MYKOLAS ROMERIS UNIVERSITY
FACULTY OF HUMAN AND SOCIAL STUDIES
INSTITUTE OF EDUCATIONAL SCIENCE AND SOCIAL WORK

TAMRIKO KIKNAVELIDZE

JOINT STUDY PROGRAMME IN SOCIAL WORK WITH CHILDREN AND YOUTH

JUVENILE CRIME PREVENTION THROUGH SOCIAL WORK USING NON-FORMAL EDUCATION

Master thesis

Supervisor: Associate Prof. dr. Alina Petrauskienė

Vilnius, 2020

"Tell me and I forget, teach me and I may remember, involve me and I learn."

Benjamin Franklin

<h1 style="text-align:center">Table of contents</h1>

INTRODUCTION

Research problem: Juvenile crime is one of the critical, significant challenges and widespread in all strata of society. It is a part of our society's everyday life. Juveniles who did the crime, impair their future life. The problem of juvenile crime always been on the focus of criminal policy of any developed country in the world. In parallel to the development of the modern world, the offensive profile of juveniles is changing with new dangers and new factors. For example, the internet has a significant influence on juveniles' socialisation. (Shalikashvili M; Mikanadze G, 2016)

The personal development of minors depends on the country's social, cultural, economic and political life. Government of Georgia had no suitable prevention, intervention or socialisation programs for juveniles and those who did crime were going directly to children colony regardless of how severe or mild a crime was. (Shalikashvili M; Mikanadze G, 2011)

Based on a United Nations children's fund study, after the "Rose Revolution" in 2003, the number of convicted juveniles has increased by 100% in Georgia. (Hamilton C - UNICEF, 2011) In 2008 number of convicted juveniles reached 1166, as a consequence of the State's "zero tolerance" political reform. To compare, in the year of 2000 the number of convicted juveniles was 388. (Supreme court of Georgia, 2008)

In 2009-2013, the Government of Georgia adopted legislation for juvenile justice strategy and action plan, which had to be the guidance for further reforms. The progress which has been made was not enough. At the same time, UNICEF Georgia and other international organisations were requiring the country to work hard and implement additional reforms for juvenile crime prevention. Based on United Nations children's fund recommendations to the Georgian Government, State had to focus more on crime prevention and supplementary services which can be alternatives to prosecution and detention. Because juvenile crime prevention is a complex issue, UNICEF Georgia recommended the State of Georgia to focus on prevention and include various institutions and additionally the health, social affairs, education, youth and sports ministries. (UNICEF, 2011)

The Juvenile Crime Prevention Strategy was submitted to the Government of Georgia for approval in 2012. The Strategy goal is to establish a comprehensive, multilateral approach in Georgia for the effective prevention of juvenile crime. (The Juvenile Crime Prevention Strategy of Georgia; №235, 2012)

Since Georgia is currently implementing a new liberal criminal policy and crime prevention strategy towards juveniles, researchers have to analyse the reasons of juvenile delinquency, based on their needs and problems, and the importance of crime prevention. These reasons should be adequately studied and analysed to implement prevention measures not only

from a criminal point of view but as well from educational. Prevention should include education, family support and social programs, inter-agency cooperation with the law to identify and assist children in conflict with the law. (UNICEF Georgia-Annual report, 2011)

The Juvenile crime prevention strategy of Georgia emphasises the role of non-formal education and social work in juvenile crime prevention. The goal of the Government is to promote juveniles' awareness, healthy lifestyle and prevent crime through non-formal education. (The Georgian National Youth policy Document, 2014-Council of Europe). The Government should recognise that non-governmental organisations and social work can play a vital role in preventing juvenile crime and should ensure the importance and potential of their role in the provision of services in the legislation.

The relevance of the topic: Since the Georgian Government created "Juvenile crime prevention strategy of Georgia", it is essential to make the focus on the role of social work and non-formal education for juvenile crime prevention. The scientific paper "juvenile crime prevention through social work using non-formal education" is significant in showing the advantages and disadvantages of non-formal education for a primary and secondary level of crime prevention used by social workers, human rights trainers or youth workers in Georgia. Without Government support towards non-governmental organisations and social work institutions, utilising non-formal educational activities which are based on juveniles needs, it is difficult to reach the sufficient resolution of juvenile crime prevention. (UNICEF Georgia-Annual report, 2011)

Novelty: The intervention strategies of juvenile delinquency and various intervention programs are well identified (Greenwood P, 2008). UNICEF Study revealed that in Georgia in the field of juvenile crime prevention research is needed and it is essential to improve prevention programs (Hamilton C-UNICEF, 2011). The researches are conducted in developed countries and the majority of them are describing the situation of the United States or the United Kingdom where juvenile delinquency prevention programs and social work has considerable attention (David S. Tanenhaus, 2004). Scientific Studies of this field in Georgia are uncommon. However, it is essential to consider that social work was introduced in Georgia only in 2004 (Georgian association of social workers - GASW), and the concept of non-formal education is furthermore novel. United Nations Children's Fund (UNICEF) and Public Defender (Ombudsman) of Georgia are the only organisations which conducts vital social researches in Georgia.

The practical value of the paper: The study will benefit Government of Georgia, universities, non-governmental organisations and social work institutions which work in the field of juvenile crime prevention, for creating programs based on juveniles' needs and use non-formal education techniques for effectiveness.

Object - Juvenile crime prevention using non-formal education on the primary and secondary level in Georgia.

Goal and objectives: The research evaluate the problems and needs of juveniles in Georgia and how non-formal education works for the primary and secondary level of juvenile crime prevention with social work. It analyses the relationship and connection between non-formal education and social work in juvenile crime prevention. The key objectives of the study are:

1. To identify the problems and needs of juveniles in Georgia;
2. To analyse non-formal education as a tool for primary and secondary level of juvenile crime prevention and describe the possible impacts;
3. To analyse the connection between non-formal education and social work in the primary and secondary level of juvenile crime prevention.

Research questions:

1. What are the problems and needs of juveniles in Georgia?
2. How is non-formal education working for juvenile crime prevention on a primary and secondary level?
3. How is social work using non-formal education as a tool for juvenile crime prevention?

Research methods: The research examines analysis of scientific literature and international or local documents. The study discusses about document analysis procedure in the context of juvenile delinquency and crime prevention. The qualitative research was chosen for study as the primary method and aimed to reach a superior outcome. Qualitative method is substantial for the juvenile crime prevention field research. It gives a possibility to receive rich and comprehensive data.

A brief overview of the paper's structure: The master thesis consists of five chapter. The first, four chapters are scientific literature review. The last fifth chapter is a methodology which shows how empirical research has been implemented and empirical data analysis. The master thesis has its conclusions, recommendations, summary and contains 76 pages, without list of references and annexes.

1. THE JUVENILE DELINQUENCY THROUGH INTERNATIONAL AND DOMESTIC LAW AND IMPORTANCE OF JUVENILE CRIME PREVENTION

The period of adolescence is the most critical phase in life for personal growth, to make decisions and plan the future. It is the age of development of personality when the formation of the values, orientation, interests, and spiritual needs takes place. Juveniles are unwilling to accept public norms and society values.

Juvenile delinquency is more common in Georgia than official statistics show. In some circumstances, crime information does not go to the police. Commonly, there are cases when children steal fruits or vegetables from a neighbour's yard, but no one reports it to the police. Practically, most juveniles have committed a crime at least once in their lives. Juvenile delinquency is not uncommon and astonishing nowadays, but it is less harmful to the State than the crime committed by an adult. Children are less aggressive, and mostly the crime they commit is spontaneous and less dangerous. (Shalikashvili M; Mikanadze G, 2011).

Notwithstanding it is not advisable when they are punished with strict rules, and sometimes due to these facts, they are convicted. Juvenile delinquency can be committed at any age, especially from the age of adolescence until full development. (Shalikashvili M; Mikanadze G, 2016).

The UN Committee on the Rights of the Child, in its report, demanded on States that any existing system in the field of children welfare, foremost has to recognise the fundamental rights of the child and that juveniles should be perceived as the subject of liberty. Any steps taken against minors primarily must be based on the "true interest" of the child. (UN Committee on the Rights of the Child (CRC), 1995). The Committee on the Rights of the Child, in its general comment N10, explains "true interest" of the child:

"As an example, protecting the best interests of the child means that traditional goals of criminal justice, such as punishing the juvenile offender, should be replaced by the goals of rehabilitation and restorative justice. "(General comment No.10- Children's Rights in Juvenile Justice, 2007)

Following the document of the committee, regarding "true interests" of the child, it is superior for the State not to use punitive measures, except in extreme cases. Instead, the State has to promote the prevention of juvenile delinquency and the reintegration of children in conflict with the law (Hamilton C- UNICEF, 2011).

Discuss juveniles and crime; it is essential to note the key international instruments. In the first place, it is essential to mention the Convention on the Rights of the Child, is ratified by

each country, and they agree to commit and fulfil the articles of the Convention. Georgia ratified the UN Convention on the Rights of the Child in 1995. The Convention sets standards for the welfare of children and applies to all persons under 18 years of age. (UN General Assembly, 1989).

According to the Convention mentioned above, a child is a person who has not yet reached the age of 18. According to the Convention, countries are obliged to ensure the welfare of children and protect their rights, be it economic, social, psychological, legal or educational.

Besides, we can emphasise four important juvenile justice documents used in the study:

- United Nations Guidelines for the Prevention of Juvenile Delinquency (The Riyadh Guidelines);
- United Nations Rules for the Protection of Juveniles Deprived of their Liberty (The Havana Rules);
- United Nations Vienna declaration and programme of action;
- United Nations Standard Minimum Rules for the Administration of Juvenile Justice ("The Beijing Rules").

These four documents differ from the Convention since it does not require ratification. States should consider these documents as recommendations, minimum standards, and based on them modify or create their own local law and juvenile justice systems (Hamilton C - UNICEF, 2011).

In the United Nations Rules for the Protection of Juveniles Deprived of their Liberty – "The Havana Rules", all people under the age of 18 are considered as a child. According to the document mentioned above, the intervention of minors in conflict with the law should be different from the intervention of adults (General Assembly resolution 45/113, 1990)

According to the Administrative Offences Code of Georgia, crimes committed by juveniles who are 15-18 years old, are considered as mitigating circumstances, and the parents of the juveniles or guardians are deemed accountable. Liability, in this case, occurs in the form of a fine. If the juvenile is 16 to 18 years old and also employed, then he/she will have to pay the fine. Detention of a juvenile is used only in extreme cases as a form of punishment, and the term of administrative detention should not exceed 12 hours. (Administrative Offences Code of Georgia, 1984)

As stated by the United Nations Standard Minimum Rules for the Administration of Juvenile Justice ("The Beijing Rules"), the criminal code must first address several points before determining the age of a juvenile, such as a child's emotional, mental, and intellectual maturity and adolescent abilities. Determining such an age should not be done without in-depth analysis.

It is foremost that at this particular age, the juvenile should be able to analyse his or her anti-social action and adverse outcomes. ("The Beijing Rules", 1985)

A juvenile, according to the first part of Article 3 of the Criminal Procedure Code of Georgia, means a person who has not reached 18 years of age. The minimum age for criminal liability is 14 year. (The Criminal Procedure Code of Georgia, 2009)

In summary, at the age of adolescence, the children begin to develop a personality, clarify their interests, abilities and values. It is a remarkable fact that at this time, they are less interested in the rules, norms and culture accepted in the society. Juvenile delinquency is perceived to be less damaging to the State than adult crime. According to the "Havana Rules", juvenile crime intervention should be different than the intervention of adults' crime. The criminal code must first resolve a variety of concerns, such as physical, behavioural, and intellectual maturity of the child, before defining the age of the criminal liability for children. In Georgia, juvenile delinquency is more common than official statistics suggest. However, it is not acceptable to prosecute and convict children with strict laws in all situations. It is recommended for the State to not use punishment steps, except in extreme situations. Instead, the Government should advocate crime prevention programs and the reintegration of children in society.

1.1 The Strategy of the Juvenile crime prevention of Georgia

"Juvenile delinquency prevention is a crucial part of crime prevention in society. Through lawful, socially beneficial activities and a humanistic orientation towards society and a life perspective, young people can develop a non-criminogenic attitude. Successful juvenile delinquency prevention requires the efforts of the entire community to ensure that adolescents, from early childhood, have respect and freedom to express their personality." (The Riyadh Guidelines, 1990)

Prevention of juvenile delinquency in Georgia is part of the criminal policy. In order for preventive measures to be effective and reduce juvenile delinquency in the country, the State must have a specific strategy and action plan. Juvenile crime prevention has three levels.

- Early prevention - Primary prevention;
- Crime prevention with risk groups –Secondary prevention;
- Recapitulative of crime - Tertiary prevention.

The Strategy of the Juvenile crime prevention of Georgia was adopted in 2012, by a decree of the President of Georgia. Based on the above document, we can in-depth discuss the essence and purpose of prevention levels.

Primary prevention means working with all juveniles, no matter their religion, gender, location and origin. In these circumstances, the goal of early prevention is to create a safe

environment for the child, where they will be able to develop appropriately, set the right values, receive appropriate education and at the same time develop the necessary skills. It is significant to focus on how and where the children spend their free time after school. Whether they are engaged in sports or no and how much a healthy lifestyle is promoted. (The Juvenile Crime Prevention Strategy of Georgia; №235, 2012)

The primary prevention has its goals, which are quite broad and includes not only working with children but also reinforce family, school employees and the community. As for children, the purpose of prevention is to plan training and various educational activities about: on emotion management, personal development, conflict resolution and work on the skill development. Besides, to create friendly and positive relations between peers in educational institutions and to eradicate bullying, violence, vandalism through various activities. It should be emphasised that one of the chapters in strategy, is about the role of a school counsellor, who will help students in personal relationships, to solve conflicts and receive lifelong advice from this person. It will also be mandatory for the counsellor to refer the child to specific programs/institutions or to contact, inform and consult with parents if necessary. (The Juvenile Crime Prevention Strategy of Georgia; №235, 2012)

Secondary prevention focuses on precisely those juveniles who are at greater risk of committing a crime than others. These can be: children victims of violence in the family or other environment, children living and working on the streets which are left out of the education system, orphans living in state institutions, refugees and children displaced by hostilities, mental health problem, drug and alcohol addicted children.

The goal of secondary prevention with risk groups is quite complex and diverse. Prevention at this stage includes not only family and school, but also numerous state institutions such as small family-type homes, day-care centres, mental health facilities, ministries, etc. The most important are a few points where the State emphasises that the punishment of a child should be minimised and also their expulsion from school is not proper punishment. On the contrary, it is essential to provide psychological assistance to the affected children by these risk groups. To Support, reinforce, involve in individual, mentoring, sport and educational activities. (The Juvenile Crime Prevention Strategy of Georgia; №235, 2012)

Tertiary prevention focuses on the rehabilitation and integration of juveniles, who are already in conflict with the law and have committed a crime. Based on international experience, prevention at this level means working with children on a psychological level, helping them to integrate into society, return to everyday life, get an appropriate education, get employed and subsequently monitor and evaluate all mentioned. The tertiary prevention has to work on the

empowerment of juveniles, on rehabilitation to prevent recidivism, meaning to prevent another crime in the future.

In conclusion, juvenile crime prevention in Georgia is part of the criminal policy. In order for preventive measures to be successful and to minimise juvenile delinquency in the country, the Government needs a clear strategy and action plan. According to the Juvenile Crime Prevention Strategy of Georgia, juvenile delinquency prevention has three levels: Primary prevention, Secondary prevention and tertiary prevention.

2. NEEDS OF JUVENILES AND COMMON REASONS FOR JUVENILE DELINQUENCY

Juvenile delinquency intervention, for any state, incurs more costs, human resources and time. Crime prevention is a much more effective way. However, in order to avoid possible crime in the future, it is necessary to have a good understanding of the needs of juveniles' and primary reasons for juvenile crime. Is it family, social environment school, peers, lack of education and services or individual characteristics?

Iza Kelenjeridze discusses the causes of juvenile delinquency in her article and singles out seven main reasons. (Kelenjeridze I, 2004)

- The role of the family;
- Disadvantages of schooling;
- Age peculiarities;
- Critical social conditions and environment;
- Alcohol and drugs;
- Violence films;
- Migration.

The above seven categories are combined in "Strategy of juvenile crime prevention of Georgia" and offers to unite them into four major broad risk groups that may lead juveniles to commit crimes. These groups are:

- Family;
- School;
- Community/peers;
- Individual characteristics.

By definition based on the mentioned strategy, the family includes parental neglect, physical or psychological violence, family conflicts, poverty, consumption of alcohol or other substances, a conviction of a family member, etc.

Children spend most of their time at school. The experience and education gained in the educational institution play a significant role in the development and formation of the child. The strategy states that bullying, violence, discrimination, frequent absenteeism and low academic achievement at school are also in risk groups for children.

The crucial is where and how juveniles spend their free time, what environment they are in, whether they have access to a criminal environment, access to alcohol, drugs and weapons? It should be noted that the influence of peers with a criminal past on the street is enormous.

As for the individual characteristics, should be highlighted juvenile aggression, frequent anti-social behaviour, alcohol and drug addiction, anger, closure and mental health problems. (The Juvenile Crime Prevention Strategy of Georgia; №235, 2012)

According to Godziashvili I, there is four areas that can cause crime in juveniles: study, work, living and rest. School children are often indolent to study, to attend school, but they aspire to what is forbidden and enjoyable, for example, alcohol or drugs. Juveniles are characterised to spend time on idle, poverty in the spiritual realm, striving for independence and difference, and heightened aggression. (Godziashvili I, 1998)

In summary, the intervention of juvenile delinquency requires more costs, human resources and time, while crime prevention programs are far more successful way forward. However, in order to prevent potential crime, it is crucial to have clear awareness of the needs of minors and the key causes of juvenile crime. Juveniles are often forced to commit crimes by numerous social, psychological and economic factors. Their positive or negative behaviour can be influenced by the family, school, friends and by the community where they grow up.

2.1 The role of family and parenting in child development

To speak about juvenile delinquency prevention, the most significant role is played by the family. In the development of a child, the parents and the environment where children grow up have one of the crucial functions. It is the place where the minor spends most of his time from childhood and has to form as a person. The family gives the child the basic (psychological) needs to be defined by the Maslow Pyramid, but at the same time, it gives values, skills and life experiences. (Aruma E, Enwuvesi Hanachor M, 2017)

The family has an outstanding role to play in the socialisation of minors and in shaping their needs and aspirations. Concrete examples must reinforce the knowledge and experience gained in the family. It depends on the parenting methods how children will develop as a person, what values, what interests, character, mental qualities and hobbies they will have. (Mamrikashvili N, 2017)

An essential factor in the development of a child and formation as a person is the style of parenting. The authoritarian method of parenting never brings good results. When a parent punishes a child without any explanation, is strict and demands the highest discipline of the child and gives direct instructions. Also never involves a child in the decision-making process, the child grows up with low self-esteem, shy and unable to express own opinion and in the future is an easy target of oppression by peers. (Barnovi G, 2020)

Violence against children in society is often a social norm, considered as a strict and effective model of parenting. The strict parenting model implies the acceptance of methods of

13

psychological and physical abuse against the child. The strict parenting model is prevalent in Georgia. The national survey held in 2007 in Georgia, about violence against children, describes that according to the survey, 79.8% of parents/caregivers used at least one form of physical force as punishment. Furthermore, 82.3% used the form of psychological force. The most commonly mentioned methods of physical punishment were slapping, shaking, pulling on the hair, and raising the ear. Among the methods of psychological punishment are shouting, mocking names, cursing a child and intimidating into malicious abandonment. It is noteworthy that 21.5% of parents admitted systematic beating of a child. (UNICEF Georgia, 2016)

In 2018, a multi-indicator cluster survey was conducted with the support of the United Nations Children's Fund, which indicates that 69% of children were subjected to some form of violent parenting. 31% of children have experienced severe physical force, and 66% have experienced psychological force (Mix Georgia, National Statistics Office of Georgia, 2018). Violence and strict parenting methods do not have a good impact on the child's development, but the other hand, leaving the child out of control or unsystematic parenting techniques have a negative impact on their development as well.

According to Hirsch's theory, systematic discipline, careful observation, and parenting are very important for a child. If the juvenile has a close and warm relationship with the parents, which includes robust, correct communication and parental interest in and involvement in the child's activities is a good upbringing model for crime prevention, which is a prerequisite for a low crime rate. (Hirschi/Sampson,1996)

To summarize, the family has a significant role to play in socialising minors and in shaping their needs and behaviours. The authoritarian parenting model never generates positive results, since children develop low self-esteem, they grew shy and are unable to share own opinion. In conclusion, the physical, cognitive and personal development of a child depends on the family.

2.2 The role of street and organising juveniles' free time

Juveniles are influenced by the circle of friends and the environment in which they spend their free time. Free time is the time when a person does not have to fulfil the responsibilities assigned to him or her by a third party and also has no biological necessity, such as sleep. 80% of the crimes committed by juveniles is done in their free time when they were not at home, not studying and not working. (Gabana A, 1962)

Once a child has much free time, they mostly spend this period without any control and planned activities, and this mainly happens on the street. Wandering in the street often ends with relationships with "street authorities" and making friends with them. It often leads the children to

14

a crime which will be defined by the administrative or criminal code. (Shalikashvili M; Mikanadze G, 2011)

Spending free time productively plays a massive role in crime prevention. The majority of juveniles simply do not know what to do in their spare time and what useful activities can be done for themselves or the community. It is why they are looking for different types of entertainment which is fascinating to them. Parents should help their children to distribute their free time correctly, and the school is obliged to do the same. It is necessary to find out the real interests of the children, what skills they have, what hobbies they are attracted, and to help them spend their time productively. The children initiatives should not be limited and remembered that free time for juveniles is also essential. Purposeful and productive use of free time is a skill that a person should develop from childhood (Mamrikashvili N, 2017).

In the Strategy of Juvenile Crime Prevention of Georgia, for primary level prevention, attention is paid to the juvenile's free time, how they spend these hours, whether they are engaged in extracurricular activities, sport or healthy lifestyle. (The Juvenile Crime Prevention Strategy of Georgia; №235, 2012). What children do in their free time is a question for the parent. Often the family thinks that the school and the teacher should raise the child, but they relieve themselves of this responsibility and are limited to feeding and dressing the child.

