



HELLENIC REPUBLIC  
MINISTRY OF JUSTICE



**CHILD-FRIENDLY JUSTICE  
FOR ALL CHILDREN IN GREECE**

The Ministry of Justice  
presents the programs:

RE:MIND

and

MOCK-TRIALS



Child-friendly justice is not merely the application of laws; it embodies innovation, collaboration, and meaningful participation of children. By promoting empowerment, delinquency prevention, and social reintegration through digital platforms, experiential programs, and interdisciplinary partnerships, the system becomes a vehicle for rights and opportunities. In this way, democratic awareness, empathy, and respect for the rule of law are fostered, and children are transformed into active participants, shaping the democracy and the future they deserve.

Georgios Floridis  
Minister of Justice

To ensure children's best interests, we must treat them as rights- holders and active participants, not as passive objects of protection or charity. In this light, every justice system must prioritize interdisciplinary approaches, effective collaborations, professional ethics and the active participation and opinions of children on matters that concern them. Only by doing so can we bridge the gap that still exists between the law that predicts and legislates and field of implementation.

Eftichia Katsigaraki

Criminologist M. Sc., PhD

Scientific Coordinator for the Joint EU & CoE Child-Friendly Justice Project





HELLENIC REPUBLIC  
MINISTRY OF JUSTICE



ΠΑΝΕΠΙΣΤΗΜΙΟ ΠΕΙΡΑΙΩΣ  
UNIVERSITY OF PIRAEUS



# RE:MIND

Rehabilitative Engagement:  
Moral Insight & Neurodevelopment

A Dual-Track, Child-Friendly Justice Model for Mild Youth  
Offenders

The RE:MIND program is a web-based educational intervention aimed at the rehabilitation of mild delinquents aged 12-20, grounded in contemporary psychology, pedagogy, and juvenile justice. The program fosters moral insight and agency by integrating classical philosophical works, most notably Plato's Allegory of the Cave, with wisdom from other cultural traditions and relatable everyday-life stories. This approach offers a powerful, non-punitive metaphor for growth, guiding adolescents from confusion toward understanding, responsibility, and ethical awareness. Using psychoeducational and dialogical methods inspired by Socratic inquiry, the program promotes critical thinking, empathy, perspective-taking, and restorative accountability. Its pluralistic and culturally inclusive framework reduces resistance, enhances engagement, and allows young people to connect meaningfully with shared human values. Program effectiveness is evaluated through validated psychometric tools, administered before and after participation, assessing behavioral strengths and difficulties, emotional wellbeing, moral reasoning, and attitudinal change. Together, these measures ensure sustained moral development, adaptability, and positive life direction. RE:MIND integrates timeless wisdom with modern neuroscience to support cognitive and moral awakening, empowering young people to connect their values to everyday life and future choices.

1.

**RE:MIND**

**The UMHRI Model**

**Rehabilitative Engagement: Moral Insight & Neurodevelopment Assessment and Rehabilitation of Mild Youth Offenders**

A Dual-Track, Child-Friendly Justice Model based on CRC & the 2010 Guidelines of the Committee of Ministers of CoE.

← Assessment → Intervention →

- **Assessment:** Structured, individualized profiling.
- **Intervention:** Educational and psychological, in-person or online.

**Enriched through:**

- Myth and allegory (e.g., from Classical Greece and beyond)
- Symbolic storytelling to cultivate and support positive attitudes, moral reflection and ethical transformation

2.

**RE:MIND**

**Cultural Adaptability and Inclusion**

- The tool is rooted in Classical Greek thought but **adaptable to any cultural setting**
- Stories and moral dilemmas from **European and global traditions** are also integrated
- Examples:
  - **Victor Hugo** – Justice and redemption (*Les Misérables*)
  - **Dostoyevsky** – Conscience and guilt (*Crime and Punishment*)
- Flexible format allows for inclusion of **local myths, folktales, or ethical stories**
- Promotes **universal values** (e.g., justice, empathy, responsibility, moral reflection) through culturally specific voices.

3.

