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PSYCHOLOGICAL SUBSTANTIATION FOR PROGRAMS AND TECHNOLOGIES REDUCING ILLEGAL BEHAVIOR AMONG GRADUATES OF JUVENILE SPECIAL INSTITUTIONS

Abstract:

The article presents the results of analysis of the validity of placing minors in special educational and correctional institutions (SECI). The definition of this type of institution is given, the laws regulating correctional and psychological work in SECI are listed, statistics on the number SECI and the dynamics of juvenile delinquency in the Russian Federation are given. The development of special educational and correctional institutions is explained both from the point of view of global trends and from the point of view of the history of the development of such institutions in Russia. Described differences between juvenile colonies and SECI, as well as specifics of correctional and psychological work in SECI. The psychological characteristics of juveniles in SECI, the specifics of their social environment, and the types of offenses that occur among juveniles are described. Types of correctional work in SECI are listed. Particular attention is paid to work with the families of minors, as well as re-socialization. Analysis of the results of the effectiveness of educational and preventive programs of SECI is carried out, based on materials provided by the

Ministry of Education of the Russian Federation, as well as those published in Russian and foreign publications and on the Internet. Effective elements of prevention, such as mentoring and restorative tools (“family conferences” and “community support circle”, restorative mediation) are discussed. The article draws a conclusion about the educational potential of SECI, and also considers the risks for adolescents in closed-type institutions.

Key words: *restorative justice, minors, special educational and correctional institutions (SECI), mediation services, resocialization.*

Introduction

Juvenile delinquency remains an important and unsolved problem nowadays. Despite the fact that the number of juvenile offenses in the Russian Federation has been decreasing since 2016 and by 2019 decreased at 22%, the number of juveniles who committed crimes amounted to 37953. This number does not include minors who have not reached the age of administrative or criminal responsibility¹. The reasons for the decrease in the crime rate were both the improvement of preventive and educational work with minors and the overall decrease in the number of minors.

Juvenile delinquency, on the one hand, shows the degree of stability and social and economic well-being of society², and on the other hand, predicts the level of adult criminality, if there is no prevention of recidivism. Antonyan³ considers juvenile delinquency as a separate type of crime, requiring a separate study and special work on crime prevention, based on the age characteristics of minors.

The main place among the causes of juvenile delinquency is occupied by social and economic factors. Social and economic disadvantage primarily affects minors and encourages them to commit crimes, as it was in Russia in the 90s, where juvenile delinquency increased. Therefore it's not surprisingly that the common type of juvenile delinquency is theft and, more recently, involvement in the distribution of illegal drugs, which provides, among other things, an opportunity for quick money with a low entry threshold.

¹ Butova M.V (2020). Custodial Institutions as a Subject of Prevention of Juvenile Delinquency: History and Modern State. Scientific Notes of the Kazan Law Institute of MIA of Russia. V. 5. No 2(10). Pp. 101 – 105.; Leksunova A. K.(2017) Jefferktivnost' sistemy profilaktiki deviantnogo povedenija nesovershennoletnih v uchrezhdenijah Sankt-Peterburga // Skif. №15.

² Antonan Yu.M., Goncharova M.V. (2018) The Status and Causes of Juvenile Delinquency in Russia. In: Bulletin of Moscow Region State University. Series: Jurisprudence, № 2, pp. 87–100 DOI: 10.18384/2310-6794-2018-2-87-100

³ Ibid

The peculiarities of the minors' family are also an important factor. If the family environment is unfavorable, child-parent relations are disturbed, parents are alcohol or substance addicts, the likelihood of juvenile delinquency increases⁴.

The psychological characteristics of adolescence are no less important. The increasing role of peers in adolescence, as well as psychological state in adolescence lead minors to impulsive and antisocial behaviors.

Despite the fact that the problem of juvenile delinquency is well known, the ways of its solution remain unclear. Imprisonment, which is the main method of punishment at present, can lead to development of criminal thinking in juveniles. In Russia, placement of minors in special educational institutions is currently used as a restorative, not punitive justice measure.

In this paper, we will consider the features of special educational institutions as a restorative justice practice, describe the main methods of work in this institutions, outline the problems faced by the staff and the ways for the development of educational influence on juveniles who have committed crimes.

Restorative justice's institutions in Russia and abroad

Juvenile justice and restorative justice are becoming most relevant in the 2nd half of the 20th century and in the 21st century. But diverse forms of some kind of restorative technologies have existed before.