In their free time, minors enjoy themselves in different ways; for example, they go to basketball, football or any other sport. They paint, watch movies, dance, sing, play or try to do what they like and love. However, sometimes the activities chosen by the child may be harmful, or the peers and environment around them may not be healthy. Children are not engaged in sports or involved in various educational, non-formal education activities in Georgia very often. Since some juvenile families have economic access to get the child involved in sports activities and some not. (Shalikashvili M; Mikanadze G, 2016)

In conclusion, spending free time productively plays a significant role in the reduction of crime. Children are not aware of what beneficial activities they may pursue in their free time. Parents should help children to utilize their free time efficiently, and the school is obligated to do the same. On the other hand, the free of charge, out of school activities should be accessible for children, because not all families have the financial means to fund a child for extracurricular activities.

3. NON-FORMAL EDUCATION AND ITS PROGRAMS FOR JUVENILE CRIME PREVENTION

Education can mean a different thing for different people in different countries. Education is a fundamental right of an individual and one of the principal rights of every child. Every child has the right to learn and be included in the education system. Convention of the Right of the child describes ad recognises the right of the child of education as compulsory and available for free for them. In the human rights manual "Compasito" can read that in the field of human rights, what matters is how we receive education, whether it is formal, informal or non-formal. In this chapter will be described three types of education and mainly focused on Non-formal education.

Formal education - The primary source of formal education is the school and the university. Formal education refers to a structured system of education, from primary school to higher education. Professional Colleges, technical or other special programs are also considered as formal education.

Informal education - Informal education refers to the family, neighbours, library, media, work, social networks, and the internet. It is a life process when we learn from our environment. We acquire those values, attitudes, and skills through daily experience. A minor can receive informal education from relatives, friends, movies, newspaper magazines. (Compasito, 2007)

Informal education defined, as spontaneously acquired information, behaviours, skills be it from the street, neighbourhood, newspaper or other. In the 21st century, media outlets play a significant role in informal education. According to a survey in the UK, 79% of Juveniles use any media, social network, and they spend an average of eight and a half hours a week on them. The computer and mobile phones are the most popular means of informal education today. (Latchem C, 2018)

Informal education may also lead a person, wishing to receive non-formal education. The State can provide non-formal education. However, in most cases, it is non-governmental organisations (NGO), non-profit organisations and also companies that want their employees to equip with the skills needed in the job market. (Latchem C, 2018)

Non-formal education (NFE) **-** refers to any purposeful, voluntary and planned program of individual and social education, which aims to introduce values and their practical application, as well as to develop a wide range of skills and knowledge typical of a democratic way of life. Such non-formal education for children can be out-of-school events, summer camps, training, workshops and more. (Compasito, 2007) Non-formal education is learning based on experience, practical study and in another way called it 'lifelong learning'.

Juveniles can receive non-formal education mainly from trainers working in NGOs or from youth workers. Non-formal education takes place beyond the formal education, family and work context and promotes the development and well-being of young people, their active participation and integration into society. (Kubecia M, Tkemaladze Sh, 2014)

Non-formal education enables the child to organise his / her free time after school and to develop the necessary competencies for future life. NFE is one of the most successful means of crime prevention to prevent juveniles from engaging in crime and other deviant behaviour. NFE promotes the development of skills and also for soft skills: clear communication, empathy, assertiveness, taking responsibility, conflict resolution and other, which is required today as the essential skills. Gives democratic values and the opportunity to be involved in their community and fulfil their civic responsibilities. In many cases, non-formal education is a second chance for children, who have not been able to graduate an educational institution.

Youth work is activities carried out with young people and for young people, beyond formal education, family and work contexts and promotes youth development and welfare, and their active participation and integration into society. Youth work is part of non-formal education and youth workers are people who can use NFE methods while working with children (Law of Georgia on State support of youth).

The importance of non-formal education, as well as youth work, is also indicated by the fact that developed European countries and international organisations such as the UN, the European Union, and the Council of Europe devote significant resources to the development of this field. (EU-level initiatives on youth work 2010-2018- European Commission)

Non-formal education has its values and approaches. It must be voluntary, no one is obliged to participate in non-formal education, and however, it should still be available to everyone. Non-formal education uses a holistic approach, and the first step is always to assess the needs of the participants and focus on them. NFE is individual and group learning process, mainly it is done in groups. The learning process must be, based on experience so that participants can acquire knowledge, improve skills and learn new competencies (Compass, 2002).

In summary, non-formal education is more effective and appealing to minors. Formal education is characterised by a certain type of learning and does not focus on the development of student skills, while non-formal education is a variety of role-playing games, energisers, ice breakers or team-building exercises that give us the skills, need in life (AEGEE-Europe, Belgium). It also has value-based teaching; for example, tolerance is often the attitude that juveniles learn during training or workshops. Despite all this, of course, the role of formal education should not be forgotten, since it is essential also.

3.1 Center for Crime Prevention - Georgia

In 2012, the Center for Crime Prevention, a legal entity under public law, was established in Georgia, under the Ministry of Justice and its goal is to prevent crime with risk groups and prevent recurrence of crime.

The Center for Crime Prevention (CCP) works in several key areas and implements numerous programs. Its main directions are prevention of juvenile delinquency, rehabilitation and re-socialisation of juvenile ex-prisoners and development of mediation as a tool in the country. The centre psychologists, social workers and also youth workers are implementing projects and working with children.

The study needs to consider what measures the Center for Crime Prevention takes for primary and secondary juvenile crime prevention. In the missions of the Center, it is indicated that they try their best to implement innovative projects within the scope of their competence. Also, to work both for the primary prevention and secondary prevention, meaning with the children at-risk groups, mentioned above in the Crime Prevention Strategy of Georgia. (Center for crime prevention, Georgia)

First Level Crime Prevention Division

There is a separate division for primary prevention. They provide early prevention of juvenile delinquency and work on three main areas: raising civil and legal awareness, promoting a culture of volunteerism, and promoting a healthy lifestyle among young people. CCP notes that non-formal education plays a key role, and they use to conduct indoor or outdoor activities. Below are discussed programs which they implement for primary prevention.

"House of Leaders"

The goal of the program is to promote a healthy lifestyle, volunteering and raising civil, legal awareness. The program is implemented in 13 major cities of Georgia and the service is provided mainly by "houses of justice". The program target is young people aged 14 to 18, who attend seminars, training, conferences, join film and book clubs. The four primary areas of this program are sport, art and culture, non-formal education and volunteering, education and science. Juveniles have the opportunity to learn how to write projects, then plan and implement small initiatives themselves.

"Volunteer"

This program is an opportunity to have the training and become voluntarily, intern of the "House of Justice" under the Ministry of Justice, which gives them additional knowledge and skills to be employed in the labour market in the future.

"Two Generations"

The program involves, to engage juveniles in nursing homes, where they help to older people with various daily tasks, be it tidying the room, reading a book or just spending time together. The program is essential for juveniles to have a sense of solidarity and responsibility (Center for crime prevention, Georgia).

Second Level Crime Prevention Division

The Second Level Crime Prevention Division implements projects for juveniles in at-risk groups. The purpose of the department is to conduct juvenile needs research, work with families of children at risk, and train specialists who work with juveniles in the at-risk group. The Second Level Prevention Division also implements a specific program in terms of non-formal education. The name of the program is "Youth Club" and this program operates only in the capital of Georgia, Tbilisi. The youth club works with young people between the ages of 12 and 21 who are known for their anti-social and delinquent behaviour and offers free sport and cultural activities, non-formal education-trainings and other cognitive activities. The goal of the program is to create a space where minors can spend their free time after school, engage in exciting activities, be safe and have a "street academy" replaced the meaning of spending less time on the street.

To conclude, non-formal education gives the children opportunity to be occupied in their spare time. To gain knowledge, develop the skills and right values. It promotes the development of soft skills for children such as clear communication, sympathy, assertiveness, responsibility and conflict resolution. NFE is one of the essential tools to prevent juveniles from engaging in crime and other deviant behaviours.

The Center for Crime Prevention is the only governmental institution which officially operates in a variety of areas to develop strategies and programs for juvenile crime prevention. Psychologists, social workers and youth workers are conducting programs and interacting with children. The centre holds several projects and uses non-formal education as one of the main techniques for crime prevention.

4. THE ROLE OF SOCIAL WORK IN JUVENILE CRIME PREVENTION USING NON-FORMAL EDUCATION

According to the International Federation of Social Workers, the global definition of social work is a practical profession and academic discipline that serves human rights, empowers, develops and promotes social cohesion and welfare (IFSW and the IASSW Assembly, 2014).

As already mentioned, social work is both practices, and academic discipline and profession recognises personal factors but also social, cultural, political and economic factors which play a significant role in human development and well-being. (Kiladze S, Firckhalashvili A, 2018)

The definition of social work may change or become more widespread at different country levels. According to the National Association of Social Workers of the United States (NASW): "Social work is a profession that involves helping individuals, groups, or parts of society to regain and improve their ability to function socially and to create social conditions appropriate to their goals." (The National Association of Social Workers)

The Government of Georgia adopted the law on social work only in 2018. This law covers the function of a social worker, duties, rights, measures to be taken and their legal status. The law also defines what social work itself is. In the second paragraph of the law, we read that social work is "work in the speciality based on practical activities, which aims at the free development of the individual in society, promoting integration and enhancing the welfare of society by strengthening the individual." (LAW OF GEORGIA ON SOCIAL WORK, 2018). According to the above the law, there are three main areas of social work: prevention, recovery and remediation.

- Prevention in social work involves helping specific segments of society and the provision of customised services until any particular dysfunction arises;
- Recovery itself means to help beneficiaries in the form of rehabilitation;
- Remediation is the reduction, elimination of existing problems and helping to solve them. (Kiladze S, Firckhalashvili A, 2018)

According to the law, in the main functions of a social worker, the very first paragraph tells us that one of the essential duties of a social worker is to carry out preventive social work. (LAW OF GEORGIA ON SOCIAL WORK, 2018) The same law describes even more specifically, the preventive functions of a social worker, in which the social worker assists the beneficiary and avoids a crisis.

Prevention is a premeditated intervention that avoids unwanted harm or criminal activity. Prevention is essential in legal terms because sometimes, it becomes impossible to remedy the damage. As an extreme example, we can cite humans' life. When the loss of life is as damage, its recovery is impossible. Therefore, it is primarily for the social worker to intervene and take preventive measures. A social worker can take preventive measures with individuals, groups and the community. (Kiladze S, Firckhalashvili A, 2018)

The role of the social worker is significant in the prevention of juvenile delinquency which implies the preventive work of the social worker at the school. According to the Law of Georgia on Social Work, Article 18 defines what social work should serve in education institutions. The social worker should work at school not only with the children but also with parents, teachers and the school administration to prevent and reduce bullying, violence at school and to raise student awareness.

The function of the social worker is to identify the risk groups and risk factors listed in the "Juvenile crime Prevention Strategy of Georgia". Which includes identifying children in conflict with the law, children with special educational needs, children with difficult behaviours, work with them, counselling and to advise them.

It is noteworthy that the State also regards the role of the social worker in the prevention of juveniles in terms of non-formal education. The social worker must ensure that the student participates in the formal and non-formal educational processes, and they develop and integrate as full-fledged citizens. (LAW OF GEORGIA ON SOCIAL WORK, 2018)

By January 1, 2021, the Social Worker Certification Program has to be completed according to a plan commissioned by the Ministry of Education and Science of Georgia. According to the Law on Social Work, this plan and certification program should have started slowly from 2019; however, at present, there are no social workers in Georgian schools and no training plan or program is underway. (Qelbaqiani A, Cagareli N, 2020).

In summary, social work is based on both academic and practitioner discipline. The profession acknowledges personal, but also social-cultural, political and economic influences that play a crucial role in human development and well-being. One of the essential roles of a social worker is to perform preventive work. The role of the social worker is significant in the prevention of juvenile delinquency and usually implies the preventive work at school.

4.1 The functions and responsibilities of social workers in school for juvenile crime prevention

The functions and responsibilities of social workers are diverse and require a great effort, especially when working with children at school. Social workers today require having a lot of skills, the right values and approaches. Due to this fact, the International Association of Schools of Social Work and the International Federation of Social Workers offers another definition of social work. Social work as a profession contributes to social change, empowerment of people, problem-solving in relationships and their well-being. Human rights principles and social justice are the foundation on which social work stands. (CRAWFORD. K, WALKER. J, 2007)

An ecological perspective is a fundamental theory for school social workers. An ecological perspective focuses on the child as an integral part of several social systems, be it school, home, peers or neighbourhood. (Apter&Propper,1986). This perspective allows social workers to see the child from different angles, to broaden their vision of where problems may come from and where intervention can take place. The problem should not be searched only on the individual level and why, for example, the child learns poorly. Environmental factors have a considerable influence on juveniles. Besides, academic and school social environment poses serious challenges for children and young people with behavioural and learning problems. (Schinke & Gilchrist, 1984)

The role of the social worker in the school is essential for juvenile assistance and development and of course, also plays a crucial role in crime prevention. The purpose of social work in schools is to support students in learning, development and functioning within the school. The main goal of the social worker should not be to divert the child to different services, must be a professional who is equipped with skills and can work on all micro, mezzo and macro levels. In many cases, social workers work in schools on an individual level, but at the same time, they have to work with groups, be it students, teachers, administration or parents. A successful social worker within the school should be able to do supervision, coaching, facilitate groups. Do counselling and training on topics such as working with children with difficult behaviours, managing aggression, etc. (Openshaw L, 2008)

The school doctor, counsellor and psychologist also play an essential role in the school. Sometimes their roles and social worker may intersect, but to make it more transparent what a social worker is doing, below is described roles and functions of a social worker. The school social worker has to adapt to a variety of roles to suit a particular school and its requirements. The ecological perspective is the main foundation, and according to that, social workers have to do such work as assess risk factors at school and advocate children with risk group and their

families. Identify and reinforce student's needs, problems and empower them, as well as their families' needs. Communicating and consulting with teachers about the conditions under which juveniles have to live, being on a multidisciplinary team with teachers and other school professionals and developing an individual study plan based on students' needs. Study the students' and school environment, the neighbourhood and help them, if necessary, strengthen the community by providing various services to make the environment safe for children, monitor children' s involvement in various agencies and activities. To participate in conferences on topics such as "difficult student behaviour and academic achievement". Also, participate in the creation of the school crisis strategy, study / take into account the social, economic and cultural background of students. School social workers hold both individual and group meetings and consultations with students. It is the prerogative of the social worker to create, conduct and evaluate prevention programs at school. (David R. Dupper, 2003)

A school social worker can also play an essential role for children with special needs who have certain types of challenges. Students who have difficulty passing the tests, the problem of graduating school, can benefit from the help of a social worker and additional resources where the social worker will refer them, this could be community-based support services as well. A social worker can also advise and support minors from orphanages or foster care on topics such as the harms of drugs and alcohol and prepare them for independent living. (Openshaw L, 2008)

4.1.1 Crime prevention programs in schools and the example of the United States

Over the years, research around the world has given knowledge about crime prevention and what works well with minors in school and what works poorly. Large-scale prevention programs implemented at school work much better and are more effective than working with each child individually. Experiential techniques are used in individual work, which means to work with the individual and his problems, but creating a school prevention program changes the full school environment, culture and climate where hundreds of juveniles and adults are involved. Preventive programs designed at the school sometimes run for years and are varied, requiring a written plan and strategy. These programs are designed to provide additional information to children and help them develop the skills and knowledge, around topics such as bullying, violence and substance abuse. The training on how to manage anger, conflicts, what is crime and law, how to protect oneself from sexually transmitted disease, etc. These are topics that minors often do not discuss in the family, and they receive distorted information or advice from peers. It is better if the school professionals will provide the information on mentioned topics through the prevention programs. Preventive and non-formal educational programs also help students address academic achievement problems in school and help at-risk children be

empowered rather than expelled from school. Punishment methods are not very useful in the age of adolescence. (David R. Dupper, 2003)

Once the school administration decides to implement prevention programs in schools, the social worker is precisely the professional who should show that he or she can implement juvenile crime prevention programmes in the school and in general, can work in groups. Social work is not limited to clinical work with individuals. In this chapter is discussed, some of the successful prevention programs based in schools in the United States and the involvement of non-formal education methods and social workers participation in these programs is essential (David R. Dupper, 2003).

Metropolitan Area Child Study - Metropolitan Area Child Study (MACS) goal of the program is to work effectively on a child's behaviour and to think patterns, as well as their development. According to the United States Department of Education and Justice, this program is designed for students of different grades and has different goals and plans. One version of the program is designed for second- to third-graders, and the second version is for fifth- and sixth-graders. The program runs over two years, includes teacher involvement for 20 weeks, and provides training on topics such as classroom behaviour management, social problem-solving in the classroom, and explaining different interactive techniques to use. The program involves children and to work with them in groups, which are characterised by high aggression. In the third stage of the programme, meetings and work with parents are included. Studies have shown that this program is very effective in reducing aggression in school, improving academic achievement, and preventing future crime. (US. Departments of Education and Justice, 1999)

Teaching Students to be Peacemakers - The teaching students to be peacemakers is a program seen as a peer mediation and school discipline program that teaches students how to resolve their conflicts and disagreements peacefully. As part of the program, students must learn and gain an in-depth understanding of what conflict is, how it can be resolved, how to negotiate and help other students, mediate in conflict and resolve the problem peacefully. Students are formally learning six-step negotiation procedures and 4-step mediation techniques that will help them change their violent approaches and anti-social behaviours in the future. Studies have shown that 63% of children involved in this program change their behaviour. (US Departments of Education and Justice, 1999)

Resolving Conflicts Creatively Program - The RCCP is one of the most extensive programs aimed at preventing school violence. Hence much research has been done on it, experts and researchers think that this program is the most effective and promising in the United States, which is currently on. (DeJong W, 1999)

The goal of this program is to change violent and aggressive behaviours in the long-term, and to develop mutual respect, mutual behaviour in minors, to solve problems peacefully and positively. (Aber J, Brown J, Chaudry N, Jones S, Samples F, 1996)

According to Dejong, the RCCP aims to create a safe environment at school for students where they can learn peaceful ways to resolve conflicts. Juveniles do not have the proper skills and experience to manage conflicts, and this program allows them to cope with daily challenges at school or outside of school. Without skills and conflict management techniques, juvenile challenges may lead them in violence and crime activities.

Research and observation of this program found that 71% of teachers surveyed said that students express violent behaviours in the classroom. In comparison, 72% of respondents noted that children developed and changed values, behaviours, and acquired the ability to take other people's opinions freely and be tolerant. (Metis Associates, Inc.)

Seattle Social Development Project - The Seattle Social Development Project (SSDP) is conducted with students, teachers and families. Teachers are trained on how to use interactive and diverse methods in the classroom with children. Parents also learn how to collaborate with teachers and other parents. The program aims to teach juveniles different methods of communication, help them resolve conflicts and acquire skills that will help them solve problems. Teachers support students to learn how to stop using harmful substances, how to respond to pressure from classmates and peers. The study of the program showed that students reduced their time with peers who were characterised by deviant behaviour and also reduced their expressed aggression in the classroom or generally at school. (Hawkins, Von Cleve, & Catalano, 1991).

In conclusion, school prevention programs allow social workers to work with groups, which has a better outcome than engaging with each child individually. The school prevention program transforms the whole school atmosphere, community and climate in which hundreds of children and adults are involved. These services are intended to give additional awareness to children, to help them develop skills and values on problems such as harassment, bullying, domestic violence and other social-economic challenges.

4.2 Non-formal education as tool used by social workers

Like non-formal education, social work also requires working with groups, especially in a school with minors. A social worker can involve a lot of juvenile and their problems in the form of group work; however, this technique also requires a lot of effort and knowledge. Group work is one of the most effective ways since the group can have a positive impact on a person. (Alle-Corliss & Alle-Corliss, 2009)

Group work is vital for juveniles because, for them, the example and support of peers is a priority over then the adults' advice. They often ask for the opinion of friends, classmates rather than parents or teachers. The group can make positive changes, empower the child and also work as a support group. In group work, juveniles acquire not only information but also skills such as problem-solving, anger management, conflict resolution, bullying and violence resistance, rejection of harmful substances, and other social skills (Trevithick P, 2005).

The social worker should work with groups in schools and try to make positive changes, both in students, with teachers and administration. It will enable the social worker to implement systemic changes in the school and prevent crime effectively. In order for group work to be successful, a social worker needs a lot of tools and techniques from non-formal education. To conduct effective training and workshops, be it energisers, icebreakers, name games, managing group dynamics, team building, creating a safe environment, provide proper feedback or various role-playing exercises. (Openshaw L, 2008)

Icebreaker is one of the most influential and vital tools used when working with groups. It helps to start work, to make the group members forget about themselves and to feel like a member of the group through play. The social worker should start each training session with such games, which are not often long and last about 3-5 minutes, of course, depending on the size of the group. The icebreaker itself tells us that the "ice" must be melted between the group members and brought them closer together. Everyone must be involved in this exercise. By doing this, the students also see how much they have in common, in the main cases, this activity is fun for them. According to the students participating in the group, an exercise tailored to them should be selected based on the complexity and the idea. (Openshaw L, 2008)

One of the most popular and straightforward icebreakers is "one lie and two truth". Where students have to say three statements, two out of three has to be truths and one lie. After the child represents three statements to the group loudly, the group has to guess which of this statement is a lie. This exercise helps children get to know each other better and get closer. In non-formal education, icebreakers are even mandatory, which are used successfully by trainers and youth workers. (Openshaw L, 2008)

One of the essential exercises in group work with children is "name game" and team-building games. The social worker should use name game at the very beginning of working with the group, as not everyone in the group may know each other and their names. There are many alternatives to name games; it can be performed in action, with music, dance or painting. for example, one of the participants says his name, and at the same time performs any movement, which is then repeated by the whole group in a circle several times. (TC - FACILITATOR TOOL BOX)

Team-building exercises are fundamental and require more effort and skills from the social worker. In order for children to start sharing their emotions, problems in a group, they need to have a safe environment, and they feel like one team. Teamwork is one of the most demanded skills today. Exercises on teamwork can be found in the Human rights manual book Compass and Compasito.

