



EUROPEAN CRIME PREVENTION NETWORK

# Toolbox 1

2012

*Local cooperation in youth crime prevention*



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# Local cooperation in youth crime prevention

## Preface

This toolbox is a start up of a series of instruments published every six months, by the EUCPN Secretariat supporting local practitioners and policy makers. This first toolbox looks at 'local cooperation in youth crime prevention' and consists of three parts. A study, a manual and factsheets. The different tools have different support functions but together they build a compact and supportive instrument for the work on local cooperation in youth crime prevention. The tools are created in collaboration with various EU experts through reviews and expert focus groups.

## Legal notice

The contents of this publication do not necessarily reflect the official opinions of any EU Member State or any agency or institution of the European Union or European Communities.

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## A. Introduction

Youth crime prevention often takes place on a local level. Preventive measures taken by only one partner are often too limited and have a high risk of failure. The past decennia, more and more initiatives have been taken including different partners to bundle forces to approach youth crime. The police often plays a role in these partnerships. The cooperation can focus on one or more levels of prevention (primary prevention, secondary prevention, tertiary prevention). Furthermore, the focus of the joint projects and actions can be the offender, the situation and/or the victim. Due to the fact that much cooperation takes place on the local level, the exchange of good practices and its evaluation with other localities and regions is still rather limited. There is a need to bring the existing knowledge together and inspire the exchange of experiences within Europe. The EUCPN plays a central role in facilitating this exchange. This toolbox combines academic research, good practices and expert knowledge gathered from several European countries, to support local policy makers and practitioners in the field.

This toolbox aims to **inform, support and inspire** local practitioners and policy makers on actual knowledge in local cooperation in youth crime prevention. To reach this goal, this toolbox contains a variety of tools collected from different sources such as academic literature, existing good practices and expert opinions from different EU Member States to bundle the knowledge and present it to local practitioners and policy makers. It is an easy-to-read document, providing an introduction to the topic of local cooperation in youth crime prevention.

## B. Toolbox elements

**Pilot study** – a review of good practices in the European Union analyzing the pitfalls and advantages of local cooperation in youth crime prevention where the police is involved as a partner. The aim is to inform the reader about recent academic research and connect the theory to the practice in the field.

**Manual for practitioners** – a short guideline on local cooperation based on expert focus groups to assist the set-up of local cooperation initiatives. The aim is to provide support by means of a practical, easy-to-read ‘guidebook’.

**Fact sheets of good practices** – a visible overview of existing projects and programs where local cooperation in youth crime prevention is the main focus. The aim is to promote existing crime prevention projects in the EU Member States to inspire local practitioners to take initiative.

### **C. How to use this toolbox**

All three elements of the toolbox complement each other. They each give a specific perspective on the topic of local cooperation in youth crime prevention.

*The pilot study* discusses recent academic research on multi-agency local cooperation and connects the actual findings with good practices from the EU Member States. Hence, this study provides a broad basis to understand local cooperation in youth crime prevention in general, illustrated with examples.

*The manual* is a practical guide referring to concrete topics relevant to local cooperation in youth crime prevention. This tool recapitulates existing knowledge and questions relevant to local practitioners in an easy-to-read step-by-step guidebook.

*The fact sheets of good practices* contain a list of projects dealing with youth crime based on local cooperation initiatives. These projects stem from different countries in the European Union and can serve as a source of inspiration for practitioners and policy makers.



# Part 1

## Background thematic paper

### **The prevention of youth crime through local cooperation with the involvement of the police – A pilot study**



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# 1. Introduction

Many studies have been conducted to understand the causes of youth crime. However, there is no single pathway to explain juvenile delinquency. Explanations of youth crime are “*various, diverse and contradictory*” (Muncie, 2004, p. 84), but all are key to understand why youngsters commit crime. Today, prevention efforts therefore focus on more than one factor. And consequently, a collaborative approach is often suggested. The main argument of collaboration in this field is that youth crime is “*traditionally dealt with by separate agencies [...] and that it would therefore avoid duplication of effect, inconsistencies and differences in emphasis if services pool their skills and combine forces*” (Burnett, R. & Appleton, C.A., 2004, p.34).

In the literature, we find a plethora of terminology to describe the collaborative approach, ranging from inter-agency to multi-agency, from coalitions and partnerships (Warmington et al., 2004). Lloyd et al. (2001, p.3) describe multi-agency working as “*more than one agency working together in a planned and formal way, rather than simply through informal networking*”, while Rosenbaum describes it as “*a cooperative relationship between two or more organisations to achieve some common goals*” (Rosenbaum, 2002, p.172). Phenomena of community and problem-oriented policing incited governments to establish more expansive and formal inter-agency partnerships (Rosenbaum, 2002). Currently, inter-agency coordination in general has a wide-spread popularity as well as government support, especially within community care, child protection and crime prevention (Hague et al., 1996). Within crime prevention, inter-agency work has been considered as the way forward. This tendency is also reflected in the UN Guidelines for the Prevention of Crime (UN, 2010). These guidelines emphasize that “*strategies should be built on cooperative partnerships between government institutions and ministries, community and nongovernmental organizations, the business sector and civil society*” (ICPC, 2010, p.18). Nevertheless, inter-agency working is also “*highly complicated, seldom static, and influenced by a variety of institutional, individual and local/historical factors*” (Liddle and Gelsthorpe, 1994b, p.2). Inter-agency relations also vary considerably. Gelsthorpe and Liddle (1994b) describe five possible models of this kind regarding the level of involvement, the commitment to the aims of the crime prevention work and the willingness to share resources and jurisdictions:

- The communication model – where agencies recognise that they have a role to play in relationship to each other, but do not go beyond communication with each other;
- The co-operation model – where agencies agree to work on a mutually defined problem;
- The co-ordination model – where agencies pool resources to tackle mutually agreed problems;
- The federation model – where agencies share a central focus, but retain their organisational distinctiveness. The agencies operate integrated services;

- The merger model – where agencies have a mutually defined problem, a collective resource pool and become indistinguishable from one another.

Besides, six general forms of participation were described by Liddle and Gelsthorpe (1994b): Participation ranges from supportive participation, silent participation, opposition, to the aim of monitoring activities of other agencies, and publicising purpose of own activities.

The police play a central role in this development as they are most of the time the only actor in crime prevention that has criminality as its main sphere of activity (Wikström and Torstensson, 1999). Hague et al. (1996, p.7) suggest that crime prevention can only be effective if *“the police and the rest of the criminal justice system participate in a coordinated, multi-faceted response, involving a range of services and community involvement”*. Gelsthorpe and Liddle (1994b) highlight that the degree of participation of the police in crime prevention is determined by a variety of factors.

Because of the importance of youth crime prevention, the wide-spread popularity and government support of local cooperation and the central role the police play in this development, we will examine this topic further in the pilot study.

The pilot study aims at identifying EU good practices regarding local cooperation, with the involvement of the police to prevent youth crime. The pilot study tries to answer the following research questions: first, which kinds of local cooperation involving the police exist in the Member States of the EU to prevent youth crime? Second, which of these are effective in preventing youth crime (i.e. what works)?

This pilot study is made up of five sections. After the introduction, we examine some strengths and pitfalls concerning local cooperation in youth crime prevention. European good practices in the field are presented afterwards. To conclude, some key findings are enumerated and discussed.