The birth of juvenile justice in the United States in the 19th century was accompanied by the creation of reformatories and foster houses⁵. In pre-revolutionary Russia in the 19th century, as well as in Europe, were created educational institutions for "morally spoiled" children. In addition, children could be sent to a monastery or to an agricultural colony. These types of punishment replaced the earlier ways of punishing children as adults: in 18th century they were exiled, sent to hard labor or military service, etc.

Since 1918 in the USSR two types of special institutions for juveniles were created. First were under the People's Commissariat for Internal Affairs and were both educational and punitive. Other special institutions were under the jurisdiction of the People's Commissariat of Education. These institutions were regarded as pedagogical, and there were kept both hard-to-educate adolescents and those who had

⁴ Butova M.V *op. cit.*, p. 102; Nikonorova J. V. (2014) Special'nye uchebno-vospitatel'nye uchrezhdenija zakrytogo tipa kak mera ugolovno-pravovogo vozdejstviya // Vestnik jekonomicheskoy bezopasnosti. №4.; Smirnova I.G et al. (2019) Placing juvenile delinquents into residential correctional schools. Vserossiiskii kriminologicheskii zhurnal = Russian Journal of Criminology, vol. 13, no. 5, pp. 837–845. DOI: 10.17150/2500-4255.2019.13(5).837-845. (In Russian)

⁵ Ibid.

committed crimes. In the 20s and 30s, there were variety of special institutions: labor communes, communal schools, institutes of of labor education. The names of the program institutions differed, and the subordination to various departments was confusing. The fame of special institutions in Russia and all over the world is connected with the names of A.S. Makarenko, V.S. Soroka-Rosinsky and other pedagogues, who worked with minors there.

Now in Russia, as we will see below, special educational institutions are subordinate to the Department of Education and exist in parallel with juvenile colonies, which are subordinate to the Federal Penitentiary Service. The SECIs are still decentralized as hundred years before and uses different programs to change students' lives. This becomes a problem for development of the institutions, but also a point of growth, because institutions are able to customize the program ajusting to adolescents' needs.

SECI as a form of restorative justice

Special educational institutions could be of open and closed types. These institutions should be separated from juvenile colonies on the one hand, and from temporary accommodation centers on the other⁶.

Functioning of SECIs is primarily regulated by the following laws: Federal Law No. 76 of June 10, 2008 "Public Control over the Ensuring of Human Rights in Places of Detention and Assistance to Persons in Places of Detention"⁷ and the Federal Law No. 120 of 24.06.1999 "On the Basics of the System of Prevention of Child Neglect and Juvenile Delinquency"⁸.

SECIs are under the jurisdiction of the Department of Education, not under the jurisdiction of the Ministry of Internal Affairs (as temporary stay centers) or the Federal Penitentiary Service (as juvenile colonies), and are subjects of prevention, allowing to correct behavior and promote the resocialization of minors⁹.

Special educational institutions of closed type were established in accordance with the Decree of the Council of Ministers of the USSR from July 31, 1964 N 635 "On the transformation of educational colonies for juveniles into special schools and special vocational colleges"¹⁰. Open-type Special educational institutions were

⁶ Butova M.V *op. cit.*, p. 103

⁷ Ibid.

⁸ Leksunova A. K. *Jeffektivnost' sistemy profilaktiki...*; Polikashina O.V. (2016) O roli special'nyh uchebno-vospitatel'nyh uchrezhdenij zakrytogo tipa v profilaktike beznadzornosti i pravonarushenij nesovershennoletnih // Aktual'nye problemy gumanitarnykh i estestvennykh nauk. №3-3.

⁹ Smirnova I.G et al. *p. cit.*, p. 842

¹⁰ Polikashina O.V. *op. cit.*, p. 2

established later, in 2004, and differ from closed-type institutions in that a juvenile is not restricted to leave special school or college after the end of classes¹¹.

Currently, there are 41 closed-type institutions in the Russian Federation, of which 15 are under the jurisdiction of the Ministry of Education of the Russian Federation, and 14 are open-type institutions. Their number is gradually decreasing¹² and decreases the number of inmates of SECIs. In 2017, there were 3,269 inmates in an these institutions, and in 2019 - 2,030. The number of referrals to SECI in 2017 amounted to 384 juveniles, and in 2019 - 294¹³, which is from 1.6 to 1.8 of the total number of convicted juveniles. At the same time, in 2013, 57% of juveniles received a probationary sentence, and 24.1% received real imprisonment¹⁴.

