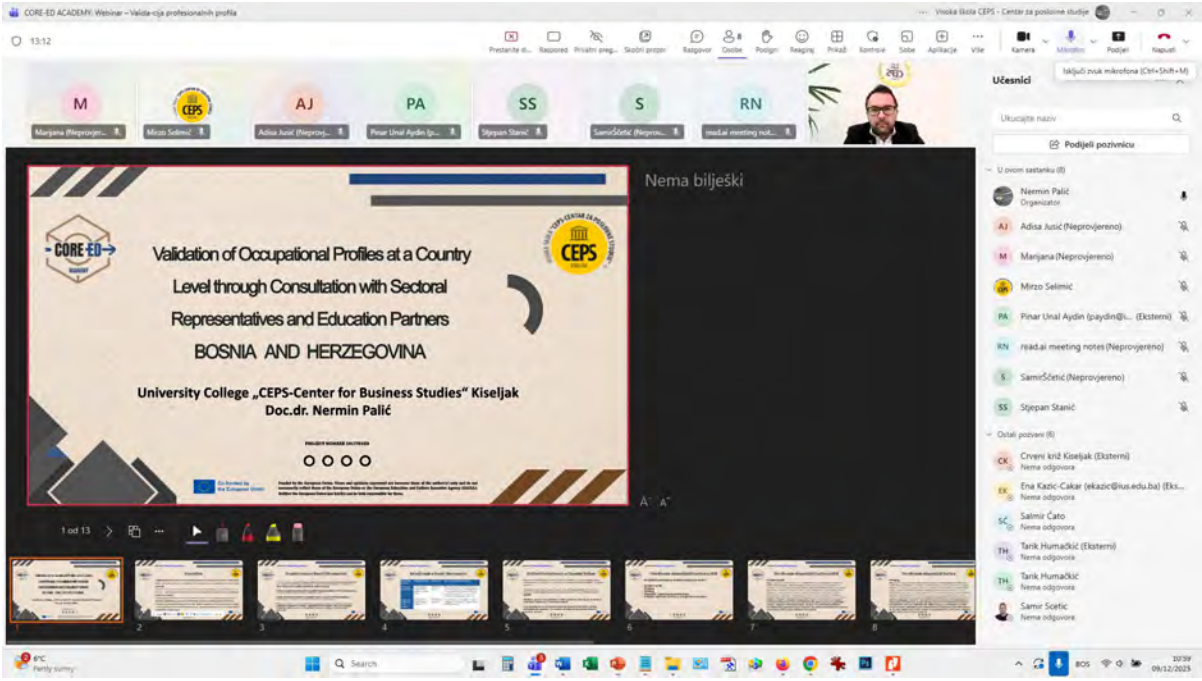
- Enhance the "Typical training/CPD" section for the Pedagogue profile by incorporating the recommendation from the Validation Webinar that training should be grounded in the *Convention on the Rights of the Child*, with a clear emphasis on rights and obligations.
- Strengthen the "Entry requirements" section for the Psychologist profile by explicitly adding *knowledge of psychological testing* as a required competency.

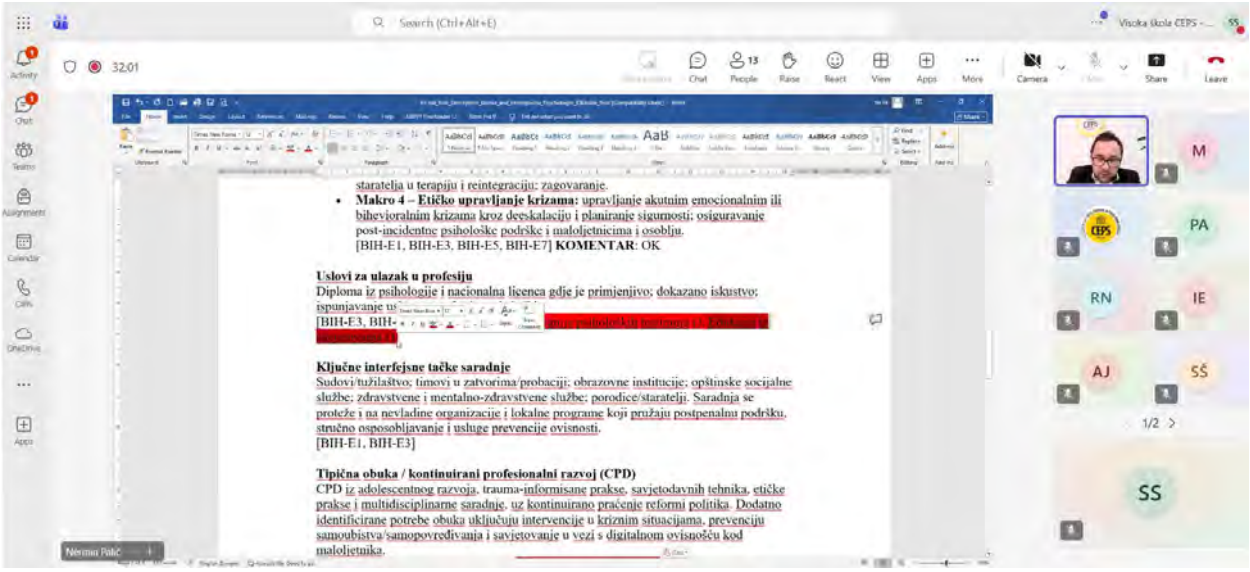
Conclusions of the Webinar
The webinar received very positive feedback from participants, highlighting its high quality, dynamic structure, and practical relevance. Attendees praised the organization, clarity, and conciseness of the presentations, noting that the topic was both interesting and useful, particularly in validating professionals working with minors and engaging representatives from the sector and academia.

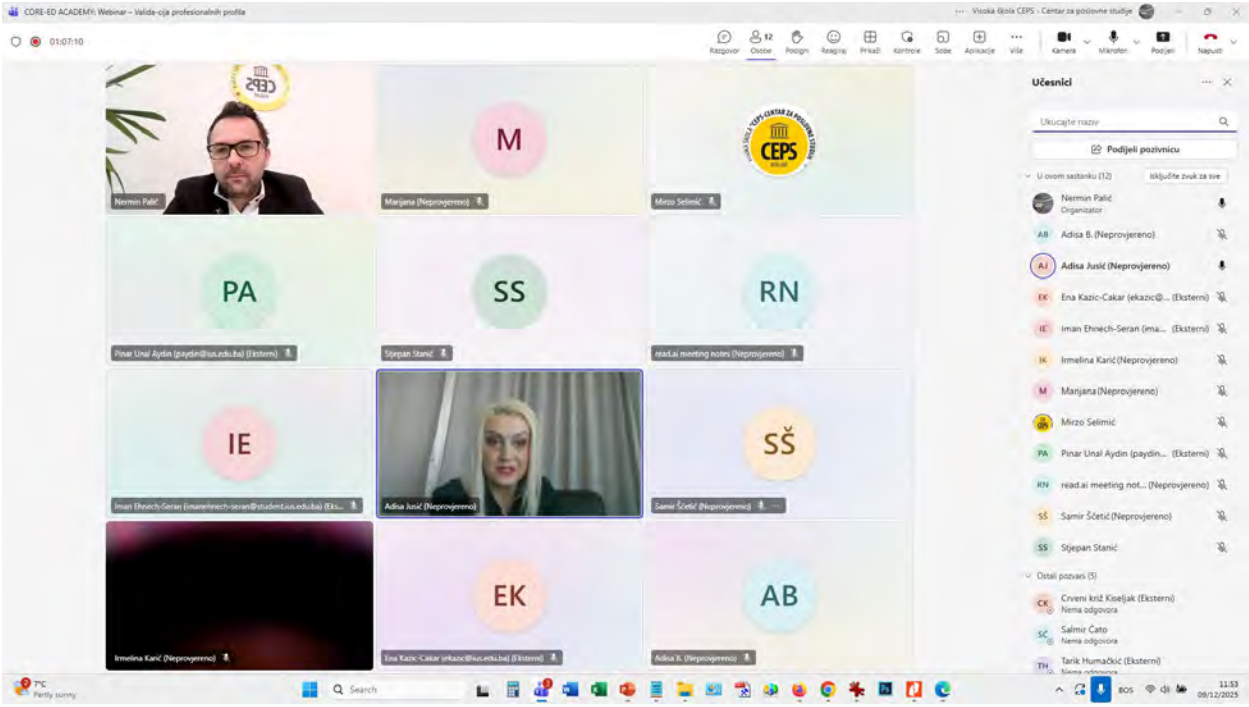
Several participants emphasized the value of input from different stakeholders and suggested that these insights be incorporated into the final version of the occupation cards. The session was also commended for encouraging discussion and sharing expertise, with some recommending more participation from experts in future events to further enrich the content.

Overall, the feedback underscores the importance of continuing to organize webinars on this and related topics, maintaining their interactive and professional nature. The webinar successfully validated the relevance of the proposed occupational profiles while identifying areas requiring further refinement. Stakeholders agreed that the collected input should be systematically incorporated into the profiles during the national-level adaptation process. In this way, the

webinar served as a formal validation step and provided the foundation for the subsequent stakeholder workshop under Action 3.2.4.
Following the webinar, the drafted minutes were circulated by email to all participants to formally confirm their approval.



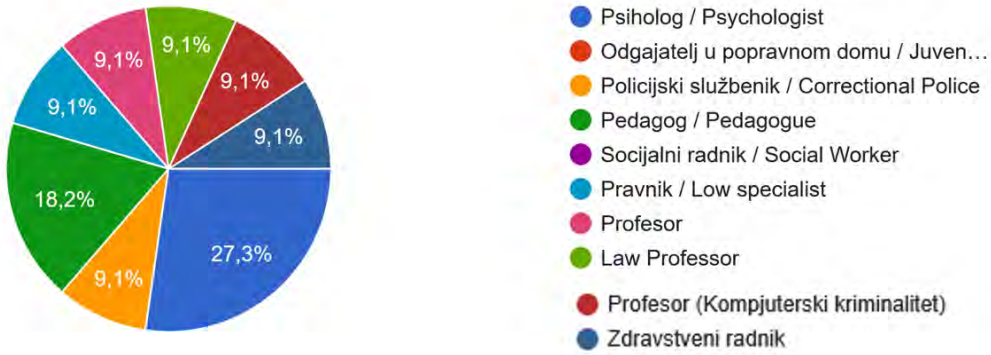




Participant's occupations

2) Occupation / Zanimanje:

11 odgovora



Nermin Palić

Reply Reply all Forward

To: International Relations Office

Tue 12/9/2025 11:59 AM

Bcc: pedagosko.psiholoska@gmail.com; ivan.ilijasevic12@gmail.com; os.brestovsko1@tel.net.ba; cmzkiseljak@gmail.com; **+22 others**

1

Poštovene/i

Još jednom Vam se zahvaljujem na današnjem učešću na webinaru i aktivnom komentiranju prilikom validacije. Vaše sugestije će biti uzete u obzir u izradi finalnuh verzija kartica zanimanja.

Ukoliko je neko propustio popuniti, ovo je link za **Listu učesnika** koji su danas bili prisutni na webinaru: https://forms.gle/4DAKiZmWCp6jSGvb8

Lijep pozdrav,

--

Dr.sc. Nermin Palić, Prof. VŠ (Field of Transport Engineering and Sustainable Urban Mobility Planning)
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2. STAKEHOLDER WORKSHOP MINUTES
Action 3.2.4 – Adaptation of Occupational Profiles at a Country Level

Date and Venue
The national stakeholder workshop was held over two consecutive days (15–16 December 2026) at University College "CEPS – Center for Business Studies" in Kiseljak.

Purpose and Link to Project Output
The workshop represented the final national validation and adaptation step for Juvenile Justice occupational profiles in Bosnia and Herzegovina. Its objective was to transform the validated but still draft profiles into country-specific, finalised occupational profiles, fully aligned with national legislation, institutional frameworks, and professional practice. This directly contributed to the delivery of a concrete WP3 project output: nationally adapted and stakeholder-validated professional profiles.

Description of Activities
The workshop opened with a presentation by Nermin Palić, which ensured continuity with the earlier webinar and created a shared understanding among participants. The presentation covered:

- An overview of the project and objectives of WP3
- A recap of the national situation analysis and key findings from the Western Balkans research
- A presentation of the baseline occupational profiles, including a summary of feedback collected during the validation webinar

Stakeholder Engagement
The workshop brought together 16 external stakeholders from relevant sectors, along with 2 CEPS staff members. Participants represented institutions and organisations directly involved in juvenile justice, corrections, education, social protection, and related support services.

Profile-by-Profile Adaptation Process
During the two-day workshop, each occupational profile was reviewed in detail. Based on stakeholder discussions, the profiles were revised and upgraded, resulting in clear distinctions between:

- the baseline versions presented at the start of the process, and
- the final adapted versions, incorporating stakeholder feedback and national contextualisation

Decisions and Final Validation
At the conclusion of the workshop, participants confirmed that:

- The adapted occupational profiles accurately reflect national needs and institutional realities
- Stakeholder feedback had been adequately integrated
- The profiles are suitable for implementation and further use within the project framework

The workshop therefore constituted the formal national validation of the occupational profiles for Bosnia and Herzegovina.

Conclusion

The national stakeholder workshop successfully completed the final step in the validation and adaptation of Juvenile Justice occupational profiles in Bosnia and Herzegovina. Through active engagement of external stakeholders from relevant sectors, the workshop ensured that the draft profiles were thoroughly reviewed, contextualized, and aligned with national legislation, institutional frameworks, and professional practice.

The collaborative profile-by-profile adaptation process resulted in finalized occupational profiles that clearly distinguish between the initial baseline versions and the fully adapted, stakeholder-validated outputs. Participants confirmed that the adapted profiles accurately reflect national needs and institutional realities, and that all relevant feedback had been integrated.

As such, the workshop not only validated the occupational profiles at the national level but also strengthened their usability and readiness for implementation. This milestone directly contributes to WP3 project objectives, providing Bosnia and Herzegovina with robust, nationally adapted professional profiles for Juvenile Justice and establishing a foundation for further regional and project-level dissemination and uptake.

Adaptation of Occupational Profiles at a Country Level (skilled-labor mobility)
BOSNIA AND HERZEGOVINA
University College „CEPS-Center for Business Studies" Kneževi
Doc.dr. Nermin Peći
O projektu
Pregled stanja u Bosni i Hercegovini
Pregled stanja u Bosni i Hercegovini
Zaključci istraživanja za Zapadni Balkan
Utvrđivanje okupacijski kartica za BiH
Socijalni radnik
Pedagog
Odgajatelj u kazneno-popravnom domu
Policijski službenik (istražitelj za maloljetničko pravosuđe)
Utvrđivanje okupacijski kartica za BiH
Socijalni radnik
Pedagog
Utvrđivanje okupacijski kartica
Utvrđivanje okupacijski kartica
Pedagog
Utvrđivanje okupacijski kartica
Odgajatelj u kazneno-popravnom domu
Utvrđivanje okupacijski kartica
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Project: 101179359-CORE-ED ACADEMY - ERASMUS-EDU-2024-CBHE

ATTENDANCE LIST

Topic: Adaptation of Occupational Profiles at a Country Level (stakeholder workshop) – Bosnia and Herzegovina

Nr	Name of participants	Institution / Occupation	Email	Signature
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Annex 3 — Montenegro

Inventory of materials included:

- Short narrative event note titled “Stakeholder Workshop on National Adaptation and Reporting”
- Photo evidence of the event
- Signed attendance list with GDPR consent tick-boxes
- Job Role Descriptions (English):
    - Correctional educator
    - Psychologist
    - Pedagogue
    - Social worker
- Job Role Descriptions (Montenegrin):
    - Socijalni radnik
    - Vaspitač / educator
    - Pedagog
    - Psiholog
- D3.2 Data-Collection Template (filled-in) | Montenegro
- “D3.2 Occupational Profiles – Evidence Grid | Montenegro” with Evidence IDs MNE-E1 to MNE-E4
- Meeting Minutes Montenegro Online Consultation Webinar

Stakeholder Workshop on National Adaptation and Reporting

On 25 November 2025, the University of Montenegro hosted a stakeholder workshop dedicated to national adaptation and reporting within the CORE-ED project. The workshop brought together representatives of educational, social, as well as professionals working with juveniles in conflict with the law and other at-risk groups. The event also included representatives of the Ministry of Social Welfare of Montenegro, the Ministry of the Interior, local authorities, and the Ljubović Centre (a non-institutional facility). The focus of the workshop was the presentation of a report identifying gaps in work with juveniles and youth at risk, based on research conducted among experts from relevant sectors.

The workshop was opened by Prof. Sanja Peković, PhD, Vice-Rector for Internationalization at the University of Montenegro. This was followed by an overview of key activities and results presented by Assoc. Prof. Rajka Đoković, PhD, the project coordinator. The central part of the programme featured the presentation of the National Report delivered by Prof. Dijana Vučković, PhD. The presentation highlighted the main elements of the national adaptation process within the project, identified shortcomings in current practice, updated professional profiles in the field of juvenile justice, and outlined priority areas for capacity building.

Through a moderated discussion, participants analysed the proposed amendments and provided additional suggestions for improvement. Subsequent group work enabled the definition of national priorities, identification of practical challenges, and formulation of recommendations to enhance support for children and youth at risk.

ESG KOMPETENCIJE (OBRAZOVANJE
DRUŠTVO, UPRAVLJANJE)

Attendance list

ACTIVITY: Stakeholder Workshop on National Adaptation and Reporting

DATE: **25.11.2025.**

LOCATION: Rectorate, University of Montenegro

NAME	INSTITUTION	EMAIL	PHONE	SIGNATURE	Do you agree to use your personal data and images taken by event organizer (GDPR sensitive)? YES	NO
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Project number 101179359

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					☐	☐
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					☐	☐

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Project number 101179359

Job Role Description – Montenegro

Occupation: Correctional educator (juvenile justice / child in conflict with the law**)**

Country	**Montenegro**
Purpose of the role (2–3 sentences)	Carries out personality assessments and conducts educational and developmental work; encourages the development of discipline and moral values. Helps young people develop work habits and promotes prosocial behavior. Provides emotional support, assists young people in understanding the reasons behind their behavior, and helps them develop a critical attitude toward themselves and others MNE-E1.
Key duties (6–8)	• Conduct personality assessments of young people. • Implement educational and developmental programs, including work-oriented learning activities. • Promote discipline, moral values, and prosocial behavior among youth. • Assist young people in developing practical skills and work habits. • Provide emotional support and guidance to help youth understand the motivations behind their behavior. • Encourage critical self-reflection and awareness of the impact of their actions on themselves and others. • Monitor progress and adapt educational strategies to meet individual needs. (MNE E1; MNE E4)
Required competences (grouped into 5 domains)	• **Pedagogical / Developmental** – Designing structured educational, vocational, and recreational activities tailored to youths' developmental needs. - Teach academic, vocational, or life skills in a way that engages and motivates young people. - Differentiating methods based on cognitive, emotional, and behavioral levels. - Evaluating learning progress, personal development, and behavior changes. **• Socio-Emotional Learning (SEL)** – Emotional support and counselling – Conflict mediation and crisis de-escalation – Empathy, active listening and trust-building with minors and families

	• Technological / Assessment Tools – Use of psychological assessment tools and documentation templates – Basic digital data entry (CSR records, case files) – Not necessarily advanced case management software (adapt as available) **• ESG (Enviromental, Social, Governance)** – Non-discrimination and cultural sensitivity (Roma/Egyptian, disability) – Trauma-informed approach and safeguarding responsibilities – Collaboration with community and support services **• Governance & Policy / Professional Standards** – Knowledge of juvenile justice procedures and role of institutions (CSR, courts, Ljubović) – Confidentiality, ethics and informed consent – Working within inter-agency protocols and reporting duties
Entry requirements	Degree in sociology, pedagogy or defectology; certification/licensure as required; background checks and vetting per role. (MNE E1)
Key interfaces	Juvenile courts / judges; Centres for Social Work; Centre for Children and Youth "Ljubović"; police (juvenile unit); schools and VET centres; healthcare and mental-health services; NGOs/CSOs; families (MNE E1; E4)
Typical training/CPD	CPD on adolescent development, tools and methods for personality, learning, and behavioral assessment; trauma-informed care, counseling techniques, ethical practice, and multidisciplinary collaboration.
ESG & child-friendly justice considerations	Non-discrimination; child-centred and trauma-sensitive communication; participation of juveniles in decisions affecting them; safeguarding pathways and referral mechanisms clearly defined.
Source references / Evidence IDs	MNE E1-CORE ED Country Report Montenegro.docx MNE E4CORE-ED_DACUM Workshop Methodology.docx

Job Role Description – Montenegro

Occupation: Psychologist (juvenile justice / child in conflict with the law**)**

Country	**Montenegro**
Purpose of the role (2–3 sentences)	Provide psychological assessment, counselling and intervention for juveniles in institutional care (e.g. Centre Ljubović) and in community settings; contribute to individual rehabilitation and case management; promote mental health, emotional well-being and reintegration (MNE-E1).
Key duties (6–8)	• Conduct psychological assessments and evaluations of juveniles and their family context. • Provide individual and group counselling/therapy. • Advise staff, social workers and families on behavioural and mental health issues. • Participate in multidisciplinary case planning and review meetings (with CSR, courts, Ljubović Centre, schools). • Monitor progress and contribute to rehabilitation/treatment plans. • Support crisis intervention and risk assessment (self-harm, aggression, trauma). • Maintain case documentation and prepare reports for courts or relevant institutions(MNE-E1; MNE E-4).
Required competences (grouped into 5 domains)	• **Pedagogical / Developmental** – Understanding of child and adolescent development – Psychoeducational support and behavioural observation – Cooperation with educators and social workers in individual plans **• Socio-Emotional Learning (SEL)** – Emotional support and counselling – Conflict mediation and crisis de-escalation – Empathy, active listening and trust-building with minors and families **• Technological / Assessment Tools** – Use of psychological assessment tools and documentation templates – Basic digital data entry (CSR records, case files) – Not necessarily advanced case management software (adapt as available) **• ESG (Enviromental, Social, Governance)** – Non-discrimination and cultural sensitivity (Roma/Egyptian, disability)