## 2. Methodology

The emphasis of the study will be put on good practices in terms of local cooperation with the involvement of the police to prevent youth crime within the European Union (EU). We examine which kind/types of local cooperation involving the police exist in the Member States of the EU to prevent youth crime, and which of these forms of cooperation are effective in preventing youth crime (i.e. what works). The focus will be on bi- and multilateral forms of local cooperation in which the police is involved, which started no later than 15 years ago (1997) and/or which are still operative, and which target youngsters who have not yet reached the age of 18 years. This age limit was chosen because this is the age of majority (not the age of criminal responsibility) in almost every Member State of the EU (except Scotland, where the age of majority is 16). To examine the forms of local cooperation involving the police to prevent youth crime and to know what works, a literature study was carried out and a request for information and projects concerning this topic was sent out to the EUCPN National Representatives and Substitutes of the Member States. Projects were also retrieved from the EUCPN website. The collected projects are listed in this paper.

The good practices will be divided according to the risk factor prevention paradigm (RFPP). This paradigm aims to identify the key risk factors for offending, so that prevention methods can be implemented to counteract them. It links explanation to prevention, which is also the key advantage of this paradigm (Farrington, 2000). Risk factors predict an increased probability of later offending (Shader, 2003). Farrington (1996) suggests that the identification of the main risks and ways of reducing youth crime within a community is the most hopeful strategy to reduce youth crime. There is no single path to delinquency and the presence of several risk factors can often increase a juvenile's probability of offending. Protective factors are then the influences that may provide a buffer between the presence of risk factors and the onset of delinquency. Nevertheless, the risk factor prevention paradigm also has some disadvantages. According to Farrington (2000, p.7), the main disadvantage is the difficulty to determine "*which risk factors are causes and which are merely markers or correlated with causes.*". This is important to know, because for example markers will not necessarily lead to a decrease in offending. Nevertheless, we only use the major domains to classify the EU practices. The four major domains of risk and protective factor in youth crime concern (Youth Justice Board, 2005):

- Individual/peer group risk factors
- Family-based risk factors
- School-based risk factors
- Community-based risk factors

## 3. Strengths and pitfalls of local cooperation

### 3.1. Strengths

Inter-agency working is seen as the way forward in crime prevention. The theoretical justification for this collaborative approach is based on the nature and causes of crime as well as in/on the practical benefits that are envisioned (Rosenbaum, 2002). According to Wikström (2007) the idea of local crime prevention partnerships is fundamentally a good one because active involvement and contribution of a large range of local actors is necessary to deliver crime prevention effectively. Offending by youngsters is linked to a range of multi-dimensional problems that are complex, so that they need to be dealt with in a collaborative approach. The level and structure of criminality are also subject to considerable local variations. What is considered as problematic behaviour differs considerably, even within cities. This makes a description of the problem of profiles prevailing locally important. The difficulties encountered when implementing measures will also differ from place to place (Wikström and Torstensson, 1999). Structures of this kind can also increase efficiency by avoiding duplication of services, maximizing the use of available resources, and enhancing the effectiveness of work undertaken (Rosenbaum, 2002).

The police are also well suited to play a major role, as they are the only actor that has criminality as their main sphere of activity (Wikström and Torstensson, 1999).

Despite the enthusiasm and the support interagency working seems to receive in the crime prevention field, little research has been done on the effectiveness of interagency cooperation in crime prevention (Rosenbaum, 2002).

### 3.2. Pitfalls

Interagency working is *“highly complicated, seldom static, and influenced by a variety of institutional, individual and local/historical factors”* (Liddle and Gelsthorpe, 1994b, p.2).

A first pitfall is brought up by Wikström (2007), who discusses the need for a more knowledge-based approach to crime prevention. According to him, it appears to be the mantra ‘to do’, rather than ‘to know’, guiding the crime prevention activities of most politicians and practitioners. He states that *“just bringing together local actors in a partnership does not automatically help them know what social, situational and developmental processes to target and, based upon that, what interventions to select and implement”* (Wikström, 2007, p.64). It requires access to in-depth knowledge about the causes of crime and the effectiveness (or promise) of particular interventions. Most partnerships lack such knowledge, and therefore the starting point for their crime prevention policy and practice is often flawed. It is important to know why the problem occurs, and how it can be tackled.

Second, there is a lack of evaluation and monitoring of inter-agency working in crime prevention. This seems to be the weakest element of most crime prevention programmes (Liddle and Gelsthorpe, 1994c). Very little is known on the effects of partnerships. Multi-agency partnerships are much more complex to evaluate than the evaluation of a single intervention in one agency. There is a serious challenge to causal interference and scientific inquiry of any type (Rosenbaum 2002). Rosenbaum (2002, p.192) describes some obstacles to evaluate local cooperation:

- *the complexity of the interventions.* Comprehensive initiatives are characterized by horizontal complexity (working across different organisations and sectors) and vertical complexity (working at the individual, family, and community levels);
- *the complexity of contextual variables.* Partnerships emerge from, and are influenced by a specific constellation of political, economic, demographic, and geographic conditions;
- *the dynamic, changing nature of the intervention.* Partnerships and their products are typically dynamic and evolving entities, and make it difficult for evaluators to ‘hit a moving target’ or analyse bi-directional causality;
- *the diversity of intervention processes and outcomes.* Partnerships, by their nature, are unique and complex, which leads them to select diverse inputs, processes, outputs, and outcomes. Often, partnerships attempt to impact several goals simultaneously. Establishing conceptual and operational definitions of these variables is a big challenge for evaluators;
- *the lack of optimal conditions for traditional experimental research.* With community-wide and comprehensive partnerships, the evaluator's ability to use random assignment or find equivalent comparison groups can be restricted;

According to Farrington (2000, p.13), an important disadvantage of multi-component interventions is that “*it is difficult to identify the active ingredients of a complex intervention program with many elements*”. This makes it difficult to improve intervention programs.

Some other pitfalls in inter-agency working were pointed out by Liddle and Gelsthorpe (1994a; 1994b). First of all, there is a need of organisational arrangements. Working arrangements are important to allow liaison, co-operation, information sharing and co-ordination of crime prevention activities. Besides, crime prevention work in the absence of coordination can be both wasteful and ineffective. Agencies that work together also seldom share the same priorities, working practices, definitions of the problem, power or resource base. Often, there is a lack of strategic planning, the objectives are unclear, the roles and responsibilities of different agencies are not differentiated and shared. The authors also found that overall the lack of resources was frequently believed to be the largest obstacle to effective work (Liddle and Gelsthorpe, 1994b).

More specifically regarding the involvement of the police, Bradley (1986) questioned whether there could be an equal power when the police remain the major stakeholder in crime-related efforts (as cited in Walters, 1996). Sansfaçon (2006) also raised multiple challenges for police organisation, like time issues and the willingness to share information. He also questioned to what extent the police will modify their action plans in order to adapt them to common directions through these various partnerships.



## 4. Good practices

Several European practices are presented in the following paragraphs according to the four domains of risk factors, namely the individual/peer group risk factors, school-based risk factors, family-based risk factors, and the community-based risk factors.