Juveniles who have committed medium and serious crimes, and who have not reached the age of 18 years are placed in a SECI. They can be placed in a SECI for a period of 30 days to 3 years¹⁵.

Juveniles are sent to an open-type SECI for systematic absences from school, hooliganism, and committing any offenses for which they are not criminally liable¹⁶.

The main purpose of placing minors in a closed or open type of juvenile correctional institution is to implement a special psychological and pedagogical approach to minors in conflict with the law or prone to delinquency, and to create conditions conducive to the correction of behavior and re-socialization¹⁷. Thus, adolescents with a sharp lag in the level of education are sent to an SECI. The main contingent of students are children with no mental illness and capable of learning, but who have previously committed discipline violations, do not attend classes, and had poor academic performance in general education schools. The leisure time of such minors is often unorganized and reduced to aimless walks in the streets. Often, before entering school, children have experience of long-term vagrancy and large gaps in their knowledge¹⁸. Monitoring of the resocialization process continues even after the

¹¹ Lisovskaja I. V. (2019) "Putevka v zhizn" dlja "trudnyh" podrostkov? Vozmozhnye scenarii (re)integracii v special'nyh uchrezhdenijah. ZhISP. 2019. №3.

¹² Smirnova I.G et al. *p. cit.*, p. 839

¹³ Butova M.V *op. cit.*, p. 103

¹⁴ Nikonorova J. V. *op. cit.*, p. 13

¹⁵ Zajko T.M. (2017) Mery bor'by s prestupnost'ju nesovershennoletnih i molodezhi: pravovoj i psihologo-kriminologicheskij aspekty: monografija. M-vo obrazovanija i nauki RF, UrGJuU. Tambov: OOO «Konsaltingovaja kompanija Jukom», 85 s.; Polikashina O.V. *op. cit.*, p. 2

¹⁶ Lisovskaja I. V. (2019) "Putevka v zhizn" dlja "trudnyh" podrostkov?... p. 425

¹⁷ Lisovskaja I. V. (2019) "Putevka v zhizn" dlja "trudnyh" podrostkov?... p. 426; Smirnova I.G et al. *p. cit.*, p. 839; . Tjasto T.N. (2014) Reabilitacija i preduprezhdenie recidivnoj prestupnosti nesovershennoletnih v special'nom uchebno-vospitatel'nom uchrezhdenii zakrytogo tipa [Jelektronnyj resurs] – Rezhim dostupa:

<http://nsportal.ru/shkola/sotsialnaya-pedagogika/library/2014/09/29/reabilitatsiya-ipreduprezhdenie-retsidivnoj>

¹⁸ Polikashina O.V. *op. cit.*, p. 3

minors leave the institutions: the staff of the SECI monitors the number of relapses through the territorial departments for juvenile affairs¹⁹.

Thus, SECI is the form of institutions that implement the restorative approach in the Russian Federatio. Unfortunately, their number and the number of inmates of these institutions is decreasing.

SECI's features contributing to prevention and resocialization

The very organization of an SECI contributes to the correction and resocialization of inmates.

Firstly, an SECI is an alternative to imprisoning. Imprisoning contributes to further recidivism, socialization in the criminal subculture, and social exclusion, which is confirmed by numerous studies²⁰. In contrast to colonies, SECI are elements of a socially supportive approach, which is opposed to the punitive approach. Referral to an SECI is an administrative rather than criminal punishment, and referral to SECI is an intermediate measure between criminal punishment and compulsory educational measures. In addition, the absence of a criminal record for minors and the opportunity to leave the institution and resocialize in society contributes to overcoming the stigmatization of adolescents²¹.

Second, placement in an SECI involves separating the juvenile from his or her criminogenic environment. Often minors who have been brought up in extremely unfavorable conditions, in a marginalized environment, are sent to an SECI, so being sent to a closed institution may have less destructive consequences for the adolescent than being in his or her usual environment²².

Thirdly, it is important emphasize the absence of a criminal record in the inmates, referred to SECI. This facilitates the return to society and helps adolescents avoid stigmatization. However, for adolescents themselves, a suspended sentence may be more desirable, as it implies immediate release and return to communication with the reference group²³. In such a situation, it is important to maintain interaction of adolescents with the their urban and professional environment, which is described by Lisovskaya²⁴, which, unfortunately, is possible only in open-type institutions.