In addition to teamwork, group rules are essential for a safe environment. The social worker may facilitate the group and ask them to create their own rules of work. The rules are not to make fun of each other during the training, to respect each other's opinion, to listen to each other, to speak in order, not to be late for meetings, to keep the working environment clean, not to use rude words, etc. Rules not only create a work environment where minors respect each other, but it also gives them a variety of skills such as time management, listening culture and more. (ICYE International, 2017)

In group work with juveniles, the social worker needs to use techniques such as reflection, meditation with drawing and sculpting, dividing and working with mini-groups, conducting role-plays and then reflecting about it. Practical exercises can be performed on topics such as discrimination, conflict, stereotypes of violence, bullying and more. It is a shortlist of the knowledge and skills that a social worker needs to apply when working with children in groups. Non-formal education incorporates many techniques with values and competencies that can be freely used by social workers as one of the most successful tools for crime prevention when working with minors. (Openshaw L, 2008)

To summarize, in order for social workers to be able to work successfully in school, they need a lot of skills and knowledge. The social workers have to adapt to different roles such as consultant, researcher, coach, trainer, counsellor, organiser, etc. They should use an ecological perspective which allows to broaden area for intervention and prevention. This perspective helps the social workers to see children as part of a comprehensive social environment and highlight their strengths. An ecological perspective helps the social workers to work on the strengths rather than the shortcomings and deficits that exist around children.

Non-formal education is using various techniques which is attractive for children. Social workers should use NFE methods and especially group technique. Primarily, social workers in school should identify children needs, challenges and create groups to support and empower them. Group work is one of the most successful ways since a group can have a positive influence on an individual.

5. JUVENILE CRIME PREVENTION THROUGH SOCIAL WORK USING NON-FORMAL EDUCATION, RESEARCH

5.1 Empirical research methodology

Qualitative research - Social research is the study of data collection and analysis. It is used in a variety of academic fields, especially in the social sciences: such as social work, sociology, psychology, anthropology, and the political sciences. (Tsuladze L, 2008). Social research is divided into two major groups: qualitative and quantitative. Qualitative research often requires the use of several research techniques, which allows the researcher to study a phenomenon from different angles. (Tsuladze L, 2020)

The fact that qualitative research does not obey strict instructions does not mean that it is easy to conduct; on the contrary, the research is quite difficult and laborious. Its implementation requires more time, concentration, diligence, and specific skills that are formed in the process of conducting research. The individual responsibility of a qualitative researcher for research processes and results is greater than that of a quantitative researcher. (Zurabishvili T, 2006)

The method of qualitative research is interdisciplinary and is widely used in social work as well as in juvenile delinquency prevention or intervention studies. Using a qualitative method allowed the researcher to gain more in-depth knowledge of the needs of juveniles, how non-formal education is working, and how social workers implement juvenile crime prevention programs.

The qualitative research method allowed informants to express their opinion and life experiences. Also, to explain specifically their position, why they think the way they do, their beliefs, what factors and circumstances influenced their thinking patterns and behaviour, and how they evaluate impacts and consequences of certain factors. As an example, in the study juveniles explained quite clearly what factors influenced them to do the crime, how the non-formal education program affected their lives, which exercise or information was crucial, and how it all changed their lives.

Sampling Procedure - The semi-structured interviews were carried out, with three groups of participants in Tbilisi, Georgia: social workers, youth workers, and juveniles. A combination of purposive and maximum variation sampling methods was used for the research. Purposeful sampling aims to capture and describe the central themes or principal outcomes that cut across plenty of participants or program variation. (Patton M, 1990)

The purposive sampling method was used to select social workers who have experience working with juveniles from different fields, organizations, and institutions to analyse juveniles' needs and problems in-depth and how they describe crime prevention programs. Research had no

limitation of selecting social workers by gender, age, nationality, or ethnicity. All of them had any experience of work with juveniles three years or more, experience to implement juvenile crime prevention programs for primary and secondary level, earned bachelor's or master's degree in social work, and have experience implementing non-formal education activities or programs as well. Interviews were taken from four social workers, all of them were female, and two of them were employees of the "Center for crime prevention", Tbilisi, Georgia. The "Center for crime prevention" is a governmental institution that works on the national level and implements different programs for juvenile crime prevention, including non-formal education.

When the sample size is small, the maximum variation is used, to select units or cases that maximize the diversity relevant to the research questions. With the sampling method mentioned above, the researcher can get a rich and valid finding. "A maximum variation sample, which is sometimes called a maximum diversity sample, is a particular type of purposive sample. The main objective of a maximum variation sampling technique is to select a sample that, in most cases, is more representative than a random sample. Note that a random sample is not always the most representative, especially when the sample size is small. "(Sara Elder, 2009)

Youth workers and juveniles were selected by the maximum variation sampling method from the non-formal education of youth centre "Sunny house". Juveniles were participants of this organization in particular program "Step forward – the academy of success ". The "Sunny house" had an agreement with Mykolas Romeris University during the scientific research practice. This organization was founded in 2003 and includes professionals such as youth workers, volunteers, and office managers. The goal of the "Sunny house" is to work with youths regardless of their sex, nationality, religious and social-political affiliation.

The purpose of the organization is to promote the mental, spiritual and physical development of the youth, and to establish them as full members of the democratic society, based on the principles of humanism, integrity, and professionalism. To achieve goals, the centre conducts training, conferences, seminars, charity events, ecological actions, scientific meetings, thematic evenings, exhibitions, and other cultural, intellectual, and sports events. For the research were selected three youth workers, two females and one male who has experience working with juveniles for more than ten years, who have the experience to implement non-formal educational programs for more than ten years, and experience to plan and implement juvenile crime prevention programs for more than five years. Interviews were carried out with eight juveniles who participated in the crime prevention programs/training of "Sunny house ", attended the program with a success rate of more than 50%, who were from a different level of prevention (primary and secondary) and the requirement was to have gender equality during the research. Eight juveniles were chosen, four females and four males. Juveniles had the experience

to participate in the crime prevention program "Step forward – the academy of success" in different years since organization "Sunny house" implemented this program for already the third time.

The whole database: names, surnames, mobile numbers, and description of experience which was matching the maximum variation of sampling criteria were provided by the organization "Sunny house ".

Data collecting methods - The most common data collecting method of qualitative research is an interview, which aims to gather information and is quite common in the social sciences. The qualitative research interviews are structured, unstructured, or semi-structured. A semi-structured interview is the most prominent part of qualitative research and occupies an intermediate position between structured and unstructured interviews. (Zurabishvili T, 2006)

As a data collecting method, a semi-structured interview was used with youth workers, social workers, and juveniles to receive detailed, in-depth, and consistent information about their life experiences, based on which would be possible to establish a definite pattern and draw general conclusions. A semi-structured interview aim was to find out the most detailed views of the informants regarding the study. The dignity of a semi-structured interview is that it gives us the possibility of both the researchers and the informants to develop new topics that are relevant for research, but for different reasons have not been pre-planned in the planning stage of research. (Zurabishvili T, 2006)

During the pre-planning stage according to Arthur and Nazroo, it is vital to be prepared for an interview very carefully and create a "topic guide" which includes: introduction, opening questions, core in-depth questions, and closure. (Blandford A, 2013). The interview was divided into three parts: pre-interview, the main part of the interview, and post-interview. During the pre-interview, verbal and non-verbal communication was established with the informants. They were provided information about the researcher, the aim of the research, what criteria were used to select them, and the information on confidentiality was described in detail. At the end of the pre-interview, permission was obtained to make an audio recording. During the main part of the interview, opening and core in-depth questions were included. Research questions were according to the research themes. At the time of the post-interview, respondents were informed that this was the last question and if they had something to add, they could. Each interview was voluntary and not paid.

A semi-structured interview is essentially a collaboration between the researcher and the informants and also a process when a new topic can be produced. The researcher is the person with the help of whom the respondent tells his story (Robert S, 1994). For this purpose, open-ended questions were mainly used during the interview, which does not offer the informants

prepared answers. The open-ended questions were often formulated with beginning with "how" and "why", which allowed the informants to describe detailed experience and thoughts. (Earl R Babbie, 2002)

During the semi-structured interview, the informants can deviate from the topic or even provide other general information. However, well-asked questions, specifications, and various techniques are the basis for a successful interview. The goal was to receive as much information as possible. However, an interview cannot be infinite; that is why the role of the researcher is to predict the correct time and ethically transit from the question to question. (Robert S, 1994)

During the interview's techniques such as "echo" and "silence" were used. "Echo" is a neutral technique and it is used when the informants' answer to the question is not full enough. However, the researcher wants more information and repeats the last words spoken by the informant very slowly, which leads the informant to return to the topic and continue the conversation. (Zurabishvili T, 2006) "Silence" was used during the pauses in conversations. The researcher tries not to ask the next question and create silence.

In many cases, the informant starts talking and provides additional details. However, this is one of the most difficult techniques that require patience and also the ability to quickly figure out if necessary, when to break this silence and ask the next question. These methods often help us to get sincerity and more information from the informant. (Zurabishvili T, 2006)

The semi-structured interview in qualitative research is a beneficial method for the research. The usage of this kind of interview method helped the research to fully explore how non-formal education is used for juvenile crime prevention and to obtain in-depth information about juvenile needs and problems. The research interview guide contains 33 questions and three main parts according to the research questions (Annex 1). Questions were exact and not using some slang, barbarisms, or jargon. All interviews were conducted at the independent youth organization office, in a separate room while no workers were present. Place and time were suitable and acceptable for each informant.

Data analysis methods - There is no unified approach to process qualitative research results and formalizing the semi-structured interview results is a rather complex challenge. Analysis of interview data may begin as soon as the first interview is complete (it helps to improve questions for the following interviews) or the researcher can start to analyse whole data after the entire process is complete. (Zurabishvili T, 2006)

The qualitative research analysis is highly dependent on the researcher's approach and also the specifics of the data collected as a result of the interviews. Nevertheless, it is possible to single out some basic approaches for the analysis of qualitative research results: phenomenology, narrative inquiry, content analysis, or grounded theory. (Zurabishvili T, 2006)

The audio material of the interviews leads to 298 pages of transcript, which was organized by research questions and examined by thematic analysis to identify common themes, ideas, topics, and patterns. During this process, an attempt was made to examine how informants defined theme and presented it during the interviews. Thematic analysis was used as a method to identify, analyse, and report patterns within data. It organizes and describes data in rich detail. The positive side of thematic analysis is that it is not a linear process of merely moving from one phase to the next. The process of data analysis followed a thematic analysis framework. It used a 6-step system described by Braun & Clarke (2006): 1. familiarising yourself with your data 2. generating initial codes 3. searching for themes 4. reviewing themes 5. defining and naming themes 6. producing the report.

Qualitative analysis of the text requires the coding of information, which means separating significant thematic blocks and elements from the interview. It is the initial stage of analysis. Each transcript was read carefully and coded manually. The following coding system has been used: Social workers S1-S4, juveniles J1-J8 and youth workers Y1-Y3.

Ethical issues - Compared to quantitative methods, the use of qualitative methods has become more acute for the ethical norms related to research. Qualitative researchers have a specific ethical responsibility because the trust between researchers and research informants must retain after the publication of the research and results. (Tsuladze L, 2008) The success of any social research depends on the informant's trust towards the researcher and their belief that the research is carried out objectively, in keeping with public interests, and that confidentiality will be protected. (Zurabishvili T, 2006)

Qualitative research requires mostly interviews, which should be recorded in audio or videotape. All interviews were recorded on audiotape, after written permission from informants or in the case of juveniles'- after signed permission from parents. During the interview, goals, and objectives were explained, and informants received an informed consent form (Annex 2). Participation in the research was entirely voluntary, and informants were explained that they could withdraw from this study at any time without penalty. Informed consent form was in English and Georgian languages and by signing the consent form, each informant indicated that they fully understand all provided information and agree to participate in this study.

The procedures regarding confidentiality have been clearly explained, and informants were convinced that confidentiality would be protected despite the use of Dictaphone. The informants' names, surnames, age, living place, school names, and all details which may compromise the anonymity of informants were coded. Transcripts and audio recordings were kept on the researcher's personal computer and stored in a compressed archive with a secure password.

Limitation of the research

- One limitation of the research is geographical accessibility due to lack of time, travelling, and formal regulations. As a result, the study was conducted in the capital city of Georgia, and all informants were from Tbilisi;

- The semi-structured interviews were carried out using informants' and the researcher's native language, Georgian. During the translation of transcripts, there was a possibility to lose part of the information due to the fact of inaccurate translation or linguistic differences, which do not allow to represent the informants' words in full authenticity;

- The research includes semi-structured interviews with eight juveniles who participated in one and same non-formal education program, which means that only one specific program outcomes were studied in-depth based on research;

- During the research, three interviews were cancelled due to the busy schedule or health issues of the informants: 2 with social workers and 1 with a youth worker.

5.2 Empirical data analysis

The research evaluates the problems and needs of juveniles in Georgia and how non-formal education works for the primary and secondary level of juvenile crime prevention with social work. It describes non-formal education methods, values, activities and summarizes juvenile crime prevention program "Step forward- the academy of success". The study also reveals the relationship and connection between non-formal education and social work in juvenile crime prevention. The gathered data is analysed in the following themes:

THE NEEDS AND PROBLEMS OF JUVENILES IN GEORGIA

- The impact of poverty on juvenile's development;

- Role of a family and parental influence in a child's decision;

- Challenges in school education;

- Interactions between juveniles and Law Enforcement;

- Thief in law institution in Georgia.

NON-FORMAL EDUCATION FOR JUVENILE CRIME PREVENTION – NFE VALUES AND TECHNIQUES

- Various non-formal education projects for juvenile crime prevention in Georgia;

- The program "Step forward- the academy of success" - description, difficulties and needs of participants.

SOCIAL WORK FOR JUVENILE CRIME PREVENTION

- Non-formal education in social work- from the perspective of social workers.

5.3 The needs and problems of juveniles in Georgia

At the age of puberty, the juvenile begins to develop as a person; they have problems, challenges, and everyday conflicts. For minors to cope with these challenges, they need to have, the right values and skills. However, the Georgian reality aggravates this background even more since the country is facing social hardships, unemployment, and other social, economic, or political problems. Based on this background juveniles try self-affirmation with destructive behaviours and cannot contend with the challenges positively. Considering the needs of this age, their self-realization, self-reliance, and socialization are very important, but for this, they need support and specific competencies.

S3 referred that: *"No matter how good everything is to them, they are at an age, at a stage of development when they have many challenges and identity has to be formed: self-esteem problems, how to establish themselves, what they represent and what role is preferred to be in"*

Y2: *"Juveniles, in the classical sense of age 14-18 have has much more challenges than they have the appropriate skills developed to overcome these challenges."*

Juvenile J3 discussed his adolescence period and described it as "horrible".

J3: *"Now, from my point of view, I do not like other children at puberty age. They are very irritating; everyone thinks they are someone much more and they have a huge imagination about themselves… I am surprised how teachers or youth workers can work with us..."*

The interviewed youth workers assume that the minors living in Tbilisi have different issues than those living in the region. However, the common problem they discern is the lack of skills, especially the lack of soft skills.

Youth worker Y1 indicated that it is rare but still possible to find juveniles who have developed their skills in the family, and parents have taken care of it. However, most juveniles do not have skills such as conflict resolution and positive relationship attitude. They often fail to learn these skills or they learn in a distorted way from peers, street, or school environment.

Y1: *"The common problem, what I see is mainly the lack of skills. Because they do not know how to solve problems and conflicts, they do not have the communication skills, they lose kindness towards each other, and are very aggressive. If they do not get what they wish, they immediately take very negative measures, and this is mainly seen in the region but also Tbilisi. "*

On the question of why children designate aggressive ways to solve the problems, juvenile J4 responded: *"Because juveniles cannot find other ways, they do not know how to deal with their problems differently… And where to learn this, if not in non-formal education projects".*

Y3: *"Even children who are relatively more active, come to me in projects, and I find that they have deficient communication skills, very low."*

S1: *"The problem of self-determination is important because in many cases, juveniles have leadership but do not have the means to implement their skills constructively. They often have too much free time and do not know how to manage it. therefore, there is much space to carry out destructive behaviours for the community."*

Y3: *"The main problem is anger, feeling of feebleness... Moreover, very few of them can sculpt their own lives. As a sociologist, I know that this anger will increase even more due to our socio-economic market, and as a result, we will see more juvenile crime."*

S1: *"Children need help to develop the skills. Furthermore, it can be learned; it is entirely possible to learn anger management, and it is also possible to learn how to achieve your goals without harming the interests of others. They also can learn how to say "no" to a person about an offer that is not acceptable for them. Furthermore, this is an essential skill since often juveniles commit crimes because of peers influence on them."*

The research revealed that at the age of puberty, the juveniles begin to develop as a person but they lack skills and knowledge. Juveniles require conflict resolution, communication and positive relationship skills. They need to gain knowledge on, how to resolve conflicts, how to manage anger, how to communicate properly, how to avoid harassment, and not to be influenced by peers. Children designate aggressive ways to solve the problems because simply they are not aware of how to solve their problems differently. They require to improve their knowledge and skills concerning to solve problems positively. These skills are teachable and can be taught by families, schools, social workers, and youth workers to encourage them. Those skills and knowledge are crucial for children, and it plays a fundamental role while they have various challenges.

Discussion

It has been established that most crimes occur at the age of puberty. This is due to the self-establishment and formation of the person. Aggression increases in children at this time. At this stage of growth, they are confronted with the views of their peers and friends. (Kartlelishvili M, 2010). During the puberty, the juvenile body undergoes a change of substances, which has a great impact on their mental state. During this puberty period, juveniles are not able to manage their desires rationally, they have frequent changes of character, unreasonable deterioration of character or conversely, excessive emotionality, frivolous attitude to the responsibilities, difficulty in making decisions and a lot of energy. Juveniles at this age are not skilled, how to manage emotions and are overly impulsive, which poses challenges and problems for them in everyday life. They try to self-realise, present themselves and oppose any public norms. The puberty age is full of challenges, at which time children have less skills to solve problems (Shalikashvili M; Mikanadze G, 2016).

5.3.1 The impact of poverty on juvenile's development

Poverty and emigration are a global challenge that is acute in Georgia. The main grounds why people emigrate is poverty, and it is a demographic but also social-economic problem. Due to poverty and unemployment, Georgian citizens tend to emigrate to other countries, working legally or illegally to earn money and send it to a family left behind. Women who work illegally

as caregivers often leave their children with grandparents, and for years they have not been able to return to the homeland. Meanwhile, children grow up without parents.

S2: *"The challenge is that there is social poverty in the country in general, and we do not have large-scale programs to strengthen the family in this regard. If one small organization or a large organization, or even an international organization is doing something, I do not consider this to be effective."*

S3: *"There are many factors around... The social background is quite difficult. Almost all our beneficiaries have economic problems, in rare cases, we have children from rich families as well, but most are poor."*

Juvenile J2 briefed, how a child at her school stole food from the buffet because the child's family was struggling economically, and they had no opportunity to provide food or give money to buy it. J2 stated that when minors and their families are in financial difficulties, children feel forced to steal or commit crime.

J2: *"When a family does not have the money to buy basic food, you realize that you have to do something... You cannot get a job, so you have to steal or extortion money from someone to bring it home and have at least something."*

Y1: *"The problems of minors are the most aggravated by the fact that too many adults have gone abroad to work, children grow up without care and cannot see the positive examples, of course, I am talking about the masses and not the units. Consequently, juveniles try to be powerful "predators" to establish their place and fulfil their interests. The main problem is to establish a place and to gain recognition, and this is done mainly at the expense of competition".*

Y2: *"In my opinion, the situation is complicated, and it follows that very few juveniles receive qualified support. There are many nuances why this problem manifests itself, unemployment and the fact that parents have gone abroad, children are growing up untrodden or parents are less involved in child's activities and do not help them enough with education, skill development and prioritization."*

The study explored that while juveniles' parents are in emigration or have several socio-economic problems, they cannot concern about the juvenile's personal development, skills, or competencies. It is essential for juveniles to have a hobby, to be engaged in various sports and non-formal education activities for free of charge.

S1: *"Poverty and economic challenges are some of the major problems that are intertwined with so many other issues. It often leads to fewer opportunities, in terms of access to education..."*

S2: *"The challenge is that the services are not eligible for juveniles and there is not an adequate number of preventive measures at school. At school extracurricular activities, almost do not exist, and existing school clubs or self-governments are the types of activities that a child with difficult behaviour may not be interested in. The main thing is that the society does not satisfy juveniles' interests and needs."*

Y3 stated: *"A huge dilemma for me is that I have children who cannot participate in camps, because their parents cannot afford to pay 325 GEL. However, someone else from this group can afford it, and children suffer from this feeling... I remember when I was a kid, I was so upset that we all lived in the same room, one-room flat and I had no choice or possibilities except to wear a school uniform ... I cannot imagine that today those children do not have this feeling of unfairness. "*

S3: *"Too many juveniles have a problem managing their free time, no one offers anything to them, there are few services, there are very few activities outside of school, there are often no offers from the family, or there is no financial ability... Alternatively, they do not realize that out of formal education, in addition to other components, it is necessary for a teenager to spend time interestingly and to be formed that way. "*

J4 noted: *"We live in a country which has big socio-economic problems. If projects are free, it is good, because there are paid projects and some children, therefore, cannot participate."*

Y2: *"Imagine, I am young, and I want an adventure to experience extreme feelings. I cannot go rafting, I cannot go hiking, and so I take this adventure by going to the store, stealing, and receiving the same feelings. For juveniles, no one provides services free of charge and unselfishly..."*

J6: *"Free activities are infrequent in Georgia... It is possible in Tbilisi but not in regions."*

Y1: *"If there are services which fascinates young people, subsequently they are paid... It is sporadic to have an affordable course, which is outside the school and children would be interested in or participate with pleasure. There are some clubs, extra activities but you have to pay for it. For example, IT direction or robotics are interesting, and children would gladly go, but it is expensive and not available to everyone."*

Juvenile J5 believes that for minors not to commit crimes; first, they need to develop their abilities. J5 mentioned that there were no free activities at the school, and he went to various sports but paid for it. He stated that the school had a gym and inventory, but no one was coordinating events for children that they could stay after school and use school inventory.