### 4.1. Individual- and peer group based strategies

Individual and peer group risk factors include hyperactivity and impulsivity, low intelligence and cognitive impairment, alienation and lack of social commitment, attitudes that condone offending and drug misuse, and early involvement in crime and drug misuse. Other risk factors are friendships with peers involved in crime and drug abuse. Examples of individual- and peer group based projects are after-school clubs, mentoring programmes, youth employment with education, and youth work programmes (Youth Justice Board, 2005).

#### **BE+ (Brussels, Belgium, empowerment and positive outlook (+)), Belgium**

Source: ICPC, Comparative analysis report on types of intervention used for youths at risk of joining in a street gang 2011

'BE+' is a Belgian project that was implemented in 2009. It targets young people with ties, close or other, to urban gangs (secondary and tertiary prevention) in three cities of the Brussels Capital Region. Partners are the communes, the police districts, KULeuven University and the Brussels Regional 'Urban Gang' Network. The project can be divided into two types of work: individual and group work. The individual work explores the negative aspects of gang involvement to convince members to leave the gang and adopt healthier lifestyles. The Group work focuses on developing positive motivations and generally involves younger participants, the 'wannabes' and the 'small fry' on the gang's fringes. The project aims to divert gang member from a criminal life course by reinforcing the protection factors and processing intensive follow-up. The funding is carried out by the Federal public sector and an external process evaluation.

#### **Garda youth diversion projects (GYDPs), Ireland**

Source: EUCPN National Representative Ireland, 2012 and <http://www.dcy.gov.ie/>

The first two GYDPs were implemented in 1991 and since 2008, 100 projects have been operational in Ireland. The projects target young people who have offended (primary target group) or are at risk of offending (secondary and tertiary prevention). GYDPs are community-based, multi-agency youth crime prevention initiatives which seek to divert young people from



involvement in criminal or anti-social behaviour; and to provide suitable activities to facilitate personal development and encourage civic responsibility and work towards improving the long-term employability prospects of the participants. To meet these goals, a collaboration was established between the An Garda Síochána, the Irish Youth Justice Service and the Youth Organisation and Management Companies. Garda Youth Diversion Projects are local community-based activities with children, developing their sense of community and their social skills. The projects offer opportunities for education, employment training, sport, art, music and other activities. Most projects operate outside school hours. However, in areas with a high percentage of early school-leavers, activities may also be planned during the day. The projects seek to encourage a better quality of life for everyone in the community and to support good relations between the Gardaí and the community. A baseline analysis was carried out in order to provide a qualitative profile of youth crime in each locality and analyse the way GYDPs intend to effectively impact upon youth offending. The projects are funded by the Irish Justice Service, which is an executive office of the Department of Justice and Law Reform.

### **Operation reclaim, United Kingdom**

Source: ICPC, International Compendium of crime prevention practices, 2008

‘Operation reclaim’ is a project from Glasgow, United Kingdom, which was initiated in 2004. The project aimed at claiming an area of public recreation for gang fighters. The goal was to use sports to help improve the integration of local youths while specifically targeting racist offenders and gang members in the area (primary and tertiary prevention). They developed a programme to engage them, rather than disciplining or entirely removing them from their place. The project consists in a summer programme that provides a range of coached activities for the local youth. Sporting events include rugby, football, golf and cricket. To achieve this, there is a cooperation between the Strathclyde Police and the Glasgow City Council Culture and Leisure Services Department. The role of the police consists in high visibility from police officers who are present at sporting events to promote safety. Initial funding was provided by the Scottish Executive and an evaluation was conducted.

### **Tallinn children support centre’s (TCSC) day care centre’s support person’s project, Estonia**

Source: EUCPN Website, 2012

This project was implemented in Estonia in 2003. It targets 7-18 year olds with school problems, who committed several lighter offences, who are often victims of school violence and suffer from a lack of parental care (tertiary prevention). The goals are threefold: to keep youngsters from new illegal actions, marginalized behaviour and dropping out from schools; to offer a support service for Juvenile Committees as a possible method of influencing the work with children at risk; and to help children to get out of the crime circle, to reintegrate them back into school, and to solve the problems with parents or peers. Children are directed to the program

from the Tallinn City Juvenile Committees. Every youngster will have a support person and an own personal rehabilitation plan. The plan consists of different methods and tasks which will be selected individually, so that the best method can be found for each youngster. They support persons, who have received several trainings, will gather information about the child, will cooperate with the children's network, offer psychological counselling for the children and their social network (parents, peers, etc.), study assistance, leisure activities, etc. TCSC cooperates a.o. with the Tallinn Central City Government, Tallinn Juvenile Committees, schools, police, child care institutions. There are reports of the analysis of cases, causes of problems, effectiveness of methods, etc. The project is evaluated twice a year.

### **‘With you – for you’ crime prevention model project, Hungary**

Source: EUCPN Website, 2012

This project was implemented in Hungary in 2009. It targets 12 to 18 year olds who hang around in plazas, keep away from school and commit offences. They lack their own community spaces and alternative means to spend their free time. Since a couple of years, it is getting more and more popular that children and young people hang around in plazas (shopping malls/centres) or in their surrounding instead of going home or being at school. Facing this phenomenon and recognizing the significance of the problem, the Hungarian Maltese Charity Service Association delivered a project to cope with this problem. An inter-sectoral cooperation was created in the project, in which professionals of several organisations could share their experience (team consultations) and perform common work in providing the space and possibilities for free time activities and supporting services at the same time. Governmental organisations (e.g. the police), the House of Children (NGO), For-Profit Sector (Shopping Centre) and educational Institutes. The police provided a coordinator at the team consultations, a professional instructor for the trainings and held a weekly Police Klub. The project applied a complex, ‘two-track-approach’ as it focused on providing free time activities for the youth on one hand and on improving and extending the cooperation of professionals working with the youth in addressing this specific issue on the other hand. The efficacy of this complex approach was enhanced by applying the methods of peer-helping and voluntary work. The overall objective of the project was to reduce the occurrence of juvenile delinquency and victimization through settling useful free time activities and supporting services to a specific place which young people usually attend just to hang around and be out of control. In order to reach the general objective, the specific goal was to improve and widen the existing early warning system and involve new cooperating organisations (such as the ones of the for-profit sector), furthermore, to make the members of the target group want to spend their spare time in a useful way. The project was evaluated at the end by both groups of the project staff: the volunteers and the professional team. The project was also continuously monitored and measured by the professionals of the Ministry of Justice and Law Enforcement.

## Youth prevention program (YPP), the Netherlands

Source: EUCPN Website, 2012

The 'Youth prevention program' (YPP) was implemented in 1992 in the Netherlands and is still running. It targets youngsters who have come into contact with the police, and it ranges from minor to serious criminal behaviour (tertiary prevention). The project aims at early identifying behavioural problems among youngsters and offering early help through the institutions for youth aid so as to prevent youngsters from getting into contact with the judicial system. After a short intensive assistance, the youngster and/or his/her family will be able to function in his/her own environment or otherwise be referred to the most suitable institution for youth aid. To accomplish these goals, a partnership has been put in place between the police and institutions for youth aid. The police officers are responsible for referring clients to the social workers of the program. The youngsters will be offered voluntary help by the YPP based on the perception and evaluation of the police officer (Perception and assessment). The YPP is a joint program of the District Police Brabant South-East and three local institutions of the city of Eindhoven for youth aid. The program aims at an early identification of behavioral problems among youngsters and offers early help and assistance so as to prevent youngsters from coming into contact with the judicial system. It means that a suitable intervention is offered for the individual youngster who has come into contact with the police (from minor to serious criminal behaviour). The general procedure is that a youngster will be offered voluntary help by the YPP based on the perception and evaluation of a police officer. Within 48 hours following the evaluation, a social worker contacts the youngster and his family and an aid programme is initiated (for a maximum of three months), aiming at providing the local community with assistance in cooperation with the institutions in the area. In 1994, the project was evaluated by an external agency.