¹⁹ Smirnova I.G et al. *p. cit.*, p. 839; Tjasto T.N. *p. cit.*, p. 3

²⁰ Lisovskaja I. V. (2019) "Putevka v zhizn" dlja "trudnyh" podrostkov?... p. 426; Nikonorova J. V. *op. cit.*, p. 13; Smirnova I.G et al. *p. cit.*, p. 839

²¹ Lisovskaya I.V. (2018) Overcoming the stigma? Resocialization of troubled adolescents and urban environment // Perm University Herald. Series «Philosophy. Psychology. Sociology». Iss. 1. P. 146–157. DOI: 10.17072/2078-7898/2018-1-146-157

²² Butova M.V *op. cit.*, p. 104; Smirnova I.G et al. *p. cit.*, p. 844

²³ Nikonorova J. V. *op. cit.*, p. 14

²⁴ Lisovskaya I.V. Overcoming the stigma?... p. 147

Fourthly, an SECI gives an opportunity to continue education and get a profession to adolescents who didn't attend school and do not think about further professional education²⁵. Assistance in obtaining education and choosing a profession is described separately in Federal Law No. 273 "On Education in the Russian Federation", which states that SECI are created also for the purpose of providing minors with primary general, basic general, and secondary general education²⁶. Shalmikashvili notes that the coercive nature of education can reduce both the motivation to continue studying and, in general, the motivation for resocialization and behavior changes²⁷. However, despite these challenges, education continues to be an important part of the SECI program. For some institutions, such as the Astrakhan SECI, working with underachievers is the main activity, according to their documents and information from the website.

Analysis of Programs implemented in SECI

We have analyzed the educational and additional programs implemented in 15 SECI. The data were collected on the web pages of the institutions, and also we analyzed the materials provided to the Faculty of Legal Psychology of the Moscow State University of Psychology and Education by the Ministry of Education within the framework of the state task.

The first thing that catches the eye is the decentralized nature of the institutions, which is expressed in the absence of a single domain for the institutions, as well as in the great variety of programs that are implemented in the SECI²⁸. In 13 out of 15 institutions, the mediation service is implemented, but the activities of this structure are organized differently. In some institutions, students from the Universities participate the work of the service and regular events are held to improve the culture of mediation in the institution, for example, the Ishimbay SECI. In some other SECI, the work of the mediation service is only mentioned on the website, without naming specific activities and no information whether adolescents from SECI are involved in the work of the service. Should be noted that different innovative programs and scientific researches are being implemented in the some SECI, but these results are not spread to other institutions. For example, the Maikop SECI implements a program to develop legal self-awareness, which is one of the key tasks of re-socialization;

²⁵ Nikonorova J. V. *op. cit.*, p. 14

²⁶ Polikashina O.V. *op. cit.*, p. 2

²⁷ C.A. Shamlkashvili, S.V. Haritonov, V.P. Grafskij, D.N. (2018) Pchelinceva Osobennosti agressii i predpochtitel'nye strategii povedenija v konflikte u uchashhihsja shkol i vospitannikov special'nyh uchebno-vospitatel'nyh uchrezhdenij, №2-3

²⁸ Lisovskaja I. V. (2019) "Putevka v zhizn'" dlja "trudnyh" podrostkov?... p. 427

however, such programs have not been launched in other SECI. Also, the Omsk SECI had a successful experience of involving the student community in the work of the mediation service; however, this experience is still the only at present.

Much attention is paid to work with parents of inmates in most SECI. As mentioned earlier, families of most students, referred to SECI are characterized by a marginal environment, alcohol and substance abuse, and sometimes involvement in criminal activities. Therefore, in order to achieve sustainable changes in inmates, it is important to change the environment where adolescents return after his/her stay in an SECI. Preventive work with families includes following: searching for significant adults in the teenager's family, restoring broken family relationships, improving the child's living conditions, facilitating parental treatment addictions, and assistance with employment²⁹. The websites of a number of SMSUs have sections for parents of adolescents, but mainly they are poorly fulfilled. Restorative approach procedures are also used with families, for example, "family conferences", which are implemented in Kargat SECI.