J5: *"I went to football, then basketball and even swimming... Such things need to be in schools. We had a huge piano at school, but no one taught me how to play it... So, I do not understand why it stands."*

J8 expressed his opinion as follows: *"Children are not engaged in inappropriate activities. For example, if a child is engaged in sports or arts, is interested in something, has some hobby, or has some motivation from their parents to develop, then there is no time left for minors to carry a knife and stand on the street..."*

To summarize, in terms of a research question, what socio-economic problems and challenges juveniles have, informants named poverty and parental emigration, which uniquely affects children's development, self-esteem, behaviour, and relationship establishment. Besides, poverty sometimes can lead a juvenile stealing food or money to meet basic needs. Opportunities to access an educational service depends on the social and economic situation of the country and families. Extracurricular activities, be it art, music, sports or dance, are essential for juveniles' personal development. However, the above-mentioned activities are often paid, which is the reason why it is not always accessible for juveniles. With the consciousness of social poverty and low accessibility of paid services, young people have even less chance to develop, nevertheless more chances to go out and spend time in the street. It is also noteworthy that formal education and school are not at the proper level and cannot prevent juvenile delinquency and provide free extracurricular activities for them. For children to be able to spend time

productively and at the same time live a healthy lifestyle, engage in sports, gain more knowledge and develop skills, more free activities are needed.

Discussion

The poverty and emigration problems influence the child basic needs, development and realization. One of the most vulnerable social group in the society is children left alone, whose family members are in emigration. The problems of juvenile delinquency are increasing day by day after they lack the attention of parents in emigration. (Badurashvili I, Nadareishvili M, 2012)

Children are the poorest group of the population. Due to the fact that the Government of Georgia has a lot of social and political legislation problems, State is unable to provide social services to minors and empower families as needed. The child welfare system is not fully tailored to the needs of children and especially towards poverty, low-income families with children, are left without assistance. Children do not have access to social services and free of charge activities, especially in rural areas. (UNICEF, 2017)

5.3.2 Role of a family and parental influence in a child's decision

The family performs a huge role in the upbringing of a child. The support of parents, communication with them, trust, and respect are important. The home should be a comfort zone for the children, where they feel safe and secure. The basic needs of the child must be satisfied, and their rights should be defended. Despite all this, domestic violence, strict parenting style, the problem of alcohol and drugs in the family, neglect of the child, or rigid interference in child's decision and restriction of freedom are frequent in Georgia.

The interviewed youth workers mentioned that most of the parents in Georgia do not know what it means to be a parent. Children and parents speak different languages which is a problem.

Y3: *"Absolute ignorance of parents about what it means to be a parent... I would say that because the demands of children today are much higher than in previous generations and parents cannot support and follow it... Almost nothing is done to empower parents. That is why the gap between children and parents is very significant today."*

Juvenile J8: *"<...> In my opinion, all children's problems start with the family. From the family environment: mother, father and everyone else..."*

The social worker pointed out that parents misbehave with their children, and they often lead children towards violent behaviours. It is rare for a mother or father to talk to a child about problems and give advice.

S3: *"We do not teach children to talk about problems out loud, to discuss, to discuss it all, to sit down together, and to solve it somehow. I have heard encouragement from fathers to kids, many times: "Once someone hits you, my son, you can hit him back, so next time they will not dare... You have to be a "wolf" in life so that no one can dare to oppress you" and so on."*

38

J6: *"I think our aggression is coming from wrong parenting... No one taught us that there is a way to solve the problem in a friendly way, positively... Often in our country, a father teaches a boy that "when you want, you can hit, beat peers, you will be a good boy if you will deal like this."*

J3: *"Juveniles in Georgia mainly have the problem that they have very authoritarian fathers. When a father yells at you or remarks a word in front of someone else, it all makes a big impact on the unformed psychology of the child. The parents should talk to the child every day and not only advise things, just talk. In my opinion, constant admonishment is even worse for the child."*

S1: *"Domestic violence is related to the prevailing norms that exist in our society, and unfortunately, a large part of society considers it is as a normal method of raising a child... Therefore, cases of domestic violence are ignored by society and teachers."*

J5 stated that, for children to be more positive and not aggressive, the family needs to take care of it.

J5: *"I need to be raised at home by a parent... I know a lot of young people who do not see their parents at home because parents work day and night, and when they come home from work, they do not have time to talk to their children and ask what is going on at school, what they did today and what happens in their life."*

J4 mentioned that juvenile delinquency is an acute problem on the agenda and that both the community and the family make a significant contribution to child development.

J4: *"The family makes the biggest contribution because they must teach a child not to oppress others, not to insult, not to do physical or psychological abuse and bully. Even though some children are not taught that..."*

The study discovered that particular professions in Georgia are more prestigious, which guarantees a high salary and pride. In the first instance, parents would like their child to graduate university and have a diploma, but it is also significant what profession the child chooses. Parental influence in child's decision is huge.

Y1: *"Another problem is that the school does not provide vocational guidance and help children to realize what profession they would like to choose. Professional orientation is on a deficient level, and therefore juveniles graduate from the 12th grade, and they have no idea where they want to study. Furthermore, another problem is that if children go to university, they often decide it because the family wanted like this."*

On the researcher's question, what does it mean "family wants", the youth worker replied that there are a huge influence and correction on the children's choices by the family.

Y1: *"Interference from parents' side to child decision is uniramous, and very often it is precisely the reason why young people learn what they are not interested in. Alternatively, they study conversely where they neither care about themselves but neither did the parents wanted."*

Y3: *"One of the serious problems is that they know very little about professions. Naturally one of the main questions at this age is to find out "who I am and what is my identity." I think that in our society, there is a press that everyone needs to get higher education but the number of higher education professions that children know is very limited. On the other hand, there is no professional orientation..."*

The study confirmed that the interference of parents in the choice of children's lives is a significant problem.

Y1 stated: *"There are many factors, the parents themselves are not often prepared for parenting, and that remains from the Soviet Union when the dignity of the family must be passed down from generation to generation, and if the grandfather was a doctor, the child must be a doctor as well… On the other hand, parents have children under their "wing" to protect their children for as long as possible, which is why they very often hinder the development of children and put them in some frames. It is precisely what makes children develop complexes, and they cannot decide their destiny and future…"*

S4 referred: *"Children are dependent on adults and think that adults will decide everything on behalf of them..."*

It is noteworthy that most of the social workers, as well as juveniles, noted that parents not only interfere in the professional development of the child but also often do not allow them to attend training and projects.

J4: *"To prevent bullying, fights, and conflicts, the family should forbid the child to do such things, teach them that such things are not acceptable, and oblige them to take part in non-formal education projects. Unfortunately, many parents do not agree with a child to participate in such projects."*

The study revealed that the role of family and parenting style is crucial in the process of juvenile delinquency. Parents play a huge role to develop the children behaviours, but as informants mentioned, parents do not have enough knowledge and information on how to raise a child properly. During the interview, juveniles themselves often cited parenting methods as a problem. They talked about the behaviour of fathers such as abetting a child, encourage violence and aggression, which in itself drive the child to commit a crime. Besides, domestic violence in Georgia is associated with norms and are ignored by society; fathers often allow themselves to use the authoritarian parenting style.

If the profession decided by the child is not acceptable, parents try to push the child to reconsider the decision. In other cases, they indicate from the beginning what profession the child has to choose. It is a rough interference with children's rights, which has an impact on the child's motivation, future education, and his or her personal and professional development. Between, the children and parents should be an open, warm and trustful relationship, where children feel that they can share their problems with their parents without fear. Proper communication with children, and teaching that bullying and violence are not acceptable is one of the family's prerogatives.

5.3.3 Challenges in school education

The interviewed informants in this research discussed the problems which juveniles face at school. However, they all emphasized the role of teachers in the child's development and the problems that concerns teachers.

J3: *"The teacher has the most important role in the formation of a child… It is often said that the school is a second home, which is true because you spend much of your time in school, and teachers only teach you*

subjects... I now remember one or two teachers, who had only one in mind and were counting seconds until 45 minutes will pass."

J6 evaluated the work of the teachers as follows: *"The majority of teachers are focused on students doing homework... Nothing else they are teaching us... Nobody teaches us at school: what kind of person we should be, what kind of person we should be towards someone else or how much should we protect others when it is not even our business... They teach physics, mathematics, geography, and I do not think that it is enough."*

Y3: *"I will start with the fact that the education system is inadequate... Very often what children bring to me is frustration or anger about what happens at school, how teachers behave, what the quality of education is, and what the conditions are, so I would say that one serious problem is the inadequate quality of formal education."*

Y1: *"The teacher should take care of the child's spiritual needs and soft skills to ensure the child's development. Since teachers have so many classes and work, the curriculum is busy, and teachers only concentrate on getting the child to know the subject (math, chemistry, history). Furthermore, focus that the students do not receive low grades because it influences the teacher's dignity and their professional reputation, which may be damaged."*

According to the youth workers, the methods in the school are ancient, dating back to Soviet times and also monotonous, which causes stress for children. Y1 mentioned that after the children come to the organization "Sunny house" and see a different environment, they are surprised and then tell the youth workers about the problems they have at school and seek for help.

Y2 mentioned that there are unit cases when a teacher has time to support children at school, listen to them, and think about crime prevention. Most teachers fail to analyse the challenges that children face in school. They are also not competent in the field of non-formal education and how to use a variety of approaches. Teachers who possess modern techniques and use them in school are more effective in their teaching and have successful outcomes; however, on the other hand, they experience harassment from colleagues.

Y2: *"Unit teachers have club systems at school and attract young people like a magnet, and those children grew with exactly the right direction. Nevertheless, these are rare cases. However, those teachers have problems on the part of other teachers, who perceive them as competitive and are very envious, very jealous."*

Y1: *"I have personally met one teacher, and we are still working with the school and the classroom where they have an unusual perfect relationship between students. The whole class was very friendly, which meant that if someone had a problem with something in the class or even in parallel classes, they had a very high sense of mutual help and solidarity. Therefore, it also acted in crime prevention. In such classes, where the situation is cohesive, and children take care of each other as much as possible, they are often prevented from going the wrong way."*

In addition to teachers harassing their colleagues, there are frequent instances when a teacher oppresses, ridicules, and discriminates against a student. Every student has the right to personal development in a healthy environment, and for this, we need to prevent violence from the teachers' side, whether psychological or physical. When a teacher rudely addresses a child in the classroom and verbally abuses, they thereby lower the juvenile's self-esteem, humiliating in

front of classmates, reducing motivation to learn, and ultimately it is a psychological trauma for the child.

J7 stated: *"Some teachers are aggressive towards children. Furthermore, I have a bad relationship with them... Some teachers are mocking students..."*

J5 radically described his teachers. He has a Georgian language barrier and was not always able to complete homework and because of that, teachers were humiliating him. They were not trying to support the child and explain tasks with another method.

J5: *"Part of the teachers were "real teachers", the other part were sadists, and they probably liked to make fun of children."*

J5: *"I will give you another example, which in my opinion clearly expresses why I am dissatisfied with my school and teachers. In general, there were more negative than positive details at school. When we were finishing school in the twelfth grade, we had one month left until the prom when our form teacher died. This fact was very hard for students, and we all felt terrible. Meanwhile, we had a math class and a teacher who for some reason, was very, very upset. In the middle of the lesson, she directly told us: "When I am looking at you, I want to vomit". It is something that a teacher should never say because it affects students and their attitude towards teachers. "*

J6: *"Education should not be just the teaching of mathematics and physics. It also should teach us humanity. Some teachers try to solve the problem and prevent conflicts between children, but on the contrary, some teachers oppress the child who is already being bullied by peers."*

Juvenile J1 told that he was left for a second year in the same class because he did not attend lessons for one year. However, the teachers did not inform the parents about it.

J1: *"I do not remember exactly, but probably I was at school for 3-4 weeks in total during the whole year of study... The parents were not even informed because we had a little bit of a strange form-teacher. He was a physical education teacher and loved to drink... He never cared about our class neither to contact our parents... Of course, we would never tell our parents that we were skipping lessons. Only at the end of the year, my parent heard that I had to pass additional 14 external exams to pass for the next grade. Finally, I failed and was left for a second year."*

Juveniles often mentioned civic education lesson's teachers. It is because expectations towards civic teachers are high and they should be the most open-minded, receptive to changes, should use interactive methods, and make children interested in the subject itself.

Y2: *"As an example, I would like to tell you that once we had training in one of the schools about discrimination and violence, children said: "Wow, it turns out that our civic education teacher, every day discriminates child on ethnic grounds in our class". It is precisely the problem that the civic teacher acts like this; on the contrary, who should talk about tolerance, prevention, intervention and empower children to eliminate problems. It turns out that the teacher is the nest and source of these stereotypes and violent directions..."*

Juvenile J7: *"In my school, civic lessons are held, but many students do not listen, because they do not care. The teacher does not teach the lesson diligently... The civics' teacher in my school is a history teacher."*

To the question of whether civic teachers use various interactive methods of non-formal education in the classroom, whether they contribute to the development of children's skills, the answer from each of the juveniles was "no".

J5: *"I do not remember anything from the civic lessons... There was lots of noise during the lesson. The teacher spoke silently and explained the material. The teacher was elderly and forced to teach this subject. They just forced him, and it seemed in his lessons that this person should not be a teacher of this subject... I do not think he was a teacher by profession. He worked at school for some other position..."*

J3: *"We were taught civic education at school, but the way it was delivered to us does not solve the problem of juvenile delinquency. History teachers teach civic education, and history teachers are all elderly... A civic book and a subject can be perfect, but the teacher must have a narration to represent the subject deeply and not just what is written in the book."*

J8: *"I cannot say that teachers talked about crime or its prevention, nor civic education was strong in this regard. A history teacher performs civic education lessons, and because the civic lesson was always the last, we skipped it sometimes... The teacher was not motivated to teach lessons and talk about violence, trafficking.... In my opinion, the school cannot prevent crime."*

Social worker S4 notes that schools are not ready for non-formal education and recruitment of youth workers. From her point of view, civic education lessons, which are so important, should not be taught by a history teacher, who knows nothing about non-formal education and interactive methods.

S4: *"A civic education lesson should not be conducted by a history teacher... as all this can be freely done by a youth worker using direct non-formal education methods."*

Juvenile J1 stated that teachers at his school do not respond to bullying, ridicule, and quarrelling unless this confrontation escalates to a physical level. He also gave an example of how the teacher made fun of the student.

J1: *"We made fun of our classmate in the classroom, and the teacher laughed out loud about our joke as well. Such a case happened with several teachers."*

Regarding the question, what schools need to do to prevent juvenile crime J3 answered:

J3: *"In this case, the teacher has to play a big role. Teachers should be retrained and pass exams before they start to work at school, but not a test of their subject; they have to pass a social skills test. In my opinion, after the age of 65, the teacher should not work in school at all because they have the experience, but for the new generation, their experience is unacceptable. Changes are needed. By bullying, the teachers cannot push us to study, because today, children think that they can be successful even without formal education. The education system needs innovation and modernity."*

Y2: *"The result is that the child does not receive the relevant knowledge and education in school... Teachers at school are very often the creators of negative stereotypes."*

S1: *"Recently, I had a focus group with teachers, and they told me directly that they no longer know what to do when they face violent situations."*

The interviewed youth workers mentioned that there is a reason why teachers yell at children and why they do not try to develop themselves to be better. They emphasize that teachers do not have the time and motivation because their income is too low. After the collapse of the Soviet Union, talented teachers left school, and educational institutions were filled with teachers who have less experience, less knowledge, ambition, and skills. Those teachers are still in schools, with low salaries, low competencies and they have no desire to develop. They instil stereotypes in children and as result children cannot receive relevant education in school.

The evidence from empirical research reveals that teachers in Georgia are mainly focused only on knowledge, however, in the curriculum and school regulations, it is written that they should also take care of the child's spiritual development and soft skills. Juveniles spend most of their time in school, and it should be a place where children acquire knowledge, develop values and skills. Besides teachers only focus on their particular subject, using old teaching methods and often humiliating their students. In conclusion, teachers lack the skills, values and knowledge of how to work with children and what are their professional responsibilities. They lack as well empathy. Teachers need to understand that shouting, laughing and abasement towards child is not acceptable.

The research revealed that civic education teachers are not matching expectations of juveniles, since a history teacher teaches the subject, and they are not using various interactive methods, during the lessons. Juvenile delinquency prevention at school will only happen if teachers as a team can focus not only on knowledge but also on promoting the child's personal development. Form-teachers need to take responsibility and work with children in the classroom using various tools, creating a positive environment among classmates, teaching mutual respect, and how to work as a team.

Discussion

The ombudsman's study refers that violence by school officials is quite common and often violator role is played by form teachers and subject teachers. One form of violence is screaming. A survey of students confirmed that 20.30% of resource officers, 47.10% of school administrators, 61.50% of form teachers and 78.80% of subject teachers shout at their students. (Public defender of Georgia, 2017). The Public Defender's research shows that only 2.8% of surveyed school officials (teachers, administration and resource officers) are aware of the "Approval of child protection referral procedures" law, established by the Government of Georgia. Which means that school officials do not realize their professional duty towards preventing and managing violence, teachers lack the skills, values and knowledge of how to work with children and what are their professional responsibilities. As a result of the above-mentioned research, it was found that school officials do not have basic knowledge about the

types of violence and there are no uniform mechanisms for identifying and responding to violence in schools. (Public defender of Georgia, 2017)**.** Teachers are limited to teach only their own subject and have little understanding of children's rights. At school, students are usually assessed with marks in the lesson, which is not really an incentive for intrinsic motivation and it is very old school method. In non-formal education, children are praised with applause, which is the greatest reward and motivator for them. (Kubecia M, Tkemaladze Sh, 2014)**.**

5.3.3.1 Harassment and bullying in Schools

Informants in the study noted that destructive behaviour and violent methods are prevalent among juveniles, but some of them cannot fully comprehend it as a problem. Children cannot understand that mocking a peer, slapping by hand, saying words such as "degenerate" or "stupid" is offensive. They think bullying is a game, and they do not take it seriously.

Juvenile J1: *"I was a bully, oppressor... It sounds a bit self-exculpation but, at that time, I was not able to analyse that I was an oppressor and that my actions were irrational... I describe it as irrational because, for me, it was a joke... I was joking in my understanding while abusing someone else in reality. "*

Y2: *"If you are not doing by power what you desire, then others will oppress you, and you do not want to be a victim. The children constantly see violence in the family, on the street... The abuser thinks that it is the standard to pursue his interests by force... So, the majority of children are trying to realize their interests, establish a place, and gain recognition through these destructive methods. "*

S1: *"The society is very indifferent towards the victims of violence. Instead, it is loyal and tolerant toward abusers. Everyone sees everything, but everyone keeps silent and hides from each other. Eventually, everything falls on the children, and they are left alone in this fight. Children often find it difficult to defend themselves and change the reality, and this is why at school they often become abusers themselves, play the role of oppressor, bully classmates and therefore there is a high risk that they will form criminal behaviour."*

Y2: *"I can say that bullying happens everywhere: in the classroom, on the street, and in training... Mocking, ignoring, sarcasm, insulting, beating to the head, verbal abuse... It happens everywhere, and children consider it as a standard and normal action."*

J8: *"There was bullying in my class and at school... There will always be kids who bully others... They bully another child because of their physical appearance, education, family, or something else."* The juvenile told an example that there was a girl in his class who wore orthodontic brackets, and this was the reason why classmates were constantly ridiculing her.

J2: *"Of course there is a bullying problem in my class, and whoever is a victim of bullying, I always want to stand by their side and show that they are not alone. To those who make fun of another child or me, I try to explain that this is not the right thing to do. Nevertheless, this is difficult to do alone. I need help as well..."*

S1: *"Children who are victims of bullying do not talk about it, and that is why the problem is getting worse. They think they have to deal with this challenge independently which is very difficult. And then the problem gets deeper and deeper."*

On the researcher's question, how schools could solve the problem of bullying, the youth worker mentioned:

Y3: *"Sometimes school officials are pushed to work with children and conduct training because international organizations order it. However, the school itself takes the problem of bullying less seriously and just occasionally does some activities."*

Y2: *"I think that schools which know about non-formal education, various international or local organizations, are implementing few projects. However, for some reason, I think that in many cases, they are superficial, and school officials do not understand the meaning of youth work and non-formal education."*

To summarize juveniles often see violence on the street and at home, while they try to repeat the behaviour and bully their classmates at school. The scientific paper revealed that juveniles try to achieve the desired goal in aggressive ways. On the other hand, at the same time, they protect themselves, because if "you" do not abuse, then "you" will be abused. Bullying, ridicule, harassment and violence are real problems at school. Nevertheless, the problem of bullying is mostly ignored in Georgia. Children try to solve their own problems independently, and they do not speak loudly about bullying. However, the school does not pay attention much to the problem of bullying and works less to solve it.

Discussion

Bullying is one of the big challenges for juveniles, and this problem has increased especially in the last few years. The United States Department of Education defines bullying as "harming or attempting to harm another person. It is a repetitive act that causes physical or psychological harm." (UNICEF Georgia). The problem of bullying is very acute in schools in Georgia. In most cases, peer violence occurs at school, on the school playground, or on the way to/from school. In a UNICEF survey conducted across Georgia, 47.1% of students said they experienced physical violence at school during last year, 47.5% named it psychological violence, and 5.6% named it sexual harassment. (UNICEF, Georgia). Children don't talk about the bullying problem because in many cases, they do not have the hope of adults' intervention and think that they can handle the problem alone. According to the ombudsman's report, from various types of violence at school, bullying is largely ignored. Therefore, students have no hope or information on how to receive help and support. (Public defender of Georgia, 2017) There is no strategic document for bullying prevention and response. Positive case management is completely dependent on school employees and supervisors today, which points to the problem of sustainability (Abashidze A; Arganishvili A, 2020).

5.3.3.2 Resource officers of educational institutions role for juvenile crime prevention

The Ministry of Education, Culture and Sports of Georgia has a great and important function in the prevention of juvenile crime. The Ministry implements prevention programs and resource officer service in schools where the target group is each child. The school resource officer works to prevent violence and crime at school, both on primary and secondary levels. They take the role of a social worker and psychologist at school.

Most of the respondents in the study mentioned that they never had a social worker at school. Only a few mentioned that they had a psychologist, which depends on the choice of school. However, resource officers work in each school, as it is mandatory by the state. Resource officers have no obligation to be social workers or psychologists by education.