## 4.2. Family-based strategies

Family-based risk factors include poor parental supervision and discipline, family conflict, a family history of criminal activity, parental attitudes that condone anti-social and criminal behaviour, low income, poor housing and large family size. Examples of family-based projects include prenatal services, family support using home visitors, and parenting information and support (Youth Justice Board, 2005).

## Back on track, Germany

Source: EUCPN National Representative Germany, 2011

'Back on track' is a project implemented in 2011 in Germany. It targets 8-15 year old children and juveniles who have already been involved in several counts of violent or severe property crime and whose social circumstances are so problematic that continuous criminal behaviour is a likely prospect for the future (tertiary prevention). This project establishes a partnership between the police, the youth welfare services, the parents and the youth service sector. The

goal is to prevent children and juveniles from becoming hardened criminals and to reduce the youth crime rate. The police, as the first body to have access to information about crimes committed and criminal behaviour, use a standardized 'risk screening' process to identify the individual factors that threaten to push children into a life of crime. In cooperation with the youth welfare office, the police contact the children's parents and suggest that, with their consent, their children would join the 'Back on track' project. Education workers and psychologists from the youth services sector work with the police as permanent contact points, and develop individual programmes in cooperation with the youth welfare office for each youngster and his/her family. In doing this, they can choose between different measures provided regionally, such as anti-aggression training, training for parents, learning assistance, language or sport programmes, addiction aid, debt handling advice or therapy. The project is supported and evaluated by a team of academics.

### **JORES (Youngsters and parents for respect on the street), Belgium**

Source: EUCPN National Representative Belgium, 2012

'JORES' is a project from the City of Ronse, Belgium, that was implemented in 2010. The project is aimed at 10 – 25-year olds and parents of youngsters who cause (penal) nuisance (tertiary prevention). The aim is to tackle (penal) nuisance, caused by youngsters, from a broader context. Both the youngsters and their parents are involved in this project. Parents are supported by the case team (assistance) so that they can take their responsibility towards youngsters and make sure the nuisance stops. The coaches for youngsters take care of informal social control in places and at times the youngsters are present. They tackle youngsters about annoying behaviour, but can also be a person of trust, a mediator, ... The project is there for youngsters and their parents. Youngsters can hang around, but with respect for the neighbourhood. By doing this, the project wants to: 1. Positively involve youngsters in society in the City of Ronse; 2. Decrease nuisance and prevent crime; 3. Sensitize parents on the behaviour of their child and point out their responsibility; and 4. Work on the perception of the population.

Partners are coaches for youngsters, prevention official and case team (police, social services, etc.). The police are not only part of the case team, but also take on the function of referee. Funding comes from the Ministry of Interior and of the City of Ronse. In 2010 the project was assessed for the first time by the case team. In 2011 a second assessment took place by a working group consisting of representatives of the case team, a youngster's coach, someone from the youth centre, the community centre, a foreign employee of the service diversity and the alderman for youth. Both the content and the quantity were assessed.

## **NERO (Standards and responsibility as a result of (attacking) anti-social behaviour), Belgium**

Source: EUCPN National Representative Belgium, 2011

'NERO' is a project that was implemented in 2006 in the city of Mechelen, Belgium. The project has three objectives: 1. To react promptly to trouble caused by young people; 2. To inform the parents of their children's problematic behaviour and; 3. To appeal to the parents' responsibilities in their children's upbringing. The project targets young people that caused infringement of the local police regulations (e.g. fireworks, noise at night, shoplifting, or illegal graffiti) (tertiary prevention). If a youngster gets caught by the police, parents need to come and pick them up at the Local Police Station. They have the choice between paying a fine or cooperating. If parents agree to cooperate, the project team's counsellor analyses the problematic behaviour – in close cooperation with the parents – and provides guidance to help prevent the child from reoffending. The agreements are signed in a contract and this can refer to any item important to the family life. If needed, the NERO-project team can offer support at every level. There are individual consultations and trainings, as well as consultations with the parents. If necessary – if the young people's acts have victimized others – a chance of mediation is given. Partners of this project are the police, the local government, the Strategic Security and Prevention Plan (project team preventing anti-social behaviour), the parents, the youngster and the social services. The role of the police is mainly to inform the parents of their children's problematic behaviour. The NERO project of Mechelen is evaluated each year internally. The project is the subject of an impact - and a process evaluation. The results of the evaluations give occasion for new initiatives in directions that could not been foreseen at the start of the project in 2006 (e.g. new focus on training next to mediation).

## **Parental responsibility courses, France**

Source: ICPC, Comparative analysis report on types of intervention used for youths at risk of joining a street gang, 2011

'Parental responsibility courses' is a project that was implemented in Paris, France, in 2009. This project is aimed at the parents of minors who were questioned by the police in relation to group violence or armed gatherings, especially under circumstances in which there are indications of gang involvement (secondary prevention). Parenting courses of 10 hours are provided, i.e. five sessions of 2 hours and an extra session. The main objective of the project is to encourage parents to reflect on their educational role and the types of difficulties they experience when exercising their parental authority. Besides, the project also aims at: 1. Developing and reinforcing parenting skills; 2. Contributing to the minor's personal educational plan; 3. Incorporating the family into a decision-making process and; 4. Restoring parental authority. To achieve these goals, a partnership is formed between Jeter l'@ncre (association responsible for running the parental responsibility workshops), the police, the municipality, the National Education ministry, doctors, youth legal protection services, etc. Funding is provided by the Federal public sector and an evaluation is pending.

### 4.3. School-based strategies

School risk factors include aggressive behaviour at school (including bullying), low achievement beginning in primary school, lack of commitment in school (including truancy), and school disorganisation. Examples of school-based projects include pre-school education, family literacy, reading schemes, reasoning and social skills education, organisational changes in schools, preventing truancy and exclusion, further education for disaffected young people (Youth Justice Board, 2005).

A lot of initiatives focus mainly on school factors and involve the police. These initiatives include bi-lateral (police and schools) as well as multi-lateral initiatives. The ICPC distinguishes three major models of police-school cooperation, but projects can also combine aspects of two or more of these models (Shaw, 2004).

- The school-based officers, where police officers are placed on a permanent basis;
- Police as educators, where the police officers act as educational resources;
- Comprehensive police-school liaison schemes, where the police are part of a wider network of local organisations, community or social services working with the school.

Shaw (2004) suggests that cooperation between police and schools would be particularly constructive when the police form part of a broader comprehensive programme or multi-partnership work (i.e. the comprehensive police-school liaison schemes).