**RE:MIND**

**The 4 Step Intervention Approach**

- Illustrated moral stories**  
Classical and modern dilemmas (e.g., Aesop, Plato, Hugo, Dostoyevsky)
- Interactive Questions**  
Socratic dialogue: promotes reflection and perspective-taking
- Conclusions & Suggestions**  
Themes: friendship, virtue, empathy, freedom, responsibility, rights
- Youth-created digital storytelling**  
Young people create their own stories in the form of digital comics.

4.

**RE:MIND**

**Interactive Stories: Anger**

- Introductory Question**  
Anger brings impulsive reactions. Are they always justified?
- Classic Myth**  
The Rage of Achilles (Homer)
- Modern Story**  
"Kostas and Michalis on the Field: When Anger Takes Over"  
What happens when Kostas loses control of his temper during the game? How do his choices affect his friendship, the match, and himself?

5.

**RE:MIND**

**The EduComics method: Creating a Digital Story**

End-point Assignment

- Choice of Story Subject**  
Choosing a topic with an ethical dilemma.
- Story Structure**  
Character selection and dialogue design.
- Creation of Scenes**  
Create a stream of visualized scenes. Combination of Image & Narrative
- Integration of Scenes**  
Integration of scenes using pen & paper or an interactive tool, e.g. Pixton

6.

**RE:MIND**

**Digital Learning Platform**

personalized access & GDPR

The **GUNET Academic University Network** and the **Panhellenic School Network** provide **infrastructure** and **services** to support digital learning in academic institutions and schools nationwide.

**Usability & Accessibility**  
Ensuring equal access to a user-friendly digital learning platform.

**GDPR**  
Implementing General Data Protection Regulation (GDPR) on the protection of personal data

# Children's Comments about RE:MIND

*\*I really liked the program because it helps me think more and take an interest in new things that I didn't know about before.*

*\*I learned new concepts and ways of thinking that I hadn't encountered before, and that made me more confident about myself.*

*\*Through the programme, I learn how to manage my anger in a better way, and understand my emotions.*

*\*I realized how important it is to put myself in other people's shoes and think about how my classmates feel when I don't respect their rights.*



*\*I realized that the Internet is not only for gaming, but also for learning and developing new skills.*

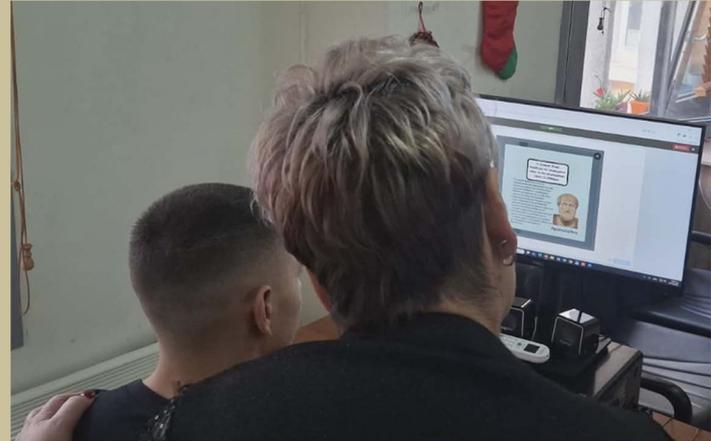
*\*I enjoyed learning through playing, because in this way the gained knowledge remained more easily active in the lesson.*

*\*I can say that it helped me think more seriously about myself. It prompted me to rethink some of my views, mainly about friendships and my behavior. This process helped me psychologically and made me feel calmer and more aware.*

*\*Through the allegory of the cave, I learned not to easily believe what I see on the internet and to check whether information is true.*

*\*This programme helped me learn about my rights and realize that all children have a voice and value.*

*\*I liked the RE: MIND program. The stories were simple and meaningful, even though I am 18 years old. The story about the Giant stayed with me the most. I understood that when you isolate yourself, life becomes empty, but when you open up to others, everything changes.*

