

## Youth Law (B001746)

**Course size** *(nominal values; actual values may depend on programme)*

**Credits 4.0**

**Study time 120 h**

**Course offerings in academic year 2024-2025**

A (semester 1)

Dutch

Gent

**Lecturers in academic year 2024-2025**

De Bondt, Wendy

RE23

lecturer-in-charge

**Offered in the following programmes in 2024-2025**

[Master of Science in Teaching in Social Sciences\(main subject Laws\)](#)

[Master of Laws in Laws](#)

**crdts**

**offering**

4

A

4

A

**Teaching languages**

Dutch

**Keywords**

Youth, minority and adolescence, juvenile delinquency law, youth support law

**Position of the course**

This course aims to provide students an insight into the current legal framework concerning youth support law and juvenile delinquency law and to prepare them to use the legislation in practice

**Contents**

**LECTURES – Legal framework concerning youth support law and juvenile delinquency law.**

**PART 1 - Introduction to Contemporary Youth Law**

As the way we perceive children and youngsters has changed significantly in recent years and is fundamental to the development and application of the legal framework, the development of the concept of childhood is discussed. This includes attention to the impact of adolescence as stage of life on the legal position of minors as well as its significance for government interventions, whether or not linked to the committing of criminal offenses.

With the general introduction in mind, it is shown how the development of the concept of childhood has concretely translated into a phased development of youth law. To fully understand and interpret contemporary youth law, an overview of the legal history of youth law is presented. Four phases are distinguished: (1) ignorance about the relevance of distinction between adults and children, (2) the protection phase, (3) the development of decreed youth support law, and (4) the development of decreed juvenile delinquency law.

**PART 2 - Youth Support Today**

The fundamental principles, actors, and functioning of integrated youth care are approached from both a legal-technical and a practical perspective. The complexity of identifying and monitoring a troubling parenting situation is examined through a number of case studies. Attention is also given to the sometimes precarious legal position of minors in integrated youth care.

**PART 3 – Juvenile delinquency law today**

The fundamental principles, actors, and functioning of juvenile delinquency law are approached from both a legal-technical and a practical perspective. Attention is given to whether youth law is considered "criminal" in nature or not, and the legal consequences it has for the applicable regulations regarding procedural safeguards and possible international cooperation.

### **PRACTICAL EXPERIENCE THROUGH EXCURSION - Introduction to organizations in youth law**

The students visit an organization actively involved in informing, advising, and defending the rights enjoyed by children and youngsters. This allows the students to become familiar with the functioning of this organization.

The visit is accompanied by a practical exercise. After the visit, the students are presented with a hypothetical situation. They are given time to write a brief advice based on all the sources they have at their disposal, which will be evaluated afterward.

### **Independent work, seminar and peer teaching – Juvenile delinquency law in practice**

After an intensive study of the legal framework, the students work independently on a juvenile delinquency case assigned to them. Whether from the perspective of a public prosecutor or a youth lawyer, the students prepare a written opinion in which they argue, in a legally correct manner, the preferred course of action for the involved minor.

After submitting the written assignment, the students will be required to individually explain the case they have dealt with, after which there will be room for questions and a group discussion.

In this section, students will receive a score for both written and oral skills.

#### **Initial competences**

- Basic knowledge of human rights
- Basic knowledge of Belgian Substantive Criminal Law
- Basic knowledge of the state structure (and distribution of powers) of Belgium

#### **Final competences**

- 1 Having insight into the historical development of youth law in order to correctly interpret the current legislation.
- 2 Having insight into international and European influence on Belgian/Flemish youth law.
- 3 Having a thorough knowledge of the basic principles of the current Belgian/Flemish youth law.
- 4 Briefly describing the basic terms commonly used in youth law.
- 5 Understanding the course of proceedings in youth cases and critically discussing the challenges, as well as gaining insight into the practice of Belgian/Flemish youth law.
- 6 Understanding the functioning of the visited organization.
- 7 Providing clear, well-founded advice to youngsters, caregivers,...
- 8 Taking a position in an assigned juvenile delinquency case and supporting that point of view in writing.
- 9 Taking a position in an assigned juvenile delinquency case and being able to orally explain and defend that position in a clear and substantiated manner.
- 10 Being able to engage respectfully in debates with fellow students and providing well-motivated feedback to peers.
- 11 Participating in the societal debate concerning the reform of youth law in an academically responsible manner.