S1: *"Current resource officers do not have the appropriate education. In my opinion, as a child welfare system social worker, resource officers who have low education, do not have the relevant knowledge. Therefore, they cannot be supporters of children. If there is a knowledgeable person at school, call it police, a prosecutor, or whatever, I think such a person will gain the appropriate trust from the child."*

S4: *"The resource officers service combines the role of a social worker, the role of a psychologist, and many other things... Moreover, their service is also poorly perceived because they are people dressed in uniforms... Unfortunately, they are directly responsible for the role of the social worker."*

Y1: *"Unfortunately, school institutions, including resource officers, cannot influence crime prevention. Those resource officers have to provide discipline at school, but they are just registrars of some misconduct, doing paperwork and don't take crime prevention measurements at all."*

S2: *"I know for a fact that resource officers do not prevent crime... Recently, the Minister and Deputy Ministers were gathered together, and the deputy Minister announced that during the meetings with children, it was clear that the functioning of the resource officers service is not acceptable for kids. Deputy minister named one of the reasons which majority of children reported: "In fact, children do not inform the resource officers about any problems which they have, due to reason that the resource officers set a protocol on everything."*

Y1: *"The resource officers can see the children during breaks, before school starts, and before they leave school, practically on children's free time. If the resource officers combined the youth worker role, they would be able to mobilize children and conduct some activities. What they have to do is at least to make friends with children and be their friends, not supervisors. After this, children will trust them more."*

Juveniles emphasized that they have a negative attitude towards resource officers.

J7: *"Children have a negative attitude mainly because resource officers have a negative attitude towards students as well. The resource officers, which I have seen in my school, immediately start shouting and talking loudly to children: "Why you are out of the classroom? You will be threatened as soon as the protocol is written."*

The juvenile J4 answered the question about what is his attitude towards the resource officers.

J4: *"Nothing, we are not afraid of anything now... No protocol is written, nothing is written, we are not reprimanded. Very rarely, we are reprimanded... We have no attitude toward them..."*

J8: *"We had good resource officers in my school time, and we were afraid of them. Well, it is not good to be afraid, but... They were controlling the situation in my school."*

J2: *"When you forbid children to do something, they do the opposite. It is the same in our age; everyone likes forbidden fruit... There were resource officers, and most of them were so bad, that is, very strict... Some of them may have been prison escorts, seriously... Furthermore, they thought that they are in prison, not at school."*

Juvenile J3 talked about an event that happened to him at school with a resource officer. One day the whole class decided to skip the last lesson, which they did and were seen by the resource officer. The next day one resource officer entered the class and asked the children why they skipped the lesson. The class denied that they missed a lesson, but the officer approached the juvenile J3, touched on a shoulder, and said to him: "Didn't you spy on your classmates when you called me yesterday and said: come and see how they are running out from school?". After this accident, the juvenile J3 described his feelings as below:

J3: *"I got very nervous. How they can affect a child like that. They go in front of the whole class (I did not spy anyone, but even if you do) and they put a finger to me, in front of the whole class, which undermines and diminishes my dignity."*

Regarding the question, if resource officers at school prevent juvenile delinquency, most of the juveniles' answer was: no, could not or only partially.

J5: *"Conflict starts at the school corridors and arises on the school grounds when one student fights with another, humiliates or bullies. The role of resource officers is meaningless. However, if one child tells the other to "don't go anywhere after the school" or "if you go, I will still catch you", this means conflict is going to be out of school territory, and the resource officer can't do anything here."*

J1: *"The resource officers mistreated the students. In my opinion, they should have training about child psychology, how to deal with the students, especially those who undergo puberty and who are trying to become part of the society, to form and integrate. They need to know when to forgive a student and on the contrary, at what moment you should not forgive. For the position of school resource officers, should work such people who care about children and wants to make huge changes at school. "*

"Sunny house" youth workers cite one example when they conducted a project sponsored by the international organizations and implemented with police officers, school resource officers, and teachers. They underwent a training program and learned a variety of approaches and interactive games. When in school curriculum were free time, resource officers would enter the classrooms, introduce themselves to children and play name games, team-building, and other activities with them. According to youth workers, this project had good results because the children get acquainted with the school resource officers; they knew each other's names, got closer and gained respect. All this in itself helps to prevent crime, because if the resource officers

have respect and authority, then the children would like to share more with them. Ultimately, the goal of this project was to introduce a judicial culture in schools.

J3: *"There is no way that resource officers can get rid of crime at school with their behaviour. Yes, some students took out a knife, but there is no eradication of the problem because they were writing protocols, they were irritating the children if they took out the knife… They do not even ask why you are carrying it or something like that... They say: let me take you to write a protocol. The resource officers must carry out educational activities at the same time... Because the teachers cannot do that."*

The evidence from empirical research revealed that school resource officers are not able to gain the trust and respect of children's because they mainly threaten minors in various ways and set protocol. In many cases, they do not have in-depth communication with children, and as the study showed, the resource officers shout or treat the children unrespectable and badly.

The children do not analyse the essence of bullying, violence, and crime; they are just afraid of the resource officers. They are afraid that they will write a protocol, they will be expelled from school. On the other hand, study revealed that sometimes resource officers do not respond the school problems at all. Besides, no matter how strong the resource officers will control the school during the learning process, that they are not able to control the situation after the lessons are over. The conflict that started at school goes on silently and then continues on the outer perimeter of the school. This is why children need to understand the essence and consequences of conflict, violence, and crime. This requires resource officers to have a good understanding of children's needs, their psychology, social environment, and to conduct educational activities aimed at crime prevention. Also noteworthy is the fact that resource officers in the school play the role of social worker and psychologist, without any education.

In conclusion, the school resource officers should receive a qualified education, should know more about children's rights and the laws that exist in Georgia. If State cannot hire qualified human resources, then at least there should be programs where resource officers would be able to learn theories, techniques, and approaches towards children.

Discussion

Children admitted that they accounted practice of intimidation from the resource officers. Which leads to hostile and unwelcome attitudes towards resource officers among children. At the same time, it reduces respect towards the entire profession of school resource officers (Abashidze A; Arganishvili A, 2020). The resource officers' service aims to prevent violence and crime at school, to help and empower children. However, a UNICEF survey found that 20.30% of resource officers resort to such rude forms of communication as shouting at a child. The same study reported several facts that the children were beaten, slapped on the head, and pulled by the ear by the resource officers. Each such fact causes distrust and disrespect towards resource officers (UNICEF, 2017).

49

Sometimes, the resource officers themselves are motivated to be fully involved in the positive dynamics of the school and to participate in successful practice, but their duties are problematic at the legislative level, where their leading role is played by the function of "controller". The work of resource officers is also hampered by the current practice of protocol writing, which for students is not a way of behaviour control but it is a source of fear and inconvenience. As a result, it leads to a non-serious attitude towards the school resource officers service. Such a formal attitude does not help students to develop their behaviour and correct values. The resource officers' program is less focused on analysing children's' behaviour, finding support for the them or to prevent crime (Abashidze A; Arganishvili A, 2020).

5.3.4 Interactions between juveniles and law enforcement

Verbal conflicts between minors, as well as physical fights, are quite common. Such conflicts occur in the school, in the vicinity of the school, and on the street. Children often carry and use items such as knives, knuckle-dusters, baseball bats, and other cold weapons. There are cases when firearms were involved.

J4: *"Carrying a knife is popular... However, not everyone carries it... Once we were in the park and a little boy, from 7th grade had a knife and was showing off as if he was a cool guy... We, children, want to be different. To get attention from others, we like to become the centre of attention, and we are the centre of attention when we are different... We create this difference with our style. The fact that children are wearing knives means that they try to be different and prefer to hurt others than be hurt themselves. "*

J1: *"There were many conflicts at school, especially at the age of puberty... I had a case while in the fight, we had a knife and a knuckle-duster, from the opponent group they had as well."*

J5: *"I had a case when my friend was insulted by others. Of course, I cannot stand doing anything and watch how they abuse my friend. I must hit them to protect my friend... This is already a serious reason to start a fight, take out a knife, and pull them out on the street corner. It was not a knife; we had different types of weapons in that case..."*

J7: *"I never initiated a fight myself, but I was helping others a lot... One of my classmates was aggressive, the other tried to be less aggressive, but because the opponent was so strong and he had no hope, he had knuckle-duster in his bag and tried to take it out and use it."*

J3 on the question, why he took part in the fights, answered: *"To give a back up to my friend and help him. Maybe someone could use knives against my friend and then other children would push me and ask why I was not there for help... I think fighting is bad behaviour, terrible but you are just in a hopeless situation, it is not about what you want..."*

J6: *"I have seen many children walking with a knife... They even asked my brother to keep a knife once."*

J1: *"I was a third-grader. My friend and I had a verbal conflict with a 5th grader at school. My brother was in my school, and he was older than me, and in his class, there was a boy who was a leader and very aggressive but authority... We went and told this boy that a fifth-grader boy [name, surname] was bothering us. Immediately he opened the knife, and I remember exactly where it happened, it stayed inside me so much... We both looked scared...*

This guy came to this 5th grader, opened the knife, put it on his throat, and told: "I will cut your throat if you annoy them again." I even remember the exact place where it happened. In the middle of the corridor, where everyone is moving, he opened a knife and put it on his throat..."

When there is a physical conflict between juveniles be it school or street, children should be able to turn to adults for help, can be a family member, a school teacher, a school resource officer, or a policeman. Juveniles described that they do not trust the policeman either in hopeless situations.

J8: *"As it used to be, a policeman is a "dog", children call them dogs even today. In my opinion, it is bad, you see a policeman, and you are afraid of them."*

J6: *"policemen are called "dogs", I have heard this very often from adults, and it is also the fault of them, that they taught us like that."*

J1: *"There is quite a bad attitude towards the police, especially in the young generation with a street mentality, in slang they call the police a "dog". You cannot cooperate with the police, because it is not manly and this is wrong. Partly I agreed with this idea in the past, partly I did not... In short, I also had the same attitude that it is not manly to call the police for help, and I can solve my conflict on my own."*

J5: *"Even if you call the police, it takes them a very long time to proceed, and finally they still cannot help you. Once, we had a severe quarrel in the street, where many children were included from both sides. The locals called the police... Nevertheless, when they reported us to the police, we already were going back to school. I went to school late and saw that the police have already arrived, they were waiting in the director's office. The leader from the opponent group and I was called to come. The policeman asked us what happened, but what should we say? We just said that we reconciled and everything was fine... The policeman said: "then we will not write down your data and be smart boys" and they left school... We agreed again that after school we would continue the street fight and we did it."*

J2: *"Juveniles have a horrible attitude towards the policeman, especially those who live a street style."*

J3: *"It comes from lack of education and comes from the old thief's mentality of the 90s that the police are called dogs... Policemen are irritating towards the children, and sometimes when juveniles see the police, they spit in front of them."*

Y2: *"I come across with case, while a parent was walking her child down the street. Baby was crying and wanted something. Mother pointed out and told baby: "look there is a policeman, and he will take you now in prison if you do not stop to cry." This is an old mentality and stereotype from the Soviet Union, that if a baby does not obey parents, you threatened them by police."*

The study discovered that to intimidate a child with police, school resource officers, or surveillance cameras are not the right way to prevent crime. Most of the participants in this study mentioned the widely known juveniles' conflict in Georgia, which was called the "Khorava street conflict". On Khorava Street in Tbilisi, several school children gathered to resolve the conflict, and as a result, 2 minors died during the quarrel.

Y2 mentioned: *"There was a quarrel on Khorava Street. Around the school and near the streets were surveillance cameras. Nevertheless, it was not on Khorava street, it was not in this particular yard, and they quarrelled exactly there, that no one could see them."*

51

S1: *"The opinion that the crime should not be reported to the police is very ingrained. As a result, we recently saw a fight in Khorava street, the conflict which resulted in the death of several minors."*

Y2: *"Juveniles choose a school corridor or a stairwell, a place at school where there is no video camera, that they cannot be captured..."*

The juveniles themselves admitted that the quarrel takes place at the school, where no one can see them or somewhere near the school territory.

J7: *"Mainly boys are fighting somewhere close to the school... During the lessons, they try to avoid teachers, principals, and resource officers."*

J1: *"We tried to solve the case in places, where we would not be seen, and we would be able to talk and act boldly."*

J3: *"Cameras were installed in the school, exactly 6 cameras. In the school corridors, at the start and end. One camera was not working, and we knew that."*

Y2: *"During the last two years, I have seen an increase in aggression among young people. A quarrel, malicious wounding and murder. However, Khorava's story is exactly the result of the street academy and street mentality... On December 1, 2017, a murder took place on Khorava Street in Tbilisi. Two young 11 grade boys, around 16 years old, were killed. There is a trial going on to this day. Because of the bullying, there was a confrontation between junior and senior classmates. The junior classmates took out their familiar relatives and the elders, and as a result of the quarrel 2 teenagers are dead. 12 wounds were inflicted. Children had knives during the fight, whole Tbilisi and Georgia were in shock."*

Informants in this research discussed a lot about the quarrel on Khorava Street, as this fact was reported, covered on television and the courts were open to the public (Parliament of Georgia, 2018). However, according to youth workers and social workers, 4 - 5 similar cases have occurred in different regions of Georgia in the upcoming 3 months since this story. The State again demanded more strict control of children in schools.

Y2: *"The most unfortunate thing is that State does not know and do not understand the possibilities of non-formal education and youth work at the governmental level and they are trying to increase the functions of school administration and resource officers again. After the Khorava street conflict, the Minister said that police cars should be present at all schools, schools should install metal detectors, surveillance cameras are needed in more places and the police should check the perimeter of the school after classes. In other words, the administration is tightening its grip, interfering with the law enforcement and law enforcement agencies, and not taking preventive measures through education and working with children."*

S4: *"If the teacher calls the police ad reports crime, then an official statement has to be made as to why the police came to the school, they should write a report, then the school principal should go for questioning, the teacher should go for questioning, and it all goes so bureaucratic that the school does not want to ruin its name…"*

The research revealed that conflicts and physical confrontations are common in the age of puberty. Juveniles try to be different and self-realize, established themselves in a peer environment. In many cases, they are trying to satisfied their needs through quarrels, confrontations, using knives and knuckle-dusters. The research shows that the juveniles

themselves were seldom the initiators of the conflict. They got into fights because they supported their friends and don't wanted to be excluded from peers.

The study revealed that juveniles do not trust the policeman either in hopeless situations. Juveniles have a rather bad attitude towards the police and call them "dogs". Such an attitude towards the police is not unfamiliar, as it comes from the older generation and children are intimidated by the police and taught that they are bad.

Children try to satisfy their interests as much as possible during the conflict, they consider destructive, violent behaviour to be permissible and that is why they hide from the cameras, from resource officers, and the police, because if needed during the conflict they will hit the opponent. Meanwhile, children do not want to receive a warning from the police, or a report from the resource officers, to be expelled from school and include parents in this regard. First, it means that children do not consider the system and methods of punishment used by the resource officers and the police to be fair. Second, with strict control, we cannot get the desired result if we do not explain to children the essence of the conflict, how to resolve it and that carrying a cold weapon and physical confrontation is a crime. Frightening and surveillance with cameras are not effective because they will always find a place to commit the crime. And third, the system is aimed more at punishing juveniles than at crime prevention. Children do not want to be punished and therefore, they try to hide everything.

5.3.5 Thief in law institution in Georgia

A "thief in law" is a specifically granted status of a professional criminal who enjoys an elite position within the organized crime environment and has informal authority over its lower-status members. Thief in law institution history is coming back to the 1930s when Stalin's regime used general criminals to oppress political opposition. Thief in law criminals are still authorities in Georgia, and this institution has a big influence on children. Thief in law institution has synonyms such as "street mentality", "street academy" and children who follow this mentality are called: "cool boy", "old boy", "black boy" and other slangs.

Y3: *"Children have a lot of stereotypes, about what an "old boy" should look like, a "cool boy" what he should look like. It is popular now..."*

To put it more specifically, a street academy involves standing on the street, being a friend of the thief in-laws, following a street understanding and mentality, and speaking in terms of their slang and rules.

Y1: *"Street academy/thief's in law institution is originated in the twentieth century, back in Soviet time and if you were a thief in law, you were considered very authoritative, especially by minors."*

According to the informants, the problem of the thief in law institutions is acute in Georgia. However, we cannot say that this mentality is a part of Georgian culture. It all comes

from the Soviet Union and is still preserved in countries like Armenia, Russia, etc. However, for some reason, the thief in law institutions is the most widely spread in Georgia, which in itself creates a criminal background and sets a bad example for young people. In the 21st century, the mentioned institution has changed its form, but the idea and content have remained the same. Thieves in law mostly stand in the streets, and each city or district has its thief in law authority. Of course, in case of committing a crime, these people are imprisoned. However, going to jail, for them is not a problem. On the contrary, it is a matter of pride and increases their authority in society.

Y1: *"Prisoners are divided into different fractions, and these thieves in law have always been one of the highest respected castes in prison."*

Y1: *"The street academy, of course, pushes children into crime, because to join and become a member of the "mafia" of thieves in law, you have to steal, or you have to sort things out, and these quarrels are often not a sweet talk with coffee and tea. These are some bloody quarrels, and it is something of a romance for 16-17-year olds. They are taking an interest because they need to do something special, to have something rewarding. It may be material, status, or deserved respect."*

Y3: *"Why is there such aggression at school? My direct opinion is that before when we were a Soviet country, and the thief in law mentality prevailed, every boy who was a self-respecting, at least from the ninth grade, respected the street mentality…"*

J5: *"Street academy is the most popular in my school. The street mentality is a priority and important in my school and outside of school... I knew several students who were 3 years younger than me, and I had a confrontation with them regarding the above-mentioned mentality... They stand in the street, try to squeeze someone. In my opinion, the biggest problem is that street academy, and a reminder of the thief in law institution still exists in schools, and we have to get rid of it somehow. "*

The study confirmed that the thief in law mentality is very popular among juveniles, and this is the cause of high numbers of violence and bullying cases.

J1: *"Thieves mentality means exactly that you have to rescue yourself and parents' help is a shame... No mother and no father should be included in your life long problems."*

The study revealed that juveniles learn about thief in law mentality from adults. From parents or from adults who stands in streets.

J1: *"From adults, these adults mostly stand on the street... However, I also spread this mentality at school and on the street to my peers."*

J7: *"Children see that from the older generation. The older generation sets an example of doing it... This thief in law mentality comes from the older generation, and this older generation received it from Russia."*

J3: *"Father plays a huge role. The father should not be established as the head of the family alone; the mother should also take part in the family... However, the fact that your father himself has a thief in law mentality, he is an example for you and then, outside, you are trying to play the role of a father..."*

Juvenile J7 told that street mentality is prevalent around him... A few years ago, when he was 12-13 years old, a few older boys tried to extort money from him on the street. He told a few examples of such facts.

J7: *"I was probably 12-13 years old, and I got off the subway and someone, two 17-year-old boys came to me, and they wanted money, for their friend. They told me that the friend is in jail and they wanted to send money inside... It was money extorted. I gave them what I had, several coins, they did not believe me that I did not have more and asked me to open the bag. They checked my bag and when they saw that I had nothing of value, left me alone."*

Juvenile J1 also mentioned from his example that if you want to be part of the thief in law institution, then they must baptize you, that is, a certain ritual must be performed. According to his explanation, baptism is as follows:

J1: *"At least two thieves must be present during the process. The criteria are that you have to live like a thief all your life and others must describe you as a thief... I have heard, if someone kills a thief, and then you kill the thief's killer, you will be baptized without any problems. The thief killer's killer is a cool guy."*

Juveniles in this research revealed that the thief in law mentality and living by these rules was their daily routine, and they lived such a lifestyle. On the question, how long they are under the influence of thieves in law institution, they said that by the 4th and 5th grades, they were already well aware of this mentality.

After the "Rose revolution", which pursued a policy of zero tolerance, the government of President Saakashvili in Georgia changed the law. It began a massive crackdown on the thief in law criminals. Under the new law, not only being a thief in law but even saying it outright was punishable under the Criminal Code. Eventually, many of them were imprisoned or run away from the country and the streets were left empty. As the government changed in 2012, the thief in law institution became more active again. Precisely, it was these empty streets that young people began to fill and continued the old thief in laws' activities.

Y3: *"This aggression of young people nowadays is because they cannot pursue their interests and self-realization anywhere, they are on the street, and the street is free in this case. There is no competition. By now the authorities are no longer standing in the street. That is why the wolf laws reign, whoever is the cooler boy, will take his place in the district."*

Juveniles would like to become members of the thief in law institution because it is very popular and respected status among them.

J5: *"I tried because it was popular, and I wanted to be a member of the majority like everyone else. New acquaintanceship, you have new people and relationships again and again from the criminal world. Furthermore, you feel strong, as many, as you are, you get even stronger."*

J3: *"Some children who follow the thief mentality said: "I will go to jail and kill him anyway", but they do not think about their family members and relatives. For such children, jail is a positive experience which they write*

in their thief's "CV ", jail is an academy for them, like for me was "Sunny house" program step forward- the academy of success."

J2: *"The boys are stealing to be realized and respected. If you ever been in jail, you are respected much more."*

On the question, what the juveniles are trying to achieve by following the thief in law mentality J3 answered: *"They want to establish themselves, and they want authority themselves. Everyone wants to be a leader, and especially at the age of puberty, we want to be the best."*

The scientific study revealed that the problem of the thief in law institutions is acute in Georgia and widely spread, which in itself creates a criminal background and sets a bad example for young people. Thief in law mentality is quite popular among juveniles and starts to be spread from a very early age. The children hear and learn the above-mentioned mentality from fathers or the street, since the street is the place where a thief in law criminals is standing. Lawlessness and street academy are mostly prevalent among boys. Sometimes the family does not share the street mentality at all, but when the children have much free time, they are not engaged in sports and various activities and spend much time on the street. Streets are occupied by the thief in law criminals, who pushes minors to commit a crime. Juveniles become thief in law institution members because they would like to be authorities and respected among peers.

Discussion

Juveniles are often attracted to the street and the thieving mentality. The reasons for this may be many, but in many cases in a traditional Georgian family, juveniles are not considered as a full-fledged person. Parents often make decisions behalf of them or for them, and exactly such children need recognition in order to satisfy their self-esteem. The street is an ideal place for them and for self-realisation. This may explain the tendency of juveniles from socially secure families to become "street boys" (Shalikashvili M; Mikanadze G, 2016). A significant part of the time is spent by a juvenile on the street. The negative impact of the street on children is huge and vital. The thieving mentality have a profound effect on the juveniles. The street is the first step towards crime. It is therefore necessary to purposefully redistribute the juvenile's time so that the children have less time to stand on the street (Kartlelishvili M, 2010).

5.4 Non-formal education for juvenile crime prevention – NFE values and techniques

Non-formal education (NFE) is not part of the formal curriculum, and it aims to develop and shape knowledge, skills and values in an informal, natural environment. This chapter reveals what non-formal education means for research informants, what values it stands for and what techniques it uses to prevent juvenile delinquency.