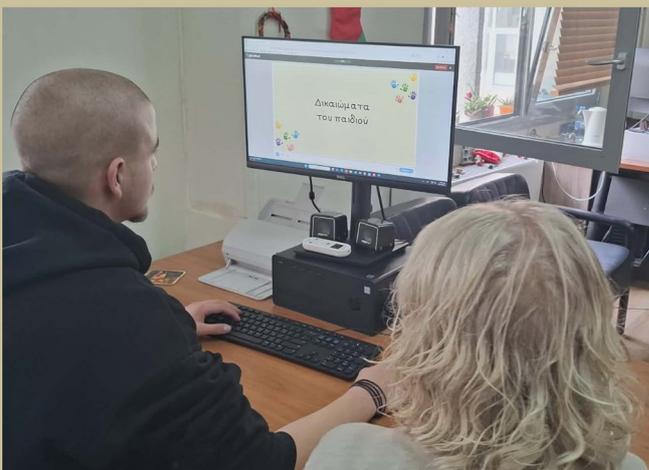


*\*I can't wait for the second part of the Programme!*

*\*The stories about friendship helped me think a little more deeply about my own choices.*

*\*Nice! You can learn a lot from it, especially moral lessons. The stories in it motivated me to read mythology. The way the stories are presented caught my interest.*

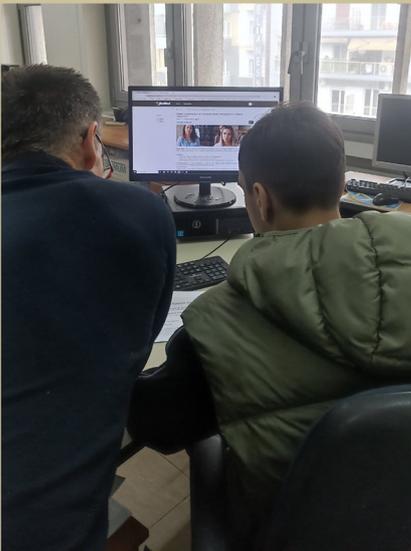
*\*I really liked it. It is a very enjoyable program. And I can't wait for the second part to launch.*



## Comments by Juvenile probation officers:

*\*The overall picture of the program is that it is a tool with essentially positive elements, which- when applied correctly- can strengthen our work and offer added value to our intervention.*

*\*A key advantage of the program is that it approaches minors in a non- punitive and non-stigmatizing way. The use of myths, stories, and philosophical allegories creates a safe space for thinking, where children can approach concepts such as responsibility, anger, or peer pressure without feeling that they are being judged or examined. For many adolescents, this indirect approach proves to be more acceptable than a direct, verbal counseling discussion.*



*\*Furthermore, the digital environment, works for many children as a facilitating factor. It provides space for thoughts, it reduces the stress that can be a product of face- to- face exposure and allows them to process questions at their own pace. The program's step-by-step structure and monthly repetition help maintain continuity and structure, something that is often lacking in the lives of these children.*

*\*In this context, of course, the program does not replace the counseling relationship, but it can support and enrich it. Experience shows that when there is a stable human presence, regular contact, and processing of the program's experiences together with the supervisor, the benefits for the children are more visible and more substantial.*

# RE:MIND: A New Pathway for European Youth Justice

An innovative psychoeducational intervention for adolescents 12-20 to prevent reoffending and foster moral development