	– Trauma-informed approach and safeguarding responsibilities – Collaboration with community and support services **• Governance & Policy / Professional Standards** – Knowledge of juvenile justice procedures and role of institutions (CSR, courts, Ljubović) – Confidentiality, ethics and informed consent – Working within inter-agency protocols and reporting duties
Entry requirements	Degree in Psychology; certification/licensure as required; background checks and vetting per role (MNE E1; MNE E4).
Key interfaces	Juvenile courts / judges; Centres for Social Work; Centre for Children and Youth "Ljubović"; police (juvenile unit); schools and VET centres; healthcare and mental-health services; NGOs/CSOs; families
Typical training/CPD	CPD on adolescent development, trauma-informed care, counseling techniques, ethical practice, and multidisciplinary collaboration (MNE E4).
ESG & child-friendly justice considerations	Non-discrimination; child-centred and trauma-sensitive communication; participation of juveniles in decisions affecting them; safeguarding pathways and referral mechanisms clearly defined.
Source references / Evidence IDs	MNE E1-CORE ED Country Report Montenegro.docx MNE E4 CORE-ED_DACUM Workshop Methodology.docx

Job Role Description – Montenegro

Occupation: Pedagogue (juvenile justice / child in conflict with the law)

Country	**Montenegro**
Purpose of the role (2–3 sentences)	Supporting the rehabilitation and reintegration of juveniles by providing educational, psychological, and social guidance within correctional or community settings. They serve as part of multidisciplinary teams with social workers, psychologists, and justice officials. (MNE E4)
Key duties (6–8)	Health care; formal legal protection; education; socialization; family collaboration; intersectoral cooperation. Develop individual learning plans, monitor progress, and promote social skills and responsible behavior. Collaborate with families and community institutions to ensure continuity of care and education. Manage individual work plans and organize activities within the institution in accordance with house rules. (MNE -E1; MNE- E4)
Required competences (grouped into 5 domains)	**Pedagogical:** Individual planning and adaptation of programs for children in conflict with the law; developing educational-rehabilitative activities and workshop-based learning formats; connecting theoretical knowledge with practice (mentoring, assessment, and reintegration skills); trauma-informed and developmentally appropriate approach to learning. **SEL:** Empathy, emotional regulation, and understanding of trauma; active listening, nonviolent communication, and conflict mediation.uild; buing trust with children and families; teamwork and collaboration with colleagues and institutions. **Technological:**

	Cybersecurity; designing online educational workshops; education of children about online risks; ethics and data protection in the digital environment. **ESG:** Promoting equality, inclusion, and human rights; ethical decision-making and professional boundaries; cultural sensitivity and intercultural approach; participation in sustainable community projects and family involvement. **Governance & Policy:** Knowledge of legislation on children's rights and juvenile justice; intersectoral collaboration (courts, social services, NGOs, schools); participation in the development and evaluation of policies and procedures; documentation and reporting according to accountability standards. (MNE-E4)
Entry requirements	University degree in Pedagogy; interview; trial period and previous experience; civil-service entry requirements. (MNE-E4)
Key interfaces	Families, schools, Center for Social Work, police, probation officers, courts, prosecution, professional service, social workers. (MNE -E4, MNE -E1)
Typical training/CPD	Topics include child rights, child psychology, online abuse and trauma response and support, conflict de-escalation, restorative justice, crisis management, and communication techniques. Many trainings are donor-funded or EU-supported. Also, many trainings are more focused on victims than on preptrators (MNE-E1; MNE-E4)
ESG & child-friendly justice considerations	Operating within the framework of the Law on the Treatment of Juveniles in Criminal Proceedings (2011), emphasizing rehabilitation and education over punishment; privacy protection; trauma sensitivity; non-discrimination, child protection; ensuring child rights respect (MNE- E1)
Source references / Evidence IDs	MNE E1-CORE ED Country Report Montenegro.docx MNE E4CORE-ED_DACUM Workshop Methodology.docx

Job Role Description – Montenegro

Occupation: Social worker (juvenile justice / child in conflict with the law)

Country	**Montenegro**
Purpose of the role (2–3 sentences)	Identification of behavioral problems, intervention, and the resocialization of young people. The social worker may also take on the role of a case manager (MNE- E1).
Key duties (6–8)	Assessment of the situation; Collection of data about the child and the family; Determining the causes of such behavior (identifying family risk factors); Conducting a social history and developing an individual work plan; Individual work with minors; Implementation of increased supervision measures by the guardianship authority, lasting from six months to two years (MNE-E1; E4).
Required competences (grouped into 5 domains)	**Pedagogical:** Participation in prevention through the analysis and research of various risk factors. Designing prevention programs (education, workshops); Cooperation with schools and social services in the local community; Collaborates with pedagogues and psychologists in developing scientifically based programs for young people with behavioral problems.. **SEL:** Works on strengthening connections with the family and the school, and encourages young people to adopt and strengthen positive social roles **Technological:** Cybersecurity; designing online educational workshops; education of children about online risks; ethics and data protection in the digital environment. **ESG:** Promoting equality, inclusion, and human rights; ethical decision-making and professional boundaries; cultural sensitivity and intercultural approach; participation in sustainab. **Governance & Policy:** Knowledge of legislation on children's rights, juvenile justice and criminal and correctional law; intersectoral

	collaboration (courts, social services, NGOs, schools); participation in the development and evaluation of policies and procedures; documentation and reporting according to accountability standards; custody, adoption, foster care, and child abuse/neglect statutes; (MNE-E1)
Entry requirements	University degree in social work; interview; trial period and previous experience; civil-service entry requirements. (MNE-E1)
Key interfaces	Families, schools, Center for Social Work, police, probation officers, courts, prosecution, professional service, social workers. (MNE-E1; E 4)
Typical training/CPD	Topics include intervention strategies for offenders, rehabilitation programs, and reentry planning, restorative justice, crisis management, and communication techniques. Many trainings are donor-funded or EU-supported. Also, many trainings are more focused on victims than on preptrators (MNE E1; E 4)
ESG & child-friendly justice considerations	Operating within the framework of the Law on the Treatment of Juveniles in Criminal Proceedings (2011), emphasizing rehabilitation and education over punishment; privacy protection; trauma sensitivity; non-discrimination, child protection; ensuring child rights respect (MNE-E1)
Source references / Evidence IDs	MNE-E1-Country report Montenegro; MNE-E4-Dacum workshop

Job Role Descriptions - Montenegrin Language

Opis radne uloge-Crna Gora

Zanimanje: socijalni radnik (maloljetnička delikvencija / djeca u sukobu sa zakonom)

Država	**Crna Gora**
Svrha uloge (2–3 rečenice)	Identifikacija problema u ponašanju, intervencija i resocijalizacija mladih. Socijalni radnik takođe može preuzeti ulogu menadžera slučaja (Izveštaj o Crnoj Gori).
Ključne dužnosti (6–8)	Procena situacije; Prikupljanje podataka o detetu i porodici; Utvrđivanje uzroka takvog ponašanja (identifikacija porodičnih faktora rizika); Sprovođenje socijalne anamneze i izrada individualnog plana rada; Individualni rad sa maloletnicima; Sprovođenje mera pojačanog nadzora od strane organa starateljstva, u trajanju od šest meseci do dve godine (DACUM radionica Crna Gora, Izveštaj o Crnoj Gori).
Potrebne vještine (grupisane u 5 oblasti)	**Pedagoške/razvojne:** Učešće u prevenciji kroz analizu i istraživanje različitih faktora rizika. Kreiranje preventivnih programa (edukacije, radionice); Saradnja sa školama i socijalnim službama u lokalnoj zajednici; Saradnja sa pedagozima i psiholozima na razvoju naučno utemeljenih programa za mlade sa problemima u ponašanju. **Socijalno-emotivno učenje:** Radi na jačanju veza sa porodicom i školom, i podstiče mlade da usvoje i ojačaju pozitivne društvene uloge. **Tehnološke:** Sajber bezbednost; osmišljavanje onlajn obrazovnih radionica; edukacija djece o rizicima na internetu; etika i zaštita podataka u digitalnom okruženju. **Ravnopravnost, inkluzija i upravljanje:** Promovisanje jednakosti, inkluzije i ljudskih prava; etičko donošenje odluka i profesionalne granice; kulturna osetljivost i interkulturalni pristup;

	Upravljanje i politike/profesionalni standardi: Poznavanje zakonodavstva o dječjim pravima, maloletničkom pravosuđu i krivičnom pravu; međusektorska saradnja (sudovi, socijalne službe, nevladine organizacije, škole); učešće u razvoju i evaluaciji politika i procedura; dokumentovanje i izveštavanje u skladu sa standardima odgovornosti; propisi o starateljstvu, usvajanju, hraniteljstvu i zlostavljanju/zapuštanju dece (Izveštaj o Crnoj Gori).
Uslovi za obavljanje posla	Univerzitetska diploma iz socijalnog rada; intervju; probni rad i prethodno iskustvo; uslovi za prijem u državnu službu (Izveštaj o Crnoj Gori).
Ključne institucije za saradnju	Porodice, škole, Centar za socijalni rad, policija, službenici za uslovnu kaznu, sudovi, tužilaštvo, stručna služba, socijalni radnici. (Izveštaj o Crnoj Gori, DACUM radionica 4)
Uobičajne obuke	Teme obuhvataju strategije intervencije za prestupnike, programe rehabilitacije i planiranje reintegracije, restorativnu pravdu, upravljanje krizama i tehnike komunikacije. Mnoge obuke su finansirane od strane donatora ili podržane od strane EU. Takođe, mnoge obuke su više fokusirane na žrtve nego na počinioce (Izveštaj o Crnoj Gori, DACUM radionica 4).
ESG i principi pravde prilagođene djeci	Delovanje u okviru Zakona o postupanju sa maloletnicima u krivičnom postupku (2011), sa naglaskom na rehabilitaciju i obrazovanje umesto kazne; zaštita privatnosti; senzitivnost prema traumama; nediskriminacija, zaštita dece; obezbeđivanje poštovanja prava deteta (Izveštaj o Crnoj Gori).
Izvori / Identifikacioni brojevi dokaza	Izvještaj o Crnoj Gori; DACUM radionica 4

Opis radne uloge – Crna Gora

Zanimanje: vaspitač (maloljetnička delikvencija**)**

Država	**Crna Gora**
Svrha uloge (2–3 rečenice)	Sprovodi procene ličnosti i vodi obrazovni i razvojni rad; podstiče razvoj discipline i moralnih vrednosti. Pomaže mladima da razviju radne navike i promoviše prosocijalno ponašanje. Pruža emocionalnu podršku, pomaže mladima da razumeju razloge svog ponašanja i pomaže im da razviju kritički stav prema sebi i drugima. (Core Ed Core Ed Izvještaj o Crnoj Gori; Dacum radionica)
Ključne odgovornosti (6–8)	• Sprovodi procene ličnosti mladih. • Sprovodi obrazovne i razvojne programe, uključujući aktivnosti učenja orijentisane na rad. • Promoviše disciplinu, moralne vrednosti i prosocijalno ponašanje među mladima. • Pomaže mladima u razvijanju praktičnih veština i radnih navika. • Pruža emocionalnu podršku i smernice kako bi pomogao mladima da razumeju motivaciju svog ponašanja. • Podstiče kritičko samoposmatranje i svest o uticaju njihovih postupaka na sebe i druge. • Prati napredak i prilagođava obrazovne strategije individualnim potrebama.
Potrebne kompetencije (grupisane u 5 domena):	• **Pedagoške** • Osmisliti strukturisane obrazovne, stručne i rekreativne aktivnosti prilagođene razvojim potrebama mladih. • Podučavati akademske, stručne ili životne veštine na način koji angažuje i motiviše mlade. • Diferencirati metode na osnovu kognitivnog, emocionalnog i ponašajnog nivoa. • Evaluirati napredak u učenju, lični razvoj i promene u ponašanju. **• Socijalno emotivno učenje (SEL)** -Emocionalna podrška i savetovanje -Medijacija konflikata i smirivanje kriznih situacija -Empatija, aktivno slušanje i izgradnja poverenja sa maloletnicima i porodicama **• Tehnološke**

	– Korišćenje psiholoških alata za procenu i šablona za dokumentaciju -Osnovni digitalni unos podataka (evidencija CSR-a, dosijei slučajeva) **• RIU (Ravnopravnost, inkluzija i upravljanje)** -Nediskriminacija i kulturna osetljivost (Romi/Egipćani, osobe sa invaliditetom) -Pristup zasnovan na razumevanju trauma i odgovornosti za zaštitu -Saradnja sa zajednicom i službama podrške **• Upravljanje i politika / Profesionalni standardi** – Poznavanje procedura maloletničkog pravosuđa i uloge institucija (CSR, sudovi, Ljubović) -Povjerljivost, etika i informisani pristanak -Rad u okviru međuinstitucionalnih protokola i obaveza izveštavanja
Uslovi zaposlenja	Diploma iz sociologije, pedagogije ili defektologije; licenca prema zahtevima; provere i ocenjivanje podobnosti u skladu sa ulogom. (Core ED Izvještaj o Crnoj Gori; Dacum radionica)
Ključne institucije	Maloletnički sudovi ; Centri za socijalni rad; Centar za decu i omladinu „Ljubović"; policija (odeljenje za maloletnike); škole i centri za stručno obrazovanje i osposobljavanje; zdravstvene i mentalno-zdravstvene službe; NVO; porodice.
Tipične obuke:	Kontinuirana profesionalna obuka o razvoju adolescenata, alatima i metodama za procenu ličnosti, učenja i ponašanja; pristup zasnovan na razumevanju trauma, tehnike savetovanja, etička praksa i multidisciplinarna saradnja.
ESG i principi pravde prilagođene djeci	Nediskriminacija; komunikacija usmerena na dete i osetljiva na traume; učešće maloletnika u odlukama koje ih se tiču; jasno definisani putevi zaštite i mehanizmi upućivanja.
Izvori / Dokazi numerisano	CORE ED Izvještaj o Crnoj Gori CORE-ED_DACUM radionica.docx

Opis radne uloge – Crna Gora

Pedagog

Država	Crna Gora
Svrha uloge (2–3 rečenice)	Podrška rehabilitaciji i reintegraciji maloljetnika kroz pružanje obrazovnog, psihološkog i socijalnog usmjeravanja u ustanovama zatvorenog tipa ili u zajednici. Pedagozi djeluju kao dio multidisciplinarnih timova zajedno sa socijalnim radnicima, psiholozima i predstavnicima pravosudnih organa. (Country Report MNE)
Ključne dužnosti (6–8)	Zdravstvena zaštita; formalna pravna zaštita; obrazovanje; socijalizacija; saradnja sa porodicom; međusektorska saradnja. Razvijanje individualnih planova učenja, praćenje napretka i podsticanje razvoja socijalnih vještina i odgovornog ponašanja. Saradnja sa porodicama i institucijama u zajednici radi obezbjeđivanja kontinuiteta brige i obrazovanja. Upravljanje individualnim planovima rada i organizovanje aktivnosti u okviru ustanove u skladu s kućnim pravilima. (Dacum workshop 4, Country Report MNE)
Potrebne kompetencije (grupisane u 5 domena):	**• Pedagoške / Razvojne** Individualno planiranje i prilagođavanje programa za djecu u sukobu sa zakonom; razvoj obrazovno-rehabilitacionih aktivnosti i učenja kroz radionice; povezivanje teorijskog znanja s praksom (mentorski rad, procjena i reintegracija); pristup učenju zasnovan na razumijevanju traume i razvojno primjerenim metodama. **• Socijalno-emocionalno učenje (SEU)** Empatija, emocionalna regulacija i razumijevanje traume; aktivno slušanje, nenasilna komunikacija i medijacija sukoba; izgradnja povjerenja s djecom i porodicama; timski rad i saradnja s kolegama i institucijama. **• Tehnološke vještine / Alati za procjenu** Sajber bezbjednost; osmišljavanje online edukativnih radionica; edukacija djece o rizicima na internetu; etika i zaštita podataka u digitalnom okruženju. **• RIU (Ravnopravnost, inkluzija i upravljanje)** Promovisanje jednakosti, inkluzije i ljudskih prava; etičko odlučivanje i profesionalne granice; kulturna osjetljivost i interkulturalni pristup; učešće u održivim projektima zajednice i uključivanje porodice. **• Upravljanje i politika / Profesionalni standardi**

	Poznavanje zakonodavstva o pravima djeteta i maloljetničkom pravosuđu; međusektorska saradnja (sudovi, socijalne službe, NVO, škole); učešće u razvoju i evaluaciji politika i procedura; vođenje dokumentacije i izvještavanje u skladu sa standardima odgovornosti.
Uslovi za obavljanje posla	Univerzitetska diploma iz pedagogije; intervju; probni rad i prethodno radno iskustvo; ispunjavanje uslova za zasnivanje radnog odnosa u javnom sektoru.
Ključne institucije za saradnju	Porodice, škole, centar za socijalni rad, policija, službenici za probaciju, sudovi, tužilaštvo, stručne službe i socijalni radnici.
Uobičajene obuke	Teme obuhvataju prava djeteta, dječju psihologiju, online zlostavljanje i odgovor na traumu i pružanje podrške, smirivanje sukoba, restorativnu pravdu, upravljanje kriznim situacijama i komunikacione tehnike. Mnoge obuke finansiraju donatori ili su podržane od strane Evropske unije. Takođe, veliki broj obuka više je usmjeren na žrtve nego na počinioce.
ESG i principi pravde prilagođene djeci	Rad u okviru Zakona o postupanju prema maloljetnicima u krivičnom postupku (2011), koji naglašava rehabilitaciju i obrazovanje umjesto kažnjavanja; zaštitu privatnosti; pristup osjetljiv na traumu; nediskriminaciju i zaštitu djece; obezbjeđivanje poštovanja prava djeteta.
Izvori / Identifikacioni brojevi dokaza	CORE ED Country Report Montenegro.docx CORE-ED_DACUM Workshop Methodology.docx

Opis radne uloge – Crna Gora

Psiholog

Država	Crna Gora
Svrha uloge (2–3 rečenice)	Psiholog pruža psihološku procjenu, savjetovanje i intervenciju za maloljetnike koji se nalaze u institucionalnom smještaju (npr. Centar „Ljubović“) i u zajednici; doprinosi individualnoj rehabilitaciji i vođenju slučaja; promoviše mentalno zdravlje, emocionalno blagostanje i reintegraciju djece i mladih.
Ključne dužnosti (6–8)	• Sprovođenje psiholoških procjena i evaluacija maloljetnika i njihovog porodičnog konteksta. • Pružanje individualnog i grupnog savjetovanja / terapijskog rada. • Savjetovanje osoblja, socijalnih radnika i porodica o pitanjima ponašanja i mentalnog zdravlja. • Učešće u multidisciplinarnom planiranju slučaja i revizionim sastancima (sa CSR, sudovima, Centrom „Ljubović“, školama). • Praćenje napretka i doprinos planovima rehabilitacije / tretmana. • Pružanje podrške u kriznim situacijama i procjeni rizika (samopovređivanje, agresija, trauma). • Vođenje dokumentacije i priprema stručnih izvještaja za sudove ili relevantne institucije.
Potrebne kompetencije (grupisane u 5 domena):	**• Pedagoške / Razvojne** – Razumijevanje dječijeg i adolescentskog razvoja – Psihopedagoška podrška i posmatranje ponašanja – Saradnja sa prosvjetnim radnicima i socijalnim radnicima u izradi individualnih planova **• Socijalno-emocionalno učenje (SEU)** – Emocionalna podrška i savjetovanje – Medijacija sukoba i smirivanje kriznih situacija – Empatija, aktivno slušanje i izgradnja povjerenja sa maloljetnicima i porodicama **• Tehnološke vještine / Alati za procjenu** – Korišćenje psiholoških instrumenata i obrazaca za dokumentaciju – Osnovno unošenje podataka u digitalne evidencije (CSR zapisi, dosijei slučajeva) – Prilagođavanje dostupnim alatima za praćenje slučajeva i izvještavanje

	• RIU (Ravnopravnost, inkluzija i upravljanje) – Promovisanje ravnopravnosti i nediskriminacije (pol, etnička pripadnost, invaliditet, socioekonomski status) – Inkluzivan i traumom informisan pristup djeci i porodicama – Odgovoran rad i saradnja sa zajednicom, institucijama i službama podrške **• Upravljanje i politika / Profesionalni standardi** – Poznavanje procedura maloljetničkog pravosuđa i uloge institucija (CSR, sudovi, Centar „Ljubović“) – Povjerljivost, etički standardi i informisani pristanak – Rad u okviru međusektorskih protokola i obaveza izvještavanja
Uslovi za obavljanje posla	Diploma iz psihologije; položen stručni ispit ili licenca za rad (gdje je primjenjivo); provjera profesionalne podobnosti za obavljanje posla.
Ključne institucije za saradnju	Maloljetnički sudovi / sudije; centri za socijalni rad; Centar za djecu i mlade „Ljubović“; policija (jedinica za maloljetnike); škole i stručni centri za obrazovanje; zdravstvene i mentalnozdravstvene službe; nevladine i civilne organizacije; porodice.
Uobičajene obuke	Obuke iz oblasti razvoja adolescenata, rada zasnovanog na razumijevanju traume, savjetodavnih tehnika, etičke prakse i multidisciplinarne saradnje.
ESG i principi pravde prilagođene djeci	Nediskriminacija; komunikacija usmjerena na dijete i osjetljiva na traumu; uključivanje maloljetnika u donošenje odluka koje ih se tiču; jasno definisani putevi zaštite i mehanizmi upućivanja na odgovarajuće službe.
Izvori / Identifikacioni brojevi dokaza	CORE ED Izvještaj o Crnoj Gori CORE-ED_DACUM radionica

D3.2 – Data-Collection Template | Montenegro

Coordinator: University Luarasi | Country: Montenegro | Date: 11 November 2025

Izvori na kraju tabele.