The regime is also considered an important component of the SECI programs. Inmates move around the school only when accompanied by a member of the regime service. A good result of educational work is a situation in which inmates have no free time, and all their days are occupied with educational and vocational guidance activities³⁰. The regime is a means of control over the actions of inmates, which excludes the possibility of illegal actions and the formation of a criminal subculture, but creates a situation in which inmates demonstrate a much lower level of aggression than their peers studying in comprehensive schools³¹. Despite the apparent benefit of such a result, it is important to note that when minors leave SECI, their behavior and image of the society will differ from those of their peers, which will hinder resocialization and create a situation of mismatch between expectations and reality.

Obtaining education by the pupils in SECI is one of the key goals of educational and training work in institutions. Terentyev's study concludes that the compulsion to learning and graduating is the main activity for the staff in SECI. However, this leaves out the motivation of adolescents, which should contribute to the acquisition of knowledge and choice of profession³². Open-type SECI, due to their freer conditions, allow adolescents not only to go outside the institutions, but also to have more diverse experiences, which contributes to a more adequate choice of profession³³. Although there is the same attitude to full occupation of children and a soft participative attitude of educators leads to full control of the staff over the lives

²⁹ Butova M.V. *op. cit.*, p. 104; Polikashina O.V. *op. cit.*, p. 1

³⁰ Polikashina O.V. *op. cit.*, p. 4

³¹ C.A. Shamlukashvili, S.V. Haritonov, V.P. Graftskij, D.N. *op. cit.*, p. 32

³² Ibid.

³³ Lisovskaya I.V. *Overcoming the stigma?..* p. 147

of adolescents. The initiative comes exclusively from “above”, and the pupils are deprived of the opportunity to form their own complex hierarchies in the collective, which have a negative impact on the social skills of adolescents.

Vocational guidance and assistance in acquiring a profession is an important task for an SECI and, at the same time, a task for adolescence. Vocational guidance and the acquisition of a profession in an SECI is conducted in the same way as education, by forcing inmates, rather than relying on their motivation. It should also be noted that the choice of professions in closed institutions is limited and poor. For example, in the educational school of closed type in St. Petersburg there are 5 equipped workshops: carpentry, locksmith, pottery, fusing (crafts from colored glass) and painting workshop³⁴. The directions of the workshops obviously do not cover the most actual professional spheres among young people. In open-type SECI teachers and administrators have more opportunities to provide adolescents professions. They can negotiate about involving students in internship programs outside the SECI³⁵. Such opportunities, on the one hand, help inmates to get involved in real working relationships, and on the other hand, contribute to the destigmatization of inmates. Among the institutions, we would like to emphasize the Raifa SECI, whose staff found an opportunity for vocational training and employment outside the institution. The institution received a grant, within the framework of which vocational guidance work was carried out, and links were established with the city employment center and other municipal services.

Challenges and perspectives on the work of an SECI

In this part, we will discuss the challenges faced by the SECI and its perspectives as a form of restorative justice.

Many authors have written about the problems of SECI in detail. First of all, difficulties are related to legal and organizational aspects. Thus, specialists in the field of law and social work write that the current legislation and judicial practice do not provide an opportunity to use forms of restorative justice³⁶. This is mainly due to the fragmentation and inconsistency of criminal procedural legislation. Smirnova notes that there is no unambiguous opinion on the practice of placing minors in SECI³⁷. The imperfection of the legislation most likely leads to the fact that a small percentage of minors are placed to an SECI.

³⁴ Polikashina O.V. *op. cit.*, p. 3

³⁵ Lisovskaya I.V. Overcoming the stigma?.. p. 151

³⁶ Leksunova A. K. *op. cit.*, p. 236

³⁷ Smirnova I.G et al. *p. cit.*, p. 840

There are also legislative gaps in the functions and powers of different types of SECI³⁸.

In particular, gaps in legislation make control over the application of compulsory measures practically impossible. The court has no right to change sentence for a juvenile who violates the rules of the SECI, and couldn't replace an educational measure with imprisoning. This situation leads to a feeling of permissiveness among inmates and prevents them from changing their attitudes.