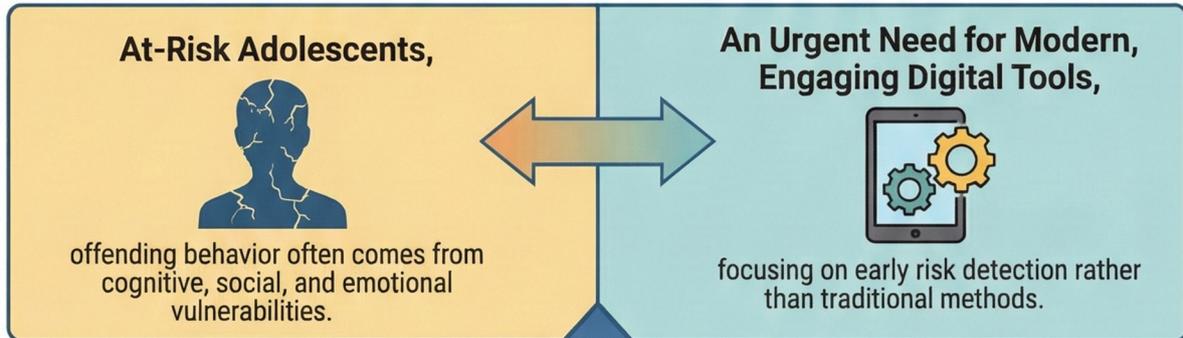


aligned with fundamental principles of **Child-Friendly Justice: UN Convention on the Rights of the Child (CRC)**



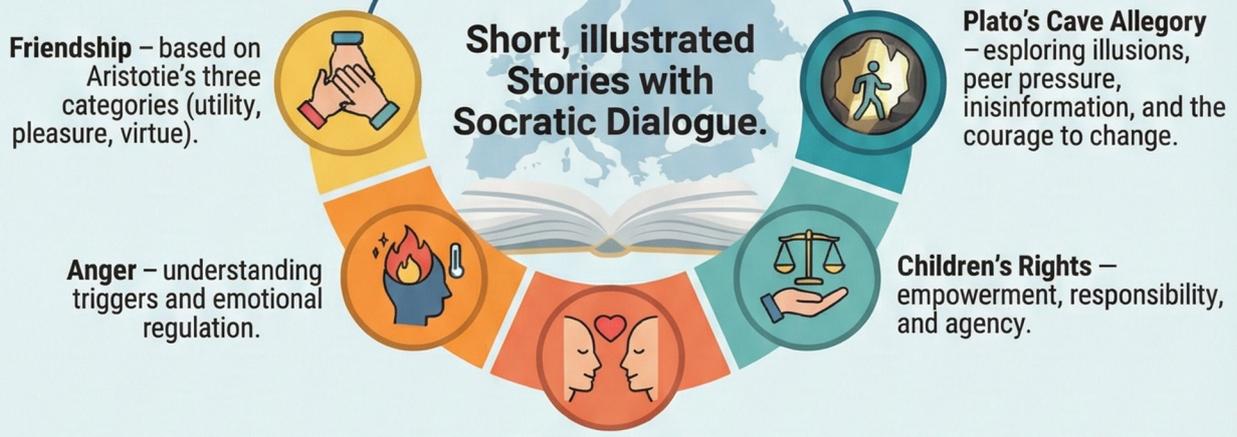
and the **2010 Council of Europe Guidelines**

## The Strategic Challenge in Youth Justice



## The RE:MIND Solution: A 3-Step Pathway

- Assess** – Evidence-Based Profiling
- Intervene** – Storytelling & Socratic Dialogue.
- Create** – Empowering youth to create their own digital stories.



European literature, European folk tales, ensuring cultural adaptability and scalability across Europe.

## Core Features & Measurable Impact

 <p><b>Secure &amp; GDPR-Compliant Digital Platform</b> Highlights the confidentiality and safety of the learning environment for both youth and professionals.</p>	 <p><b>Quantifiable, Evidence-Based Outcomes</b></p> <ul style="list-style-type: none"> <li>• the Osgood Semantic Differential Scale and the Konberg Stages of Moral Development scale</li> <li>• SDG, RCADS-25 validated questionnaires as pre- and post-assessments</li> </ul>
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# MOCK TRIALS

“From the apology of Socrates to  
Child-Friendly Justice:  
Timeless Values and Modern Approaches to Law”



# Mock Trials Initiative: Digital Crimes Against Minors

## OBJECTIVE

The initiative aimed to engage students with the legal, ethical, and rights-based dimensions of contemporary justice, fostering legal literacy, moral judgment, child protection awareness, and civic responsibility.



By integrating classical philosophy, modern legal frameworks, and experiential learning, the programme provided a holistic introduction to justice processes and child-friendly judicial principles, in line with European and international standards.