S3: *"Non-formal education is about working with young people and for young people, definitely with their involvement. It increases their participation in social life and their level of well-being. I support NFE to be more developed and used."*

S1: *"A system that gives me knowledge, skills and values in a specific direction. It gives me the opportunity for personal development, but it is not included in the regulations of formal education..."*

Y1: *"It is a form of development beyond the school and the formal institutions, which takes care of the development of competencies, values, skills and cognitive process of the participants."*

Y3: *"For me, non-formal education is a planned process that aims to help people develop their soft skills."*

The interviewed youth workers referred that non-formal education is a way to make positive changes in society.

Y2: *"The modern education system - old methods and unskilled teachers do not guarantee that the young generation will grow up capable and educated. I see the solution in non-formal education to develop competencies of people, to help in self-realization, in communication and to discover interesting professions for them…"*

According to youth workers, the word "training" is very prevalent and mainstream. However, as youth workers emphasized, NFE is a wide topic and training is just one direction of it. There are differences between training and lecture or seminars. Training is an educational activity designed to help participants, to change or improve their behaviour about a variety of issues. For people to change behaviour, they need three components: knowledge, skills and the right attitude (values). All these three components together are called competencies. During training youth workers and trainers try to work on participants knowledge, skills and values in different ways such as practical tasks, micro-groups, role-playing games, etc. Since the mentioned exercises require qualification and certain techniques, not everyone can use them in their event. That's why it is essential who conducts the training and to pay attention to the experience and competence of the youth workers/trainers.

Y2 stated why values are so important: *"We all know that when we eat ice cream on the street, we have to throw paper in the trash box. We all know that throwing garbage in the street is not good behaviour, and we all cannot do it. To summarize, we have the knowledge and the ability to do so, but some people still throw garbage in the street, which indicates that they do not have the right attitude towards cleanliness, they do not have the right values… If you look at how dirty and polluted Tbilisi is, you will realize that most of the population is not competent in terms of cleanliness. Nowadays many youth workers implement training and give knowledge to youngsters, sometimes even improve their skills, but they do not or can't work on values. What sets us apart from other colleagues is that we focus on working for participants values."*

Y1: *"For me, the most important value of non-formal education is that it teaches love, respect towards work and people and the right attitude and honesty."*

S3: *"When we are working with non-formal education, it is important to take into account the interests of the children and ask them what they want... If we start our work from their wishes and then implement the activities that we think will be very useful for the children, such a strategy will bring great effectiveness. "*

The study showed that organization "Sunny house" and their youth workers use many different methods to make non-formal education interesting for juveniles. The youth worker Y2 shared what techniques they are using to work with children.

Y2: *"We have gained a unique experience as an organization. All members of the organization have gone through a long-term personal development program, and we have accumulated many methods, approaches, techniques and tools. On the other hand, we know the Russian non-formal education school very well. We use European non-formal education methods and approaches. We are all certified youth workers/trainers by the European Youth Center, Council of Europe. We actively use American tools in our work, such as motivational, thematic, mood videos and forum theatre. We also use Scouting and Alternatives to violence project (AVP), which have fascinating and in-depth methods. Using all of this and with the right program, we can work with minors on their skills and values."*

Y3: *"The techniques are various, and I like scouting very much. It focuses on allowing children to plan for themselves and to feel ownership. "*

Y1: *"We follow the classic scenario; first we play the name game, then the in-depth getting know each other games and then the ice breakers. After all this, we create rules to provide a safe environment, and the child can freely share his opinion, without thinking is it stupid what she is going to say or no. As a result of all these activities, you already have motivated, prepared, free-spirited children who listen to us on different topics and participate in exercises comfortably. "*

Y3: *"What I liked about "Syntone" program is that Nikolai Kozlov wrote somewhere that young people need to have fishing-rod on which will be a delicious bait. When we create a program, it must be fun and exciting for children. "*

The research revealed that understanding of NFE education among social workers and youth workers are similar. The social workers are supporting NFE to be developed and widely used. Non-formal education is a form of development beyond school, university and focuses on gaining knowledge, improving skills and having the right values.

The knowledge, skills and values which is so important for juveniles cannot always be fully fulfilled by school, family or the environment where they live and spend free time. That's why it is essential to provide NFE services for juveniles. The study revealed that to have effective outcome while working with juveniles, youth workers need to use NFE methods correctly and make focus on the children's values. Values can change the attitude and behaviour of children in case it is needed. Non-formal education uses various methods, approaches and manages to present a different topic in an interesting way for children. Additionally, minors develop many skills needed for the future, with the help of a variety of exercises such as name game, team building, simulations and role-playing games.

5.4.1 Various non-formal education projects for juvenile crime prevention in Georgia

Non-formal education and its techniques are often used as one of the most important tools in crime prevention. It can be used in primary, secondary and tertiary crime prevention.

Attention should be paid to juveniles who are vulnerable and in risk groups. Who already have socio-economic problems, destructive behaviours and who are most in need of support. The acquisition of skills will help them to make positive changes.

The interviewed youth workers emphasized that they often carry out projects which aim juvenile crime prevention, but in the naming of their projects, the word crime prevention is never mentioned. They try to support children with the necessary skills and values that will help them in transformation.

Youth workers and social workers mentioned that juvenile delinquency could be prevented through non-formal education.

Y3: *"After our projects or programs, juveniles develop a sense of critical thinking, feeling of responsibility, pride and belonging. Therefore, juveniles do not commit a crime because they already feel a responsibility towards other people. They develop values that help them not to take unacceptable steps for society. They find different means of self-expression, and slowly aggression is disappearing, or they learn how to transform aggression through the development of intelligence. While participating in activities, they are self-actualizing and realizing, so they no longer need to satisfy them needs negatively. As Tony Robbins said, if we do not learn how to satisfy the needs of juveniles positively, then they will find a way to meet those needs negatively. We create an environment for minors, using non-formal education, where they can meet their needs. "*

S3: *"They come to us because they expect some friendly adults who will listen to them, value them opinion and take into account. They come to meet peers and for them it attracting our encouraging activities. We often use interacting methods with them: games, outdoor activities, camping and excursions that can be as encouraging as possible. As for training, I think juveniles require someone to listen. During the training, they are free to express their thoughts on all issues, and this makes the children quite confident. "*

S1: *"Now I am working on school bullying program. However, we realize that the problem of bullying is not a separate phenomenon and is linked to many other issues. Accordingly, within the framework of this program, we try to talk about many other issues with the children. We often use discussions, mini-workshops, etc. We choose an issue which is interesting for them, then work together in groups, and they have time to think and implement small projects themselves. They are also involved in each other's projects, and exciting processes are underway. "*

Social worker S1 mentioned numerous other projects she has implemented through her NGO and worked on the prevention of juvenile delinquency. In her opinion, non-formal education is crucial for tertiary crime prevention.

S1: *"The effectiveness of NFE methods is higher on tertiary crime prevention because these children are allowed to integrate with other children who have not committed a crime at all... When a juvenile commits a crime or we, work with him or her consistently and adequately, 80% of them usually change their criminal behaviour as soon as they reach adulthood. "*

Social worker S3 who works at the Center for Crime Prevention with juveniles stated that she also plays the role of a youth worker and conducts training in the girls' club.

BS: *"The training covers all the issues that may be relevant for girls at the age of puberty, whether it is hygiene or how they look visually. All of this is very important and affects self-esteem at this age. We are teaching*

them how to set goals, what steps are needed to follow their dreams, time management and other topics. They also have meetings with a reproductive doctor, who naturally has interesting and important topics to talk to them. For example, what is going on at the age of puberty and how physically the body is changing. This training is more therapeutic, and some exercises allow them to deepen and self-reflect to find out what they want. "

S4: *"Youth workers organized competition in football and basketball between schools, which caused a great deal of interest among the minors. Eventually, someone started wanting to play football because Center for Crime Prevention offers them these services for free, i.e., they can go to some extra-curricular activities for free. Even now, Zaza Pachulia Basketball Academy has signed a memorandum with the Center for Crime Prevention, where children can go and learn basketball with experienced coaches... While children are engaged and interested in sports, the street mentality is losing it is power, and we are creating another healthy dimension. Unfortunately, our centre and focus are right now only in Tbilisi. "*

Scientific sources revealed that non-formal education could be used at the primary, secondary and tertiary levels of juvenile crime prevention. Non-formal education satisfies juvenile needs such as self-realization, expressing their opinion, having a safe environment where they can spend time, and also being listened. Projects and training allow them to meet their needs positively, express their opinion and become more self-confident, which actually helps to reduce aggression. Non-formal education can help juveniles to feel pride, belonging and high responsibility, which is not allowing them to commit a crime. NFE focus to change children values, give space for self-realization and reduce further unacceptable steps done for society. If child welfare system professionals, will not suggest minors to be engaged in NFE projects and satisfy their needs positively, then children will try to satisfy their needs negatively. Also, involving children in sports activities helps them to spend their time productively, which in itself reduce the power of street mentality.

The research revealed that unit organizations in Georgia, individual social workers or youth workers are trying to implement projects and programs that will help minors to develop. Social workers from the Center for Crime Prevention stated that they actively use non-formal education methods and juveniles go to participate in centre activities because they see a safe and friendly space where they can spend time. The Center for Crime Prevention seeks to create an environment and free activities where young people can participate, which in itself reduces the number of juvenile delinquencies in the future. However, since the centre operates only in Tbilisi, they cannot cover to work with a large number of juveniles. For juvenile crime prevention, NFE needs to be widespread, and the state has to show more interest in addressing his issue.

Discussion

Formal education, which is characterized by a conservative system, does not instantly fit the demands of the educational and labour market (Kubecia M, Tkemaladze Sh, 2014). For juveniles, the full filled education is so important, which means to expand the opportunities for

non-formal education in parallel with formal education. Including the strengthening of priority areas such as the establishment of a healthy lifestyle, student literacy raising, participating in international educational activities, engaging students in creative activities, encouraging school students' initiatives (Kubecia M, Tkemaladze Sh, 2014). It is important for the system to develop a policy for the recognition of the important role of non-formal education in school life and, accordingly, to provide schools with financial opportunities and incentives to use such activities. At the time of informal education planning, to pay attention to the children's wishes and interests so that all of them could participate in the interesting initiatives. (Abashidze A; Arganishvili A, 2020)

5.4.2.1 The program "Step forward- the academy of success" - description, difficulties and needs of participants

According to the interviewed youth workers, the organization "Sunny house" has implemented the "Step forward-the academy of success" program several times. PH International funded the program, and participation was free for juveniles.

Aim of the program was to develop and implement a juvenile crime prevention program using innovative methods of non-formal education (GE CALLS program, 2015)

Program Tasks:

- Juveniles can make one-year own professional and personal development plan and receive qualified support for its implementation during the program and after its completion;
- Juveniles can analyse their own attitudes towards public order and learn basic information and values related to the role of citizenship;
- Juveniles can work to develop basic personal and interpersonal skills. (PH international, 2015)

The total number of beneficiaries was 40. 12 teenagers from each participant school (from 9-10-11 grades). A total of 36 students were selected based on their application. 4-5 former probationers or juveniles form at-risk groups were selected in collaboration with the Ministry of Justice's Diversion and Mediation Division, with Research and Services Development Division, National Probation Bureau and with Center for Crime Prevention. In the program was included 4-hour meetings each week in training format and also activities such as hiking, forum theatre, living library, charity concert, visit the theatre, movie nights and meetings with profession representatives from different fields. (GE CALLS program, 2015)

Y1: *"We had children from the Center for Crime Prevention. The social workers of this institute selected the children for our program."*

Y2: *"In the first year of the program, we deliberately focused on vulnerable groups. For students who did not have good academic performance, good discipline and who were usually rejected by their teachers in terms of*

61

participation in similar training or similar programs. When we went to the school to select the children, the principals and teachers offered us the best-disciplined children, and we told them that we were not just looking for such children and they were astonished. Eventually, it became clear that no one was working with children who has difficult behaviours and are vulnerable. During the program, we faced difficulties because 90% of the children in the program were juveniles with difficult behaviours, and only 10% were bright and reliable. Complicated processes took place, from the beginning there was a competition and total controversy during the training... When we implemented the same program in the second year, we realized that we needed to equate the number of challenging and talented, successful children in the group equally. "

Youth workers stated that during the program they faced several obstacles. Later they changed the program content and tried to satisfied the needs and challenges of participants.

Y1: *"We made changes in the first group, but it all happened at the expense of a lot of energy and professionalism of the youth workers. There was a lot of energy, fatigue and nervousness in the program... Although the group was difficult, we also had talented children who later became role models for other minors... They saw from each other that if one child can establish himself positively, then why others need destructive behaviours... After that, they started analysing and realized that they could establish themselves positively in the group as well. "*

Y1: *"We had false expectations... When we realized that 90% of children are difficult, with difficult backgrounds, "miracle stories" and other needs, we simply pre-planned program and adapted to their needs."*

Y2: *"During one of the board meeting, while we were talking that we are dealing with the most difficult category of children, one of our colleagues said something like this: "the program has started, the program should last another 9 months, and we already have selected these children, and we have to work with them, there is no other way. We have to work; we cannot change the children and to continue the program, we have to love these children like our own. There is no other way to have a good impact and work with those children." Little by little juveniles saw our true love, big acceptance and the children changed their behaviour."*

Interviewed youth workers emphasized that program was very successful and many children were interested to participate. The program was very attractive for juveniles, due to reason that it was planned correctly from beginning.

Y1: *"The program was called step forward-the academy of success, and it was packaged with Harry Potter thematic. We prepared for the first acquaintance evening with its flying keys, Platform 9 ¾, magic wooden sticks, moving portraits on the wall and all our youth workers, the full team was dressed like from a movie. We also had magic, talking hat like in movie which sorted children in different faculties... We used many elements from Harry Potter to make children feel in another world, and it worked, it was interesting for them..."*

Y2: *"I remember how much the first day of the program had an impact on the children. The whole office was like a Harry Potter movie. Participants were divided into two groups in the Alpha and Beta faculties. A talking hat made their division. We made a hat that divided the children into groups, and also it entered into a dialogue with them..."*

Y1: *"First of all, the format of these events attracted children attention, besides, the name of the program "Academy of success' and the fact that some of the topics we listed were interesting to them. For example, how to figure out your needs and what is a priority. Legal issues have seen for themselves that it is imperative to be successful and know what is bad and what is good."*

The organization "Sunny house" has implemented the program "Step forward-the academy of success" and participation was free for juveniles. The program purpose was to develop and implement a juvenile crime prevention program using innovative methods of non-formal education. During the program, juveniles were able to plan their own personal and professional future, analyse their attitudes and values towards social norms and citizenship responsibilities and develop personal, interpersonal skills. The program was designed for all three levels of juvenile crime prevention and involved 40 children, 3-4 of them were probationers. According to youth workers program was specially created and focused on vulnerable groups of juveniles, who had different socio-economic problems, difficult behaviour, not a good academic disciple and were rejected by teachers to be chosen for different projects. Youth workers faced difficulties during the program, but they saw juveniles need during the process and adapted program content. From youth workers point of view, participants in the program were attracted because of the program name "Academy of success" was interesting for juveniles and itself whole process of the program was packed with Harry Potter thematic and magic.

5.4.2 Evaluation of the program "Step forward- the academy of success" from the perspective of the juveniles

The interviewed juveniles participated in the program step forward-the academy of success and evaluated the program and its outcomes. The study showed that the program had significant role for juveniles and effected their lives positively.

J1: *"I remember, I was sitting in my classroom, and two representatives of a sunny house entered. They made a presentation about the program and then offered us to fill out forms if we wanted to participate... I remember they were talking about violence among minors and about non-formal education which aroused my interest... I did not know anything about non-formal education before, and I never participated in other projects. It was all very new and challenging for me. "*

J4: *"I know that many children want to take part in such programs; they just don't have information about it. For example, I could not understand at all if this project would have been implemented if they had not come to my school from a "Sunny house". It is good that they go to schools and provide information to children. It is more effective in school because when you look at persons, how they speak and how they explain the program, then you conclude whether they are telling the truth or a lie. Are they honest towards children or not... I realized that they were sincere, and that was the reason why I was interested in the program. "*

J5: *"I do not remember what they talked exactly during the presentation. However, I remember the fact that they were talking interestingly and answering all questions to the children. I had some questions as well, which was answered thoroughly, and everything was clear. There were no hidden or secret details, and the class form teacher also advised us to be active and participate in the program. Even though she heard about the "Sunny house" for the first time."*

The study revealed that for juveniles it was first experience to participate in such programs and they all were satisfied with it.

J2: *"When I arrived the first time in "Sunny house", what I liked so much was no restrictions, no restraints and felt like a family."*

J1: *"This program was very interesting for me. I first heard the word bullying there. I became more informed on various topics such as conflicts, relationships between minors and others. The youth workers easily explained this information to us through games and various activities, in a language that children could understand."*

J2: *"I think the purpose of this program was to give us knowledge. The "Sunny house" taught us to express our opinions freely, to work in groups and to communicate with people... During the training in the group, we all expressed our opinions. When someone listened to my opinion, it was a perfect feeling..."*

J3: *"The program was excellent, we discussed many topics, and I developed personally. We often played in training. It was very memorable because the children were involved in the learning process. I still remember talking about body language and energizers. It was good. "*

J1: *"I enjoyed attending the training every week because it was a place where were friendly youth workers and an environment. We, children, had the feeling that we were part of something big. Of course, there was a competition during the games, but this competition was friendly and not full of hatred because the program itself was planned right before and then implemented. "*

J1: *"The program changed my behaviours, and I think it achieved results. Whatever fault and weaknesses I saw inside me, and in my life, I handled and solved. "*

J5: *"I learned a lot during the project. The most important thing was that we learned how to act or not to act in society. Once we had a forum-theatre and scenarios of forum-theatre was about social problems that we played... Youth workers taught us everything by doing it in practice."*

J8: *"What I liked most was that the program was tailored for the juveniles, for us. Things were never told to us that we could not understand; everything was progressive. "*

J7: *"At the beginning of the training, the children, were aggressive towards each other, and at the end of the program, they became nobler... I liked that there were no more conflicts and we became kind..."*

J1: *"I remember we held a concert within the program... we collected clothes and toys that were given to homeless children. We planned this concert all by ourselves, which taught us both individual and teamwork... We all took our part of responsibility in this work, and in the end, it was good to see that we were all doing kindness together."*

The living library was held in the framework of "step forward-the academy of success" as one of the activities. During the living library school students could choose any "book" and speak with them. Library hosted "books" such as: Criminal expert, police officer, social worker, former convict, youth worker and additionally The US Ambassador to Georgia and Deputy Minister of Internal Affairs of Georgia. (PH International, GE CALLS, 2016)

J1: *"I now remember one more activity, the "living library". It was fascinating, and gave me much help. For example, I met a prosecutor, a social worker, a psychologist... This activity helped me to have more information*

about my future profession. We all were already entrants and did not know where to study, for which profession... By this activity, we were informed about the professions we needed, and this is the reason why it was significant for us. "

J4: *"When I was in the "living library", there was a formerly convicted person and his conversation showed me the psychology of the perpetrator... I understood in general what the perpetrators think, whether they regret it or no and why they commit the crime. "*

J8: *"This program and especially the "living library" has changed my life. At that time, I did not know what profession I should enrol in or what faculty to choose. During the "living library" I met a social worker, a lawyer and a diplomat... While talking to a lawyer, I realized that I should not choose law faculty for sure. I liked social work very much, but I realized that I should have been an active type of person, and I thought that it is not my profession as well. Eventually, I liked talking to the diplomat so much. I still remember the face of the man who was talking to us. Finally, his talk convinced me that I should enrol in international relations at the university. "*

J3: *"I attended a "living library" which made me sure to choose law faculty in future and to be a lawyer..."*

J4: *"I think I attended the "living library" twice. I met the prosecutor there, and I liked his speech so much that I changed my mind about advocacy and then decided that I should be a prosecutor..."*

Juveniles mentioned that they remember many activities from the program, which he will never forget but especially exciting was team building activities and hiking. During the hike, they played an adventure team building game in the forest, which aimed to overcome various barriers.

J1: *"Especially, I remember one game about the team building. On the floor, squares were drawn, it was like a labyrinth in a room, and the children were roped on each other... On some squares were imaginary bombs and you had to step it on correctly and reach another side of the room without "explode" your team… I do not remember the rules clearly, but I remember that all participants wanted to don't make a mistake and be the first who reaches the final. Meanwhile, all we forgot that we were part of the team and we had to think about each other, not about who will be first and leader. At the end of the game, we realized that we had to work as a team, so we did that and won the game. "*

J3: *"I think the goal of this program was to be more developed, to think like Europeans', to be more sociable and a without complexes. Youth workers tried to lead us out of dogmas and get rid of misconceptions. During the training, they were doing all this with warmth, love and fun..."*

J4: *"Before the training, I thought that my opinion was not important to others... Nevertheless, this program taught me teamwork, acceptance of people and that we, children, should respect each other's opinion..."*

J4: *"<...> During the training I realized that we should look for the positive character of a person and not negative character or disadvantages. If we approach a person from a positive character, it will be more useful for them and us..."*

J5: *"We have been taught many things that will help us in the future. I still look back on the examples and topics that were discussed during the training. "*

J5: *"I did not live in Georgia for a long time and had a language barrier... This program was an opportunity for me to learn my native language well and integrate into society. This program introduced me to my*

peers better and brought me back to the Georgian reality. Also, if it were not "Sunny house", I would not have thought about where to study it in the future, nor would be able to learn my native language normally. So, it was a great experience for me. "

The juveniles stated that youth workers had positive attitude towards participants and they were treating all children equally.