#### **A different kind of school – Preventive juvenile delinquency and child victimization campaign, Romania**

Source: EUCPN National Representative Romania, 2012

‘A different kind of school’ is a project that was implemented in 2012 in Braila County, Romania, that targets children from kindergarten, primary to secondary school and high school pupils from Braila County (primary prevention). The goal is to prevent juvenile delinquency. To achieve this goal, a campaign took place from 2nd to 6th April 2012. The activities were fourfold. Firstly, education and information on traffic rules were achieved by delivering statistical data, watching video clips about car accidents and other related issues. The special guest was a young policeman, hurt last year in a motorcycle accident while performing his duty. Although he was a victim, he still has the courage of being both a motorcycle rider and a policeman. This preventive activity is according to TISPOL “Life saver” experience. Besides, the prevention of juvenile delinquency and child victimization was achieved by workshops, movie watching and interactive discussions. Thirdly, prevention of human trafficking and drug use was accomplished by thematic presentations and movie watching, and lastly, there was also an open doors activity, in which pupils visited Braila County Police Inspectorate where they found out about policemen’ duties and responsibilities and they had the opportunity to



see for themselves some of police intervention tools and other devices). For these activities, there was a cooperation between the School Inspectorate; the National Agency against Human Trafficking – the Galati Regional Centre; the centre for Prevention, Assessment and Counselling Braila; 16 schools; the local media and the police. The evaluation paper included issues related to the developed activities, resources, cooperation and the way that the campaign achieved its goal.

### **Anti-bullying-programme in schools, Germany**

Source: ICPC, Urban crime prevention and youth at risk, 2005.

'The Anti-bullying-programme in schools' was implemented in 2001 in Viersen, Germany, and involves the schools and the police. The project is based on the well-replicated and effective Antibullying-Programme developed in Norway by Dan Olweus. It tries to involve the whole school, as well as classes and individual pupils and organises activities at these three levels. The aims of the project are: 1. To reduce youth bullying and crime, especially in schools; 2. To raise awareness of the problem and involve pupils, teachers, and parents in the development of the project and the creation of a violence-free environment and; 3. To provide support to victims of bullying. Positive effects of the Anti-bullying-programme have been shown in many countries. A more detailed evaluation is being conducted, and all of the schools involved stress many positive effects.

### **Click & check, Austria**

Source: EUCPN National Representative Austria, 2012

'Click & check' was implemented in Austria in 2010. The main target groups are 13-15 year olds, but the project can also be used among youngsters between 12-16 years (primary prevention). The objectives are twofold: 1. To sensitise young people against happy slapping, cyber bullying, violent films or games and chat rooms by using a film. This should prevent violence and juvenile delinquency and increase civil courage; and 2. To build up a permanent contact and communication between police, schools, parents, teachers and students. The responsible handling of modern communication forms of young people (e.g. mobile phone, internet) is reviewed. Special attention is paid to the dissemination of political or religious contents. Before the project takes place, a fundamental involvement of teachers, tutors and parents in this prevention program is essential. Before starting work, a parents' evening is held in the classroom where the project is presented and possible problem areas can be discussed. A police officer comes into the classroom and shows a film with the following content: several short video clips, which merge into each other. All actors re-emerge in different rolls throughout film (e.g. perpetrator, victim, witness). After each single clip, real headlines from newspapers (real cases) appear on the screen fitting to the storyline). The project is funded by the Federal Ministry of the Interior and an evaluation was carried out by an external institution.

## **Contest on prevention of drugs addiction: Count me out!, Portugal**

Source: EUCPN National Representative Portugal, 2012.

'The Contest on prevention of drugs addiction: count me out!' is a Portuguese project that was developed in 2010 and that targets scholars (primary prevention). The objectives are fivefold: 1. to prevent drug addiction through new strategies of awareness raising; 2. to involve different partners in order to achieve the same goal; 3. to stimulate creativeness and innovation amongst students and to promote a healthy and responsible environment in schools and among youngsters; 4. to improve the relationship between Public Security Police and school communities, through the Safe School Program; and 5. to discuss within schools how to implement a prevention culture against drug addiction. The objectives were accomplished by a song contest on the theme of Addiction Prevention. There is a collaboration a.o. between the police, schools, teachers, students, the local municipality and the Lisbon Drug Dissuasion Committee. The project is funded by the state budget for the Programme on Internal Security and there was an internal evaluation.

## **D.A.D.A. (smoking, alcohol, drugs, aids), Primary school crime prevention education program of the police, Hungary**

Source: EUCPN Website, 2012

This project was implemented in 1992 and is currently still running in all the regions of Hungary. It targets 6-14 year olds (primary prevention). The project is being run by the police and they are its sole owner. However, partners from various sectors, such as education, youth assistance, health, communication, media and crime prevention, were involved in its development and implementation. As it is based on the cooperation between the police and teachers and parents, the latter two groups are considered to be the main partners and stakeholders. The project includes police officers in uniform who visit the classroom to provide information to 6-14 year-old children about the most proper methods of tackling deviant behaviour and providing protection against effects of crime. Children participating in the project develop readiness to protect themselves against the adverse effects of crime on their personal safety. Based on practical experiences, examples of risks of getting victimized or becoming criminals are included in the teaching material. In the course of the program, children develop sufficient skills to identify the threats and to avoid getting involved in crime or getting as little harm as possible. They also learn how to openly communicate with the people in charge of them (parents, teachers, etc.). The children are also taught what to do when they are exposed to threats and they seek further assistance. An Exercise Book serves as a teaching aid. Goals are to teach children to say no when confronted with threats, develop a healthy way of life, respect rules and regulations, and prevent them from becoming victims or criminals. Presentations in class, guided questions/answers courses, discussions and situational exercises with role playing are the methods used to meet the objectives of the program. The development, method of implementation and measuring performance were taken over from the US D.A.R.E. (Drug Abuse Resistance Education) program. Feedback of mainly teachers and parents, and the periodical evaluation of local youth criminality were



regarded as the main indicators to measure performance. Periodically (i.e. every 5 or 6 years), the project is subjected to a total review.

### **Get informed! Live free!, Romania**

Source: EUCPN National Representative Romania 2012

The project 'Get informed! Live free!' was implemented in Sighisoara, Romania and targets students between the 9th and 12th grade (primary prevention). The project was carried out in two phases. In phase one, there were meetings with students to debate several subjects (criminal liability regarding minors, the cause and effect of criminal activities, determinable factors: alcohol and drug abuse, etc.). The most important issues of the debate were represented through five cases of minors who committed crimes, pointing determinable factors and the consequence of their behaviour. In phase two, a thematically contest with three trials (questionnaire, crosswords and presenting the text in an audio spot about criminality among youths) was organised. The winners received several prizes. The overall goal was to inform Sighisoara's high school students about juvenile delinquency-related issues. It was a cooperation between the police, schools and the municipality. There is no evaluation available at the moment.