A. Country & Focal Point

Zemlja	Crna Gora
Partnerska institucija	Univerzitet Crne Gore
Kontakt osoba (ime, uloga, e-mail, telefon)	
Ostali saradnici (ako ih ima)	
Datum podnošenja	11.11.2025.
Zemlja	Crna Gora

B. Prioritetne profesionalne uloge

Uloga	**Misija (1–2 rečenice):**	**Glavne dužnosti**	**Radno okruženje**	**Uslovi za radon mjesto**	**Obuke i profesionalni razvoj**	**Napomene specifične ua državu**
Psiholog (maloljetnička pravda/djeca u sukobu sa zakonom)	Obezbijediti psihološku procjenu, savjetovanje i tretman za djecu u sukobu sa zakonom, s ciljem zaštite njihovog mentalnog zdravlja, smanjenja rizika od ponovnog činjenja prekršaja i podrške reintegraciji u porodicu i zajednicu.	Psihološka procjena i izrada izvještaja Individualno i grupno savjetovanje / terapija Krizne intervencije i procjena rizika Učešće u planiranju tretmana i reintegracije	• JU Centar za djecu i mlade „Ljubović“ (ustanova za smještaj i tretman maloljetnika) • Centri za socijalni rad	• Diplomske ili magistarske studije psihologije • Položen stručni ispit / licenca (po potrebi u socijalnom ili zdravstvenom sektoru)	• Ne postoji standardizovan nacionalni sistem obuke; učešće zavisi od projekata i institucija • Preporučene oblasti stručnog usavršavanja: rad sa traumom, mentalno	• Ne postoji posebna služba za nadzor (probacija) za maloljetnike – psiholozi sarađuju sa centrima za socijalni rad i

	Psiholog savjetuje sudove, centre za socijalni rad i JU Centar za djecu i mlade „Ljubović“ u donošenju odluka i izradi individualnih planova podrške.	Porodično savjetovanje i podrška Saradnja sa centrima za socijalni rad, sudovima, školama i drugim institucijama Dokumentovanje, praćenje slučajeva i izvještavanje.	• Sudski postupci za maloljetnike (porodični sud / sudija za maloljetnike) • Policija – službenici za maloljetnike • Zajednica (škole, lokalne službe)	• Etički integritet i nepostojanje krivičnog dosijea	zdravlje adolescenata, bihejvioralni poremećaji, porodično savjetovanje, krizne intervencije, postupci u maloljetničkoj pravdi	Centrom „Ljubović“ • Psiholozi često rade sami i imaju veliki broj slučajeva • Nedostatak supervizije i specijalizovanih profesionalnih obuka • Nema kontinuiteta psihološke podrške nakon izlaska djeteta iz ustanove • U ruralnim područjima pristup psihološkim uslugama je veoma ograničen

Pedagog(maloljetnička pravda/djeca u sukobu sa zakonom)	Pedagog pruža podršku djeci s problemima u ponašanju i djeci u sukobu sa zakonom kroz procjenu obrazovnih potreba, razvoj socijalnih i emocionalnih vještina, saradnju s porodicom i školom te doprinos planiranju i sprovođenju mjera podrške i resocijalizacije.	• Obezbjeđuje obrazovnu, zdravstvenu, pravnu i socijalnu podršku • Podstiče angažovanje porodice i međusektorsku saradnju • Dizajnira individualne planove učenja i razvoja, prati napredak i promoviše društveno odgovorno ponašanje • Sarađuje s porodicama i organizacijama u zajednici radi kontinuiteta brige i učenja • Koordinira aktivnosti ustanove i upravlja individualnim planovima rada	• Škole • JU Centar za djecu i mlade „Ljubović“ • Centri za socijalni rad • Multidisciplinarni timovi u zajednici	• Diplomirani pedagog (visoko obrazovanje u oblasti pedagogije) • Položen stručni ispit / prethodno radno iskustvo (po uslovima državne službe)	• Uvodna pedagoška obuka i kontinuirano usavršavanje u oblastima: trauma-informisana briga, inkluzivno obrazovanje, digitalna pedagogija, restorativne prakse, prava djeteta, komunikacione tehnike • Obuke su često finansirane iz donacija i fokusirane na rad sa žrtvama	Fokus na izgradnji povjerenja, motivacije, prepoznavanju skrivenih potreba i većem uključivanju porodice

Socijalni radnik	• Identifikacija problema u ponašanju, intervencija i resocijalizacija mladih. • Socijalni radnik takođe može preuzeti ulogu menadžera slučaja	• Procena situacije; • Prikupljanje podataka o detetu i porodici; • Utvrđivanje uzroka takvog ponašanja (identifikacija porodičnih faktora rizika); • Sprovođenje socijalne anamneze i izrada individualnog plana rada; • Individualni rad sa maloletnicima; • Sprovođenje mera pojačanog	• JU Centar za djecu i mlade „Ljubović“ • Centri za socijalni rad	• Univerzitetska diploma iz socijalnog rada; • intervju; probni rad i • prethodno iskustvo; • uslovi za prijem u državnu službu	• strategije intervencije za prestupnike, • programe rehabilitacije i planiranje reintegracije, • restorativnu pravdu, • upravljanje krizama i tehnike • komunikacije.	

		nadzora od strane organa starateljstva				

C. Kompetencije u skladu sa ulogom

Uloga	**Znanja**	**Vještine**	**Stavovi/Vrijednosti**	**Nivo/Kvalifikacija**	**Izvori/Standardi**	**Broj dokaza**
Psiholog	• Razvoj djeteta i adolescenta • Psihopatologija (trauma, poremećaji raspoloženja i anksioznosti, samopovređivanje, agresija) • Rizični i zaštitni faktori u maloljetničkom prestupništvu • Uticaj traume, zanemarivanja i porodičnog nasilja	• Psihološka procjena i vođenje intervjua • Primjena dijagnostičkih alata i testova • Izrada individualizovanih planova tretmana i savjetovanja • Krizne intervencije i upravljanje rizikom	• Empatija, strpljenje i poštovanje svakog djeteta • Vjerovanje u rehabilitaciju i reintegraciju • Nediskriminacija i poštovanje prava djeteta • Nepristrasnost i djelovanje u	• Nivoi 6–7 prema Evropskom okviru kvalifikacija (EQF) – osnovne ili master studije psihologije • Položen stručni ispit i licenca za samostalni rad	• Nacionalni okvir kvalifikacija Crne Gore (MQF/EQF) • Opšti zakon o vaspitanju i obrazovanju • Izvještaji i DACUM radionice u	

	na mentalno zdravlje • Sistem socijalne zaštite (centri za socijalni rad, ustanove, hraniteljstvo) • Metode psihološke procjene (intervju, posmatranje, testiranje) • Planiranje slučaja, procjena rizika i modaliteti tretmana • Multidisciplinarna saradnja (CSR, sud, policija, škola)	• Aktivno slušanje, empatija i komunikacija zasnovana na razumijevanju traume • Pisanje izvještaja i dokumentacije za sudove i CSR • Međuinstitucionalna saradnja (sud, CSR, škola, policija) • Poštovanje povjerljivosti, etike i profesionalnog integriteta	najboljem interesu djeteta • Kulturna osjetljivost (posebno prema Romima/Egipćanima, djeci s invaliditetom, siromašnima) • Etička odgovornost (povjerljivost, profesionalizam) • Timski rad i saradnja s drugim stručnjacima		okviru projekta CORE ED	
Pedagog	• Razvoj djeteta i teorija korektivne pedagogije	• Komunikacione i mentorsko-	• Empatija, strpljenje i	• Nivo VII prema Nacionalnom okviru	• Nacionalni i evropski okvir	Country Report, Dacum WS4

	• Trauma-informisana i inkluzivna pedagogija • Pravni okviri i etički standardi u radu s djecom • Osnove restorativnih i inkluzivnih pristupa u obrazovanju	savjetodavne vještine • Razumijevanje trauma i podrška djeci u kriznim situacijama • Individualno planiranje i praćenje napretka • Aktivno slušanje i medijacija u konfliktima • Upotreba digitalnih obrazovnih alata • Dokumentovanje i izvještavanje o radu	poštovanje ljudskih prava • Timski rad i saradnja sa kolegama i porodicom • Nediskriminacija i posvećenost rehabilitaciji • Nepristrasnost i pažljiv pristup svakom učeniku • Fokus na maloljetnike u sukobu sa zakonom i njihovu reintegraciju	kvalifikacija Crne Gore • Položen stručni ispit i licenca za rad pedagoga	kvalifikacija (MQF/EQF) • Opšti zakon o vaspitanju i obrazovanju • Izvještaji s DACUM radionica i terenskih istraživanja	
Socijalni radnik	• Učešće u prevenciji kroz analizu i istraživanje različitih faktora	• Komunikacione i mentorsko-savjetodavne vještine	• Kulturna osjetljivost (posebno prema Romima/Egipćanima,	• Univerzitetska diploma iz socijalnog rada; intervju; probni rad i	Core ed Izvjestaj o Crnoj Gori;	

	rizika. • Kreiranje preventivnih programa (edukacije, radionice); Saradnja sa školama i socijalnim službama u lokalnoj zajednici; • Saradnja sa pedagozima i psiholozima na razvoju naučno utemeljenih programa za mlade sa problemima u ponašanju. • Radi na jačanju veza sa porodicom i školom, i podstiče mlade da usvoje i	• Razumijevanje trauma i podrška djeci u kriznim situacijama • Individualno planiranje i praćenje napretka • Aktivno slušanje i medijacija u konfliktima • Upotreba digitalnih obrazovnih alata • Dokumentovanje i izvještavanje o radu	djeci s invaliditetom, siromašnima) • Etička odgovornost (povjerljivost, profesionalizam) • Timski rad i saradnja s drugim stručnjacima • Objektivan pristup i donosenje odluka bez diskriminacije. • Zalaganje za socijalnu pravdu i ravnopravnost.	• prethodno iskustvo; • uslovi za prijem u državnu službu	Dacum radionica;	

	ojačaju pozitivne društvene uloge					

D. Pravni i politički okvir

Instrument (Law/Policy/Standard)	**Relevant Articles/Provisions**	**Brief Relevance**	**URL/File Name**	**Evidence ID**
Zakon o postupanju prema maloljetnicima u krivičnom postupku	Reguliše prava maloljetnika u krivičnom postupku, proceduralne garancije, alternativne mjere (preusmjeravanje) i obrazovne/korektivne mjere.	Pravni osnov za postupke maloljetničkog pravosuđa i uloge psihologa u procjeni, zaštiti i tretmanu maloljetnika.	https://www.gov.me/dokumenta/f1f72cf9-6e94-4682-ae69-13ddc8c06c64	
Zakon o socijalnoj i dječjoj zaštiti	Definiše ulogu centara za socijalni rad (CSR), kao ključnih institucija u zaštiti djece.	Definiše mandate socijalnih službi i psihologa u slučajevima zaštite djece i maloljetnika.	https://www.paragraf.me/propisi-crnegore/zakon-o-socijalnoj-i-djecjoj-zastiti.html	
Porodični zakon Crne Gore	Reguliše roditeljska prava, lišenje roditeljskog staranja, starateljstvo, hraniteljsku njegu.	Pruža pravnu osnovu za odluke o starateljstvu nad djecom, starateljstvo i korišćenje psiholoških	https://www.gov.me/dokumenta/6ffd2ae9-25a5-44ff-8f24-3d8645107d92	

		procjena u porodičnim i slučajevima zaštite.		

E. ESG & Child-Friendly Justice Hooks

Aspect	**How Addressed in Role/Profile**	**Gaps/Issues**	**Proposed Improvement**	**Evidence ID**
Mjere zaštite prilagođene djeci	Psiholog učestvuje u intervjuima, procjenama i tretmanu maloljetnika; lišavanje slobode se koristi samo kao posljednja mjera (smještaj u Centar "Ljubović"); privatnost i dostojanstvo djeteta su zaštićeni zakonom. Pedagog – primjena principa najboljeg interesa djeteta i individualizovanog pristupa u učenju i reintegraciji.	U praksi, policija ne zove uvijek psihologe rano; dnevne rutine u ustanovama nijesu uvijek prilagođene potrebama djece; nedostaje struni nadzor nad psiholozima. Ne postoji sistematska obuka o pravosuđu prilagođenom djeci ili standardizovani protokoli za rad sa	Obuka o praktičnim procedurama prilagođenim djeci; obezbijediti rano uključivanje psihologa (policija/sud); uvesti nadzor i vršnjačku podršku. Uvesti specijalizovani modul *Pedagoški pristupi u maloljetničkom pravosuđu* (npr.) kao dio kontinuiranog obrazovanja i obezbijediti	Zakon o postupanju prema maloljetnicima u krivičnom postupku. Centar za djecu i mlade "Ljubović" iskustvo; UNICEF Montenegro izvještaji. Country report MNE.

		maloljetnicima u sukobu sa zakonom.	praktičnu obuku o komunikaciji u vezi sa traumom.	
Jednakost i inkluzija (ESG–S)	Pravo na obrazovanje, psihološku i socijalnu podršku je zagarantovano svoj djeci; zabrana diskriminacije. Pedagog – Razumijevanje dječjih prava, promovisanje rodne ravnopravnosti, jednakog pristupa obrazovanju i socijalne inkluzije u radu sa djecom iz ranjivih grupa.	Ograničena podrška za djecu sa invaliditetom ili razvojnim teškoćamaromska i egipćanska djeca su nedovoljno zastupljena u programima tretmana; nedostatak psihologa u udaljenim područjima. Nedostatak praktične obuke za rad sa djecom iz marginalizovanih sredina i sa problemima u ponašanju; obrazovanje pedagoga ostaje u velikoj mjeri teorijsko.	Obuka iz inkluzivne komunikacije i kulturne senzitivnosti; mobilni timovi stručnjaka; saradnja sa romskim medijatorima i službama za specijalno obrazovanje. Razviti praktične radionice o inkluzivnom obrazovanju, rješavanju sukoba i kulturnoj senzitivnosti u saradnji sa Ministarstvom prosvjete i UNICEF-om.	Zakon o socijalnoj i dječjoj zaštiti; Ombudsman CG; UNICEF CG. Country report MNE.
Upravljanje i podaci (ESG–G)	Psiholog vodi izvještaje, procjene i doprinosi	Fragmentovana dokumentacija	Razviti protokole postinstitucionalne	Centrar za djecu i mlade

	individualnim planovima; saradnja sa Centrom za socijalni rad, sudovima i institucijama. Pedagozi prikupljaju osnovne podatke o napretku učenika i učestvuju u školskim timovima za prevenciju rizika.	slučajeva; ne postoji jedinstven sistem za razmjenu podataka između policije, suda, centara za socijalni rad i institucija; nedostatak praćenja nakon otpusta. Ne postoji standardizovani sistem izvještavanja niti mehanizam za razmjenu podataka između škola, socijalnih službi i pravosudnih institucija.	brige i kontrolne liste za razmjenu podataka; kreirati standardizovani dosije slučaja; unaprijediti koordinaciju između institucija. Uspostaviti zajedničku nacionalnu bazu podataka za praćenje napretka i reintegracije maloljetnika koji su ranije bili u sukobu sa zakonom.	"Ljubović"; Centar za socijalni rad; Ministarstvo rada i socijalnog staranja; CORE ED CG. Country report Mne

F. Gaps & Near-Term Upskilling Needs

Role/Area	**Gap Description**	**Priority (H/M/L)**	**Suggested Training Topic**	**Evidence ID**
Psiholog i socijani radnik	Ograničena obuka o praksi zasnovanoj na razumijevanju traume, poremećajima u ponašanju, riziku od	H	Briga zasnovana na razumijevanju traume; mentalno zdravlje adolescenata;	

	samopovređivanja i kriminogenom recidivizmu među maloljetnicima..		procjena rizika i krizna intervencija (12–20 sati).	
Psiholog	Psihološka podrška često prestaje nakon što dijete napusti instituciju; slaba koordinacija sa školama, centrima za socijalni rad i uslugama u zajednici.	H	Postupci postinstitucionalne brige, prenos slučajeva između centra za socijalni rad – suda – institucije; podrška reintegraciji (6–8 sati).	
Pedagog	Nedostatak praktičnih znanja i specijalizacije za rad sa maloljetnicima u sukobu sa zakonom; izostanak obavezne obuke o restorativnoj pravdi i pristupima zasnovanim na razumijevanju traume.	H	Primjena restorativnih i inkluzivnih metoda u radu sa maloljetnicima u sukobu sa zakonom – obuka o komunikaciji, procjeni rizika, motivaciji i saradnji sa porodicom.	Country report MNE
Vaspitač	nedostatatak antistresnih programa prilikom sindroma sagorijevanja; nejasne profesionalne granice, poverljivost, transparentno izveštavanje, intersektorska saradnja.	H	Primjena antistresnih programa; Obuke da se razjasne dileme: kada iznad granica, šta je „previše“, kako raditi u kriznim	

			situacijama, kako se ponašati u virtuelnim okruženjima	

G. DACUM/Field Evidence

Artifact (DACUM/Interview/etc.)	**Brief Note on Use**	**File Name/URL**	**Evidence ID**
Intervjui sa profesionalcima (9)	Koristi se za validaciju ulaznih zahteva, puteva obuke i praznina u svakodnevnoj praksi.	CORE ED Country Report Montenegro.docx	E1
Web-upitnici(N=98)	Kvantisana samoprocena kompetencija i identifikovane glavne oblasti za učenje..	CORE ED Country Report Montenegro.docx	E3
DACUM-related field notes	Povezane dužnosti sa domenima kompetencija i predlozima za unapređenje veština za WP4. .	CORE-ED_DACUM Workshop Methodology.docx	E4

Evidence List (Montenegro) – IDs referenced above

Evidence ID	**Title / Description**	**File**
E1	CORE ED Country Report Montenegro – juvenile justice framework; roles; safeguards; gaps; hooks.	CORE ED Country Report Montenegro.docx
E2	Interview insights on probation role requirements and training (10)	CORE ED Country Report Montenegro.docx
E3	Web-questionnaire on competence and needs (N=98).	CORE ED Country Report Montenegro.docx

E4	DACUM methodology linking duties to competence/upskilling.	CORE-ED_DACUM Workshop Methodology.docx

D3.2 – Data-Collection Template | Montenegro

Coordinator: University Luarasy| Country: Montenegro | Date: 11 November 2025

Evidence IDs map to the list at the end.

A. Country & Focal Point

Field	**Entry**
Country	Montenegro
Partner Institution	University of Montenegro
Focal Point (Name, Role, Email, Phone)	
Other Contributors (if any)	
Date of Submission	2025-11-11

B. Priority Occupational Roles

Role Title	**Mission (1–2 sentences)**	**Main Duties (concise)**	**Service Setting**	**Entry Requirements**	**Training/CPD**	**Evidence ID**	**Country-specific Notes**
Psychologist (juvenile justice / child in conflict with the law)	Provide psychological assessment, counselling and treatment for children in conflict with the law, with the aim of protecting their mental health, reducing the	Psychological assessment and preparation of reports Individual and group counselling/therapy Crisis intervention and risk evaluation Participation in individual	Public Institution Centre for Children and Youth "Ljubović" (institution for placement and treatment of juveniles). Centres for Social Work.	Bachelor or Master's degree in Psychology. Passed professional exam / licensing requirements (where required in	No standardized national training system; participation depends on projects and institutions. Recommended CPD areas: trauma-informed care,	MNE-E1 MNE-E4	There is no separate juvenile probation service – psychologists work in cooperation with Centres for Social Work and the

	risk of reoffending and supporting their reintegration into the family and community. Advise courts, centres for social work and the "Ljubović" Centre in decision-making and individual care planning.	treatment/reintegration plans Family counselling and support Cooperation with CSR, courts, schools and institutions Documentation, case monitoring and follow-up	Juvenile court proceedings (family court/juvenile judge). Police – juvenile officers. Community settings (schools, local services).	social or health sectors). Ethical integrity and no criminal record.	adolescent mental health, behavioural disorders, family counselling, crisis intervention, juvenile justice procedures.		Ljubović Centre. Psychologists often work alone (no team of psychologists) and are overloaded with a high number of cases. Insufficient supervision and lack of specialised professional training. Lack of continuity in psychological support after the child leaves the institution. Rural areas – very limited access to

							psychological services.
Pedagogue (juvenile justice / child in conflict with the law)	A pedagogue provides support to children with behavioral problems and children in conflict with the law through the assessment of educational needs, the development of social and emotional skills, collaboration with the family and school, and contributing to the planning and implementation of individual support and resocialization measures.	Provide health care, legal guidance, education, and support for social development. Foster family engagement and intersectoral cooperation. Design individualized learning and development plans, track progress, and promote social skills and responsible behavior. Work closely with families and community organizations to ensure continuity of care and learning. Manage personalized work plans and coordinate institutional activities in line with established rules.	Schools, Public Institution Center for Children and Youth ”Ljubović“, Center for Social Work, multidisciplinary community teams.	Degree in Pedagogy, interview, previuous exp civil service entry conditions apply erience.	Initial pedagogical induction and CPD on trauma-informed care, inclusive education, digital pedagogy, restorative practices, child rights, communication techniques. Trainings often donor-funded and focused on victims	MNE-E1 MNE-E4	Focus on building trust, increasing motivation, understanding hidden needs, and enhancing family involvement
Social worker	Identification of behavioral problems, intervention,	Assessment of the situation;	Public Institution Center for Children and	University degree in social work; interview; trial	Topics include intervention strategies for offenders,	MNE-E1 MNE-E4	Focus on building trust, increasing motivation,

	and resocialization of youth. • A social worker can also take on the role of a case manager	• Collection of data about the child and the family; • Determining the causes of such behavior (identification of family risk factors); • Conducting a social history assessment and developing an individual work plan; • Individual work with minors; • Implementation of enhanced supervision measures by the guardianship authority	Youth "Ljubović" • Centers for Social Work	period and previous experience; civil-service entry requirements.	rehabilitation programs, and reentry planning, restorative justice, crisis management, and communication techniques. Many trainings are donor-funded or EU-supported. Also, many trainings are more focused on victims than on preptrators.		understanding hidden needs, and enhancing family involvement
Correctional educator	Carries out personality assessments and conducts educational and developmental work; encourages the	• Conduct personality assessments of young people. • Implement educational and developmental programs,	Juvenile courts / judges; Centres for Social Work; Centre for Children and Youth "Ljubović"; police (juvenile	Degree in sociology, pedagogy or defectology; licensure as required; background	CPD on adolescent development, tools and methods for personality, learning, and behavioral	MNE-E1; E2; E4.	