Difficulties of interdepartmental interaction significantly complicate the work of the SECI. This leads to incomplete transfer of information and, consequently, to a lack of understanding of the degree of participation of various agencies in identifying crisis families and in the prevention of illegal behavior. The lack of scientific and methodological basis in the arsenal of the penitentiary system, ignorance of modern correctional technologies, as well as the lack of qualified staff also complicate the work of institutions³⁹. Some researchers (Smirnova et al, 2019) note the difficulties of transferring the best international practices to Russian institutions, which is partially confirmed by studying restorative justice programs represented on the websites of institutions. For some institutions, mediation, "reconciliation circles" and "family conferences" become new names for already familiar old-fashioned practices of working with families or with conflicts. The new names do not seem to lead to a change in the format of work.

It is also important to note the difficulties related to the content of the work of SECI in comparison to the peculiarities of adolescence. The very organization of work in institutions and the closed nature of institutions do not correspond to the tasks of adolescent development⁴⁰. Starting from the age of 11, the reference group for adolescents becomes a group of peers, and adults cease to play the main role in the development of adolescents. The central new formation of the age is the sense of adulthood. However, the majority of institutions aim at complete control over the activities of the pupils, which in the short term is likely to reduce the level of recidivism, but hinders autonomy and the feeling of adulthood. This state confirmed by studies of aggression and other personality traits of inmates of institutions in comparison with adolescents studying in general education schools⁴¹.

The Ministry of Education of the Russian Federation, which is in charge of SECI states that effectiveness of SECI in the prevention of delinquency is high and

³⁸ Lisovskaja I. V. (2019) "Putevka v zhizn'" dlja "trudnyh" podrostkov?... p. 430

³⁹ Idobaeva O.A. (2015) Metodicheskie rekomendacii po povysheniju jeffektivnosti dejatel'nosti po reabilitacii i resocializacii nesovershennoletnih v special'nyh uchebno-vospitatel'nyh uchrezhdenijah otkrytogo i zakrytogo tipa - Moskva

⁴⁰ Lisovskaja I. V. (2019) "Putevka v zhizn'" dlja "trudnyh" podrostkov?... p. 430

⁴¹ C.A. Shamlikashvili, S.V. Haritonov, V.P. Grafskij, D.N. *op. cit.*, p. 32

proposes to expand the network of closed-type institutions⁴². However, experts and research results show that relapse rate is quite high, although in general juvenile delinquency is decreasing⁴³.

Perspectives of the development of the SECI are related to overcoming the problems described above.

Lawyers speak about the need to change the legislation in the following directions:

- changes in the procedural mechanism of referral to SECI, in particular, transferring the decision on referral to SECI to the sphere of administrative court proceedings⁴⁴. Such a solution will increase the number of referrals to SECI and, consequently, will contribute to the realization of a restorative approach to juveniles;

- reinforcing the right and obligation of the court to establish restrictions which a minor must have during his/her stay in SECI, which will allow to ensure better protection of the rights of inmates and individualization of pedagogical activity⁴⁵. So the problem of control over the implementation of educational influence could be solved.

- The probation service can also solve the problem of control over the implementation of educational influence in an SECI. Probation service can solve the tasks related to control over the implementation of the educational program, and at the same time contribute to the resocialization of adolescents⁴⁶.

In order to implement the tasks of re-socialization of adolescents, it is important to create opportunities for their interaction in real society and, as far as possible, in open urban spaces⁴⁷. This task looks much more difficult for closed-type than for open-type institutions; however, even in the existing regime of institutions, some SECI find opportunities for communication with the “outside world”. For example, the Reftinskiy SECI implements a mentoring program, and in the Omsk SECI students from the city Universities take part in the work of the mediation service. Such opportunities are especially valuable for closed institutions.

Mentoring, mediation services and other forms of restorative justice, as well as vocational guidance and legal awareness classes, are specific programs that need to be developed in an SECI. The experience of individual institutions needs to be shared with other organizations, as well as experience of working with municipal and federal

⁴² Polikashina O.V. *op. cit.*, p. 2

⁴³ Leksunova A. K. *op. cit.*, p. 238

⁴⁴ Polikashina O.V. *op. cit.*, p. 4

⁴⁵ Ibid.

⁴⁶ Ibid

⁴⁷ Lisovskaya I.V. Overcoming the stigma?.. p. 145; "Mesto torgovogo centra v povsednevnosti podrostkov 13-17 let" BF "Shalash", Bjuro servisnogo dizajna - jelektronnyj resurs URL: <https://shalash.academy/research/teens-at-mall> (data obrashhenija 13.07.2024)

services. Unfortunately, the programs on formation of self-awareness, career guidance, and mentoring are isolated and do not become commonly used. It seems that each institution finds its own personal way for resocialization of inmates. Information exchange and technology transfer could significantly improve the educational and preventive work of institutions. That's what happen, for example, to mediation services. Now mediation becomes a common tool, as well as facilitating the transfer of mediation experience between SECI.

