

# Newsletter

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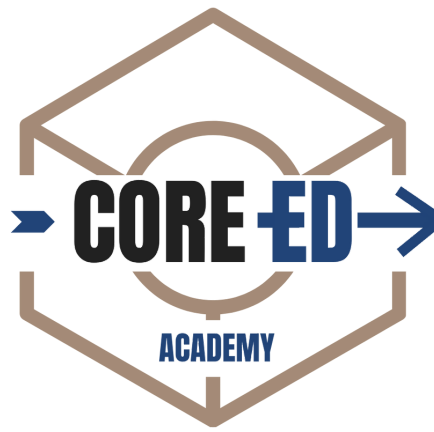
**WELCOME TO THE CORE ED PROJECT!**



We are pleased to share key updates from CORE ED Academy, an Erasmus+ CBHE initiative advancing *transformative educational strategies* in juvenile justice through dynamic correctional pedagogy and professionalization. Building a safer and more child-friendly juvenile justice ecosystem requires a workforce equipped with evidence-based competencies-especially for professionals working directly with children in conflict with the law.



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## »»» PROJECT OVERVIEW

Work Package 3 (WP3)-Co-production of the CORE ED Correctional Pedagogy Ecosystem- is led by the International University of Sarajevo (IUS, P7). WP3 established the project's evidence base through a structured mixed-methods approach combining desk research with field inputs, including interviews, questionnaires, and DACUM workshops, enabling triangulation of findings across partner contexts.

As part of this work, the Synthesis Report on "CORE-ED" Findings (D3.1) consolidated insights and data gathered across the juvenile justice and correctional pedagogy sectors, identifying gaps, trends, and sectoral needs to inform curriculum creation and competence development in the Western Balkans.

## PROJECT UPDATES

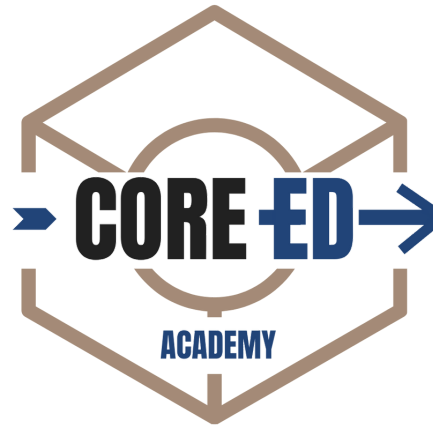
### Evidence base and needs analysis consolidated (D3.1)

IUS delivered the WP3 synthesis by integrating multiple data sources and stakeholder perspectives, and by mapping cross-country training needs for professionals supporting rehabilitation, rights protection, and reintegration of children in conflict with the law.

### DACUM Workshop hosted by IUS (BiH) — detailed highlights

To ground occupational profiles and competence requirements in real practice, IUS organized a DACUM workshop on 24.05.2025 (09:00–16:00) at the International University of Sarajevo. The workshop agenda included participant introductions, an overview of CORE ED Academy, an expectations exercise, and profession-based small group work leading to completion of the DACUM charts, followed by a "Future" session and closing.



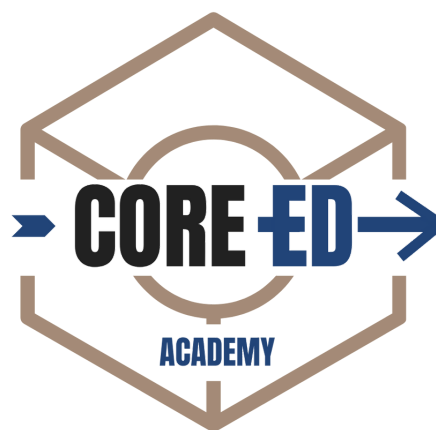


## »»» PROJECT UPDATES

**Participants:** The event brought together a highly specialized and interdisciplinary group (12 women, 1 man), including senior social-work leadership (e.g., CEO-level representation from a Cantonal Centre for Social Work), psychologists and social workers, law faculty representation, students with practical experience, and correctional facility leadership (e.g., Head of Guards overseeing vulnerable groups).

**Key findings:** Participants emphasized that frontline staff often receive minimal in-service training beyond narrow topics (e.g., violence and stress management), leaving them underprepared for complex developmental, psychological, and social needs of minors aged 14–18. They identified urgent needs for hands-on training in effective communication, responses to problematic behavior (including self-harm and aggression), child development and psychology, and trauma-informed care. **Competencies and knowledge domains:** The workshop defined essential competencies such as child-centered communication, adolescent psychology, trauma-sensitive interviewing, evidence-based approaches to problematic behaviors, and supportive mentoring with boundary management. It also detailed knowledge domains (child development; counselling/communication theories including motivational interviewing and de-escalation; assessment methods; rehabilitation models; educational and social integration; and juvenile legal frameworks).





## »»» UPCOMING ACTIVITIES

**Here's what's coming next:**

- ◆ **Move into curriculum development (WP4):** Use the WP3 ecosystem results and DACUM/ESG-informed priorities to support structured curriculum design and the development of training guides and manuals in the next stage.

## FOLLOW OUR JOURNEY

Stay connected with us through our website [core-ed-project.eu](https://core-ed-project.eu) and social media for regular updates on the CORE ED project, upcoming events, and opportunities to get involved.