	development of discipline and moral values. Helps young people develop work habits and promotes prosocial behavior. Provides emotional support, assists young people	including work-oriented learning activities. • Promote discipline, moral values, and prosocial behavior among youth. • Assist young people in developing practical skills and work habits. • Provide emotional support and guidance to help youth understand the motivations behind their behavior	unit); schools and VET centres; healthcare and mental-health services; NGOs/CSOs; families	checks and vetting per role	assessment; trauma-informed care, counseling techniques, ethical practice, and multidisciplinary collaboration		

C. Competency Set per Role

Role Title	Knowledge	Skills	Attitudes/Values	Level/Proficiency	Source/Standard	Evidence ID
Psychologist	Child & adolescent development Psychopathology (trauma, mood/anxiety disorders, self-harm, aggression) Risk & protective factors in juvenile offending Trauma, neglect, domestic violence – mental health impact Social welfare system (Centres for Social Work, institutions, foster care) Psychological assessment methods (interview,	Psychological assessment and interviewing Use of diagnostic tools and tests Individualised treatment/counselling planning Crisis intervention and risk management Active listening, empathy, trauma-informed communication Report writing and documentation for courts/CSR Interagency cooperation (court, CSW, school, police) Confidentiality, ethics and professional integrity	Empathy, patience, respect for each child Belief in rehabilitation and reintegration Non-discrimination and respect for child rights Impartiality and acting in the child's best interest Cultural sensitivity (Roma/Egyptian, disability, poverty) Ethical responsibility (confidentiality, professionalism) Teamwork and cooperation with	EQF Level 6–7 (Bachelor/Master in Psychology). according to the National Qualifications Framework and passed professional exam (licenced psychologist)	MNE-E1 MNE-E4 MQF/EQF, General Law on Education and Upbringing (MNE)	MNE-E1 MNE-E4

	observation, tests) Case planning, risk assessment, treatment modalities Multidisciplinary cooperation (CSW, court, police, school)		other professionals			
Pedagogue	Knowledge of child development, correctional education theory, trauma-informed and inclusive pedagogy, legal frameworks, and ethical standards.	Communication skills, understanding trauma, mentoring; individualized planning; active listening; conflict mediation; digital learning tools; documentation and reporting	Empathy, patience, respect for human rights, teamwork, non-discrimination, and commitment to rehabilitation, impartiality and a high level of attentiveness, with a focus on juvenile offenders	Level VII qualification according to the National Qualifications Framework and passed professional exam (licenced pedagogue)	MQF/EQF, General La on Education and Upbringing (MNE)	MNE-E1 MNE-E4
Social worker	Case planning, risk assessment, treatment modalities Multidisciplinary cooperation (CSW, court, police, school);	Individualised treatment/counselling planning Crisis intervention and risk management Active listening, empathy, trauma-	Empathy, patience, respect for each child Belief in rehabilitation and reintegration	Level VII qualification according to the National Qualifications Framework and passed professional exam	MQF/EQF, General La on Education and Upbringing (MNE	MNE-E1 MNE-E4

	legal frameworks, and ethical standards	informed communication Report writing and documentation for courts/CSR	Non-discrimination and respect for child rights Impartiality and acting in the child's best interest Cultural sensitivity (Roma/Egyptian, disability, poverty)			

D. Legal & Policy Basis

Instrument (Law/Policy/Standard)	**Relevant Articles/Provisions**	**Brief Relevance**	**URL/File Name**	**Evidence ID**
Law on the Treatment of Juveniles in Criminal Proceedings	Regulates the rights of juveniles in criminal proceedings, procedural guarantees, alternative measures (diversion), and educational/corrective measures.	Legal basis for juvenile justice procedures and roles of psychologists in assessment, protection and treatment of minors.	https://www.gov.me/dokumenta/f1f72cf9-6e94-4682-ae69-13ddc8c06c64	

Law on Social and Child Protection	Defines the role of Centres for Social Work (CSR) as key institutions in child protection.	Defines the mandate of social services and psychologists in child protection and juvenile cases.	https://www.paragraf.me/propisi-crnegore/zakon-o-socijalnoj-i-djecjoj-zastiti.html	
Family Law of Montenegro	Regulates parental rights, deprivation of parental care, guardianship, foster care.	Provides legal basis for child custody decisions, guardianship and use of psychological assessments in family and protection cases.	https://www.gov.me/dokumenta/6ffd2ae9-25a5-44ff-8f24-3d8645107d92	

E. ESG & Child-Friendly Justice Hooks

Aspect	**How Addressed in Role/Profile**	**Gaps/Issues**	**Proposed Improvement**	**Evidence ID**
Child-friendly safeguards	Psychologist participates in interviews, assessments and treatment of minors; deprivation of liberty used only as a last resort (placement in Centre "Ljubović"); child's privacy and dignity are protected by law.	In practice, police do not always call psychologists early; daily routines in institutions are not always adapted to children's needs; lack of professional	Training on practical child-friendly procedures; ensure early involvement of psychologist (police/court); introduce	Law on Treatment of Juveniles in Criminal Proceedings; Centre "Ljubović" practice;

	Pedagogue – Applying the principle of the child's best interest and an individualized approach in learning and reintegration.	supervision for psychologists. There is no systematic training in child-friendly justice or standardized protocols for working with minors in conflict with the law.	supervision and peer support. Introduce a specialized module *Pedagogical Approaches in Juvenile Justice* (e.g) as part of continuous education and provide practical training on communication in trauma-related situations.	UNICEF Montenegro reports. MNE-E1
Equality & inclusion (ESG–S)	Right to education, psychological and social support is guaranteed to all children; prohibition of discrimination.	Limited support for children with disabilities or developmental difficulties; Roma and Egyptian children underrepresented in treatment programmes; lack of psychologists in remote areas	Training in inclusive communication and cultural sensitivity; mobile expert teams; cooperation with Roma mediators and special	Law on Social and Child Protection; Ombudsman CG; UNICEF CG.

			education services.	
	Pedagogue – Understanding child rights, promoting gender equality, equal access to education and social inclusion in working with children from vulnerable groups	Lack of practical training for working with children from marginalized backgrounds and behavioral problems; pedagogue education remains largely theoretical	Develop hands-on workshops on inclusive education, conflict resolution, and cultural sensitivity in cooperation with the Ministry of Education and UNICEF.	MNE-E1
Governance & data (ESG–G)	Psychologist keeps reports, assessments and contributes to individual care plans; cooperation with Centre for Social Work, courts and institutions.	Fragmented case documentation; no unified system for data transfer between police–court–social services–institutions; lack of follow-up after release.	Develop aftercare protocols and data-sharing checklists; create standardised case file; improve coordination between institutions.	Centre "Ljubović"; Centres for Social Work; Ministry of Labour and Social Welfare; CORE ED CG
	Pedagogues collect basic data on student progress and participate in school risk prevention teams.	There is no standardized reporting system or data-sharing	Establish a shared national database to track progress	MNE-E1

		mechanism between schools, social services, and justice institutions.	and reintegration of minors formerly in conflict with the law.	

F. Gaps & Near-Term Upskilling Needs

Role/Area	**Gap Description**	**Priority (H/M/L)**	**Suggested Training Topic**	**Evidence ID**
Psychologists & Social Workers	Limited training in trauma-informed practice, behavioural disorders, self-harm risk and criminal recidivism among juveniles.	H	Trauma-informed care; adolescent mental health; risk assessment and crisis intervention (12–20h).	MNE-E1;E2;E4.
Psychologists	Psychological support often ends after child leaves institution; weak coordination with schools, CSWs and community services.	H	Aftercare procedures, case transfer between CSW–court–institution; reintegration support (6–8h).	MNE-E1; E2; E4.
Pedagogue	Lack of practical knowledge and specialization in working with minors in conflict with the law; absence of mandatory training on restorative	H	Application of Restorative and Inclusive Methods in Work with Juveniles in Conflict with the Law' – training	MNE-E1; E2; E4.

	justice and trauma-informed approaches.		on communication, risk assessment, motivation, and family collaboration	

G. DACUM/Field Evidence

Artifact (DACUM/Interview/etc.)	**Brief Note on Use**	**File Name/URL**	**Evidence ID**
Interviews with practitioners (9)	Used to validate entry requirements, training pathways and daily practice gaps.	CORE ED Country Report Montenegro.docx	MNE-E 2
Web-questionnaire (N=98)	Quantified self-rated competence and identified top learning gaps.	CORE ED Country Report Montenegro.docx	MNE-E 3
DACUM-related field notes	Mapped duties to competence domains and upskilling suggestions for WP4.	CORE-ED_DACUM Workshop Methodology.docx	MNE-E4

Evidence List (Albania) – IDs referenced above

Evidence ID	**Title / Description**	**File**
MNE-E1	CORE ED Country Report Montenegro – juvenile justice framework; roles; safeguards; gaps; hooks.	CORE ED Country Report Montenegro.docx
MNE-E2	Interview insights on probation role requirements and training (10)	CORE ED Country Report Montenegro.docx
MNE-E3	Web-questionnaire on competence and needs (N=98).	CORE ED Country Report Montenegro.docx

MNE-E4	DACUM methodology linking duties to competence/upskilling.	CORE-ED_DACUM Workshop Methodology.docx

D3.2 Occupational Profiles – Evidence Grid | Montenegro

Note: Evidence IDs are referenced in the Albania data-collection file and job role descriptions. Files listed are already uploaded in this project space.

Evidence ID	Type (Law, Policy, Standard, Role Doc, DACUM, Interview, Other)	Title / Description	Language	Relevance Note (1 line)	Used in Section (B–G)
MNE-E1	Other (Country Report)	CORE ED Country Report Montenegro – juvenile justice framework; roles; safeguards; gaps; hooks.	MNE/EN	Primary national reference for roles, safeguards and system flow	B,C,D,E,F
MNE-E2	Interview	Practitioner interviews (probation focus): entry requirements, training, daily practice	MNE	Validates probation officer profile and upskilling needs	B,C,F,G
MNE-E3	Survey	Web-questionnaire on competence and needs (N=98).	MNE	Quantifies gaps; informs upskilling priorities across roles	C,F
MNE-E4	DACUM	DACUM Workshop Methodology – mapping duties to competences and training	MNE	Method basis for translating duties into competence and upskilling	C,G

ERASMUS+ CORE Ed Academy Project
Date: 2 December 2025
Meeting minutes Montenegro Online Consultation Webinar

Opening Session

The webinar was officially opened by Prof. Sanja Peković, PhD, Vice-Rector for Internationalization at the University of Montenegro. In her welcoming address, she greeted all participants and emphasized the strategic importance of the *ERASMUS+ CORE Ed Academy* project for strengthening professional capacities and promoting good practice in the field of juvenile justice at both national and international levels.

Overview of Project Activities

An overview of the project's key activities and achieved results was presented by Assoc. Prof. Rajka Đoković, PhD, Project Coordinator, and Marija Vujičić, project team member. The presentation provided a concise and structured summary of the project's progress, highlighting its relevance for national systems, institutional frameworks and professional development within the juvenile justice sector.

Presentation of the National Report

The central segment of the webinar was dedicated to the presentation of the National Report, delivered by Prof. Dijana Vučković, PhD and Milica Drašković, project team member. The presentation focused on:

- the key elements of the national adaptation process within the CORE Ed Academy project framework;
- identified gaps and shortcomings in current professional practice;
- updated and revised professional profiles in the field of juvenile justice; and
- priority areas for future capacity building and continuous professional development.

The presentation generated significant interest among participants and provided a solid foundation for further discussion and validation.

Presentation of CORE Competencies

The CORE competencies were presented by Assoc. Prof. Tatjana Vujović, with particular emphasis on their practical applicability and integration into existing professional profiles within the field of corrective pedagogy. Special attention was given to specific areas in which these competencies can be effectively implemented in everyday professional practice.

Stakeholder Validation and Discussion

The webinar included a stakeholder validation segment, during which representatives from various sectors actively participated in the discussion and expressed overall positive assessments of the proposed improvements and development directions.

- A representative of the Ministry of Internal Affairs, Mr. S. Milić, expressed full agreement with the proposed improvements, highlighting their relevance and potential impact on the internal affairs sector.

- The Local Secretariat for Social Assistance, represented by Mr. T. Ognjenović, stated that there were no objections to the proposed improvements and emphasized the anticipated professional benefits.
- Representatives of the Ministry of Labour and Social Welfare, together with Mr. M. Nedović, representing a public open-type institution for work with juveniles, confirmed their support for the proposed improvements and their alignment with institutional needs and existing practices.

Conclusion

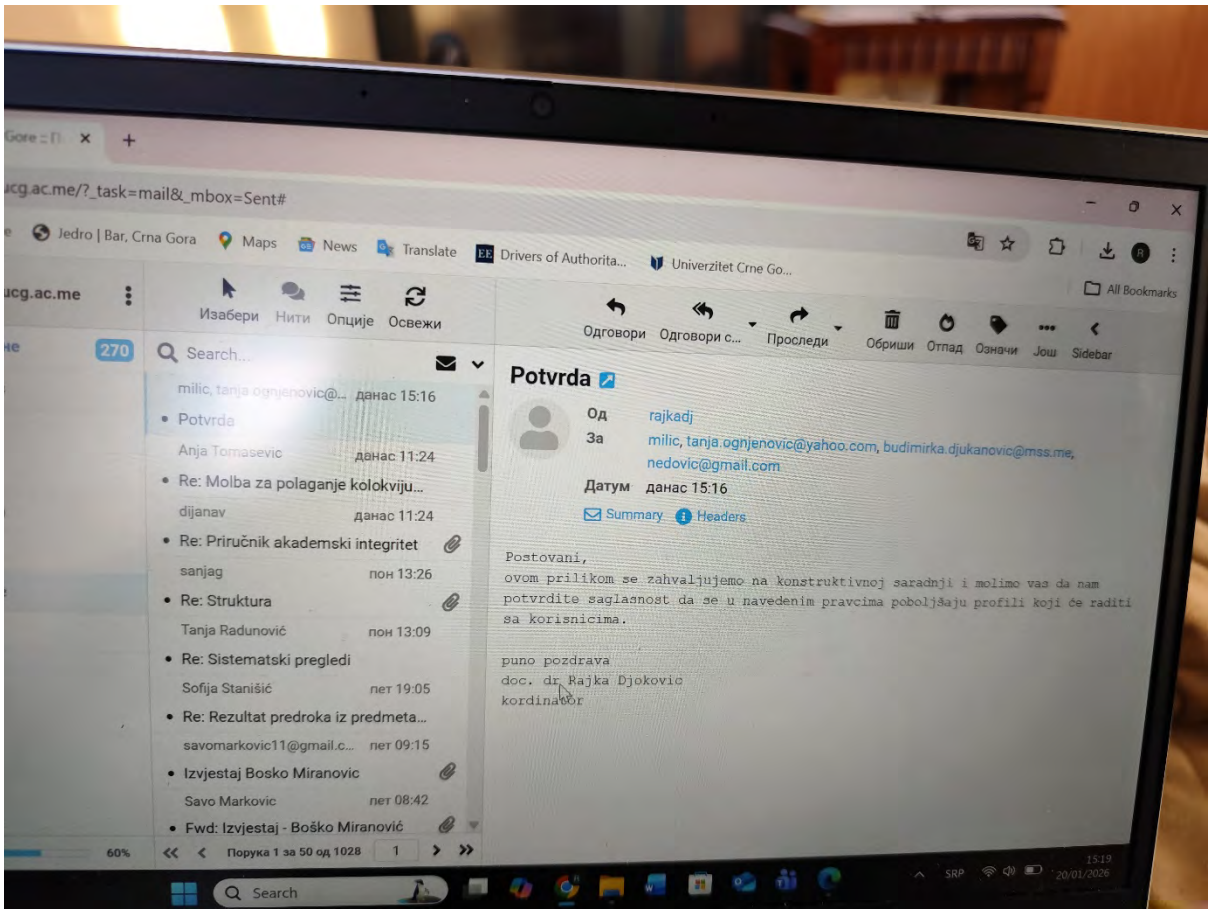
The Webinar successfully fulfilled its objective of validating the national adaptation outcomes within the ERASMUS+ CORE Ed Academy project. The presentations provided a comprehensive overview of project activities, the National Report and the CORE competencies, enabling informed discussion among key stakeholders.

The validation process confirmed broad institutional support for the proposed improvements, revised professional profiles and identified priority areas for capacity building in the field of juvenile justice. Representatives of relevant ministries and institutions expressed agreement with the project findings and emphasized their relevance, practical applicability and alignment with existing national frameworks and professional needs.

Overall, the webinar demonstrated strong stakeholder engagement and confirmed that the project outputs respond effectively to current challenges in professional practice. The conclusions and feedback gathered during the consultation will serve as a valuable foundation for the further implementation and sustainability of the CORE Ed Academy project at national and international levels.

Photo 1: Montenegro Webinar

Photo 2: Confirmation email



Annex 4 - Kosovo

Inventory of files/materials included

A. National adaptation report text (Kosovo)

- A structured narrative report in Albanian titled **"Përshtatja e roleve për drejtësinë për të miturit dhe rehabilitimin korrektues – Kosovë (CORE-ED – D3.2.4)"** with sections on purpose, definition of adaptation, sources used, guiding principles, and the list of adapted profiles (pages 2–13).

B. Agenda(s)

- **Online workshop agenda** titled "AGJENDA E WORKSHOPIT ONLINE ..." with Google Meet link and structure (pages 14–15).

- **In-person workshop agenda** titled "AXHENDA E WORKSHOPIT ..." for **20 Janar 2026, 14:00–16:00, Hotel Sirius, Prishtinë** (pages 34–35).

C. Minutes / meeting report

- Full **Minutes of Meeting** in English for the national workshop, with title, date/time, venue, organisers, agenda overview, key discussions, outcomes, recommendations, conclusions, and follow-up proposals (pages 17–19).

- Additional Albanian "Raporti mbi takimin" narrative (pages 36–38).

D. Photo evidence

- Event photos (group photo, portraits, screenshots from Google Meet showing participation/presentation) (pages 20–21 and 51–53).

E. Signed attendance list

- Photo/scan of the **participants list with signatures** (page 22).

F. Job role descriptions (English format, with competence domains + pedagogy macros + ESG table)

- Job Role Description – **Correctional Officer (Juvenile Unit)** (pages 23–24).

- Job Role Description – **Prison Educator / Teacher** (pages 25–26).

- Job Role Description – **Probation Officer (Juvenile Justice)** (pages 27–28).

- Job Role Description – **Psychologist – Juvenile Unit** (pages 29–31).

- Job Role Description – **Social Worker** (pages 32–33).

+ Slide deck / presentation materials

- A slide deck in Albanian about CORE-ED horizontal competences and workshop objectives (pages 66–76).

- Mini-deck section (pages 39–49) presenting the Kosovo adaptation in a slide-like layout (purpose, what adaptation means, sources, pedagogy macros, role summaries, recommendations).

+ D3.2 Data-Collection Template (filled)

- **"D3.2 – Data-Collection Template | Kosovo"** dated **10 November 2025**, including roles table, competency set per role, legal/policy basis, ESG hooks, gaps/upskilling

needs, DACUM/field evidence table, and an evidence list KS-E1…KS-E7 (pages 54–64).

I. Evidence Grid

- **"D3.2 Occupational Profiles – Evidence Grid | Kosovo"** listing evidence types and what sections they support (page 65).

J. Additional "roles list" linked to new regulation

- A list of roles "sipas legjislacionit dhe rregullores se re" showing additional/specific senior officer roles and vocational training officer roles (page 50), plus related narrative recommendations (pages 12–13).

K. Change Log Kosovo

CORE ED ACADEMY

National Adaptation Report - Kosovo

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

PROJECT NUMBER 101179359

Përshtatja e roleve për drejtësinë për të miturit dhe rehabilitimin korrektues – Kosovë (CORE-ED- D3.2.4)

Hyrje

Projekti **CORE-ED Academy,** synon fuqizimin e institucioneve të arsimit të lartë në Ballkanin Perëndimor, duke ofruar trajnim të specializuar dhe kurikula të reja në pedagogjinë korrektuese**,** si dhe duke krijuar një ekosistem profesional të ndërlidhur me tregun e punës dhe nevojat reale të institucioneve korrektuese**.** Projekti zbatohet gjatë periudhës 2025–2027**,** i financuar nga Bashkimi Evropian përmes programit Erasmus+**,** dhe realizohet nga një konsorcium partnerësh ndërkombëtarë, ku Kolegji AAB dhe Kolegji UBT janë partnerë kombëtarë në Kosovë, ndërsa koordinator i projektit është Universiteti Luarasi, Shqipëri**.**

1. Qëllimi i dokumentit

Ky dokument përshkruan procesin e përshtatjes (adaptimit) të roleve profesionale për sistemin e drejtësisë për të miturit dhe rehabilitimin korrektues në Republikën e Kosovës, sipas kuadrit të projektit CORE-ED dhe parimeve ESG/child-friendly justice. Ky raport shqyrton trajnimet dhe nevojat për kompetenca të personelit korrektues që punon me të miturit në Ballkanin Perëndimor, duke theksuar rolin e tyre në mbështetje, rehabilitim dhe mbrojtje të të drejtave të fëmijëve.

- Pasqyron kuadrin kombëtar të drejtësisë për të miturit dhe kompetencat aktuale të profesionistëve.
- Identifikon hendekun midis trajnimëve ekzistues dhe atyre të nevojshme.
- Gjetjet shërbejnë për zhvillimin e një programi standard trajnimi për studentë, oficerë korrektues, organizata joqeveritare dhe shoqëri civile, për praktikë efektive dhe bashkëpunim rajonal.

2. Çfarë do të thotë "përshtatja" në projektin CORE-ED?

Përshtatja është procesi ku profili i rolit profesional "përkthehet" në një përshkrim të zbatueshëm në sistemin e Republikës së Kosovës, duke përfshirë: qëllimin e rolit,

detyrat kyçe, kompetencat e strukturuara, kërkesat e hyrjes, ndërfaqet institucionale dhe logjikën e trajnimit.

Përshtatja për Kosovë u krye duke integruar dy shtylla: realitetin institucional në Kosovë dhe konsideratat ESG/child-friendly justice si kërkesë horizontale e projektit.