### **Meaux schooling continuation initiative, France**

Source: ICPC, Comparative analysis report on types of intervention used for youths at risk of joining a street gang, 2011

This initiative was implemented in 2007 in Meaux, France. The project targets the following goals: 1. To integrate expelled secondary students into a temporary structure with educational and pedagogical vocations as well as an additional legal dimension in certain cases as well; 2. To ensure that students return to school under improved conditions when they re-enroll in a new establishment; and 3. To avoid school dropout in order to prevent crime. To accomplish these goals, a partnership is formed between the Ministry of National Education, youth protection services, the Public Prosecutor's Office, the Maison départementale de solidarités, the City of Meaux and the police. Nearly 90% of the funding comes from the ministry of Education and serves to cover the payroll. The financing plan is reviewed each year. No substantial, in-depth evaluation has been carried out to date.

## **Municipality – school – citizens and the police, Latvia**

Source: EUCPN Website, 2012

'Municipality – school – citizens and the police' is a project of Latvia of 2008, which targets pupils (primary prevention). The police are the main actor. Besides, the municipality, the family court, a community social worker, schools, kindergartens, pupils and their parents, the Motor Insurers Bureau of Latvia, and Youth sport, creativity and education support the funding. These partners work together to meet the following goals: 1. To educate pupils in an easy language on issues concerning safety and their rights; 2. To teach pupils traffic safety issues, explain how to protect themselves, avoid any possible threat, how to react and what to do when facing unfamiliar situations in day-to-day activities; 3. To talk with parents about safety issues in schools, making them become more active in supporting safe environment in schools; 4. To explore pupils' needs, level of knowledge and interests in safety, their rights and issues on juvenile crime; to develop preventive measures based on the needs of each school individually; to promote a healthy way of living, reduce smoking and the use of alcohol among youngsters; and to gather research information and take appropriate actions concerning pupils who drop out of schools without any reason in order to support their integration into school life. A Police officer worked one week a month in each school (four schools in the municipality). During that week, the police officer did not only educate pupils, but also talked with parents and teachers. Special presentations and active training programs which fit each grade were developed. Together with each school, the most acute problems were studied and solutions were searched. The schools organised school-class-parent meetings where the police officer took an active role in explaining parents each schools' safety problems and talking with parents individually. Aggression issues in schools were discussed through round table debates not only with school staff, parents and police officer, but also pupils themselves, psychologists and social pedagogues. Role plays with integrated learning materials about safety issues were also presented in kindergartens. The project's results are evaluated twice a year together with the evaluation of the police service performance. The project is evaluated by relevant stakeholders discussing the future needs and the tasks that were achieved. The official information in crime situations (including youngster criminality) in Marupe municipality region is analysed by the Marupe police station. Data is discussed with police officer attending schools.

## **'Non-violent school environment' – National projects contest, Romania**

Source: EUCPN National Representative Romania, 2012

'Non-violent school environment – National projects contest' is a project from Romania that was implemented in 2007. It focuses on scholars (primary prevention) and aims at involving students in extracurricular educational activities, promoting non-violent messages and exchanges between countries. At the same time, new friendships begin here. In order to achieve these goals, a yearly competition is organised. The national projects contest 'non-violent school environment' is aimed at all the students and the teacher who coordinates the students' team in extra-curricular activities. Each team consists of four students designing a project as an extracurricular activity. The projects must be already implemented and the team

must present its activities and results, in a professional and interesting way, with all materials made in the project (posters, films, flyers, presentations, etc.). There is a jury and the best teams are granted an award. During the contest, the dissemination of non-violent messages was easier thanks to the local media help. Partners are the Police Inspectorate, Education Inspectorate and the local group for domestic violence prevention. There is no evaluation available at the moment.

### **NOTA BENE (school dropout monitoring group for the City of Brussels), Belgium**

Source: ICPC, Comparative analysis report on types of intervention used for youths at risk of joining a street gang, 2011

The 'NOTA BENE' project was implemented in 2007 in Brussels, Belgium. It targets young people aged 6 to 18 years and their families, especially the youth at risk of dropping out of school (secondary prevention), in order to reduce school dropout through: 1. Fostering an integrated response to school dropout within the city; and 2. Intervening in specific dropout situations reported by the partners. To achieve these goals, the non-profit organisation Bravvo works together with schools, psychosocial and medical services, organising authorities, Stratégies d'Action Jeunesse, the family/youth division of the police, community networks, etc. A comprehensive approach and individual support are provided. The comprehensive approach gives opportunities to form partnerships between actors concerned with the school dropout issue; On the one hand, the individual support provides guidance and assistance for youths and their families to sort out the school situation in instances of dropout referred to by schools, the police district or field workers. On the other hand, the individual support redirects these youths towards the appropriate services according to the problem at hand. The project NOTA BENE is based on a preliminary diagnosis on school dropout. The implementation study was based upon statistics, interviews with for example students, and academic research on the phenomenon. There is an annual internal process evaluation. The project is funded by the Brussels-Capital Region.

### **OUT – The outsider, Austria**

Source: EUCPN National Representative Austria, 2012

2001 was the starting year of the project 'OUT – The outsider' in Austria. The main target groups are 13-15 year olds, but the project can also be used for youngsters between 12-16 years (primary prevention). There is a collaboration between schools and specially trained police officers. The goals of the project are to sensitise young people for justice and provide them with some law information by using a film. This should prevent violence and juvenile delinquency and increase civil courage, give a positive approach towards conflicts and learn strategies for a 'fruitful interaction' without any act of violence; and build up a permanent contact and communication between the police, schools, parents, teachers and students.

At the very beginning of the project, there was input from teachers, tutors and parents in the programme. A police officer comes in the classroom, shows the video and discusses with the students. Post-processing of the topic 'youth criminality' by the teacher is possible. Special attention is given to typical 'youth crimes' such as theft, robbery, assault, etc. just as they occur in the everyday world of young people. The project was funded by the Federal Ministry of the Interior. There was an in-house evaluation.

### **Police force listening posts (PEGs), France**

Source: ICPC, Urban crime prevention and youth at risk, 2005.

'Police force listening posts' (PEGs) have been implemented in 1999 in the City of Isère, France. The project involves the installation of police 'meeting posts' in secondary schools in Isère, which are for the most part located in disadvantaged priority zones (primary prevention). The project establishes and increases contacts and trust between police officers and young people. For this project, a partnership between the City of Isère, the National Education, and the local and national police was created. The objectives of the project are: 1. To develop preventive action on problems such as drugs, violence, law-breaking, bullying and maltreatment; 2. To demonstrate the active commitment of the police to establish dialogue and contact with adolescents; 3. To demystify the police force to which the population easily attributes a 'repressive' label; 4. To develop and sustain the initiative in partnership with the National Education and; 5. To involve the local police and institute PEGs throughout the Isère department. There is no evaluation available at the moment.

### **Safe playtime, Portugal**

Source: EUCPN Website, 2012

'Safe playtime' is a project from Portugal that was implemented in 2002 in schools that had more criminal situations (primary prevention). There is a collaboration between the Criminal Investigation Division, Operations Unit in Lisbon Police Command, Rapid Response Unit, Police Officers from the project 'Safe Schools', school directors and teachers, as well as parents associations. The objectives are to decrease the number of crimes related to drug trafficking or abuse, robbery and thefts, whether the students are victims or criminals; and to develop police activity in the surroundings of problematic schools in Lisbon. Safe Playtime is a project that links schools to police activity as an integral approach: 'safe school' police officers and cars, Rapid Response Units, Patrol Cars and Criminal Investigation Beat Units in plain clothes and cars, through a systematic and scientific analysis of criminality defining hot spots and moments to restrain criminals or minors who misbehave, with timely assess reports, to decrease the number of crimes, to increase the citizens' trust in the police and to assure children's safety. The project involves plain-clothes police officers and cars on a daily basis that were expected to perform 'stop and search' operations on suspects. Along with this activity, there was also a strong police visibility by police officers in uniform, especially when

classes started or finished and making sure not to be at the same spot as the police officers in plain clothes. There is an internal process evaluation that consists of weekly and monthly reports and a general report regarding 'school safety'.