J1: *"No one forced or stated me to believe that what youth workers were telling us during the training was right. They just showed us the two sides of the coin, and after that, I did my analysis of what was right and what was not. If before the program, boys with street mentality were my role models, now I think that I should be a role model for them. During the program, our group strengthened me so much because I felt that I am not alone. The juveniles and youth workers were so supportive, and they knew what is right in life."*

J5: *"Sometimes I was able to notice how tired our youth workers were, but they still worked very hard and never did anything bad. I was satisfied with their work, but some children sometimes criticized them."*

J6: *"In my opinion, we all loved our youth workers. At school, we often give a nickname to our teachers, but nothing similar happened in the "Sunny house... On the contrary, we spoke lovingly and well about youth workers and did not give them monstrous names."*

J2: *"The first time, when I went to a "Sunny house", I did not feel any restraint because the youth workers were giving us freedom. They did not impose restrictions and spoke to us as peers and not as small children. They made us feel that if we do not know something or say something nonsense, we should not be afraid of it. On the contrary, they always told us to say what we wanted, and they treated us with love. "*

J3: *"The youth workers were flawless. They were not shouting us like the teachers at school. Sometimes we were annoying for [name] and [name], but they never showed angriness. On the contrary, they jokingly answered us back... The children had a friendly attitude towards youth workers."*

J7: *"Youth workers treated everyone equally. Nobody was outstanding or favourite in the group..."*

J8: *"The youth workers were very diligent and professional in their work... They knew exactly how to talk to children..."*

J7: *"I remember one or two children in a group who verbally abused a youth worker, made fun of them or did not listen to them... This happened because some of the children think that youth workers are like teachers... I mean that most teachers at school are not kind and well-disposed towards children. They probably thought that the youth worker wanted something bad for them, but at the end of the program, these children changed their attitude."*

As research results show, the program has changed the lives of minors. Some of them became more confident, some made new friends, and some began to change their own behaviours.

J6: *"I think the purpose of this program was to teach children from an early age what kind of person they should become and how to treat others... I learned that. "*

J4: *"I met many people in this program and gained much experience... After participating in this program, I realized that people need each other to be happy and joyful ..."*

J2: *"With the help of this program, I made a lot of new friends... I learned to listen to other people and realized that there are other people by my side who will support me... "Sunny house" gave us theoretical knowledge*

but also practical assignments to develop skills... I think after this program, I became a personally developed person... The only thing I would like to change in this program is to add more excursions and outdoor activities."

J6: *"I remember, I liked a lot talking about bullying, and we also watched movies sometimes. I did not know many things before the program, or I ignored topics such as bullying, violence and trafficking..."*

J8: *"The program was outstanding. I went to a "Sunny house" several times a week. I was always running happily to attend the training because it was something for sure different from school. During the training was diversity, fun, games and also the learning process... I was thrilled to go there. "*

J5: *"The "Sunny house" made me think seriously about my future. I remember once being given the assignment to write down ten years later, how and where we see ourselves. We have been working on this topic for a long time, and I wrote my 1-year of a plan in small details, and then I imagined what I should have achieved 10 years later. This exercise had a huge influence and changed me so much…"*

J8: *"We should be completely silent at school, and we are not able to express our opinion to the teacher. I felt very free in the "Sunny house", and I realized that when I want to say something or ask a question, I should not hesitate and be ashamed... I was so happy with the fact that I think I talked a lot during training sessions... I became a more active and fun person. "*

J1: *"After this program, I started to make my own decisions independently. I think I always knew in my heart what was right and what was not, but I was under pressure from my peers. I was scared that they would make fun of me or outcast. After the program, I lost that fear... Yes, this program genuinely changed me and my life. "*

J3: *"This program has changed my attitude towards people. It showed me better who I was, helped me to found out what I wanted and helped me integrate into society. After the program, I changed everything bad in my life... Truthfully, the program changed my values and worldview, philosophy of life. "*

J2: *"I think this program prevented juvenile crime because we were trained on the topics that we needed. For example, gender equality, discrimination and breaking stereotypes. "*

The research revealed that "Sunny house" representatives held program presentations at schools. They described and suggested that children to participate in the program by filling forms. Based on the study result, spreading information about the program at school was successful, and it is better than promotion in social media. Juveniles were happy and attracted by the program because they did not feel any restrictions or restraints from youth workers. Besides they describe youth workers very positively since they were treating children with love, respect and as adults. Information during the training was provided with easy and understandable language for them and through games.

The program included several activities but memorable were team-building games, hiking, living library, forum-theatre and charity concert. The living library had a huge impact on children because this activity helped them to understand better about professions and choose their future faculty and profession. In conclusion, the program changed several participants life for the better. For example, it helped juveniles to gain knowledge about bullying, conflicts, violence and improve team building, communication skills. Juveniles learned how to express

their opinion without shame, gained friends, found out that peers were listening to them, planned personal development and they reduced their engagement in conflicts.

5.5 Social work for juvenile crime prevention

In the child welfare system, social worker plays an essential role and especially in juvenile crime prevention. The need for socials workers in this field is not questioned. However, this chapter will describe if interviewed juveniles and youth workers are aware of what is social work and how they can imagine social workers for juvenile crime prevention, using NFE methods.

The study revealed that juveniles does not have deep information about social workers and their duty.

J1: *"I know that social workers have to provide help to people, society… I think they can help physically and psychologically as well. I don't know a lot about them. "*

J2: *"I guess social workers are helping children who are in poverty, and they cannot also participate in such a program. In my opinion, social workers are leading children in the right way, creating goals for kids and showing how to live better. I know some children who have suicidal behaviours, and they think about it seriously, I guess social worker has to be a person who will help them. They need to feel supported and not alone."*

J5: *"I heard the word "social work", but I don't know the exact definition. In my opinion social work is a socially active person who deals with challenges and problems. One social worker was in "living library" but I did not choose this person to talk."*

J4: *"First time in my life, I saw a social worker in "living library" which was implemented by the program "step forward-academy of success". Moreover, after this event, I realized that my relative is a social worker as well, and she is working in a region with people."*

J7: *"I don't know much about social workers, but I heard about them. I cannot tell what they are doing exactly or what is their job description."*

The research explored that juveniles don't have social workers at school. Besides, juvenile J8 referred that social workers can play an essential role in juvenile crime prevention at school.

J8: *"In my opinion, social workers would be the best suit at school. They really can teach civic education at school and promote citizenship responsibilities among children. I guess social workers can deal with juvenile crime and work with children to explain what is bullying, violence and explain bad and good behaviours."*

In the study, youth workers stated that they had few contacts with social workers and they are not aware of all duties of social workers. Psychology is still a well-recognized profession in Georgia, so when children have specific problems that are not within the competence of youth workers, in most cases, youth workers still turn to a psychologist.

Y1: *"We never needed to involve a social worker in projects, but we had a case where a psychologist became necessary."*

Y1: *"When we had children from the Center for Crime Prevention in the program, we had a consultation with a social worker. However, we did not approach for an additional service to social worker... There was not such a heavy background that we would need a social worker. Besides, we knew that the children were already receiving social work services at the Center for Crime Prevention."*

Y3: *"As part of the program, we needed to work and consult with social workers. Several children were sent to us from the Center for Crime Prevention, and we needed additional, in-depth information about them because we saw that they were not in communication with other children and were relatively conflicted. So we were interested in the level of vulnerability of the children, their social background, and we called the social worker. We received this information from them and asked them if we were generally right with our approach towards their beneficiary... The safety of both these children and the others was important to us."*

Y2: *"Within the program, not a social worker but a psychologist was involved. While we noticed one girl that she had suicidal and very destructive, very conspicuous manners and tendencies. The psychologist worked with both the child and the parents and eventually solved the problem. I have never had such professional contact with a social worker."*

The study shows that youth workers can see need of social workers in their programs and projects but they are not aware what will be best model to work together.

Y1: *"During the "living library", our goal was to show juveniles the importance of law and as well as the fact that there are people in different professions who care for juveniles. So, we invited both a youth worker and a social worker to participate in the "living library". Juveniles learned what social work means, what services they offer to children, how to connect with them, and so on. We thought it was important for the juveniles..."*

Y1: *"In my opinion, social workers should learn non-formal education methods and use it for juvenile crime prevention. Social workers should start working with children in groups... Individual work is good and necessary, but during group work, they will be able to use various methods, for example, simulation. Non-formal education methods can create simulation exercises on the problems that concern juveniles. It is excellent when minors think of something and works on something, not in real space but simulated space. Social workers are free to create such simulations about crime and conflicts to show children the consequences they might face in real life… If a social worker is trained and taught those techniques, they can carry out these activities."*

Youth Worker Y2 mentioned that a social worker is best suited for the role of a street youth worker.

Y2: *"There are three types of youth work: school, centre and street youth work. I think a social worker should do street youth work. Compared to the youth work of the school, on the street, we need more competent, much stronger and more qualified, more experienced and charismatic professionals..."*

The youth workers stated that social workers must use non-formal education methods while working with children and youth. Especially, social workers have to focus on group work.

Y3: *"As far as I know, social workers are working on second and tertiary crime prevention... In my opinion, non-formal education as a methodology is solid, intense, and I believe that all social workers must use non-formal education methods, it is not only the prerogative of youth workers to use it. I think it is impossible to work on second and tertiary crime prevention without non-formal education method... Social workers must be trained, they must have NFE techniques, and they must use these methods to work with juveniles and have better outcomes... You*

can involve young people in tertiary crime prevention, but if you do not offer them something interesting, you will not be able to deliver to them a "message". For children to be interested, you have to use non-formal education methods. "

Y3: *"Once we trained social workers who are working on the juvenile tertiary crime prevention, i.e., resocialization. We taught them non-formal education methods, exercises, how to use energizers and so on. We shared to them NFE methods, but since social workers themselves are not decision-makers and work in the state service, they noted that they could not use these methods properly. Social workers work individually with children and could not decide their own whether to work with groups. The social workers themselves see the needs of the children correctly. For example, social workers understand that when they are working with juveniles, there is a need to use interactive methods and energizers. However, they do not understand how to use those methods only with one child. They cannot implement community-based work with children because the system does not allow it. So, first, the system needs to be changed..."*

Y3: *"I never had an in-depth professional collaboration with a social worker, but I have a colleague who is a social worker by education, and we work together with girl scouts. She does not play the role of a social worker in the group; she is a leader of the girls' team. If there were a financial possibility, I would like to have a social worker in our organization."*

Y2: *"I think social workers have competencies that we youth workers do not have. For example, when we work with children, I always think about who is working with their families meanwhile, because just empowering a child is not enough. In my opinion, social workers can join us in training, evaluate the child behaviour in depth, notice things which we can't see and then work with their families... Only now I realized that it would be good if social workers and youth workers will work together and not separately. Social workers can change the social environment of a child, be it a school, a family or a community... The best model will be to combine of these two professions..."*

Y1: *"It is difficult to draw a line between a youth worker and a social worker when it comes for juvenile crime prevention. I still think that youth workers should work on primary prevention and social workers on the second and tertiary crime prevention level... A multidisciplinary team of psychologists, youth workers and social workers would be ideal when working with children for crime prevention... I do not see our role in crisis interventions in terms of psychological interventions and working for children's' social environment. "*

Y3: *"The school must have a social worker, together with a psychologist. It is necessary to have a youth worker present at school..."*

The research revealed that most of the juveniles do not know what a social worker means and never had a representative of this profession at school. If any of the minors know what social work means superficially, it is only because they have participated in one of the activities of the "Sunny house" program, called "living library", where the guest has always been a social worker. Youth workers stated that for juveniles, it is important to understand that there are professionals who can help, care and support children, that is the reason why they always have social workers in their activities.

The youth workers stated that several times they had contact with social workers and never collaborated further in-depth. The research revealed that youth workers don't see their role

in crisis management or to empower children's parents. The social workers could play a vital role in juveniles' crime prevention if they will work with children at the street and also work to empower children's social environment. Youth workers stated that social workers must have to gain skills to implement non-formal education methods and work with juveniles in groups based on communities. The best model will be to combine these two professions or make a multidisciplinary team, where youth workers, social workers and a psychologist can work together and participate together in non-formal education programs or at school.

Discussion

Today, a significant proportion of children's families are experiencing social and economic problems that directly reflect children's deteriorating academic performance, their involvement, and social behaviour. Problems are related to poverty, dysfunctional relationships, topics of domestic violence or neglect, lack of nutrition and more. There is currently no free or affordable food service for children in public schools. The school does not have the resources to solve this problem locally. The school does not have a social worker who would work to communicate between agencies and describe the needs of families or juveniles. At the same time, the social assistance programs in the country are not aimed at strengthening families, it does not target school children and their families (Abashidze A; Arganishvili A, 2020). The Georgian educational system is unaware about the potential role of the social workers in the school or pre-school. But the facts that social workers can make beneficial changes for juveniles and transform the system into a more adolescent-oriented structure is abundant in the educational systems of many developed countries. It is also necessary to introduce crime preventive work in social work services of Georgia (GASW, 2011).

5.5.1 Non-formal education in social work from the perspective of social workers

The opinion of the social workers themselves is essential, how they see themselves in juvenile crime prevention, whether they should use non-formal education methods or no and if they have the necessary competencies to employ it.

Social worker emphasized that in general profession is not well known in society and people lack information about social workers.

S2: *"Not only children but also the big part of society does not have information about social workers and what a social worker is doing. The social worker, in this case for these children, and some adults are people who pretend to be smart and people who lead them in a bad way. People do not understand what social work stands for.*

S4: *"In my opinion, non-formal education and its methods are focused on crime prevention and changes.*

Informants of study agreed that social workers have to use non-formal education methods for juvenile crime prevention and it is important tool.

71

S3: *"The social worker should use non-formal education methods. Our schools have neither youth workers nor social workers... If those professions are presented at school, they should use non-formal education..."*

S1: *"It depends on how social workers function is seen by institutions where they are employed. They can work as case managers and individually provide information for children about NFE projects and ensure to engage them in. Alternatively, they can suit the role of a coach and give the form of individual training to this communication that they have with the beneficiary. In some cases, social workers can be seen to work with groups and directly organize training and organize a cycle of non-formal education. However, even if this role is not directly assigned to the social workers, and they directly carry out the classically only individual practice, they still need to be aware of those NFE methods".*

S4: *"<...> In juvenile crime prevention, the social worker should act as a peer educator, who will empower children. Considering the psychology of the children, they must have listened, that's why social worker has to suit in a peer educator role. Sometimes, the competencies of a youth worker and the competencies of a social worker should be so ingrained and integrated..."*

However, study revealed that university don't provide social workers/students' knowledge about non-formal education and how to work with children using interactive methods. After graduating university, social workers have to take care about themselves for professional development and search other possibilities to gain knowledge and develop practical skills.

S1: *"Some of the social workers may have practical NFE skills because they are working on self-development and in addition to university education, they have enhanced knowledge and experience through some other non-governmental organizations. The university does not provide us with practical skills because social work is new in our academic field. University tries to give us basic and urgent knowledge, which they think is a priority for social workers, for example, case management, cultural diversity and so on. Unfortunately, the university does not provide specialized knowledge, and if you ask me, it does not provide it even at the master's level. "*

S3: *"If a social worker is interested in non-formal education, she will probably find some opportunity and learn... Universities are not ready to include any details of non-formal education in the faculty of social work. The university gives all of us, the same knowledge. It does not even manage to have directions in social work, for example, a social worker in the field of child welfare or clinical social work and so on... "*

S2: *"Non-formal education tools are not taught at university in social work faculty. This direction is not developed properly in Georgia, and working with young people are not emphasized at all... I did not study anything about non-formal education at university, I mean in official materials... University does not provide even theoretical knowledge about non-formal education. I found out about NFE and youth work from completely from a different field."*

S4: *"The university is a regular, formal education provider. In this case, I would say that it probably depends on the lecturers as well; a few professors had some attempt to introduce a tiny part of the non-formal education methods into their course. However, specifically equipping with non-formal methods, the skills and knowledge of a student at our university do not happen. "*

S1: *"The university never gave us the motivation nor the base to learn NFE methods. The university is not ready to be open for non-formal education today…"*

S3: *"We are still talking about something utopian for our reality, I remember what kind of reality we have and looking back on university courses... University did not give us the skills to be engaged in non-formal education... Even a social worker by profession, after graduating bachelor degree, cannot be ready to be a good specialist who will work with children. Students still need additional support and empowerment..."*

S4: *"There are certain theories which we are studying on bachelor and master, and there is another different reality which we are facing after university... Professors thought us laws, documents created in America or Europe, but what about practical skills? They sometimes discussed the fact that our beneficiaries are children and we have to do things differently with children but how to do it differently and what methods we need to use with children, never, never was talked."*

Social workers role for juvenile crime prevention could be understood differently by social workers itself or by institutions where they are employed. On another hand social workers agreed that they must use non-formal education while working with juveniles for crime prevention.

S2: *"In our centre, the social worker is a person who does case management, studies child needs, conducts a biopsychosocial assessment and assess the risk of committing a crime. After all these steps, they have to create an individual plan. After an individual plan, we already have a written document where is indicated problems of the child. For example, aggression management problem, communication problems or other problems which social worker will identify and if needed psychologist will be involved in this assessment process. After all this, we have youth workers who provide different services, activities for children based on their needs."*

S4: *"We need to mention that Center Crime Prevention in Georgia, is only one organization where we have youth workers and social workers together. In my opinion, it is good, but they need to work together with children, not separate from each other. If the youth worker is planning a hiking or any outdoor activities, both youth worker and also social worker can facilitate this event. This both profession representatives have to be engaged with NFE activities and be equally presented. During that time, the youth worker will see things from her vision, and social worker will see a different angle of problems. If they will not collaborate and work together at the same time, then why this institution has them at all... why? Because in juvenile crime prevention, children need youth worker's competencies and as well as social worker's competencies."*

S1: *"I would say that today in Georgia, people working in non-formal education are not fully equipped with the skills of social workers and social workers are not equipped with the skills that youth workers might have. You may or may not agree, but when we are working with children, I directly affirm my opinion that a social worker should have certain skills from NFE. "*

S4: *"Based on the experience of Georgia, I think that a youth worker has better results and effects on juveniles than a social worker... Because the youth worker is more like a person who is friends of child and explains everything through non-formal education methods, exercises that children like very much... A youth worker does and teaches a child in practice, learning by doing, it is very effective..."*

As study results show, social workers emphasized that they should be presented at school among with youth workers and work together for juvenile crime prevention.

S3: *"Schools do not have social workers or youth workers at all. In my opinion, it will be great if schools will hire several youth workers depending on the size of the school and one social worker. There is no need for*

several social workers to present at school. Youth workers can identify problems while working with children, and then specific cases should be redirected to school social workers."

S3: *"We do not have so many youth workers in our country. First of all, there are very few, and they may not be competent. For example, they don't know how to behave in the case of sexual violence, and I doubt that all youth workers Georgia does know. This is the reason why I think that social workers help and knowledge should be fundamental and useful for youth workers as well. Yes, youth workers in Georgia can lead group work, various activities but case management needs different competencies. To summarize, we need to share our competencies and knowledge with youth workers… Alternatively, they will play the first instance role at school with children and for additional help will be social workers as well."*

S4: *"The international experience shows, and I agree as well that we need social workers at school because they play a huge role in juvenile crime prevention. Especially in Georgia, in the culture in which we live and where there is still – the thief in law mentality, violence, drug addiction, children living and working on the streets are on the critical level. So, social work needs to be developed on an educational level, and children have to see them at school daily basis. On the other hand, social workers will have to pay attention to each child at school, does not matter they have difficult behaviour or no. Due to the fact of our social-economic environment today, inside the country, most children are vulnerable."*

The scientific study revealed that all surveyed social workers are using NFE methods, and they are strongly supporting the development of non-formal education for juvenile crime prevention. However, they did not receive knowledge about non-formal education from the university. Besides university never provide them with any course about how to work with children and use interactive, various methods with juveniles.

Since Georgia has difficult socio-economic problems, high level of conflicts among children and thief in law mentality, which is still popular, social workers must be presented at school, and they have to be educators. Social workers stated that non-formal education programs are very effective, but in some cases, youth workers lack the competence of social workers, and youth workers cannot evaluate risks for children. The best solution for social workers is that these two professional representatives could work together at school. Youth workers and social workers can plan, implement programs together, and social worker can work separately for case management.

CONCLUSIONS

The juveniles are often forced to commit crimes by numerous social, psychological and economic factors. Their positive and negative behaviours are influenced by the family, school, friends and the community.

1. Formal education in Georgia is characterized by rigid, outdated teaching methods. It does not focus on the personal development of students, their skills and values. As a result, children are not able to receive the proper education and gain practical skills.

2. Children are not satisfied with formal education because they experience violence, humiliation and physical force from teachers and school resource officers. The resource officers have the role of intimidator among the children which deprives children's trust and respect.

3. The juveniles at school often face problems such as bullying, violence and conflicts between peers. However, the schools in Georgia cannot prevent violence and crime among juveniles, since school officials do not realize their professional duty in crime prevention.

4. The field of social services, educational and law enforcement institutions are weak. Police do not have authority in society. Juveniles have no respect or trust towards police officers and it is uncommon for them to seek help from the law enforcement. In the event of physical confrontations among the children, society tries to blame school and law enforcement institutions. However, the study revealed that juvenile crime prevention is not the responsibility of the school or police only.

5. Juveniles spend most of their time in the family. The study revealed that in many cases home environment itself is the cause of child's antisocial behaviour. Violence against children is often a social norm and it is perceived as an effective model of parenting. Strict parenting model implies the acceptance of psychological and physical abuse against a child.

6. Planning of spare time is crucial. Free of charge extra-curricular and sports activities are very rare in Georgia and therefore inaccessible to juveniles. Without an opportunity to be engaged with different activities after school, juveniles tend to spend their time at the street where they get involved with the thief in law mentality, forcing them to commit crimes.

7. Non-formal education enables children to participate and be engaged with different activities while developing the necessary competencies for future life. Non-formal education is one of the most successful means of crime prevention. It also helps juveniles to get better at communication skills, team building, leadership, empathy, assertiveness, taking responsibility, resolving conflicts, gives space for self-actualization and opportunity to acquaint themselves with career orientation. Non-formal education methods are described as a variety of role-playing games, energizers, ice breakers and team-building exercises which attracts children.

8. The scientific paper revealed that social workers lack skills and knowledge to use non-formal education methods. The study showed that social workers in Georgia never studied anything about non-formal education or how to use interactive methods with children.

9. The study revealed that it is important for social worker to be present at school, giving juveniles assistance, helping in personal development and crime prevention. The State also regards the role of the social worker at school, but despite that, there is still no single social worker present.

10. Both non-formal education and social work require working with groups, especially at school. Non-formal education includes many techniques that can be used by social workers. It is one of the most successful tools for crime prevention while working with juveniles.

11. The study revealed that youth workers, working on juvenile secondary and tertiary crime prevention, would benefit from assistance of social workers. Youth workers and social workers could play a vital role in preventing juvenile crime, if they would collaborate and work together.