3. Burimet e përdorura për procesin e përshtatjes

Përshkrimet e roleve të hartuara për Kosovën u bazuan në evidenca të mbledhura brenda projektit:

- U përdorën udhëzime dhe praktika të lidhura me MASHT, dhe organizimin e arsimit në kushte të kufizimeve të sigurisë.
- Gjetje nga intervistat dhe praktika profesionale.
- U integruan shënime mbi nevojat e shërbimeve psikologjike dhe avancimin e tyre, për të tejkaluar pabarazitë e cilësisë së shërbimeve në disa qendra.
- U analizuan praktika mbi integrimin, punën me familjen dhe mekanizmat e after-care.
- U integrua logjika e kurrikulës bazë të trajnimit dhe nevojat për module plotësuese të specializuara për të miturit.

4. Parimet udhëzuese të përshtatjes

4.1 Saktësia institucionale

Termat u përshtatën për t'u përputhur me aktorët realë në Kosovë dhe mënyrën si funksionon sistemi, përkatesisht arsimi, probacion, shërbime psikosociale, regjim sigurie).

4.2 Operacionalizimi

Detyrat u shkruan në mënyrë që të mund te kthehen drejtpërdrejt në procedura pune, plane rastesh dhe lista kontrolli pra jo si "rol i gjerë", por rol i zbatueshëm.

4.3 Integrimi i ESG/child-friendly justice

Çdo profil u plotësua me mini-matricë (mostër rasti): si trajtohet sot, ku janë mangësitë dhe çfarë përmirësimi konkret rekomandohet.

4.4 Gjurmueshmëria (Gjetjet)

Çdo profil ruan lidhje me evidencat (KS-E1…KS-E4) për të justifikuar zgjedhjet e adaptimit dhe për të mbështetur versionin final.

5. Integrimi i “Pedagogy Macros” në profilet

Në adaptimin për Kosovën, “Pedagogy Macros” u përdorën si ura që lidhin rolin profesional me logjikën e ndërhyrjes edukative/rehabilituese.

Macro 1: Përkthimi i detyrave në cikël pune (planifikim, zbatim, monitorim, vlerësim) dhe sigurimi që objektivat të jenë të matshme. [KS-E1]

Macro 2: Qasje zhvillimore për fëmijën/adoleshentin – menaxhim sjelljeje, de-eskalim dhe mbrojtje (safeguarding). [KS-E1]

Macro 3: Komunikim efektiv dhe angazhim i të miturit dhe familjes – strukturim takimesh dhe dokumentim i ndërveprimeve. [KS-E1]

Job Role Descriptions (English and Albanian)

6. Profilet e përshtatura:

6.1 Zyrtar i Lartë Sprovues - Shërbimit Sprovues (Probation Officer – Juvenile Justice)

6.2 Zyrtar Korrektues – Njësia e të Miturve (Correctional Officer – Juvenile Unit)

6.3 Punonjës Social (Social Worker)

6.5 Edukator / Mësues (Prison Educator / Teacher)

6.4 Psikolog – Njësia e të Miturve (Psychologist – Juvenile Unit)

Job Role Description – Kosovo

Occupation: Correctional Officer (Juvenile Unit)

Country	Kosovo
Purpose of the role (2–3 sentences)	Ensure a safe, dignified, and child-sensitive custodial environment for juveniles deprived of liberty, in line with the law and regulations. Support rehabilitative routines such as education, vocational activities, family contact, and psychosocial programmes while respecting legal safeguards and the best interests of the minor. [KS-E1, KS-E3]
Key duties (6–8)	Admission/search/orientation; movement control & roll-call; monitoring living conditions; incident prevention & de-escalation; support to education/programme schedules; safeguarding & reporting; documentation & communication; emergency response; conduct admission, search, and orientation procedures for juveniles. Respond to emergencies following child-specific protocols. [KOS-E1, KOS-E3]
Required competences (five domains)	Pedagogical: support to learning routines and behaviour guidance in custody. SEL: self-control; communication with minors; conflict resolution. Technological: operation of security & recording systems. ESG: proportionality; non-discrimination; safeguarding. Governance & Policy: juvenile safeguards; SOPs; use-of-force limits; incident reporting. [KS-E1, KS-E3]
Pedagogy macros (Action 3.2.1)	Macro 1 – Prepare, deliver, implement, monitor & evaluate educational interventions: coordinate movements to protect class time; support classroom routines; incident logs with learning-focused follow-up. Macro 2 – Child & adolescent development – implications for practice: adolescent-appropriate de-escalation; safeguarding; stress-management and crisis response. Macro 3 – Effective communication & engagement with young people, families & carers: clear, proportional communication; privacy & dignity; coordinated family contact per rules. [KS-E1, KS-E3]
Entry requirements	Secondary education, preferable higher education in social work, pedagogy, psychology, or related field; demonstrated professional experience in social services, education, psychology, or corrections; Kosovo citizenship, clean criminal record, medical and psychological fitness, background checks [KS-E1]

Key interfaces	Prison educators; psychologists/social workers; health services; probation (transitions) [KS-E1]
Typical training/CPD	Correctional officers complete a professional training programme for correctional officers provided by the Kosovo Correctional Service in cooperation with training partners, covering core knowledge on prison duties, security, detainee management, legal frameworks, and human rights in prisons. Ongoing CPD includes workshops and short courses; trauma-informed care and mental-health awareness; non-violent crisis management tailored to adolescents; child rights and safeguarding in custodial settings; skills-based rehabilitation activities aligned with local labour market opportunities. [KS-E1, KS-E3]
ESG & child-friendly justice considerations	Ethical, rights-based, and non-discriminatory practice in juvenile custodial settings. Apply child-centred, trauma-informed approaches; proportional and restorative discipline; gender and diversity sensitivity; non-violent crisis management; basic mental-health support. Staff need more practical training on supervision, daily interactions, and skills-based rehabilitation. Strengthening role-specific pedagogy is key to fully implement child-friendly standards. Gaps may exist in pedagogy, inclusive communication, and individualized rehabilitation planning in custody [KS-E1, KS-E3, K6]

Job Role Description – Kosovo

Occupation: Prison Educator / Teacher

Country	Kosovo
Purpose of the role (2–3 sentences)	Provide education and rehabilitative learning programmes for juveniles and adults in custody, ensuring continuity with community-based schooling. Support individualized education plans, vocational skills, and reintegration into the community while adhering to security and custodial procedures. Coordinate with correctional staff, social workers, and relevant education authorities. [KS-E1, KS-E4]
Key duties (6–8)	Conduct learner assessment; prepare lesson plans; deliver classroom instruction; maintain learning portfolios; support individual education plans (IEPs); coordinate with schools, vocational centres, and social services; report on learners' progress; ensure teaching complies with security and custodial procedures. [KS-E1, KS-E4]
Required competences (five domains)	Pedagogical: differentiated instruction; assessment for learning; classroom management in confinement. SEL: relationship-building; motivation; de-escalation; inclusive communication. Technological: ICT for learning; secure use of LMS/records. ESG: right to education; inclusion; safe learning environment. Governance & Policy: MoE standards; prison rules; data protection; exam protocols. [KS-E1, KS-E4]
Pedagogy macros (Action 3.2.1)	Macro 1 – Prepare, deliver, implement, monitor & evaluate educational interventions: initial assessment & IEP; protect learning time; formative assessment & reporting. Macro 2 – Child & adolescent development – implications for practice: adolescent-appropriate methods; behaviour & motivation; reasonable accommodation. Macro 3 – Effective communication & engagement with young people, families & carers: learner-centred communication; coordination with psychologists/social workers; links to community schools. [KS-E1, KS-E4]
Entry requirements	Bachelor's degree in Education ; teaching licence according to Kosovo standards; fulfilment of civil service and correctional institution criteria (health,

	language proficiency, background check). [KS-E1: KS-E4]
Key interfaces	Schools/exam bodies; prison administration; psychologists & social workers; municipal services; probation for continuity at release; families/guardians as permitted [KS-E1]
Typical training/CPD	Education in Kosovo correctional facilities relies on cooperation between KCS and the Ministry of Education Pre-service training for educators working in correctional settings; continuous training in inclusive and child-friendly pedagogy, classroom management in secure environments, and continuity of education post-release. [KS-E1, KS-E4]

ESG & child-friendly justice considerations

Aspect	How addressed today	Gaps / Issues	Proposed improvement	Evidence ID
Right to education	Right to education in custody; inclusive pedagogy for educators; support for minority groups (Roma/Egyptian); gender-sensitive approaches.	Limited disability supports outside major urban centres; minority inclusion uneven; inconsistent gender-sensitive measures.	Training on inclusive communication and cultural sensitivity; provision of resource packs; formal agreements with community services; monitoring implementation.	KS-E1
Assessment & certification				KS-E4
Inclusion	Frequent classroom interruptions; weak continuity with community schools; limited inclusive pedagogy.	Frequent classroom interruptions; weak continuity with community schools; limited inclusive pedagogy.	Instructional design for secure settings; continuity protocols; inclusive teaching methods (8–12h).	KS-E1
Source references / Evidence IDs	KS-E1: Country Report Kosovo. KS-DACUM E4			

Job Role Description – Kosovo

Occupation: Probation Officer (Juvenile Justice)

Country	Kosovo
Purpose of the role (2–3 sentences)	Rehabilitation, reintegration, and social inclusion of juvenile offenders by supervising judicially-mandated diversionary and educational measures in the community. Prepare comprehensive social inquiry and compliance reports, design individualized supervision and intervention plans, and coordinate with courts, social services, families, and community stakeholders to reduce re-offending and support positive development outcomes for minors. [KS-E1, KS-E2]
Key duties (6–8)	Prepare complete social inquiry reports for juveniles before sentencing. Supervise juveniles serving diversion and educational measures in the community. Assist juveniles conditionally released to reintegrate into society. Develop individual supervision and intervention plans. Produce evaluation reports and recommend actions, including revocation of alternative sentences if needed. Coordinate with courts, social services, schools, and rehabilitation providers. Oversee participation in rehabilitation and treatment programmes (e.g., substance-use support). Attend court sessions upon request to present case information. [KS-E1, KS-E2]
Required competences (five domains)	Pedagogical: learning support & behaviour guidance; continuity with school. SEL: rapport-building; de-escalation; family engagement; trauma-informed approach. Technological: secure case-management; data entry/reporting. ESG: equality & inclusion; child-friendly safeguards; rights-based practice. Governance & Policy: juvenile procedures; inter-institutional coordination; documentation & confidentiality. [KS-E1]
Pedagogy macros (Action 3.2.1)	Macro 1 – Prepare, deliver, implement, monitor & evaluate educational interventions: needs assessment linked to learning goals; weekly measurable objectives; monitor & review with school/family. Macro 2 – Child & adolescent development – implications for practice: trauma-informed methods; crisis management; referrals to mental-health services. Macro 3 – Effective communication & engagement with young people, families & carers: motivational interviewing; clear, respectful language; structured family engagement and consent management. [KS-E2]

Entry requirements	Bachelor's degree in Law, Economics, Sociology, Anthropology, Philosophy, History, Political Science, Psychology, Social Work, Geography, or Public Administration; Kosovo citizenship; legal capacity; knowledge of an official language; fitness for duty; clean criminal record; no active disciplinary measures; successful completion of civil service recruitment procedures. [KS-E1]
Key interfaces	Juvenile courts/prosecution; schools/VET; municipal social services; health/mental-health providers; CSOs/NGOs; probation & prison services; families/guardians. [KS-E1]
Typical training/CPD	Induction (≈6 months): juvenile law, diversion/restorative justice, assessment & case planning; CPD in trauma-informed practice, motivational interviewing, inclusive communication, after-care coordination. [KS-E1, KS-E2]

ESG & child-friendly justice considerations

Aspect	How addressed today	Gaps / Issues	Proposed improvement	Evidence ID
Child-friendly safeguards	Diversion preferred; community measures; consent & confidentiality in casework	Application varies across municipalities; limited practical tools for daily probation practice	National checklist and standard operating procedures for child-friendly probation case management; targeted coaching for smaller municipalities.	KS-E1
Education continuity	Individual supervision plans include school return and attendance monitoring.	Learning goals often not measurable; weak routine coordination between probation and schools.	Macro 1 module on setting measurable learning objectives and monthly reviews	KS-E2
Inclusion & non-discrimination	Basic attention to disability and minorities	Inconsistent accommodations and referrals	Referral map + short CPD on inclusive communication (Macro 3)	KS-E1
Source references / Evidence IDs		KS-E1: CORE ED Country Report Kosovo. KS-E2: Interview and questionnaires		

Job Role Description – Kosovo

Occupation: Psychologist – Juvenile Unit

Country	Kosovo
Purpose of the role (2–3 sentences)	Provide psychological assessment, counselling, and treatment plans for juveniles in custody and under probation; advise staff, social workers, and courts on mental health, risk factors, and reintegration needs; support trauma-informed care and the overall wellbeing of juveniles in both institutional and community settings. KS-E2, KS-E3]
Key duties (6–8)	Conduct psychological assessments and therapy for juvenile offenders; provide expert opinions in court or during prosecution stages; support mental health and reintegration of juveniles; maintain case notes; make interagency referrals; crisis intervention [KS-E2, KS-E3]
Required competences (five domains)	Support learning routines through psychological guidance; contribute to educational interventions. Pedagogical: Support learning routines through psychological guidance; contribute to educational interventions. SEL (Social & Emotional Learning) Empathy, self-regulation, active listening, conflict resolution with juveniles. Technological: use psychological assessment tools, digital record-keeping systems, and telehealth platforms. ESG: Child protection; trauma-informed approaches; non-discrimination; proportional interventions. Governance & Policy: Kosovo juvenile justice safeguards; SOPs; confidentiality; documentation for courts and oversight bodies. [KS-E2, KS-E3]
Pedagogy macros (Action 3.2.1)	Macro 1 – Educational interventions: Support classroom engagement by advising on stress management and behavioural guidance; maintain records of incidents affecting learning. Macro 2 – Child & adolescent development: Apply adolescent-appropriate psychological methods; trauma-informed de-escalation; crisis management. Macro 3 – Effective communication & engagement: Engage juveniles, families, and carers with proportional, respectful communication; maintain confidentiality and dignity; coordinate family contact per Kosovo rules. [KS-E2, KS-E3]
Entry requirements	

	Degree in Psychology; licensure by the Ministry of Health; eligibility for public service entry; Kosovo citizenship; fitness for duty; clean criminal record [KS-E3]
Key interfaces	Courts/prosecution services, prison and probation teams, schools, municipal social services, health and mental health providers, families/guardians, correctional officers, social workers, pedagogues, and oversight bodies such as the Ministry of Justice and Ombudsperson. [KS-E2]
Typical training/CPD	Structured CPD in trauma-informed care, adolescent mental health, and counselling techniques; continuous professional development in risk assessment and rehabilitation support [KS-E3]

ESG & child-friendly justice considerations

Aspect	How addressed today	Gaps / Issues	Proposed improvement	Evidence ID
Confidentiality & consent	Mandatory presence of psychologist and social worker; detention as last resort; privacy; timely proceedings; age appropriate interventions	Daily routines in custody not always adapted to child-friendly practices; staff may lack practical experience with minors.	CPD on practical child-friendly routines for correctional staff; mentoring and supervision; regular review of custody practices.	KS-E2
Access & equity	Basic psychological services available in main juvenile facilities; referral to health services exists exist	Limited coverage in smaller or remote facilities; waiting times for sessions	Map referral pathways; establish tele-psychology support where permitted; schedule regular visits to all units	KS-E2, KS-E4
Crisis response	Ad hoc debriefs and emergency		Standard crisis protocol with	KS-E2

	safety plans implemented	Multi-agency coordination not always consistent	roles and contacts tree	
Source references / Evidence IDs	KS-E1: KS-E2, KS E3, KS E4			

Job Role Description – KOSOVO

Occupation: Social Worker

Country	Kosovo
Purpose of the role (2–3 sentences)	Coordinate access to rights, education, and social services for juveniles and families. Support safeguarding, family engagement, and case management for reintegration in custody and community settings, in line with child-friendly justice principles. [KS-E1, KS-E6]
Key duties (6–8)	Family assessment & engagement; school/service coordination; benefits & documentation support; safeguarding & referrals; participation in case planning; monitoring & advocacy; documentation; liaison with courts/municipalities. [KS-E1, KS-E6]
Required competences (five domains)	Pedagogical: support to learning routines; family guidance on education continuity. SEL: advocacy; conflict mediation; inclusive communication. Technological: case-management tools; data/reporting. ESG: equity & inclusion (disability/minorities); community links. Governance & Policy: child protection; municipal services; inter-agency protocols. [KS-E1, KS-E6]
Pedagogy macros (Action 3.2.1)	Macro 1 – Prepare, deliver, implement, monitor & evaluate educational interventions: plan & follow-up for school/VET return; service coordination checklists; evidence of progress. Macro 2 – Child & adolescent development – implications for practice: child protection; cultural sensitivity; supports for disability/minorities; family-centred casework. Macro 3 – Effective communication & engagement with young people, families & carers: inclusive communication; family conflict mediation; structured advocacy with institutions. [KS-E1, KS-E6]
Entry requirements	Degree in Social Work; civil-service entry requirements; vetting per role, Kosovo citizenship, Clean criminal record.
Key interfaces	Courts; schools/VET centres; municipal social services; NGOs/CSOs; health/mental-health providers; probation & prison units; families. [KS-E1, KS-E6]
Typical training/CPD	CPD on inclusive communication, inclusion, after-care coordination, and safeguarding practice. [KS-E1, KS-E6]

ESG & child-friendly justice considerations

Aspect	How addressed today	Gaps / Issues	Proposed improvement	Evidence ID
Inclusion & equity	General attention to vulnerable groups (including minorities and children with disabilities)	Limited accommodations; weak follow-up on referrals, especially outside urban areas	Inclusion referral map + CPD on inclusive communication (Macro 3)	KS-E1, KS-E6
After-care handoffs	Some coordination at release between detention and probation/communiy services	Fragmented handover to municipalities and schools; unclear responsibility	Shared after-care checklist + contact roster; assign a handover owner	KS-E1
Family participation	Regular contact with families during detention and probation	Inconsistent structured meetings and documentation	Macro 3 module on structured family meetings + minutes template	KS-E1, KS-E6
Source references / Evidence IDs	KS-E1: Country Report . KS-E6 **&** Inclusion/social work practice notes.			

Aneks A: Profilet e plota dhe analiza

1. Punonjës Social (Social Worker)

Qëllimi i rolit

Koordinon aksesin në të drejta, arsim dhe shërbime sociale për të miturit dhe familjet e tyre. Mbështet safeguarding, angazhimin familjar dhe menaxhimin e rasteve për riintegrim, në institucion dhe komunitet. [KS-E1, KS-E6]

Detyrat kryesore

- Vlerësimi dhe angazhimi i familjes
- Koordinimi me shkolla dhe shërbime sociale
- Mbështetje për përfitime dhe dokumentacion
- Safeguarding dhe referime përkatëse
- Planifikim dhe menaxhim rastesh
- Monitorim progresi dhe avokim
- Dokumentim i rasteve
- Ndërlidhja me gjykatat dhe komunat

Kompetencat

- Pedagogjike: mbështetje për rutinat e të nxënit; udhëzim familjar
- SEL: avokim; ndërmjetësim konflikte; komunikim gjithëpërfshirës
- Teknologjike: sisteme menaxhimi rastesh; raportim të dhënash
- ESG: barazi; përfshirje; kujdes komunitar
- Qeverisje & Politika: mbrojtja e fëmijëve; protokolle ndërinstitucionale

Pedagogy Macros

- Macro 1: ndjekje rikthimi në shkollë/VET; evidencim progresi; lista kontrolli
- Macro 2: ndjeshmëri kulturore; mbështetje minoritete/aftësi të kufizuara; punë familjare
- Macro 3: komunikim gjithëpërfshirës; ndërmjetësim konflikte; avokim i strukturuar

Kriteret:

Diplomë në Punë Sociale; kritere shërbimi civil; shtetësi e Kosovës; pa precedent penal.

Ndërlidhja Institucionale:

Gjykata; shkolla/VET; shërbime komunale; OJQ/OSHC; shëndetësi dhe shëndetësi mendore; shërbimi sprovues; njësitë korrektuese; familjet.

Trajnimi/CPD

Komunikim gjithëpërfshirës; përfshirje sociale; koordinim after-care; praktika safeguarding.

ESG & Child-Friendly

Përfshirje dhe barazi; koordinim pas lirimit; angazhim familjar i strukturuar.

Përmbledhje:

Qëllimi i rolit: akses në të drejta dhe shërbime; angazhim familjar; koordinim për riintegrim.

Mangësitë: mbulim i pamjaftueshëm jashtë zonave urbane; koordinim i dobët me komunat/shkollat; vështirësi në mbështetjen e minoriteteve; handover i dobët.

Rekomandime: CPD në komunikim gjithëpërfshirës; procedura standarde after-care; checklists dorëzimi; takime familjare të strukturuara.

2. Zyrtar Korrektues – Njësia e të Miturve (Correctional Officer – Juvenile Unit)

Qëllimi i rolit

Siguron mjedis të sigurt, dinjitoz dhe të ndjeshëm ndaj fëmijëve për të miturit në institucion, duke mbështetur rutina rehabilituese si edukimi, aktivitetet profesionale, kontaktet familjare dhe programet psikososiale. [KS-E1, KS-E3]

Detyrat kryesore

- Pranimi, kontrolli dhe orientimi i të miturve
- Kontrolli lëvizjesh dhe thirrje për prezencë
- Monitorimi i kushteve të jetesës
- Parandalimi i incidenteve dhe de-eskalim
- Mbështetje e edukimit/programit
- Dokumentim, raportim dhe komunikim
- Përgjigje emergjencash
- Zbatimi i protokolleve emergjente për të miturit

Kompetencat

- Pedagogjike: mbështetje të nxënit; udhëzim sjelljeje
- SEL: vetëkontroll; komunikim; zgjidhje konflikte
- Teknologjike: sisteme sigurie dhe regjistrimi
- ESG: proporcionalitet; mbrojtje; mos-diskriminim

- Qeverisje & Politika: SOP; kufij përdorimi force; raportim incidentesh

Pedagogy Macros

- Macro 1: koordinim i lëvizjeve për kohën e klasës; mbajtje evidencash
- Macro 2: de-eskalim dhe menaxhim krize për adoleshentë
- Macro 3: komunikim proporcional me të rinjtë/familjet; koordinim kontakt familjar

Kriteret:

Arsimi i mesëm (preferohet arsimi i lartë); shtetësi kosovare; pastërti penale; aftësi shëndetësore/psikologjike; procedura rekrutimi.