## CASE SENARIO

- Based on a real criminal case adjudicated by the Athens Court of First Instance, addressing online violence, extortion, and unlawful dissemination of private data.
- Involved a minor whose private photographs were leaked and who faced blackmail.
- Designed to highlight digital rights, child protection, privacy, and the rule of law, stimulating reflection on ethical, legal, and rights-based dimensions of contemporary justice.



## LEGAL AND POLICY FRAMEWORKS

- Greek Penal Code – harassment, extortion, unlawful dissemination
- Law 4624/2019 – personal data protection, GDPR compliance
- UN Convention on the Rights of the Child (UNCRC), Articles 16 & 19 – privacy and protection from abuse
- Council of Europe Guidelines on Child-Friendly Justice – children’s participation and protection in justice processes

## PREPARATION & TRAINING

### Legal & Educational

- Five preparatory sessions at participating schools, conducted by specialized Chania Bar Association lawyers
- Covered: criminal law and procedure, trial stages, and juvenile justice rules
- Voluntary participation and parental consent obtained, ensuring alignment with national and EU safeguarding standards



### Digital Rights & Online Protection

- Studied UNCRC and the Handbook on European Law relating to the Rights of the Child
- Focused on personal data, online offences, and mechanisms to prevent and address online violence

### Philosophical & Ethical Lecture

- Lecture: “From the Trial of Socrates to Child-Friendly Justice”
- Classical texts: Plato’s *Apology of Socrates*; Gorgias’s *Apology of Palamedes* and *Encomium of Helen*
- Explored rhetoric, argumentation, persuasion, and demagogy
- Students reenacted trials, practicing judicial procedures, evidence evaluation, and adversarial roles

### Ethics & Moral Development

- Discussed Heinz Dilemma and Kohlberg’s stages of moral development
- Pre/post-assessments using Kohlberg Questionnaire and Osgood Semantic Differential Scale to measure ethical reasoning and emotional perceptions

## THE DAY OF THE MOCK TRIAL

- Presided over by the Juvenile Court Judge of Chania, ensuring institutional authenticity and adherence to child-friendly justice principles
- All other courtroom roles—including judges, lawyers, defendants, witnesses, and victims—were performed entirely by students
- Attended by students from other schools, broadening the educational and social impact



## Educational Aims and Significance

The initiative aimed to familiarize students with the judicial system in a manner that is accessible, participatory, and respectful of children’s rights, in line with European and international child-rights standards. Additional objectives included:



- Promoting the concept of child-friendly justice and enhancing understanding of judicial processes
- Contributing to juvenile delinquency prevention through reflection on ethical and legal norms
- Strengthening comprehension of the rule of law and democratic principles
- Fostering ethical reasoning, moral responsibility, and civic awareness through active engagement in mock trial procedures

By combining experiential learning with a rights-based approach, the mock trial offered students a unique opportunity to develop critical thinking, social responsibility, and participatory skills, supporting their holistic development as informed and engaged citizens.

## Key Outcomes

- Enhanced understanding of child protection, privacy rights, and digital safety
- Improved legal literacy, critical thinking, and ethical reasoning
- Enabled age-appropriate engagement with judicial procedures and experiential learning of the rule of law
- Strengthened civic responsibility, moral judgment, and active participation in democratic processes



# Children's Comments about Mock-Trials

*\*This Mock Trial made me feel like a responsible citizen.*

*\*Through the mock trial, I understood how victims feel when their personal data is violated.*



*\*I learned that every person has rights and must be protected.*

*\*The Mock Trial helped me understand what justice means.*

*\*I learned that it's prohibited to share personal or indecent images.*

*\*I feel like justice is important and we need to trust it.*

*\*This programme helped me understand what Rule of Law means.*

*\*I learned how to discuss respectfully and follow rules.*



*\*I learned how to care about other people's feelings, not only about myself. I enjoyed playing the lawyer's part, and I felt that I was defending justice.*

*\*When I impersonated a judge, I learned how to listen to every side's point of view, before making a decision.*

*\*I realized that we have to respect both the victim and defendant.*

# An Initiative for the Prevention of Juvenile Delinquency

Based on a successful, multi-faceted educational model from Chania, Greece.