12. The study indicated that the State is mostly aimed at punishing the juveniles and not at crime prevention. Children do not consider the methods of punishment used by the resource officers and the police to be fair. Children should be convicted only in extreme cases and the government of Georgia should avoid juvenile legal appeals by creating alternative possibilities, where social workers and youth workers together could work to empower the juveniles and suggest them free non-formal education and extra-curricular activities.

RECOMMENDATIONS

To the Government of Georgia

- The Ministry of Education and Science of Georgia should retrain teachers and equip them with knowledge and skills which will help them to work with juveniles. Teachers should be able to identify violence, bullying problems, respond appropriately and work for juvenile crime prevention;

- The Ministry of Education and Science of Georgia, according to the "Law on social work", must fulfil its obligation and launch a certification program for social workers so that they could be present at school. State has to create a permanent staff role for social workers at school;

- The Ministry of Education and Science of Georgia should implement refresher courses for resource officers and civic education teachers to expand their knowledge and develop new skills to use non-formal education and interactive methods with juveniles;

- The Ministry of Education and Science of Georgia should pay more attention to the implementation of non-formal education projects in schools and fund non-governmental organisations;

- The Ministry of Labour, Health and Social Affairs of Georgia should provide the empowerment services for children and families and support them with financial or intangible assistance in case they are under the absolute poverty;

- The municipalities and local self-governments should identify the needs of juveniles based on a community level and offer free extra-curricular and sports activities.

To the Ivane Javakhishvili Tbilisi State University and Professors of Social work

- Tbilisi State University should develop the academic field of social work, promote the profession in society and pay special attention to the development of practical skills of social workers;

- Tbilisi State University should include courses and provide material regarding non-formal education methods in social work. Teach students to use interactive methods with juveniles.

To the non-governmental organisation "Sunny house"

- The organisation has to involve social workers in programs and projects which aim juvenile crime prevention in all levels. Social workers will be able to identify the children's needs and problems in-depth and work for case management and empowering their families.

SUMMARY

Kiknavelidze T - "Juvenile crime prevention through social work using non-formal education" / Master's thesis in social work. Supervisor: Associate Prof. dr. Alina Petrauskienė - Mykolas Romeris University, Faculty of Educational Science and Social Work, Lithuania, Vilnius, 2020.

Master thesis "Juvenile crime prevention through social work using non-formal education" reveals the problems and needs of juveniles in Georgia and how non-formal education works for the primary and secondary level of juvenile crime prevention. It analyses the relationship and connection between non-formal education and social work in juvenile crime prevention. The key objectives of the study are:

1. To identify the problems and needs of juveniles in Georgia;

2. To analyse non-formal education as a tool for primary and secondary level of juvenile crime prevention, and describe the possible impacts;

3. To analyse the connections between non-formal education and social work in the primary and secondary level of juvenile crime prevention.

The scientific study used qualitative research. The study employed a combination of purposive and maximum variation sampling methods. As a data collecting method, semi-structured interview has been conducted. Three youth workers (two women and one man), four social workers (all of them women) and eight juveniles (four women and four men) were selected for the research. The total number of informants was fifteen.

The research revealed that juvenile crime prevention is a considerable challenge for Georgia. Personal development of juveniles depends on the country's social, cultural, economic and political life. To improve juvenile's quality of life it is necessary to create a clear and unified vision of children's challenges and needs, which will lead to the development of appropriate approaches and mechanisms. Non-formal education has a vital role in juvenile crime prevention. It uses various interactive methods, which are attractive for juveniles and helps them to gain knowledge, improve skills, form the right values and behaviour patterns. Social worker's role in working with juveniles is essential and for the best outcome, they should employ non-formal education methods. Nevertheless, social workers have limited possibilities to implement juvenile crime prevention programs and they are not present at schools.

LIST OF REFERENCES

1. Aber, J. L., Brown, J. L., Chaudry, N., Jones, S. M., & Samples, F - The evaluation of the resolving conflict creatively program, 1996;

2. Abashidze Ana; Arganishvili Ana- ბავშვთა უსაფრთხოების თემაზე 150-ე საჯარო სკოლის საჭიროების შეფასების დოკუმენტი, 2020;

3. Alle-Corliss & Alle-Corliss - Understanding Group Development, 2009;

4. Aruma and Dr. Melvins Enwuvesi Hanachor- ABRAHAM MASLOW'S HIERARCHY OF NEEDS AND ASSESSMENT OF NEEDS IN COMMUNITY DEVELOPMENT; International Journal of Development and Economic Sustainability Vol.5, No.7, pp.15-27, December 2017;

5. ანტონ ქელბაქიანი, ნატალია ცაგარელი - არასრულწლოვანთა დანაშაულის პრევენცია- კვლევის ანგარიში; წამების მსხვერპლთა ფსიქოსოციალური და სამედიცინო რეაბილიტაციის საქართველოს ცენტრი (GCRT), თბილისი 2020;

6. Apter, S. J., & Propper, C. A. (1986). Ecological perspectives on youth violence. In S. J. Apter & A. P. Goldstein (Eds.), Youth violence: Programs and prospects;

7. არასრულწლოვანთა დანაშაულის პრევენციის სტრატეგიის დამტკიცების შესახებ- საქართველოს პრეზიდენტის ბრძანებულება, 2012 წ;

8. არასრულწლოვანთა დანაშაულობის კრიმინოლოგიური დახასიათება- გიორგი ბარნოვი, თბილისი, 2020;

9. არაფორმალური და ინფორმალური განათლების როლი უწყვეტი განათლების ცხოვრების ციკლში-მზია კუბეცია, შორენა ტყემალაძე, 2014;

10. Blandford, Ann -Semi-structured qualitative studies, 2013;

11. Braun V and Clarke V- Using thematic analysis in psychology, 2006;

12. Building the peace: the resolving conflict creatively program (RCCP) - William DeJong, 1999;

13. Center for crime prevention- Access through internet: http://prevention.gov.ge/;

14. Colin Latchem - Open and Distance Non-formal Education in Developing Countries, 2018;

15. Council of Europe – Compasito, Manual on human rights education for children-, November 2007;

16. Council of Europe – COMPASS, Manual on Human Rights Education with Young people, 2002;

17. Council Recommendation of December 20 - on the validation of non-formal and informal learning, 2012;

18. David S. Tanenhaus - Juvenile Justice in the making, Oxford University Press, 2004;

19. David R. Dupper - School Social Work, Skills and Interventions for Effective Practice, 2003;

20. Earl R Babbie, Belmont - The basic of social research, CA 2002;

21. European Commission - EU-level initiatives on youth work, 2010-2018;

22. ეროვნული კვლევა საქართველოს სკოლებში ძალადობის შესახებ- UNICEF, Tbilisi

23. გაბიანი ა., დანაშაულობის მიზეზების შესახებ, თბილისი, 1962;

24. GEORGIA and the Convention of the Rights of the Child- United Nations Children's Fund 2011;

25. Georgia Community Action and Linkages for Legal Socialisation – PH International – Georgia, Final Broshure, 2015;

26. Georgian Association of Social workers-Access through internet: http://www.gasw.org/

27. Georgian Association of Social workers - სოციალური მუშაობის სიტუაციური ანალიზი საქართველო, 2011;

28. გომიაშვილი ი, კრიმინოლოგია, თბილისი, 1998, გვ. 189-190;

29. Hirschi / Sampson - Self-control and Social Control: An Exposition of the Gottfredson - Laub Debate, in Journal of Scandinavian Studies in Criminology and Crime Prevention · January 1996;

30. ირინა ბადურაშვილი, მამუკა ნადარეიშვილი- ემიგრაციისა და სოფელ-ქალაქს შორის მიგრაციის სოციალური გავლენა ცენტრალური და აღმოსავლეთ ევროპის ქვეყნებში; საქართველო, აპრილი, 2012;

31. INTERNATIONAL FEDERATION OF SOCIAL WORKERS-The following definition was approved by the IFSW General Meeting and the IASSW General Assembly, July 2014

32. J.D Hawkins, E Von Cleve, R F Catalano Jr- Reducing early childhood aggression: Results of a primary prevention program;

33. KARIN CRAWFORD AND JANET WALKER-Social Work and Human Development Second Edition, 2007;

34. ქართლელიშვილი მარიამი - აგრესია, როგორც არასრულწლოვანთა დანაშაულის ერთ-ერთი გამომწვევი მიზეზი აგრესიულ ფონზე ჩადენილ დანაშაულთა პრევენცია, Tbilisi, 2010;

35. კელენჯერიძე ი., არასრულწლოვანთა დანაშაულობის მიზეზები და პირობები მოზარდის პიროვნება როგორც სუბკულტურული ფასეულობების მატარებელი და მისი დამნაშვედ ფორმირების ეტაპები, ჟურნალი "ალმანახი" № 19, 2004;

36. ქეროლინ ჰამილტონი, UNICEF - არასრულწლოვანთა მართლმსაჯულების საკანონმდებლო რეფორმის სახელმძღვანელო მითითებები- 2011

37. LAW OF GEORGIA ON SOCIAL WORK - საქართველოს კანონი სოციალური მუშაობის შესახებ- საქართველოს პარლამენტი, 2018;

38. Linda Openshaw - Social Work in Schools Principles and Practice, Series Editor's Note by Nancy Boyd Webb, 2008;

39. ლია წულაძე- რაოდენობრივი კვლევის მეთოდები სოციალურ მეცნიერებაში- თბილისი, Center for Social Sciences 2008;

40. ლია წულაძე-სოციოლოგიური კვლევის თვისებრივი მეთოდები- ივანე ჯავახიშვილის სახელობის თბილისის სახელმწიფო უნივერსიტეტი, 2020

41. მიგრაციის საკითხთა სამთავრობო კომისია- საქართველოს 2019 წლის მიგრაციის პროფილი, თბილისი, 2019;

42. მიქსი საქართველო 2018 - საქართველოს სტატისტიკის ეროვნული სამსახური-გაეროს ბავშვთა ფონდის (UNICEF) ტექნიკური და UNICEF-ის, NCDC-ის, USAID-ის, WB-ის, UNFPA-ს, SIDA-ს, AFD-ის, SCD-ის, ISS, UNDP-ისა და WHO ფინანსური მარდაჭერით; mics.unicef.org/surveys;

43. მორის შალიკაშვილი, გივი მიქანაძე-არასრულწლოვანთა მართლმსაჯულება-მეორე გამოცემა, თბილისი, ფრაიბურგი, სტრასბურგი 2016

44. მამრიკაშვილი ნ, აღზრდა, როგორც დანაშულის პრევენციის პრობლემის გადაჭრის მექანიზმი, ქუთაისი, 2017;

45. მორის შალიკაშვილი, გივი მიქანაძე-არასრულწლოვანთა მართლმსაჯულების თავისებურებანი: არასრულწლოვანთა მართლმსაჯულების კრიმინოლოგიური, სისხლისსამართლებრივი, პენიტენციური და საერთაშორისო სამართლებრივი საფუძვლები, თბ., 2011, 17;

46. National statistics office of Georgia- Living conditions - Access through internet: https://www.geostat.ge/ka;

47. Non-Formal Learning Handbook for Volunteers and Volunteering Organisations-A publication of the ICYE International Office Produced in the Erasmus+ Key Action 2 project, 2017;

48. Pamela Trevithick -The knowledge base of group work and its importance within social work, 2005;

49. Parliament of Georgia - Parliamentary Temporary Commission of Inquiry, Tbilisi, 2018;

50. Patton, M. - Qualitative evaluation and research methods, Beverly Hills, 1990;

51. Peter Greenwood- Prevention and Intervention Programs for Juvenile Offenders, 2008;

52. Robert S. Weiss – Learning from strangers; The art ad method of the qualitative interview studies, New York,1994;

53. საქართველოს ადმინისტრაციულ სამართალდარღვევათა კოდექსი- საქართველოს სსრ უმაღლესი საბჭოს პრეზიდიუმი, 1984;

54. საქართველოს სისხლის სამართლის საპროცესო კოდექსი- საქართველოს პარლამენტი, 2009;

55. საქართველოს უზნაესი სასამართლო - Supreme court of Georgia, Access through internet: http://www.supremecourt.ge/statistics;

56. საქართველოს სახალხო დამცველი -ზოგადსაგანმანათლებლო დაწესებულებებში მოსწავლეთა მიმართ ძალადობის კუთხით არსებული მდგომარეობა; თბილისი 2017;

57. საქართველოს კანონი „ახალგაზრდობის სახელმწიფოებრივი მხარდაჭერის შესახებ“ - მუხლი 1. ტერმინთა განმარტება

58. სოფიო კილაძე, ანა ფირცხალაშვილი- სოციალური მუშაობის სამართლის სახელმმღვანელო - 2018 თბილისი;

59. სოციალური ნორმების ანალიზი ბავშვთა მიმართ ძალადობის კონტექსტში- Human Rights for all, UNICEF Georgia, თბილისი, ნოემბერი, 2016;

60. Schinke, S. P., & Gilchrist, L. D. (1984). Life skills counseling with adolescents. Baltimore: University Park Press;

61. STATE COMMISSION ON MIGRATION ISSUES - MIGRATION PROFILE OF GEORGIA- Tbilisi, 2017;

62. TC- FACILITATOR TOOL BOX- Action 3.1.2 of the Youth in Action Programme Training and Networking with Neighbouring Partner Countries, Salerno, Italy, 2013;

63. Tinatin Zurabishvili - Qualitative methods in social research, 2006;

64. The Academy of Success Grand Opening at Sunny House Office - PH -International; GE CALLS program, 2015; Access through internet: https://www.ph-int.org/ge-calls/news/723/;

65. The Georgian National Youth policy Document, 2014 – Council of Europe; Approved by #553 Decree, April 2 2014, of the Government of Georgia;

66. The impact of Non-Formal Education on young people and society – Belgium, AEGEE-Europe;

67. თ.სირბილაძე; მ.ჯავახიშვილი; მ.კობაიძე - ნარკოტიკების მოხმარებისა და აივ ინფექციის პირველადი პრევენცია ახაგაზდებში, 2011 წ;

68. The National Association of Social Workers (NASW) - Access through internet: https://www.socialworkers.org/Practice;

69. The Resolving Conflict Creatively Program: 1988-1989. Summary of Significant Findings - Metis Associates, Inc., New York, NY;

70. თინათინ ზურაბიშვილი - თვისებრივი მეთოდები სოციალურ კვლევაში, თბილისი 2006;

71. UN Committee on the Rights of the Child (CRC) - General comment No. 10 (2007): Children's Rights in Juvenile Justice;

72. UN Committee on the Rights of the Child (CRC) - Report of the UN Committee on the Rights of the Child, Session 9, 1995;

73. UN General Assembly- The Convention on the rights of the child, 1989;

74. UNICEF - საქართველოში ბავშვებისა და მათი ოჯახების კეთილდღეობის კვლევა, 2017;

75. UNICEF Georgia- Annual report, 2011;

76. United Nations Guidelines for the Prevention of Juvenile Delinquency (The Riyadh Guidelines) - Adopted and proclaimed by General Assembly resolution 45/112 of December 14 1990;

77. United Nations Rules for the Protection of Juveniles Deprived of their Liberty- Adopted by General Assembly resolution 45/113 of December 14, 1990;

78. United Nations Standard Minimum Rules for the Administration of Juvenile Justice ("The Beijing Rules") - Adopted by General Assembly resolution 40/33 of November 29 1985;

79. US Departments of Education and Justice, 1999;

80. US Ambassador and Deputy Minister of Internal Affairs of Georgia Participate in Living Library – PH international; GE CALLS program, 2016; Access through internet: https://www.ph-int.org/ge-calls/news/905/.

ANNEXES

Annex 1: Questions for interview

Chapter 1 - What are the problems and needs of juveniles in Georgia?

1. From your experience, how you will describe juvenile's social situation in Georgia?
2. In your understanding, how serious is its juvenile crime prevention in Georgia?
3. From your experience, what is the motive for juveniles to do a crime?
4. In your opinion, what is a juveniles' problem (Social, psychological, economical) in Georgia?
5. From your experience, what are juveniles' need in Georgia?
6. From your experience, what challenges do they have?
7. What are you thinking, how juveniles are trying to solve the problem?
8. How, in your understanding, does Georgian culture and mentality influence crime rate and leads juveniles towards crime?
9. From your experience, what is a relationship with juveniles and police nowadays in Georgia?

Chapter 2 - How is non-formal education works as a tool for juvenile crime prevention?

1. What does it mean for you, NFE?
2. In your opinion, what are the values of NFE?
3. From your experience, how NFE is working with juveniles?
4. Can you describe, from your experience programs which one was working with juveniles as crime prevention? Why is your personal contribution?
5. Describe goals and tasks of this program
6. How you choose participants for your program?
7. How did you measure the needs of juveniles before the project?
8. Why were juveniles interesting to participate in this program?
9. Which level of prevention did you work in your program, and how?
10. What skills and competencies are you giving juveniles and why?
11. How are you giving those skills to juvenile? What way?
12. Could you describe some activities from the program and your personal contribution?
13. What were the obstacles in your program?
14. What was the result after the program with juveniles?
15. What you would like to improve in your program, and why?
16. Can you describe one or two successful cases from the program?
17. What is happen when the program ends?

Chapter 3 - How is Social work using non-formal education, as a tool for juvenile crime prevention?

1. From your experience, did you ever see the need for social workers in this program with NFE? If yes, why and where?

2. How you think, where is competence line and difference with youth worker and social worker

3. How can you imagine NFE methods as crime prevention in social work?

4. Describe your opinion about juvenile prevention in social work.

5. In your opinion, how can you see the social worker as a non-formal education youth worker?

6. From your experience, what skills social worker needs to be a youth worker? Or use NFE methods as crime prevention with juveniles?

7. What will be the perfect model as juvenile crime prevention for you, and why?

Annex 2: Informed consent form

Juvenile crime prevention through social work using non-formal education

Researcher: Tamriko Kiknavelidze

Mykolas Romeris University - SOCIAL WORK WITH YOUTH AND CHILDREN

I am a master study student at Mykolas Romeris University in the department of Institute of educational sciences and social work. As part of my research/ master thesis, I am conducting research under the supervision of Dr Alina Petrauskiene. I am inviting you to participate in my study. Taking part in this study is voluntary. Participating in the study might not benefit you, but information might be gained that will benefit others. You may withdraw from the study at any time without affecting your care. The study is described below. It would help if you discussed any questions with the people who explain it to you.

The purpose of this qualitative study is to describe how to use non-formal education for juvenile crime prevention and connection with social work.

Research goals are:

- To analyse the problems and need for Juveniles in Georgia.
- To analyse NFE as Juvenile crime prevention tool and look at the possible impacts.
- To analyse the Connection between NFE and social work together for juvenile crime prevention in Georgia.

Your participation is entirely voluntary. You may withdraw from this study at any time without penalty. All information obtained in this study will be kept strictly confidential and anonymous.

By signing this consent form, you are indicating that you fully understand the above information and agree to participate in this study.

Participant's signature:

Annex 2: Informed Consent Form

I, the undersigned, confirm that (please tick box as appropriate):

1.	I have read and understood the information about the project, as provided in the Information Sheet dated _____. წავიკითხე და გავეცანი ინფორმაციას პროექტის/კვლევის შესახებ, როგორც ეს მოცემულია საინფორმაციო ფურცელზე.	☐
2.	I have been allowed to ask questions about the project and my participation. მე მქონდა შესაძლებლობა დამესვა კითხვები პროექტის/კვლევისა და ჩემი მონაწილეობის შესახებ.	☐
3.	I voluntarily agree to participate in the project. გადავწყვიტე მოხალისეობრივად მივიღო მონაწილეობა პროექტში/ კვლევაში.	☐
4.	I understand I can withdraw at any time without giving reasons and that I will not be penalised for withdrawing, nor will I be questioned on why I have withdrawn. ნებისმიერ დროს შემიძლია უარი ვთქვა კვლევაში მონაწიელობაზე და არ იქნება ჩემს მიმართ დასმულ კითხვები რატომ , არ ვიქნები დაჯარიმებული	☐
5.	The procedures regarding confidentiality have been clearly explained (e.g. use of names, pseudonyms, anonymisation of data, etc.) to me. კონფიდენციალურობის შესახებ პროცედურები ჩემთვის ნათლად იყო განმარტებული (მაგ. სახელების გამოყენება, ფსევდონიმი და ა.შ.).	☐

6.	If applicable, separate terms of consent for interviews, audio, video or other forms of data collection have been explained and provided to me. თუ გამოვიყენებთ ინტერვიუების დროს აუდიო, ვიდეო ან მონაცემთა შეგროვების სხვა ფორმებებს, ეს იქნება განმარტებული და გასაგები ჩემთვის.	☐
7.	The use of the data in research, publications, sharing and archiving has been explained to me. ჩემთვის განმარტებული იქნა კვლევის, პუბლიკაციების, გაზიარებისა და არქივირების მონაცემების გამოყენების უფლება.	☐
8.	I understand that other researchers will have access to this data only if they agree to preserve the confidentiality of the data and if they agree to the terms I have specified in this form. მე მესმის, რომ სხვა მკვლევარებს ექნებათ მხოლოდ ამ მონაცემებზე წვდომა, თუ ისინი თანხმდებიან მონაცემთა კონფიდენციალურობის დაცვას და თუ ისინი დათანხმდებიან ამ ფორმაში მოცემულ პუნქტებს.	☐
9.	Select only one of the following: აირჩიეთ მხოლოდ ერთი შემდეგი: • I would like my name used and understand what I have said or written as part of this study will be used in reports, publications and other research output so that anything I have contributed to this project can be recognised. თანახმა ვარ გამოყენებული იყოს ჩემი სახელი და გაიგონ ის, რაც მე ვთქვი ან წერილობით გადავეცი, როგორც ამ კვლევის ნაწილად, ანგარიშებში, პუბლიკაციებსა და სხვა კვლევებზე. რათა მე ხელი შევუწყე ამ პროექტს/ კვლევას.	☐
	• I do not want my name used in this project. არ მინდა ამ პროექტში/კვლევაში გამოყენებული იყოს ჩემი სახელი.	☐
10.	I, along with the Researcher, agree to sign and date this informed consent form. მე, მკვლევართან ერთად, თანხმობას ვაცხადებ და ვაწერ ხელს ამ ინფორმირებული თანხმობის ფორმას.	☐

Participant:

_____   _____   _____
Name of Participant   Signature   Date

Researcher:

_____   _____   _____
Name of Researcher   Signature   Date