Ndërlidhja Institucionale:

Edukatorë; psikologë/punonjës socialë; shërbime shëndetësore; shërbimi sprovues.

Trajnimi/CPD

Trajnim fillestar; trauma-informed care; menaxhim jo i dhunshëm i krizës; të drejtat e fëmijës; aktivitete rehabilituese.

ESG & Child-Friendly

Praktikë etike e bazuar në të drejta; disiplinë proporcionale/restaurative; ndjeshmëri gjinore dhe diversitet.

Përmbledhje:

Qëllimi i rolit: mjedis i sigurt dhe miqësor për fëmijë; mbështetje e rutinave rehabilituese me disiplinë proporcionale.

Mangësitë: njohuri pedagogjike të pamjaftueshme; rutina jo gjithmonë child-friendly; de-eskalim i paqëndrueshëm; mungesë trauma-informed.

Rekomandime: trajnim praktik pedagogjik (8–12h); CPD në child-friendly routines; mentorim; unifikim SOP; integrim në Akademinë e Sigurisë Publike (Vushtrri)

3. Zyrtarë Sprovues –Probation Officer.

Qëllimi i rolit

Roli u përshtat për të theksuar rehabilitimin në komunitet dhe reduktimin e rishkeljes përmes mbikëqyrjes së individualizuar dhe koordinimit ndërinstitucional.

Detyrat kryesore: raporte hetimi social, mbikëqyrja e masave devijuese, plane individuale ndërhyrjeje, koordinim me shkolla dhe gjykata, mbikëqyrja e programeve rehabilituese

Pedagogy Macros

Macro 1: Objektiva të matshme të të nxënit dhe rishikime mujore.

Macro 2: Metoda të informuara nga trauma.

Macro 3: Intervistim motivues dhe angazhim familjar.

Shtesat ESG

Garancitë miqësore ndaj fëmijëve u bënë standard pune. Vazhdimësia arsimore u kthye në objekt të matshëm.

4. Edukator / Mësues (Prison Educator / Teacher)

Qëllimi i rolit

Siguron programe edukative dhe mësimore, duke mbështetur vazhdimësinë e arsimit në komunitet, planet individuale të arsimit (IEP), aftësi profesionale dhe riintegrim. [KS-E1, KS-E4]

Detyrat kryesore

- Vlerësim i nxënësve dhe përgatitje e planeve mësimore
- Zbatim i mësimit; mbajtje portofolesh të të nxënit
- Koordinim me shkolla, qendra profesionale dhe shërbime sociale
- Raportim mbi progresin e nxënësve
- Respektim i procedurave të sigurisë

Kompetencat

- Pedagogjike: mësim diferencuar; vlerësim; menaxhim klasor
- SEL: ndërtim raporti; motivim; de-eskalim; komunikim gjithëpërfshirës
- Teknologjike: ICT/LMS për të nxënë
- ESG: e drejta për arsim; përfshirje; ambient i sigurt
- Qeverisje & Politika: standarde MoE; rregulla institucioni; mbrojtje të dhënash; protokolle provimesh

Pedagogy Macros

- Macro 1: planifikim IEP; mbrojtje kohe mësimore; vlerësim formativ
- Macro 2: metoda për adoleshentë; motivim/sjellje; akomodim i arsyeshëm
- Macro 3: komunikim i përqendruar te nxënësi; koordinim; lidhje me shkollat e komunitetit

Kriteret:

Diplomë Bachelor në Edukim; licencë mësimdhënie; kritere shërbimi civil/korrektues.

Ndërlidhja Institucionale:

Shkollat/organet e provimeve; administrata e institucionit; psikologë/punonjës socialë; shërbime komunale; familjet; shërbimi sprovues.

Trajnimi/CPD

Pedagogji gjithëpërfshirëse; menaxhim klasor në ambiente të sigurta; vazhdimësi arsimore pas lirimit.

ESG & Child-Friendly

Përfshirje minoritetesh; mbështetje për aftësi të kufizuara; metodologji gjithëpërfshirëse dhe koordinim me komunitetin.

Përmbledhje:

Qëllimi i rolit: Roli u përshtat për të reflektuar ofrimin e arsimit brenda kufizimeve të sigurisë dhe vazhdimësinë arsimore drejt rikthimit në komunitet.

Mangësitë: mungesë vazhdueshmërie me shkollimin në komunitet; ndërprerje të orëve nga rutina e sigurisë; pedagogji gjithëpërfshirëse e pamjaftueshme.

Rekomandime: trajnime para shërbimit; CPD në pedagogji gjithëpërfshirëse dhe menaxhim klase në ambiente të sigurta; protokolle para/pas lirimit; bashkëpunim me MASht dhe drejtoritë komunale.

5. Psikolog – Njësia e të Miturve (Psychologist – Juvenile Unit)

Qëllimi i rolit

Vlerësim psikologjik, këshillim dhe plane trajtimi; këshillim i stafit/gjykatave; mbështetje trauma-informed care dhe mirëqenie në institucion dhe komunitet. [KS-E2, KS-E3]

Detyrat kryesore

- Vlerësime psikologjike dhe terapi
- Opinione ekspertësh për gjykata/prokurori
- Mbështetje shëndeti mendor dhe riintegrim
- Evidencim rastesh; referime ndërinstitucionale
- Intervenim në krizë

Kompetencat

- Pedagogjike: mbështetje e të nxënit përmes këshillimit; ndërhyrje edukative
- SEL: empati; vetë-rregullim; dëgjim aktiv; zgjidhje konflikti
- Teknologjike: mjete vlerësimi; regjistrime digjitale; telehealth
- ESG: trauma-informed; mos-diskriminim; intervenime proporcionale
- Qeverisje & Politika: konfidencialitet; SOP; dokumentim për gjykata/inspektorë

Pedagogy Macros

- Macro 1: mbështetje angazhimi në klasë; menaxhim stresi; evidencim incidente
- Macro 2: de-eskalim trauma-informed; menaxhim krize
- Macro 3: komunikim proporcional; ruajtje privatësie; koordinim kontakt familjar

Kriteret

Diplomë në Psikologji; licencë nga MSh; shtetësi kosovare; pastërti penale; aftësi profesionale.

Ndërlidhja Institucionale:

Gjykatat; shërbimet korrektuese; shkollat; shërbimet komunale; shëndetësore/mendore; familjet; edukatorë; punonjës socialë.

Trajnimi/CPD

Trauma-informed care; adolescent mental health; këshillim; vlerësim rreziku; mbështetje rehabilitimi.

ESG & Child-Friendly

Konfidencialitet; qasje e përshtatur për moshën; koordinim multi-agjencial për krizë.

Përmbledhje:

Qëllimi i rolit: vlerësim, ndërhyrje/këshillim dhe mbështetje ekipore (përfshirë krizën).

Mangësitë: mbulim i ulët jashtë qendrave urbane; fragmentim i shërbimeve; kapacitete të pamjaftueshme në traumë; ndjekje jo e rregullt pas lirimit.

Rekomandime: CPD në traumë/krizë/adolescent mental health; protokolle referimi; standardizim dokumentimi; integrim në after-care dhe handover.

Rekomandime nga puntoria dhe rekomandime nga institucionet nëpermjet imejllit:

1. Rekomandohet iniciimi i procesit për hartimin e një manuali praktik dhe manuali trajnues për stafin mbi zbatimin e Drejtësisë Restaurative në mbrojtjen dhe rehabilitimin e të miturve, veçanërisht në rastet e masave edukative-korrektuese dhe institucionale.

Manuali synon të mbështesë zbatimin e unifikuar të një qasjeje edukative, rehabilituese dhe të bazuar në interesin më të lartë të fëmijës, duke forcuar kapacitetet profesionale të stafit dhe duke përmirësuar mbrojtjen e të drejtave të të miturve.

Zhvillimi i manualit rekomandohet të realizohet në bashkëpunim me institucione relevante, profesionistë të fushës dhe shoqërinë civile, si pjesë e aktiviteteve të projektit.

2. Harmonizimi i Profileve Profesionale të Shërbimit Korrektues

U theksua se profilet profesionale të lidhura me Shërbimin Korrektues kërkojnë ndërhyrje dhe rishikim të mëtejshëm, për shkak të ndryshimeve të fundit në aktet nënligjore përkatëse. Pjesëmarrësit rekomanduan:

- Përditësimin e profileve në përputhje me kuadrin rregullator të ndryshuar;
- Sigurimin e harmonizimit të plotë ndërmjet profileve profesionale, mandateve institucionale dhe praktikave aktuale operative.

Procesi i validimit konfirmoi mbështetje të fuqishme institucionale për profilet e propozuara dhe gjeneroi rekomandime konkrete për përmirësim dhe zbatim të mëtejshëm.

Sipas legjislacionit dhe rregullores se re keto jane rrolet e parapara:

Zyrtar i Lartë për Çështje Sociale Profesional

Zyrtar i Lartë për Zbatimin e Programeve Risocializuese të Burgosurve
Zyrtar i Lartë për Koordinim të Procesit Mësimor
Zyrtar i Lartë për Çështje Psikologjike
Zyrtar i Lartë për Edukim
Zyrtar për Aftësim Profesional për Elektricist
Aftësim Profesional për Ndërtimtari
Zyrtar për Aftësim Profesional për Hidroinstalim

*me ngjyrë të kaltër: profilet egzistuese

*me ngjyrë të portokallt: profilet sipas rregullorës pas hartimit të raportit për vendin

Në përgjithësi, aktiviteti demonstroi angazhimin e fortë të aktorëve kyç dhe konfirmoi se rezultatet e projektit përgjigjen në mënyrë efektive ndaj sfidave aktuale në praktikën profesionale.

Online Consultation Workshop Agenda

AGJENDA E WORKSHOPIT ONLINE
PËR DISKUTIMIN DHE VALIDIMIN E PROFILEVE PROFESIONALE
NË SISTEMIN E DREJTËSISË SË TË MITURVE

Project: 101179359 — CORE-ED ACADEMY — ERASMUS-EDU-2024-CBHE

Co-funded by the European Union

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PROJECT NUMBER 101179359

Titulli i aktivitetit:

Workshop Kombëtar për Diskutimin dhe Validimin e Profileve Profesionale të Përditësuara sipas Qasjes "Pedagogy-First"

Koha: 14:00-15:30
Formati: Online Link: https://meet.google.com/piu-ybec-vwa
Organizues: UBT dhe AAB
Pjesëmarrës: Përfaqësues të institucioneve penitenciare, shërbimeve të provës, oficerëve të rinj, psikologëve, punonjësve socialë, OJF-ve, akademikëve dhe ekspertëve të sektorit.

1. Hapja e Workshopit (10 min)
   - Përshëndetje nga institucioni organizator dhe prezantimi i qëllimit të takimit.
   - Shpjegim i shkurtër mbi projektin CORE-ED ACADEMY dhe rëndësinë e këtij aktiviteti në kuadër të WP3 dhe veçanërisht të aktiviteteve për validimin e profileve profesionale (D3.2 & D3.4).
   - Sqarim i strukturës së workshopit dhe mënyrës së pjesëmarrjes së të ftuarve.

2. Prezantimi i Qasjes "Pedagogy-First" dhe Kornizës së Kompetencave (15 min)
   - Shpjegimi i konceptit të kompetencave horizontale të CORE-ED, bazuar në dokumentin "Chart of CORE ED Competences".
   - Roli i këtyre kompetencave në formësimin e profileve profesionale të sektorit.
   - Lidhja me metodologjinë e zhvillimit të kurrikulave sipas D4.
   - Objektivi i këtij workshopi: të vlerësojë qartësinë, relevancën dhe zbatueshmërinë e profileve në kontekstin kombëtar.

3. Prezantimi i Profileve Profesionale të Përditësuara (20 min)
   - Paraqitje e shkurtër e rezultateve nga analiza DACUM dhe dokumentet kombëtare.
   - Shpjegimi i strukturës së profileve:
     - Përshkrimi i rolit.
     - Kompetencat kyçe të nevojshme. o Detyrat dhe përgjegjësitë kryesore.
     - Pikat ku kërkohet përmirësim sipas analizës AS-IS dhe TO-BE.
   - Për çdo profil, paraqitje e qartë e elementeve që duhet të diskutohen nga pjesëmarrësit.

4. Diskutim i Hapur me Pjesëmarrësit (35–40 min)

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Workshop Presentation Materials

Përshtatja e Roleve për Drejtësinë për të Miturit dhe Rehabilitimin Korrektues

Projekti CORE-ED Academy synon fuqizimin e institucioneve të arsimit të lartë në Ballkanin Perëndimor, duke ofruar trajnim të specializuar dhe kurikula të reja në pedagogjinë korrektuese. Projekti zbatohet gjatë periudhës 2025–2027, i financuar nga Bashkimi Evropian përmes programit Erasmus+.

Kolegji AAB dhe Kolegji UBT janë partnerë kombëtarë në Kosovë, ndërsa koordinator i projektit është Universiteti Luarasi, Shqipëri.

🎯 *QËLLIMI*

Qëllimi i Dokumentit

Ky dokument përshkruan procesin e përshtatjes së roleve profesionale për sistemin e drejtësisë për të miturit dhe rehabilitimin korrektues në Republikën e Kosovës, sipas kuadrit të projektit CORE-ED dhe parimeve ESG/child-friendly justice.

Raporti shqyrton trajnimet dhe nevojat për kompetenca të personelit korrektues që punon me të miturit në Ballkanin Perëndimor, duke theksuar rolin e tyre në mbështetje, rehabilitim dhe mbrojtje të të drejtave të fëmijëve.

Fokuset Kryesore

- *Pasqyron kuadrin kombëtar të drejtësisë për të miturit*
- *Identifikon hendekun midis trajnimëve ekzistues dhe të nevojshme*
- *Zhvillon program standard trajnimi për bashkëpunim rajonal*

Çfarë do të Thotë "Përshtatja"?

01

Përkthimi i Rolit

Profili i rolit profesional "përkthehet" në një përshkrim të zbatueshëm në sistemin e Republikës së Kosovës

02

Strukturimi i Kompetencave

Përfshirja e qëllimit të rolit, detyrave kyçe, kompetencave të strukturuara dhe kërkesave të hyrjes

03

Integrimi Institucional

Ndërfaqet institucionale dhe logjika e trajnimit për zbatim efektiv

04

Standardet ESG

Integrimi i konsideratave ESG/child-friendly justice si kërkesë horizontale e projektit

Burimet dhe Parimet Udhëzuese

Burimet e Përdorura

- *Udhëzime dhe praktika të lidhura me MASHT*
- *Gjetje nga intervistat dhe praktika profesionale*
- *Shënime mbi nevojat e shërbimeve psikologjike*
- *Praktika mbi integrimin dhe punën me familjen*
- *Logjika e kurrikulës bazë të trajnimit*

Parimet Kryesore

- ***Saktësia institucionale:*** *përputhje me aktorët realë në Kosovë*
- ***Operacionalizimi:*** *detyra të zbatueshme në procedura pune*
- ***Integrimi ESG:*** *child-friendly justice në çdo profil*
- ***Gjurmueshmëria:*** *lidhje me evidencat për justifikim*

PEDAGOGY MACROS

Integrimi i "Pedagogy Macros"

Në adaptimin për Kosovën, "Pedagogy Macros" u përdorën si ura që lidhin rolin profesional me logjikën e ndërhyrjes edukative dhe rehabilituese.

Macro 1

Përkthimi i detyrave në cikël pune: planifikim, zbatim, monitorim, vlerësim dhe sigurimi që objektivat të jenë të matshme

Macro 2

Qasje zhvillimore për fëmijën/adoleshentin – menaxhim sjelljeje, de-eskalim dhe mbrojtje (safeguarding)

Macro 3

Komunikim efektiv dhe angazhim i të miturit dhe familjes – strukturim takimesh dhe dokumentim i ndërveprimeve

Profilet e Përshtatura Profesionale

1	**Zyrtari i Lartë Sprovues**	*Shërbimi Sprovues për drejtësinë e të miturve*
2	**Zyrtar Korrektues**	*Njësia e të Miturve në institucionet korrektuese*
3	**Punonjës Social**	*Koordinim i aksesit në të drejta dhe shërbime sociale*
4	**Edukator / Mësues**	*Programe edukative dhe vazhdimësi arsimore*
5	**Psikolog**	*Njësia e të Miturve për vlerësim dhe trajtim*

Punonjës Social: Roli dhe Kompetencat

Qëllimi i Rolit

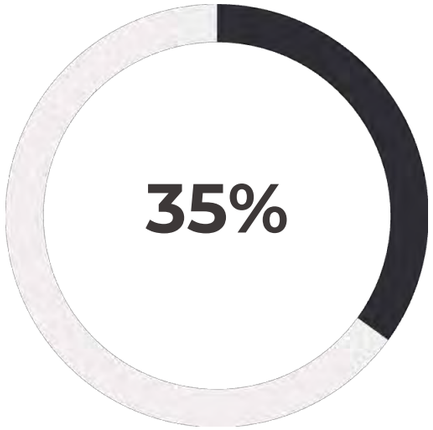
Koordinon aksesin në të drejta, arsim dhe shërbime sociale për të miturit dhe familjet e tyre. Mbështet safeguarding, angazhimin familjar dhe menaxhimin e rasteve për riintegrim, në institucion dhe komunitet.

Kërkesat e Hyrjes

- *Diplomë në Punë Sociale*
- *Kritere shërbimi civil*
- *Shtetësi e Kosovës*
- *Pa precedent penal*

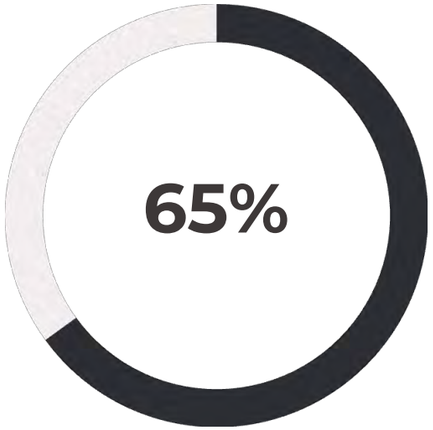
Detyrat Kryesore

1. *Vlerësimi dhe angazhimi i familjes*
2. *Koordinimi me shkolla dhe shërbime sociale*
3. *Mbështetje për përfitime dhe dokumentacion*
4. *Safeguarding dhe referime përkatëse*
5. *Planifikim dhe menaxhim rastesh*
6. *Monitorim progresi dhe avokim*
7. *Dokumentim i rasteve*
8. *Ndërlidhja me gjykatat dhe komunat*



Mbulim Urban

Shërbime më të koncentruara në zonat urbane



Hendek Koordinimi

Nevojë për përmirësim të koordinimit me komuna/shkolla

Zyrtar Korrektues dhe Edukator: Mjedis i Sigurt dhe Miqësor

Zyrtar Korrektues

Siguron mjedis të sigurt, dinjitoz dhe të ndjeshëm ndaj fëmijëve për të miturit në institucion, duke mbështetur rutina rehabilituese si edukimi, aktivitetet profesionale dhe kontaktet familjare.

- *Pranimi dhe orientimi*
- *Monitorimi i kushteve*
- *De-eskalim dhe parandalim*
- *Mbështetje programesh*

Edukator / Mësues

Siguron programe edukative dhe mësimore, duke mbështetur vazhdimësinë e arsimit në komunitet, planet individuale të arsimit (IEP), aftësi profesionale dhe riintegrim.

- *Vlerësim nxënësish*
- *Zbatim mësimi*
- *Koordinim me shkolla*
- *Raportim progresi*

Psikolog: Mbështetje Shëndetit Mendor

Qëllimi i Rolit

Vlerësim psikologjik, këshillim dhe plane trajtimi; këshillim i stafit dhe gjykatave; mbështetje trauma-informed care dhe mirëqenie në institucion dhe komunitet.

Kompetencat Kyçe

- ***Pedagogjike:*** *mbështetje e të nxënit përmes këshillimit*
- ***SEL:*** *empati, vetë-rregullim, dëgjim aktiv*
- ***Teknologjike:*** *mjete vlerësimi dhe telehealth*
- ***ESG:*** *trauma-informed, mos-diskriminim*
- ***Qeverisje:*** *konfidencialitet dhe dokumentim*

> ***Mangësi të identifikuara:*** *Mbulim i ulët jashtë qendrave urbane, fragmentim i shërbimeve, kapacitete të pamjaftueshme në traumë dhe ndjekje jo e rregullt pas lirimit.*

Zyrtarë Sprovues –Probation Officer.

Qëllimi i Rolit

Roli u përshtat për të theksuar rehabilitimin në komunitet dhe reduktimin e rishkeljes përmes mbikëqyrjes së individualizuar dhe koordinimit ndërinstitucional.

Detyrat kryesore

Detyrat kryesore: raporte hetimi social, mbikëqyrja e masave devijuese, plane individuale ndërhyrjeje, koordinim me shkolla dhe gjykata, mbikëqyrja e programeve rehabilituese

Pedagogy Macros

Macro 1: Objektiva të matshme të të nxënit dhe rishikime mujore.

Macro 2: Metoda të informuara nga trauma.

Macro 3: Intervistim motivues dhe angazhim familjar.

Shtesat ESG

Garancitë miqësore ndaj fëmijëve u bënë standard pune. Vazhdimësia arsimore u kthye në objekt të matshëm.

Rekomandime dhe Hapat e Ardhshëm

Manual Praktik

Iniciimi i procesit për hartimin e një manuali praktik dhe trajnues për stafin mbi zbatimin e Drejtësisë Restaurative në mbrojtjen dhe rehabilitimin e të miturve

Harmonizim Profilesh

Përditësimi i profileve profesionale në përputhje me kuadrin rregullator të ndryshuar dhe sigurimi i harmonizimit të plotë ndërmjet mandateve institucionale

Trajnime CPD

Zhvillimi i trajnimeve të vazhdueshme profesionale në komunikim gjithëpërfshirës, trauma-informed care, pedagogji gjithëpërfshirëse dhe koordinim after-care

Bashkëpunim Institucional

Forcimi i protokolleve ndërinstitucionale dhe koordinimit me MASHT, drejtoritë komunale, gjykatat dhe shoqërinë civile për zbatim efektiv

Procesi i validimit konfirmoi mbështetje të fuqishme institucionale për profilet e propozuara dhe gjeneroi rekomandime konkrete për përmirësim dhe zbatim të mëtejshëm. Aktiviteti demonstroi angazhimin e fortë të aktorëve kyç dhe konfirmoi se rezultatet e projektit përgjigjen në mënyrë efektive ndaj sfidave aktuale në praktikën profesionale.