#### **Conditions for credit contract**

Access to this course unit via a credit contract is unrestricted: the student takes into consideration the conditions mentioned in 'Starting Competences'

#### **Conditions for exam contract**

This course unit cannot be taken via an exam contract

#### **Teaching methods**

Seminar, Excursion, Lecture, Independent work, Peer teaching

#### **Extra information on the teaching methods**

**Lecture** – The material is taught in the form of hearing- and responding lectures. The lectures aim at familiarizing the students with the principles of youth law. Through these lectures, students gain a multidisciplinary understanding of the basic principles, theoretical background, current state of scientific research, and practice in the field. The self-discovery aspect is activated through the technique of hearing- and responding lectures. By asking questions and provoking reactions, the goal is to encourage students to actively and critically engage in thinking and

participating.

**Excursion** - The students visit an organization to get acquainted with the practice.

At the end of the visit, the students are required to analyze a hypothetical case and write a brief advice report.

**Independent work, seminar and peer teaching** - By the end of the course, students must independently review a case and formulate their own substantiated position using the tools provided during the lectures. To assist students in developing this position, guest lectures are organized in which representatives of the various professional groups provide insight into their own professional experience.

After the students have submitted their written, substantiated position, the students will individually explain the case they have dealt with, after which there will be room for questions and a group discussion will take place. The students also give each other feedback in a respectful manner. The feedback relates to both the substantive argumentation and the formal style of presentation.

## Study material

Type: Handbook

Name: Youth law

Indicative price: € 25

Optional: no

Language : Dutch

Author : Wendy De Bondt

Type: Slides

Name: Youth law

Indicative price: Free or paid by faculty

Optional: no

Language : Dutch

Available on Ufora : Yes

Type: Other

Name: Code Youth law

Indicative price: € 25

Optional: no

Language : Dutch

Author : Wendy De Bondt

## References

Included in learning material

## Course content-related study coaching

Personal and collective feedback, on campus or online

## Assessment moments

end-of-term and continuous assessment

## Examination methods in case of periodic assessment during the first examination period

Written assessment

## Examination methods in case of periodic assessment during the second examination period

Written assessment

## Examination methods in case of permanent assessment

Participation, Presentation, Peer and/or self assessment, Assignment

## Possibilities of retake in case of permanent assessment

examination during the second examination period is possible

## Extra information on the examination methods

### Non-periodic evaluation

**Assignment in the context of the excursion** - At the end of the visit to the assigned organization, students will be given a hypothetical case to work on. The students will be evaluated based on the written advice they need to submit upon leaving the organization. If students do not pass this component, they may be given an alternative task during the second examination period.

**Assignment, presentation, participation and peer assessment in the context of the assigned juvenile delinquency case** - By the end of the

(Approved)

course, students will have familiarized themselves with an assigned juvenile delinquency case, developed their position in a written assignment, and orally explained and defended their position.

After the oral defense of the assignment, there will be an interactive debate, during which students will also provide feedback to each other.

Translated into evaluation methods, this means that students are required to:

- prepare a paper in which they explain their position (*assignment*);
- explain individually this paper orally (*presentation*);
- *participate* in an interactive debate;
- give feedback to their fellow students (*peer-assessment*).

If students do not pass this component, they may be assigned a new juvenile delinquency case during the second examination period, in which they can submit and defend a new position. If an insufficient number of students can participate in the interactive debate, this part may be replaced with an alternative task.

#### **Periodic evaluation**

The material taught during the lectures will be the subject of the written exam. If students do not pass this component, they can take a new written exam on the subject matter during the second examination period.

The written exam consists of open questions

#### **Calculation of the examination mark**

##### **Permanent evaluation**

- excursion 2/20
- assignment 6/20
- presentation, participation and peer assessment 4/20

##### **Periodic evaluation**

- written assessment 8/20

#### **Facilities for Working Students**

no