### **Safe school programme, Portugal**

Source: EUCPN National Representative Portugal, 2012.

The 'Safe school programme' was implemented in Portugal in 1992 and is still running at the moment. The project targets scholars (primary prevention) and partners are the Ministries of Interior and Education, the National Republican Guard (GNR), the Public Security Police as well as public and private schools (from primary to university level). It aims at preventing violence within and outside the physical grounds of the school. The project promotes (in a pro-active manner) measures and actions directed to the school community and parents in order to raise awareness on education about safety and to the respect and trust on law enforcement agencies. Since its beginning and in order to implement the project objectives, the GNR implemented the Safe School Nucleus (NES) at the police territorial detachments. These NES are now integrated within the Special Programmes Sections (SPE). The main activities developed are: 1. School patrol, 2. Prevention operations, 3. Awareness and information raising sessions (e.g. on nature protection, bullying, cyberbullying, road safety, drug addiction prevention, abuse, delinquency, children rights, amongst other). Moreover, several demonstrations on GNR mission and visits to its quarters were/are done. There was an internal process evaluation and funding came from state budget for the Programme on Internal Security

### **Safer schools partnerships (SSP), United Kingdom**

Source: EUCPN Substitute United Kingdom, 2012

The 'Safer schools partnerships' (SSP) have been introduced in 2002 in the United Kingdom and target scholars (primary prevention). Their common theme is building closer working relationships between schools and the police. The purpose of this cooperation lies in a more effective, joined-up response to educational and offending issues by placing police officers in schools. This includes efforts to tackle truancy, bullying and exclusion, to challenge any unacceptable behaviour by young people; and to teach them to have respect for their communities and fellow pupils in order to reduce the prevalence of crime and victimization by young people in and around the school grounds and to provide a safe and secure school environment. The projects take various forms, depending on how they are funded, and the local police' school strategy. The collaboration is also adapted to local needs. There is cooperation between the police, school staff and other local agencies. It is not just about providing a policing presence within a school. All partners involved must work together in achieving the aims and outcomes. The aims are six fold, namely: 1. Reduce victimisation, criminality and anti-social behaviour within the school and its community; 2. Work with schools on 'whole school' approaches to behaviour and discipline; 3. Identify and work with children and young

people at risk of becoming victims or offenders; 4. Ensure the full-time education of young offenders; 5. Support vulnerable children and young people through periods of transition; 6. Create a safer environment for children to learn. There was an evaluation in 2005, and in 2006 the University of York carried out a study on the impact of SSPs on academic attainment at GCSE level and on truancy.

### **Stars for schools and Good schools seal, Germany**

Source: EUCPN National Representative Germany, 2011

This project was initiated in Germany. The goal of the project is to incorporate themes of prevention into the German school day (primary prevention). This goal is achieved by awarding stars for the categories of exercise, nutrition, sex education, addiction prevention, prevention of violence and media literacy. These must be translated into lasting concepts that are firmly reflected in day-to-day life in the school and are supported by teachers, parents and pupils. Schools whose profiles include a focus on health as well as addiction and violence prevention are awarded stars for each area of focus in a scheme similar to the Michelin stars awarded for restaurants. Partners that are included in the project are the health and school authorities, the police, social institutions and counselling services, addiction commissioners and the district media library. The project is being monitored and evaluated by a team of academics.

### **Teenager's temptations, Romania**

Source: EUCPN National Representative Romania, 2012

This is a project from Romania that was implemented in 2011, which targets orphans (primary prevention). The goal was to reduce the children's risk of becoming a victim or a delinquent while away on holiday. To achieve this goal, seven informative sessions were organised for the children from the orphanages in the Hunedoara department, with the purpose of law popularisation. Children, young people, foster carers and teachers are informed on several topics: what are the contraventions (vagabondage, begging) and offences (theft, robbery, complicity to theft and others) that are most common at their age. During these interactive meetings, the discussions took place in small groups, on the topic of the minor's criminal liability and punishment. Partners include the police, Social and Child Protection Department. There has been an impact evaluation of the project.



## 4.4. Community-based strategies

Community-based risk factors include living in a disadvantaged neighbourhood, community disorganisation and neglect, availability of drugs, and high turnover and lack of neighbourhood attachment. Examples of community-based projects include community mobilization, peer-led community programs and community policing (Youth Justice Board, 2005).

### 23-100 Our space, Belgium

Source: EUCPN National Representative Belgium, 2012

'23-100 Our space' is a project from the City of Turnhout, Belgium. It targets young (loafing) people at the 'Kasteelplein' a square in the City of Turnhout (primary prevention). Partners are the Municipal Youth Service and Neighbourhood-Oriented Youth Work, Public Social Welfare Centre, Youth Counselling Centre, street Corner Work; Local Police Force; Arkto; Welfare Service; 'Out of the Margin' (a Flemish nonprofit organization which provides external support for the know-how at the local services in order to work with the aforementioned target group), and Prevention. In 2007, many young people had gathered at the Kasteelplein in the City of Turnhout. The residents were not pleased about this and they reported forms of nuisance. They no longer felt safe either. The youths felt in turn they were being targeted. The City of Turnhout got together with the different parties involved (including youngsters) and a consensus gradually came out of this: hanging around and meeting other people in a public place is a right. If this entails social nuisance, it is best to tackle such an issue in all its aspects. You must approach the youths actively, in their own social environment. These considerations constituted the core of the manner in which the City of Turnhout presently approaches its loafing young people. Three problem-oriented preventive measures were taken, aimed specifically at limiting the forms of nuisance at the Kasteelplein: 1. The City agreed with the youths that, after 1 a.m., they would move to the less inhabited side of the Kasteelplein; 2. The Police would be "present" with permanent contact persons and thus build a positive contact with the youngsters. The repressive approach is to be restricted to the bare minimum; and 3. During events, extra rubbish bins are placed so as to provide a solution to littering. Furthermore, a few non-problem-oriented measures were also taken. These measures do not focus on the nuisance issue, but pursue a better understanding between the City of Turnhout and its loafing youths. Regarding this matter, there are four different target groups: the residents, the youngsters, the youth welfare work and the actual policy makers. Thus, residents know where to make complaints and people are working in a joint effort with the youths, at the latter's social skills and citizenship. The objectives are 1. An integral and integrated approach to the problematic issue; 2. The pursuit of a large and positive commitment and solidarity of the City of Turnhout and its partners with the non-organized socially vulnerable youths; and 3. To invest in a more positive view on loafing and to deepen the three core considerations. Next to own means, the projects funded by the Ministry of Interior and there are yearly process and impact evaluations. Based on the results of these evaluations, the project can be adjusted.