1. Probation Officer – Zyrtari Sprovues – Sherbimi sprovues

2. Zyrtar i Lartë për Çështje Sociale Profesional- Senior Officer for Social Professional Affairs – Sherbimi korrektues

3. Zyrtar i Lartë për Zbatimin e Programeve Risocializuese të Burgosurve - Senior Officer for the Implementation of Prisoner Resocialization Programs Sherbimi korrektues

4. Zyrtar i Lartë për Koordinim të Procesit Mësimor - Senior Officer for Coordination of the Learning Process Sherbimi korrektues

5. Zyrtar i Lartë për Çështje Psikologjike - Senior Officer for Psychological Affairs Sherbimi korrektues

6. Zyrtar i Lartë për Edukim - Senior Officer for Education Sherbimi korrektues

7. Zyrtar për Aftësim Profesional për Elektricist - Officer for Vocational Training for Electricians Sherbimi korrektues

8. Aftësim Profesional për Ndërtimtari - Vocational Training for Construction Sherbimi korrektues

9. Zyrtar për Aftësim Profesional për Hidroinstalim - Officer for Vocational Training for Plumbing Sherbimi korrektues

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Ganimete Ismajli (Presenting)

Prezentimi i projektit 12.12.2025.pdf

Strategji Transformuese Arsimore: Nxitja e Përfshirjes dhe e Vlerave të Përbashkëta në Drejtësinë për të Mitur përmes Pedagogjisë Dinamike Korrektuese dhe Profesionalizimit të Specialistëve, e Fuqizuar nga Pakti I Ekselencës 'LiberateSkills' për Aftësi në Sistemin Korrektues

Transformative Educational Strategies: Fostering Inclusion and Shared Values in Juvenile Justice through Dynamic Correctional Pedagogy and Specialist Professionalization, Empowered by the "LiberateSkills" Correctional Excellence Pact for Skills

CORE-ED ACADEMY

1. Oficeri i sprovues (Probation Officer) – Shërbimi sprovues

Mangësitë Kryesore:

- Mungesë e praktikave trauma-informed; njohuri të pabarabarta për drejtësinë restauruese ; Koordinim i dobët me komunitetin dhe shërbimet sociale; CPD jo i harmonizuar mes rajoneve.

Rekomandimet Kryesore:

- Trajnime të detyrueshme në trauma-informed care dhe risk assessment-vlerësimi i rrezikut. Ringritje e modulave për drejtësinë restauruese dhe ndërmjetësim. - Standardizim i CPD (Zhvillim i Vazhdueshëm Profesional), në nivel kombëtar. - Fuqizim i bashkëpunimit ndër-institucional me shkollat, policinë dhe shëndetësinë.

• Standardizim i zhvillimit të pro im i bashkëpunimit ndër-institucional me shkolla shëndetësore.

Kolegji AAB

Ganimete Ismajli

9 others

Egzona Osmanaj

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Adem Shala

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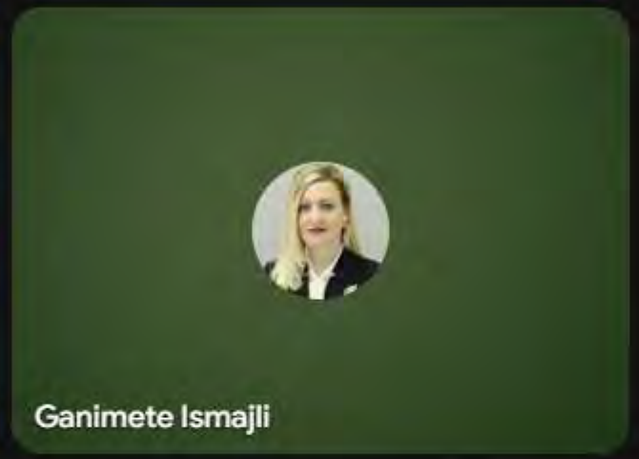

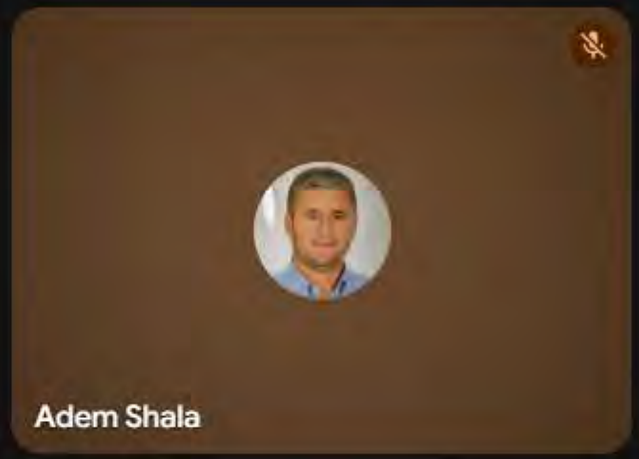

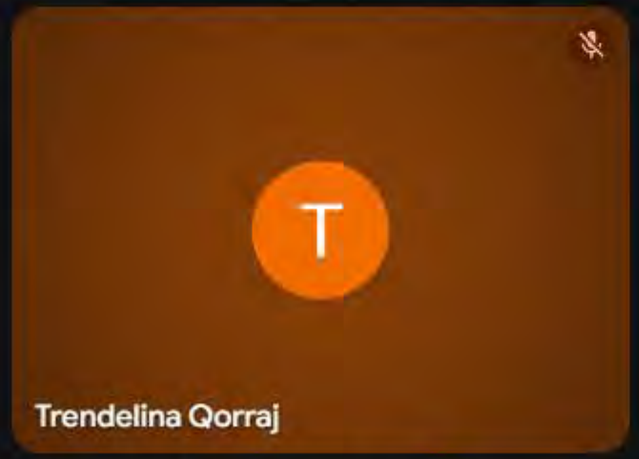

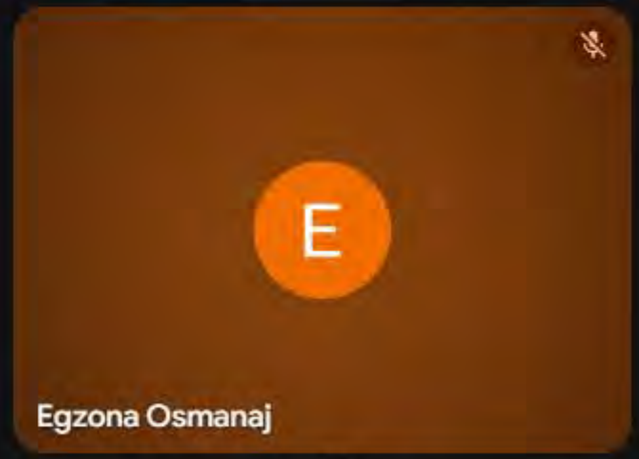

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Ganimete Ismajli (Presenting)

Job_Role_Description_Kosovo_Prison_Educator_Teache... 1 / 2 100%

Job Role Description – Kosovo

Occupation: Prison Educator / Teacher

Country	Kosovo
Purpose of the role (2–3 sentences)	Provide education and rehabilitative learning programmes for juveniles and adults in custody, ensuring continuity with community-based schooling. Support individualized education plans, vocational skills, and reintegration into the community while adhering to security and custodial procedures. Coordinate with correctional staff, social workers, and relevant education authorities. [KS-E1, KS-E4]
Key duties (6–8)	Conduct learner assessment; prepare lesson plans; deliver classroom instruction; maintain learning portfolios; support individual education plans (IEPs); coordinate with schools, vocational centres, and social services; report on learners' progress; ensure teaching complies with security and custodial procedures. [KS-E1, KS-E4]
Required competences (five domains)	Pedagogical: differentiated instruction; assessment for learning; classroom management in confinement. SEL: relationship-building; motivation; de-escalation; inclusive communication

Mensut Ademi

6 others

Egzona Osmanaj

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e Kelmendi

Fatmir Qollakaj

Ganimete Ismajli

Ganimete Ismajli
Presentation

Mensut Ademi

Sevdai Morina

Trendelina Qorrai

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5. Prezantimi i Profileve Profesionale të Përditësuara (20 min) Kolegji AAB
   - Paraqitje e shkurtër e rezultateve nga analiza DACUM dhe dokumentet kombëtare.
   - Shpjegimi i strukturës së profileve:
     - Përshkrimi i rolit.
     - Kompetencat kyçe të nevojshme.
     - Detyrat dhe përgjegjësitë kryesore.
     - Pikat ku kërkohet përmirësim sipas analizës AS-IS dhe TO-BE.
   - Për çdo profil, paraqitje e qartë e elementeve që duhet të diskutohen nga pjesëmarrësit.

6. Diskutim i Hapur me Pjesëmarrësit (30–35 min)

Raporti mbi takimin:

Workshop Kombëtar i CORE-ED Academy – WP3

Më 20 Janar 2025, Kolegji AAB organizoi një puntori kombëtare me titull: “Adaptimi i profileve profesionale për drejtësinë për të miturit – Workshop për Validimin e Profileve Profesionale të Përditësuara sipas Qasjes ‘Pedagogy-First’”, i cili shërbeu edhe për prezantimin e projektit ndërkombëtar CORE-ED Academy, nga koordinatorja e Kolegjit AAB ne kete projekt Ganimete Ismajli, duke prezantuar objektivat dhe aktivitetet kryesore në fushën e edukimit dhe drejtësisë për të mitur.

Aktiviteti u mbajt në Hotel Sirius, Prishtinë, dhe përfshiu një diskutim të thelluar mbi metodologjitë pedagogjike moderne, praktikat restorative, përdorimin e metodologjisë DACUM (Developing A Curriculum) për analizimin e roleve profesionale, si dhe integrimin e ESG factors (Environmental, Social, Governance) për të siguruar zhvillim të qëndrueshëm dhe qeverisje etike në sektorin korrektues.

Projekti CORE-ED Academy, synon fuqizimin e institucioneve të arsimit të lartë në Ballkanin Perëndimor, duke ofruar trajnim të specializuar dhe kurikula të reja në pedagogjinë korrektuese, si dhe duke krijuar një ekosistem profesional të ndërlidhur me tregun e punës dhe nevojat reale të institucioneve korrektuese. Projekti zbatohet gjatë periudhës 2025–2027, i financuar nga Bashkimi Evropian përmes programit Erasmus+, dhe realizohet nga një konsorcium partnerësh ndërkombëtarë, ku Kolegji AAB dhe Kolegji UBT janë

partnerë kombëtarë në Kosovë, ndërsa koordinator i projektit është Universiteti Luarasi, Shqipëri.

Gjatë workshop-it:

- Kolegji UBT dhe koordinatorja Egzona Osmanaj, prezantoi rezultatet mbi kompetencat horizontale për profesionistët e drejtësisë për të miturit
- Kolegji AAB, koordinatorja Ganimete Ismajli dhe profesori Fatmir Qollakaj dhe Mensut Ademi, prezantuan gjetjet dhe analizimin e profileve profesionale sektoriale, ne kuader te rezultateve te pritura, D3.2 dhe D3.4 të WP3,

Pjesëmarrësit përfshinin përfaqësues të Shërbimit Sprovues dhe Sherbimit Korrektues të Republikës së Kosovës, profesorë dhe ekspertë te fushes, duke kontribuar në diskutime mbi metodologjitë transformuese, pedagogjike dhe restorative për të miturit.

Ky aktivitet forcoi bashkëpunimin ndërinstitucional, promovoi kompetencat profesionale dhe pedagogjike, si dhe ndihmoi në krijimin e një ekosistemi profesional të qëndrueshëm, duke integruar parimet ESG dhe praktikat moderne DACUM, në fushën e edukimit korrektues dhe drejtësisë për të miturit në Kosovë.

Konkluzion i Workshop-it të Kolegjit AAB

Webinari/Puntoria realizoi me sukses qëllimin e saj për validimin e rezultateve të adaptimit nacional brenda projektit ERASMUS+ CORE-ED Academy. Prezantimet ofruan një pasqyrë të plotë të aktiviteteve të projektit, Raportit Kombëtar dhe kompetencave kryesore të CORE, duke mundësuar diskutim të informuar midis aktorëve kyç.

Procesi i validimit konfirmoi mbështetje të gjerë institucionale për përmirësimet e propozuara dhe rekomandimet per profilet profesionale të rishikuara dhe identifikoi prioritete për zhvillimin e kapaciteteve në fushën e drejtësisë për të miturit. Përfaqësuesit e ministrive dhe institucioneve relevante shprehën dakordësinë me gjetjet e projektit dhe theksuan relevancën, aplikueshmërinë praktike dhe përputhshmërinë me kuadrin kombëtar dhe nevojat profesionale ekzistuese.

Ky aktivitet gjithashtu kontribuoi në qëllimin kryesor të projektit për integrimin e akademisë me sistemin e drejtësisë për të miturit, duke lidhur arsimimin,

kompetencat profesionale dhe praktikat e implementuara në institucione, për një zhvillim më të qëndrueshëm dhe efektiv të profesionistëve të këtij sektori.

Një tjetër arritje e rëndësishme është se një nga qendrat trajnuese dhe kërkimore të projektit në Ballkanin Perëndimor do të vendoset në Kolegjin AAB, duke forcuar kapacitetet akademike, profesionale dhe institucionale në nivel kombëtar dhe rajonal.

Në përgjithësi, aktiviteti demonstroi angazhimin e fortë të aktorëve kyç dhe konfirmoi se rezultatet e projektit përgjigjen në mënyrë efektive ndaj sfidave aktuale në praktikën profesionale. Konkluzionet dhe vlerësimet e mbledhura gjatë konsultimit do të shërbejnë si bazë e vlefshme për zbatimin e mëtejshëm dhe qëndrueshmërinë e projektit CORE-ED Academy në nivel kombëtar dhe ndërkombëtar.

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Validation Workshop Agenda

AXHENDA E WORKSHOPIT

Adaptimi i profileve profesionale për drejtësinë për të miturit

Project: 101179359 — CORE-ED ACADEMY — ERASMUS-EDU-2024-CBHE

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PROJECT NUMBER 101179359

Titulli i aktivitetit:

Adaptimi i profileve profesionale për drejtësinë për të miturit - Workshop Kombëtar për Diskutimin dhe Validimin e Profileve Profesionale të Përditësuara sipas Qasjes "Pedagogy-First"

20 Janar 2026, ora 14.00-16:00, tek Hotel Sirius, Prishtinë

Organizator: Kolegji AAB në kordimin me Kolegji UBT

Pjesëmarrës: Përfaqësues të institucioneve penitenciare, shërbimit sprovues, shërbimit korrektues, oficerëve të rinj, psikologëve, punonjësve socialë, OJF-ve, akademikëve dhe ekspertëve të sektorit.

1. Fjala hyrëse - Kolegji AAB (10 min)
2. Fjalë rasti - Përfaqësuesit e Institucioneve të Republikës së Kosovës, Shërbimi Korrektues dhe Shërbimimi Sprovues (10min)

3. Hapja e Workshopit (10 min) – Kolegji AAB

   Shpjegim i shkurtër mbi projektin CORE-ED ACADEMY dhe rëndësinë e këtij aktiviteti në kuadër të WP3 dhe veçanërisht të aktiviteteve për validimin e profileve profesionale (D3.2 & D3.4).

   Sqarim i strukturës së workshopit dhe mënyrës së pjesëmarrjes së të ftuarve.

4. Prezantimi i Qasjes "Pedagogy-First" dhe Kornizës së Kompetencave (20 min) UBT

   Shpjegimi i konceptit të kompetencave horizontale të CORE-ED, bazuar në dokumentin "Chart of CORE ED Competences".

   Roli i këtyre kompetencave në formësimin e profileve profesionale të sektorit.

   Lidhja me metodologjinë e zhvillimit të kurrikulave sipas D4.

   Objektivi i këtij workshopi: të vlerësojë qartësinë, relevancën dhe zbatueshmërinë eprofileve në kontekstin kombëtar.

Adaptation and Validation of Professional Profiles for Juvenile Justice - (D3.2 & D3.4)

Project: 101179359 — CORE-ED ACADEMY — ERASMUS-EDU-2024-CBHE

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PROJECT NUMBER 101179359

Minutes of Meeting
CORE-ED Academy – National Workshop (WP3)

Title: Adaptation and Validation of Professional Profiles for Juvenile Justice (D3.2 & D3.4)

Date: 20 January 2026
Time: 14:00–16:00
Venue: Hotel Sirius, Prishtina

Organized by:
AAB College, in coordination with UBT College

Participants

Representatives of the Correctional Service of the Republic of Kosovo, Probation Service, penitentiary institutions, juvenile officers, psychologists, social workers, academics, and sector experts.

Agenda Overview

- Opening remarks by AAB College
- Institutional addresses by representatives of the Correctional and Probation Services
- Presentation of the CORE-ED Academy project and WP3 objectives, activities , by Ganimete Ismajli AAB Coordinator
- Presentation of the "Pedagogy-First" approach and CORE-ED horizontal competences, by Egzone Osmanaj UBT Coordinator
- Presentation of updated professional profiles based on DACUM, County Reports, reseach and other by (AAB College)
- Open discussion and validation session

Key Discussions and Presentations

- AAB College presented the CORE-ED Academy project, its objectives, and the relevance of the workshop within Work Package 3 (WP3), with a focus on the validation of updated professional profiles (Deliverables D3.2 and D3.4).
- UBT College presented the "Pedagogy-First" approach and the CORE-ED horizontal competence framework, highlighting its role in shaping professional profiles and its alignment with curriculum development.
- AAB College presented the updated professional profiles, developed through DACUM methodology, national regulatory analysis.

- Participants engaged in an open discussion on:
    - Relevance and clarity of the proposed competences
    - Applicability of the profiles within the national juvenile justice and correctional context
    - Alignment with existing institutional practices and regulatory frameworks

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Main Outcomes

- Broad institutional support was expressed for the updated professional profiles and validation.
- Participants confirmed that the profiles reflect current sectoral needs and contribute to strengthening professional, pedagogical, and restorative practices in juvenile justice.
- The workshop reinforced inter-institutional cooperation between higher education institutions and justice-sector stakeholders.
- The integration of ESG principles and DACUM-based analysis was recognized as an added value for sustainable professional development.

Recommendations

1. **Development of a Restorative Justice Handbook**
   Participants proposed the development of a practical handbook on restorative justice, led by the Correctional Service of the Republic of Kosovo, to support consistent implementation of restorative approaches in daily professional practice, particularly when working with juveniles.
2. Harmonization of Correctional Service Professional Profiles
   It was emphasized that professional profiles related to the Correctional Service require further intervention and revision, due to recent changes in the relevant regulations.
   Participants recommended:
    - Updating the profiles to reflect the amended regulatory framework;
    - Ensuring full harmonization between professional profiles, institutional mandates, and current operational practices.

Conclusions

The workshop successfully fulfilled its purpose of validating the national adaptation results within the ERASMUS+ CORE-ED Academy project. The validation process confirmed strong institutional endorsement of the proposed profiles and generated concrete recommendations for further refinement and implementation.

The outcomes of this workshop will serve as a solid foundation for:

- Finalizing WP3 deliverables (D3.2 & D3.4);
- Supporting curriculum development and capacity-building actions;
- Ensuring long-term sustainability and relevance of the CORE-ED Academy project at national and regional levels.

Conclusion / Follow-up Proposal:

The coordinator of AAB College proposed the organization of in-person follow-up meetings with representatives of the relevant institutions in the near future, with the aim of further strengthening inter-institutional cooperation. It was also proposed to include the Public Safety Academy, due to its role in education and training, as well as women's groups within these institutions, in order to ensure the integration of gender equality in future collaborative activities.

Language and Accessibility Recommendation:
Considering that all project documents (Reports) to date have been developed in English**,** are they planned to be translated into Albanian within the framework of the project, AAB College, in cooperation with UBT College, recommends that the documents also be translated into the local languages of each partner country, in order to enhance accessibility, institutional uptake, and effective implementation at national levels.

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CORE ED
ACADEMY
Fostering Inclusion and Shared Values in Juvenile Justice through Correctional Pedagogy and Specialist Professionalization, Empowered by the 'LiberateSkills' Correctional Excellence Pact for Skills
PROJECT NUMBER 101179359
znj. Ganimete Ismajli
z. Bujar Demjaha

CORE ED
ACADEMY
Fostering Inclusion and Shared Values in Juvenile Justice through Correctional Pedagogy and Specialist Professionalization, Empowered by the 'LiberateSkills' Correctional Excellence Pact for Skills
UNIVERSITETI LUARASI
UNIVERSITETI MESDHETAR
Kolegji AAB
UBT
CEPS
IUS INTERNATIONAL UNIVERSITY OF SARAJEVO
UCG Univerzitet Crne Gore
UNIVERSITY OF THE AEGEAN
ReadLab
West University of Timişoara
CPIP
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Signed Attendance List - Kosovo Validation Workshop

Kolegji AAB

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LISTË E PJESËMARRËSVE / *PARTICIPANTS LIST*

Tema: Profilet Profesionale në Sistemin e Drejtësisë për të mitur - WP3 – (D3.2 & D3.4)

Data/*Date*: **20. 01. 2026**

Titulli i projektit/ *Project Title:* 101179359 — CORE-ED ACADEMY — ERASMUS-EDU-2024-CBHE

Vendi/*Place*: **Hotel Sirius, Prishtina**

Nr.	Emri dhe Mbiemri/ *Name and Surname*	Departamenti/ *Department*	Pozita/ *Position*	Telefoni/ *Phone*	Email	Nënshkrimi/ *Signature*
1	Menita [illegible]	SHSK / OJQ	Udh. DTBDS	044/67-748	m.t.[illegible]	[illegible]
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3	Egzone Osmani	UBT	Koordinatore UBT program	044-921-73[illegible]	egzone.osmani@ubt-uni.net	[illegible]
4	MENTOR LECAJ	AIAS	Dekan	045-484248	mentor.lecaj@[illegible]	[illegible]
5	FLORENT AZEMI	UBT	Profesor	049706322	florent.azemi@ubt.[illegible]	[illegible]
6	Edmond Collaku	AAB	Profesor			[illegible]
7	DASHNIM OSMANI	QEKL	Udh. Programi Rakrue	044 445505	dashnim.osmani@[illegible]-gov.net	[illegible]
8	Arian Fejzullahu	AAB	Profesor	043 778153	[illegible]	[illegible]
9	Bujar Demjaha		N.K.K.D	044 505 72[illegible]		[illegible]
10	Sami Gashi	SHSKK	Drejtor	044 221000		[illegible]
11	Gazmend Ibrahimi	AAB	Koordinator	045 100-736	[illegible]	[illegible]

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12	Adem Shala	SHSK	Udhëheqës Drejtësia		[illegible]	[illegible]
13	Doruntina Berisha	AAB	Student		[illegible]	[illegible]
14	Samir Jakupi	AAB	Profesor	044-778-736	samir.jakupi@gmail.com	[illegible]
15	BESIM GASHI	AAB	Profesor	044 272 933	besim.gashi@[illegible]	[illegible]
16						
17						
18						
19						
20						

D3.2 – Data-Collection Template | Kosovo

Coordinator: AAB College | Country: Kosovo | Date: 10 November 2025

Evidence IDs map to the list at the end.