Families remain an important area of work. As noted earlier, referral adolescents in SECI often solves the problem of changing the environment. However, one way or another, minors will return home, and it is important to use the time, when they are away, to change the family climate, improve child-parent relations, prevent alcohol and drug addiction among family members and promote the employment of parents. Many authors have written about the importance of such work, but analysis of the activities of SECI shows that at the moment the institution's capacity is limited.

Conclusion

Special educational institutions of closed and open type become the form of realization of restorative justice for minors. The activity of the SECI is regulated by the following laws: Federal Law No. 76 of June 10, 2008 "Public Control over the Ensuring of Human Rights in Places of Detention and Assistance to Persons in Places of Detention" in Federal Law No. 273 "On Education in the Russian Federation" and the Federal Law No. 120 of 24.06.1999 "On the Basics of the System of Prevention of Child Neglect and Juvenile Delinquency. The prerequisites for the emergence of CJSR as a form of restorative justice can be found in both the Russian and world history of the treatment of juvenile delinquency.

A number of experts draw attention to the insufficient elaboration of the legal framework providing for the activity of an SECI, which leads to an insufficiently frequent referral of minors to SECI, a reduction in their number, as well as to difficulties in educational work.

At the same time, programs relevant to the future life of adolescents are being developed and tested in SECI. These are programs of resocialization, development of legal awareness, vocational guidance programs, work with families of inmates, education programs, mentoring, mediation service, and others. The choice of programs and their implementation vary greatly in each institution.

During the implementation of programs, the administration and staff face a number of difficulties. These include difficulties in the legal regulation of the activities of the SECI, and difficulties related to the discrepancy between the tasks of the SECI and the developmental tasks faced by adolescents.

However, despite the existing difficulties, it is possible to state the importance of the SECI in the juvenile delinquency prevention system. The perspectives for the development of the SECI described in the article allow us to hope that the SECI will become an effective instrument of restorative justice for juveniles.

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PSIHOLOŠKO UTEMELJENJE PROGRAMA I TEHNOLOGIJA ZA SMANJENJE KRIMINALNOG PONAŠANJA KOD BIVŠIH ŠTIĆENIKA MALOLETNIČKIH SPECIJALNIH USTANOVA

Sažetak:

Članak predstavlja rezultate analize opravdanosti smještanja maloletnika u specijalne obrazovne i korektivne ustanove (za potrebe ovog rada, u nastavku teksta: SOKU). Data je definicija ove vrste ustanova, navedeni su zakoni koji regulišu korektivni i psihološki rad u njima, kao i statistika vazana za broj ustanova i dinamiku maloletničke delinkvencije u Ruskoj Federaciji. Razvoj specijalnih obrazovnih i korektivnih ustanova objašnjava se kako sa stanovišta globalnih trendova, tako i sa stanovišta istorije razvoja takvih ustanova u Rusiji. Opisane su razlike između maloletničkih kolonija i specijalnih obrazovnih i korektivnih ustanova, kao i specifičnosti korektivnog i psihološkog rada u SOKU. Opisane su psihološke karakteristike maloletnika u SOKU, specifičnosti njihovog socijalnog okruženja i vrste prekršaja koji se javljaju među maloletnicima. Navedene su vrste korektivnog rada u SOKU. Posebna pažnja posvećena je radu sa porodicama maloletnika, kao i resocijalizaciji. Izvršena je analiza rezultata efikasnosti obrazovnih i preventivnih programa u SOKU, na osnovu materijala koje je obezbedilo Ministarstvo obrazovanja Ruske Federacije, kao i onih objavljenih u ruskim i stranim publikacijama i na internetu. Razmatrani su delotvorni elementi prevencije, kao što su mentorstvo i

restorativni alati („porodični sastanci” i „krug podrške zajednice”, restorativna medijacija). U članku se izvodi zaključak o obrazovnom potencijalu SOKU, kao i rizicima za adolescente u ustanovama zatvorenog tipa.

Ključne reči: restorativna pravda, maloletnici, specijalne obrazovne i korektivne ustanove (SOKU), usluge medijacije, resocijalizacija.

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