## THE FOUNDATION: A MODERN, RIGHTS-BASED APPROACH

### Grounded in a Real-World Digital Crime



Based on a real case of online violence, extortion, and data misuse involving a minor.

### Aligned with European & International Standards



Integrates Greek law, GDPR, the UN Convention on the Rights of the Child, and CoE Child-Friendly Justice Guidelines

## THE PROCESS: FROM CLASSROOM TO COURTROOM

### Multi-Disciplinary Preparatory Training



Lawyers led five sessions covering criminal law, digital rights, online protection, and classical philosophy on justice

### Authentic Experiential Learning



Students performed all courtroom roles in a mock trial presided over by an actual Juvenile Court Judge

## THE IMPACT: FOSTERING RESPONSIBLE CITIZENS

### Enhanced Legal and Digital Literacy



Participants showed improved understanding of child protection, privacy rights, judicial processes, and digital safety.

### Strengthened Critical & Ethical Skills



The initiative fostered critical thinking, moral judgment, civic responsibility, and active participation in democratic processes.

\* The Ministry of Justice, in cooperation with the Chania Court of First Instance, the Chania Bar Association, and the Directorate of Secondary Education of the Regional Unit of Chania.

# Re:Mind

Agiasmenaki Maria, Lawyer, Secretary General of Chania Bar Association.  
Andreadou Chrysoula, President of the Three- Member Council of the Administrative Court of First Instance of Athens.  
Varela Vasiliki, PhD in Neuropsychology, Scientific Associate of EPISY.  
Evangelatos Ioannis, Judge, former Juvenile Court Judge of the Court of First Instance of Lasithi.  
Merakos Lazaros, Associate Professor of Informatics, National and Kapodistrian University of Athens,  
President of the GREEK UNIVERSITIES NETWORK.  
Katsigaraki Eftychia, General Director of the General Directorate of Special Legal Affairs,  
Scientific Director of the Joint Program "Child Friendly Justice".  
Kolentis Petros, Juvenile Probation Officer, Thessaloniki.  
Karamperi Eleni, Juvenile Probation Officer, Thessaloniki Juvenile Probation Service.  
Retalis Symeon, Professor, Department of Digital Systems, University of Piraeus.  
Papageorgiou Charalampos, Associate Professor of Psychiatry, National and Kapodistrian University of Athens,  
Director of the University Research Institute of Mental Health "KOSTAS STEFANIS"  
Petropoulou Agapi, First Instance Judge of Athens, former Juvenile Court Judge of Chania  
Papadopoulos Symeon, Professor, Department of Education, Democritus University of Thrace.  
Romanidou Nantia-Elpida, Head of the Juvenile Probation and Social Assistance Service of Thessaloniki.  
Tsagaraki Sofia, Lawyer, President of Lasithi Bar Association.  
Christopoulou Artemis, Lawyer, Member of the Board of Directors of Chania.

## Mock-Trials

### Contributors and Key Partners

The initiative in Chania was coordinated locally by Maria Agiasmenaki, Lawyer at the Chania Bar Association, with the contribution of Christos Pramateftakis, President of the Chania Bar Association. Significant contributions were also made by Roubini Moschochoritou, Quality Supervisor of Education at the Directorate of Secondary Education of Chania, and by Charalampos Papageorgiou, Emeritus Professor of the National and Kapodistrian University of Athens and Director of the University Research Institute of Mental Health.

### Judicial and Institutional Support

The programme was further supported by Stella Dragatsiki, President of the Court of First Instance of Athens and Juvenile Court Judge; Asimena Paliarouti, President of the Court of First Instance of Chania; Vasiliki Karakosta, President of the Court of First Instance of Chania and Juvenile Court Judge; Eleni Dakaki, Judge of the Court of First Instance and Juvenile Court Judge; Evdokia Chatzivrettas, Public Prosecutor of the Court of First Instance of Chania and Juvenile Prosecutor; and Antonia Kapadoukaki, Juvenile Probation Officer of Chania.