A. Country & Focal Point

Field	Entry
Country	Kosovo
Partner Institution	
Focal Point (Name, Role, Email, Phone)	Coordinator – Projects Office, [email], [phone]
Other Contributors (if any)	Faculty of Law (juvenile justice); external interviews with institutions and CSOs
Date of Submission	2025-11-10

B. Priority Occupational Roles

Add one row per role. Kosovo entries below reflect current roles in juvenile/correctional contexts.

Role Title	Mission (1–2 sentences)	Main Duties (concise)	Service Setting	Entry Requirements	Training/CPD	Evidence ID	Country-specific Notes
Probation Officer	Execution of alternative measures and punishments, ensuring rehabilitation, reintegration, and	Supervise and support offenders under alternative measures; prepare pre-sentence and social inquiry reports; draft individual plans; monitor conditionally released persons; prepare assessment	Kosovo Probation Service (regional offices), community visits, liaison with courts, police, and social services.	Bachelor's degree in Law, Economics, Sociology, Anthropology, Philosophy, History, Political Science, Psychology, Social Work, Geography, or Public Administration;	Basic training for new officers; continuous professional development in rehabilitation, risk assessment,	KS-E1 KS-E2	KPS combines supervision, assessment, and reintegration roles; strong inter-institutional cooperation is essential; CPD harmonisation

	resocialization of persons under probation.	reports and revocation proposals; cooperate with justice and social institutions; oversee rehabilitation/treatment programmes; participate in court sessions when requested.		Kosovo citizenship; legal capacity; knowledge of an official language; fitness for duty; clean criminal record; no active disciplinary measures; successful completion of civil service recruitment procedures.	communication, and supervision of alternative measures.		across regions remains a need.
Prison Educator/ Teacher	Provide education and rehabilitative learning programmes for juveniles and adults in custody, ensuring continuity with community-based education.	Conduct learner assessment; prepare lesson plans; deliver classroom instruction; maintain learning portfolios; support individual education plans (IEPs); coordinate with schools, vocational centres, and social services; report on learners' progress; ensure teaching complies with security and custodial procedures.	Correctional facilities, including education units in prisons and detention centres; collaboration with the Ministry of Education and municipal education departments	Bachelor's degree in Education ; teaching licence according to Kosovo standards; fulfilment of civil service and correctional institution criteria (health, language proficiency, background check).	Pre-service training for educators working in correctional settings; continuous training in inclusive and child-friendly pedagogy, classroom management in secure environments, and continuity of education post-release.	KS-E1 KS-E3	Education in Kosovo correctional facilities relies on cooperation between KCS and the Ministry of Education; challenges include limited resources, irregular attendance, and ensuring smooth transition back to community schooling.

Correctional Officer (Juvenile Unit)	Provide safe, child-sensitive custodial environments and support rehabilitative routines while ensuring security, legal safeguards, and humane treatment of juveniles.	Supervise and manage juveniles; implement individualized treatment and rehabilitation plans; admission & search; movement and roll-call; safeguarding; incident de-escalation; support for education and visits; record-keeping.	Juvenile units in correctional institutions and detention centres in Kosovo	Kosovo citizenship; age 18–30; physically and mentally fit; no visible tattoos on face, neck, hands; no ongoing criminal investigations; must pass written, physical, oral, and medical tests	Security Academy Vushtrri/ Correctional Officer training; CPD on child-friendly practice, de-escalation, and pedagogy in confinement	KS-E1 KS-E4	Gaps may exist in pedagogy, inclusive communication, and individualized rehabilitation planning in custody
Psychologist (Juvenile Facility/Probation)	Provide psychological assessment, counselling, and treatment plans for juveniles; advise staff and courts on mental health, risk factors, and reintegration needs.	Conduct psychological assessments and therapy for juvenile offenders; provide expert opinions in court or during prosecution stages; support mental health and reintegration of juveniles; maintain case notes; make interagency referrals; crisis intervention	Juvenile facilities and probation/community settings; liaison with health services, courts, and social services	Degree in Psychology; licensure by the Ministry of Health; eligibility for public service entry; Kosovo citizenship; fitness for duty; clean criminal record	Structured CPD in trauma-informed care, adolescent mental health, and counselling techniques; continuous professional development in risk assessment and rehabilitation support	KS-E1 KS-E5	Coverage outside major urban centres may be limited; continuity of care and follow-up in probation/community settings remains a challenge

Social Worker (Detention/Probation)	Coordinate family and community supports, ensure access to rights and services, and contribute to case management toward rehabilitation and reintegration of juveniles.	Conduct family work; coordinate with schools; provide service referrals; ensure access to benefits; safeguard juveniles; maintain case documentation; liaise with community and municipal services.	Juvenile units in detention/correctional facilities and probation/community settings	Degree in Social Work; fulfilment of civil-service entry requirements; Kosovo citizenship; clean criminal record; fitness for duty	CPD on inclusive communication, minority inclusion (Roma/Egyptian), after-care coordination, and case management best practices	KS-E1; KS-E6	Interfaces with schools, municipal services, and community organisations are critical for effective after-care and reintegration; coverage outside major urban centres may be limited

C. Competency Set per Role

Role Title	Knowledge	Skills	Attitudes/Values	Level/Proficiency	Source/Standard	Evidence ID
Probation Officer	Juvenile law; diversion & restorative justice; case-management; safeguarding; community resources in Kosovo.	Assessment; motivational interviewing; outreach; report writing; inter-agency coordination.	Child-centred; proportionality; non-discrimination; rehabilitation focus.	EQF-like 6–7 (indicative).	Kosovo Probation Service regulations; Juvenile Justice Code	KS-E1 KS-E2

Prison Educator/Teacher	Curriculum standards; learning in confinement; safeguarding rules; IEPs/portfolios; Kosovo education standards.	Lesson delivery; differentiation; behaviour support; continuity with community schooling.	Respect; patience; inclusion; right to education in custody.	EQF-like 6+ (licenced teacher).	Ministry of Education teaching standards; Kosovo Correctional Service education guidelines	KS-E1 KS-E3
Correctional-Officer	Custodial procedures; child-friendly safeguards; conflict de-escalation; basic pedagogy; Kosovo juvenile facility rules.	Safe searches; incident response; communication with minors; support to education routines.	Proportionality; dignity; rehabilitation enabling.	EQF-like 4–5 (initial), rising with CPD.	Security Academy curriculum; juvenile safeguards in Kosovo	KS-E1 KS-E4
Psychologist	Adolescent development; trauma; risk/needs assessment; treatment modalities; referral pathways; Kosovo health and justice protocols.	Psychological assessment; therapy; crisis response; staff guidance; documentation; court testimony.	Empathy; confidentiality; ethical practice.	Professional licence level.	Ministry of Health licensing; Kosovo Psychology Standards; juvenile justice protocols	KS-E1 KS-E5
Social Worker	Child protection; social benefits; education & municipal	Casework; family engagement; advocacy;	Equity; cultural sensitivity; empowerment	EQF-like 6.	Social work standards; Kosovo Probation/Correctional SOPs	KS-E1 KS-E6

	services; minority inclusion (Roma/Egyptian); Kosovo probation/prison standards.	multi-agency planning; after-care coordination				

D. Legal & Policy Basis

Instrument (Law/Policy/Standard)	Relevant Articles/Provisions	Brief Relevance	URL/File Name	Evidence ID
Juvenile Justice Code CODE No. 06/L –006 (2018)	Age thresholds; diversion; restorative justice; specialised actors; procedural safeguards.	Defines rights, procedures, and specialised roles across the juvenile justice pathway in Kosovo.	CORE ED Country Report Kosovo	KS-E1
Probation Service Regulations	Entry requirements; sentence planning; reporting; execution of alternative measures; community engagement.	Standards for probation officers' practice and supervision of alternative measures.	CORE ED Country Report Kosovo	KS-E2

MoE/Prison Education Guidance	Teaching licence; training requirements for correctional educators; portfolio keeping; continuity with community schooling	Standards for prison educators/teachers in custody in Kosovo.	CORE ED Country Report Kosovo	KS-E3
Security Academy Curriculum (Juvenile)	Basic custodial procedures; child-friendly safeguards; conflict de-escalation; communication with juveniles.	Initial training for correctional officers working with juveniles.	CORE ED Country Report Kosovo	KS-E4

E. ESG & Child-Friendly Justice Hooks

Aspect	How Addressed in Role/Profile	Gaps/Issues	Proposed Improvement	Evidence ID
Child-friendly safeguards	Mandatory presence of psychologist and social worker; detention as last resort; privacy; timely proceedings; age-appropriate interventions.	Daily routines in custody not always adapted to child-friendly practices; staff may lack practical experience with minors.	CPD on practical child-friendly routines for correctional staff; mentoring and supervision; regular review of custody practices.	KS-E1

Equality & inclusion (ESG–S)	Right to education in custody; inclusive pedagogy for educators; support for minority groups (Roma/Egyptian); gender-sensitive approaches.	Limited disability supports outside major urban centres; minority inclusion uneven; inconsistent gender-sensitive measures.	Training on inclusive communication and cultural sensitivity; provision of resource packs; formal agreements with community services; monitoring implementation.	KS-E1 KS-E6
Governance & data (ESG–G)	Case plans, individual portfolios, and reporting to courts, probation, and relevant ministries.	Fragmented after-care data and coordination between juvenile detention and probation services; limited digital integration	Introduce shared after-care protocols, standardized data collection forms, and handover checklists between institutions; consider digital case management system.	KS-E1

F. Gaps & Near-Term Upskilling Needs

Role/Area	Gap Description	Priority (H/M/L)	Suggested Training Topic	Evidence ID
Correctional-Police in Custody	Limited practical pedagogy and child-sensitive routines integrated into custodial/security work; inconsistent use of trauma-informed approaches.	H	Pedagogy in confinement; child-friendly routines; conflict de-escalation linked to rehabilitation and learning outcomes (10–16h).	KS-E1
Probation Officers	Need stronger trauma-informed practice, risk assessment, and community coordination; variable knowledge of restorative approaches.	H	Trauma-informed care; mental-health first aid; restorative justice principles; inter-agency collaboration (12–20h).	KS-E1 KS-E2
Educators in Custody	Frequent classroom interruptions; weak continuity with community schools; limited inclusive pedagogy.	M	Instructional design for secure settings; continuity protocols; inclusive teaching methods (8–12h).	KS-E1 KS-E3
Psychologists & Social Workers	Limited coverage and specialised adolescent mental-health and social work skills outside major urban centres; gaps in minority inclusion (Roma/Egyptian).	M	Adolescent mental-health; trauma-informed counselling; inclusive communication; minority inclusion; after-care coordination (8–12h).	KS-E1 KS-E6

All roles – After-care	Discontinuity at release between juvenile facilities and probation/community services; inconsistent case handovers.	H	After-care case-transfer protocols; shared data handover; coordination between prison and probation/community services (6–8h).	KS-E1

G. DACUM/Field Evidence

Artifact (DACUM/Interview/etc.)	Brief Note on Use	File Name/URL	Evidence ID
Interviews with practitioners (9)	Used to validate entry requirements, training pathways, daily practice, and competence gaps for juvenile justice roles in Kosovo.	CORE ED Country Report Kosovo	KS-E2
Web-questionnaire (N=92)	Quantified self-rated competence, identified top learning needs, and highlighted priority upskilling areas.	CORE ED Country Report Kosovo	KS-E5
DACUM-related field notes	Mapped duties to competence domains, training needs, and upskilling suggestions; informed WP4 methodology	CORE-ED_DACUM Workshop Methodology.docx	KS-E7

Evidence List (Kosovo) – IDs referenced above

Evidence ID	Title / Description	File
KS-E1	CORE ED Country Report Kosovo – juvenile justice framework; roles; safeguards; gaps; hooks.	CORE ED Country Report Kosovo
KS-E2	Interview insights on probation officer role requirements, training, and daily practice gaps in Kosovo.	CORE ED Country Report Kosovo
KS-E3	Prison / custodial educator requirements and training for correctional education in juvenile facilities.	CORE ED Country Report Kosovo
KS-E4	Security Academy formation and initial training for correctional officers (juvenile units).	CORE ED Country Report Kosovo
KS-E5	Web-questionnaire results on competence, self-assessment, and upskilling needs (N=92) for juvenile justice staff.	CORE ED Country Report Kosovo
KS-E6	Social worker practice and inclusion gaps in Kosovo (minority inclusion, disability support, after-care coordination).	CORE ED Country Report Kosovo
KS-E7	DACUM methodology linking duties to competence domains and upskilling recommendations (WP4).	CORE-ED_DACUM Workshop Methodology.docx

D3.2 Occupational Profiles – Evidence Grid | Kosovo

Note: Evidence IDs are referenced in the Kosovo data-collection file and job role descriptions. Files listed are already uploaded in this project space.

Evidence ID	Type (Law, Policy, Standard, Role Doc, DACUM, Interview, Other)	Title / Description	Language	Relevance Note (1 line)	Used in Section (B–G)
KS-E1	Other (Country Report)	Juvenile justice framework, roles, safeguards, gaps (national overview)	AL/EN	Primary national reference for roles, safeguards and system flow	B,C,D,E,F
KS-E2	Interview	Practitioner interviews (probation focus): entry requirements, training, daily practice	AL	Validates probation officer profile and upskilling needs	B,C,F,G
KS -E3	Survey	Web-questionnaire : competence self-rating & learning needs	AL	Quantifies gaps; informs upskilling priorities across roles	C,F
KS -E4	DACUM	DACUM Workshop Methodology – mapping duties to competences and training	EN	Method basis for translating duties into competence and upskilling	C,G
KOS-E5	Other (Cross-country synthesis)	D3.1 Synthesis Report V2 and Annex – comparative findings to triangulate Kosovo	EN	Cross-checks national roles and informs alignment of competencies	B,C,E
KOS-E6	Other (Model/Framework)	D3.3 – Modelling CORE ED according to ESG factors (draft)	EN	Aligns profiles with ESG factors and consultation narrative	B,C,E
KOS-E7	QA (Process)	Quality assurance checkpoints and validation expectations (light review)	EN	Defines QA steps for completeness and evidence traceability	G (consultation log)

Presentation Validation Workshop

WORKSHOP PËR DISKUTIMIN DHE VALIDIMIN E PROFILEVE PROFESIONALE NË SISTEMIN E DREJTËSISË SË TË MITURVE

Project: 101179359-CORE-ED ACADEMY

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Kompetencat Horizontale të CORE-ED dhe Roli i tyre në Sistemin e Drejtësisë për të Mitur

Përmbajtja

- Koncepti i kompetencave horizontale të CORE-ED
- Roli i këtyre kompetencave në formësimin e profileve profesionale
- Lidhja me metodologjinë e zhvillimit të kurrikulave sipas D4
- Objektivi i Workshopit të Sotëm

Çfarë janë kompetencat horizontale?

- Bazuar në dokumentin “Chart of CORE-ED Competences”

- Kompetencat horizontale janë grupi themelor i njohurive, aftësive dhe qëndrimeve që nevojiten në të gjitha profesionet brenda sektorit të drejtësisë për të mitur.

- **Ato përfshijnë:**

  - Kompetenca komunikimi dhe ndërveprimi ndërpersonal
  - Etika profesionale dhe integriteti
  - Qasja e orientuar drejt të miturit
  - Aftësi për punë ndërdisiplinare dhe bashkëpunim ndërinstitucional
  - Aftësi për zgjidhje problemesh dhe marrje vendimesh të bazuara në prova
  - Ndjeshmëri kulturore dhe sociale.

Roli i Kompetencave Horizontale në Formësimin e Profileve Profesionale

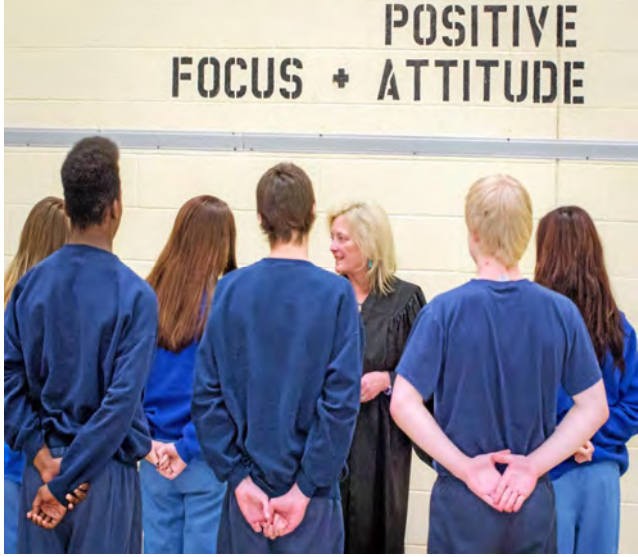
- Kompetencat horizontale shërbejnë si bazë për kompetencat specifike të secilit profesion.

- **Roli i tyre kryesor:**

- Standardizojnë praktikën profesionale në nivel sektorial.
- Sigurojnë harmoni ndërmjet roleve dhe qasje të njëjtë ndaj të miturve.
- Nxisin bashkëpunim efektiv mes profesionistëve të fushave të ndryshme.
- Sigurojnë që çdo profesionist të ketë minimalisht një nivel të caktuar kompetencash.
- Ndihmojnë në cilësinë dhe profesionalizmin e shërbimeve.

Shembuj të ndikimit në role specifike:

- Policët e të miturve përmirësojnë ndërveprimin dhe marrjen e deklaratave pa cenim.
- Punonjësit social rritin aftësinë për vlerësim të nevojave.
- Psikologët përmirësojnë komunikimin e ndjeshëm me fëmijë të traumatizuar.
- Stafi korrektues integron qasjen restauruese dhe rehabilituese.



Lidhja me Metodologjinë e Zhvillimit të Kurrikulave (D4)

- **Dokumenti D4 dhe qasja e tij**

- D4 përshkruan metodologjinë për zhvillimin e kurrikulave të bazuara në kompetenca.

- **Lidhja me kompetencat horizontale:**

- Kompetencat horizontale futen si pjesë e pandashme e programit të trajnimit.
- Ato udhëheqin strukturimin e moduleve, rezultateve të të nxënit dhe metodave të vlerësimit.
- Sigurojnë që trajnimi të jetë i matshëm, i përsëritshëm dhe i harmonizuar në të gjitha institucionet.
- Ndihmojnë në krijimin e një standardi europian të përbashkët të formimit.

Objektivi i Workshopit të Sotëm

- Ky workshop ka për qëllim:

- Vlerësimin e qartësisë së profileve profesionale
- Vlerësimin e relevancës së kompetencave
- Vlerësimin e mundësisë së zbatueshmërisë
- Mbledhjen e komenteve dhe sugjerimeve praktike

Përfundim

- Kompetencat horizontale përbëjnë shtyllën kryesore të profesionalizimit në drejtësinë për të mitur.

- Integrimi i tyre në profilet profesionale dhe kurrikulat sipas D4 siguron një sistem më të fortë, më të harmonizuar dhe më të ndjeshëm ndaj të miturve.

FALEMINDERIT

E hapur për pyetje/bashkëbisedim.

Change Log - Kosovo

Topic / Affected element	Comment / request as recorded	Decision	Concrete change to implement in the D3.2 package	Where to implement / fix
Competence wording (all profiles)	Participants discussed "relevance and clarity of the proposed competences."	Accepted	Edit competence statements to be clearer and unambiguous (avoid broad/general phrasing); keep competence labels consistent across profiles.	Each Job Role Description + any duplicated competence lists in slides/text
Applicability in Kosovo context	Participants discussed "applicability of the profiles within the national juvenile justice and correctional context."	Accepted	Ensure duties/tasks are expressed in operational language aligned with Kosovo institutions and workflows (custody ↔ probation ↔ services).	Job Role Descriptions; optionally a short paragraph in the Kosovo narrative report (pp. 2–13)
Alignment with practice + regulations	Participants discussed alignment "with existing institutional practices and regulatory frameworks."	Accepted	Add/strengthen short references in each profile to the relevant institutional practice constraints (documentation, referral, interfaces) and ensure the legal/policy basis is coherent with the roles presented.	Job Role Descriptions + Data-Collection Template legal/policy basis
Inclusion of Public Safety Academy	Follow-up proposal: include the Public Safety Academy due to	Accepted (follow-up action)	Add the Public Safety Academy explicitly as a stakeholder/consultation actor in	Kosovo minutes "follow-up actions" section; Kosovo dissemination/next steps

	its role in education and training.		Kosovo's validation trail and as a partner interface in relevant roles (custody officer; training pathways).	paragraph; relevant Job Role Description "interfaces / training" lines
Gender equality / women's groups	Follow-up proposal: include women's groups in institutions to ensure integration of gender equality in future collaboration.	Accepted (follow-up action)	Add an explicit line in Kosovo follow-up actions: gender equality mainstreaming via inclusion of women's groups; optionally reflect gender-sensitive practice in ESG mini-matrix across profiles.	Kosovo minutes "follow-up actions"; ESG mini-matrix sections inside Job Role Descriptions