### Legal Preparation and School Leadership

Members of the Board of the Chania Bar Association and the Coordinating Committee of the initiative included Giorgos Vergakis, Marikita Kalogeraki, Maria Tsarmbou, and Artemis Christopoulou. The legal preparation of the students was undertaken by lawyers Eirini Brokalaki, Michail Stefanogiannis, and Mariana Psaroudaki.

The educational support of the participating schools was ensured by Panagiotis Korakovounis, Principal of the 6th Gymnasium of Chania, and Manolis Papadakis, Principal of the 2nd General Lyceum of Chania.

## General Coordination

The General Coordinator of the above projects was Dr. Eftychia Katsigaraki, General Director at the Ministry of Justice, Criminologist, and scientific responsible of the European Programme "Joint Project European Union and Council of Europe for Child-Friendly Justice."

**This implementation would not have been possible without the unwavering support and continuous encouragement of Ms. Joanna Karyofylli, Director of the Office of the Minister of Justice.**

# Ministry of Justice of the Hellenic Republic



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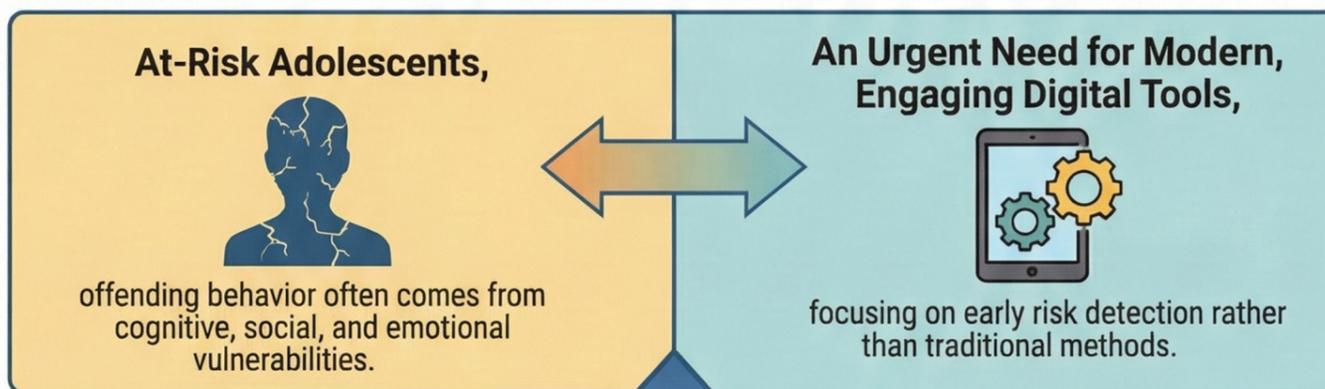


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## The Strategic Challenge in Youth Justice



## The RE:MIND Solution: A 3-Step Pathway

- Assess** – Evidence-Based Profiling
- Intervene** – Storytelling & Socratic Dialogue.
- Create** – Empowering youth to create their own digital stories.

**Friendship** – based on Aristotle's three categories (utility, pleasure, virtue).



**Short, illustrated Stories with Socratic Dialogue.**

**Plato's Cave Allegory** – exploring illusions, peer pressure, misinformation, and the courage to change.



**Anger** – understanding triggers and emotional regulation.



**Children's Rights** – empowerment, responsibility, and agency.



European literature, European folk tales, ensuring cultural adaptability and scalability across Europe.

## Core Features & Measurable Impact



### Secure & GDPR-Compliant Digital Platform

Highlights the confidentiality and safety of the learning environment for both youth and professionals.



### Quantifiable, Evidence-Based Outcomes

- the Osgood Semantic Differential Scale and the Kohlberg Stages of Moral Development scale
- SDG, RCADS-25 validated questionnaires as pre- and post-assessments