## Ba ya ya, Belgium

Source: ICPC, International Compendium of crime prevention practices, 2008

'Ba ya ya' is a project that was initiated in Brussels, Belgium in 2001. It focuses on youth from the Sub-Saharan African Community that live in Brussels (primary prevention). The goal of Ba ya ya is to prevent and reduce delinquency among youth from Sub-Saharan Africa. In order to do so, Ba ya ya aims to renew social dialogue through intercultural and intergenerational mediation and to foster dialogue between the local administration and neighbourhood residents. To meet these goals, Ba ya ya supports general welcome activities for recent arrivals, mediation, and academic follow-up for the youth. They receive troubled youths and work with them to find solutions, or provide referrals for specialised services. Ba ya ya field workers also meet with youth in the community; whenever problems with youth arise, Ba ya ya also tries to meet the parents in order to provide assistance or mediation. Ba ya ya uses socio-cultural insertion modules for parents who are either newcomers or experiencing problems with social and cultural integration. This training also includes activities which help inform the youth about the country, and to bridge the digital divide. For these activities, there is a partnership with city services, the local police and street workers. Funding occurs locally and there is no evaluation currently available.

## City of Antwerp's Target groups service department, Belgium

Source: EUCPN National Representative Belgium, 2012

This is a project from the City of Antwerp, Belgium that was implemented in 2005. On the one hand, adult youngsters – and their families – who are involved in persistent nuisance-related phenomena in the public space and on the other hand, young people up to 25 years of age who, together with minors, are sources of nuisance. The Target Groups Service Department exists for the entire City of Antwerp, which also includes all the districts. Nevertheless, some areas are given special attention by means of a permanent service department manager. Partners are the Police Force, Municipal Supervision Networks of the Neighbourhood Service Department, Neighbourhood Watch and other neighbourhood-related services, Assistance Department, and Leisure Activities Providers. Objectives are nuisance prevention, tackling the underlying causes of nuisance and, by doing so, countering any funnelling off to crime. Target Groups Service Department is a municipal service which, through its action, aims at enhancing security and the quality of life in the districts. Target Groups Service Department includes initiatives designed for coping with at-risk youths and drug addicts as well as domestic violence. Cases of nuisance caused by youngsters are considered to be a signal for a broader problematic issue amongst young people, families or in the neighbourhood. The implementation takes place in four stages: 1. Reporting: the Target Groups Service Department is activated through "reports" from services and agencies, e.g. the police (it is not possible for private individuals to do so); 2. Service provider: Target Groups Service Department pays house calls to the parents to talk about the nuisance caused by their son/daughter. This involves listening and looking into the possible causes of nuisance. When the latter are known, the right people and services shall be contacted to help the youngster and/or the family. These house calls fall within the framework of the broad and early approach to



social nuisance; 3. Arrangement: Network consultation with the partners in order to provide the necessary support. This can result in a course of action in which the Target Groups Service Department pays the required attention to the needs and requirements of the family and the youngster(s) without however losing sight of the services' possibilities and tasks. The needs and signals which require a structural approach are forwarded to and followed up by the policy-making body; and 4. Follow-up: Target Groups Service Department follows up the youngster and his/her family as well as the collaboration between all the parties. A new visit is to take place three months later. If the situation is straightened out, the case is closed. If not, Target Groups Service Department will follow up the youngster and the family up to maximum a year after the reporting. Next to own means, the project is funded by the Ministry of Interior and there are process- and impact evaluations available.

### **Early intervention system and youth offending team, Czech Republic**

Source: EUCPN National Representative Czech Republic, 2012 and ICPC, Urban crime prevention and youth at risk, 2005

This project was implemented in 2000 and currently runs in 30 cities of the Czech Republic. There is a partnership between the Ministry of the Interior, the City, the police, the judicial authorities, social workers, the probation services and NGO's. In this project, the police as well as medical facilities collect data on a daily basis, including information on offence and on the background of the young person, and forward it to the social workers. Social workers can then begin drafting social intervention plans for individual children and youth who break the law. Probation officers are also able to access the database to plan sentence recommendations to the courts. Because of the focus on children and youth who break the law, we can talk of tertiary prevention. The goals of the project are: 1. To establish a network between all relevant bodies working with juveniles; 2. To establish an early intervention strategy for children and youth who break the law; 3. To establish diversion programmes; and 4. To create a comprehensive city database related to juvenile crime. There are multiple internal process evaluations each year and there is also an annual external process evaluation by the City Council and the Governmental Office.

### **'Go willi' – Crime prevention with violent prone young people in and around the Wilhelmsplatz in Göttingen, Germany**

Source: EUCPN Website, 2012

The project 'Go willi' was implemented in 2006 in the City of Göttingen, Germany and endeavours to overcome the limitations that bind each public institution by forming an alliance between public institutions and NGO's. There is a focus of partners concerning the City of Göttingen, the Prevention Council, Jugendhilfe Göttingen e.V., Zoom e.V. and the police. This alliance is defined as 'the network' and pools resources, creating high synergy effects. The role of the police consists of their presence and intervention in critical situations, cooperation

in the inner-city-youth-conference (platform for exchange) and direct exchange of information with partners about latest developments. The partners agree on three interwoven components for short-term intervention: 1. Police presence (particularly on weekends) and intervention, whenever necessary; 2. Control through local authorities in cooperation with youth welfare services (e.g. enforcement of youth protection laws) and 3. Social pedagogic work, focusing on (re-)offenders. Middle- and long-term changes at the Wilhelmsplatz have been developed with the town planning office in order to implement structural alterations which will support high-quality ambience and enhance safety. The targeted group are on the one hand youths in Wilhelmsplatz to accomplish the basic preventive goals, as well as 12 and 21 year-old offenders and delinquents, for the social-pedagogic intervention, who have made themselves conspicuous through excessive alcohol consumption and drug abuse, through delinquent and culpable behaviour, as ringleaders and agitators and through truancy and having no fixed abode (primary and tertiary prevention). Objectives are threefold: 1. To provide unlimited access to and use of public buildings and spaces by all citizens in Göttingen, free from fear. This involves acceptance of and respect for rules and standards of behaviour; 2. To prevent or diminish violent and aggressive behaviour amongst individuals or groups and; 3. To protect children and youths. An external evaluation of the procedures and results was carried out by Zoom e.V. The final report was published in 2010.

### **Intensive supervision and surveillance programme (ISSP), United Kingdom**

Source: EUCPN Substitute United Kingdom, 2012

The 'Intensive supervision and surveillance programme' (ISSP) was initiated in 2001 in the United Kingdom and focuses on persistent and serious young offenders (tertiary prevention). The programme combines unprecedented levels of community-based surveillance with a comprehensive and sustained focus on tackling the factors that contribute to the young person's offending behaviour. The goals are: 1. To reduce the rate of reoffending among programme participants by 5%; 2. To tackle the underlying problems of the young offenders, with particular reference to their educational needs; and 3. To ensure rigorous and consistent supervision and surveillance, and reassure the public and sentences of the credibility of ISSP. To achieve these goals, there is a partnership between the Youth Offending Services (YOTs) and the police. In 2004, a process evaluation was drafted by the University of Oxford in collaboration with the Youth Justice Board and in 2005, the University of Oxford conducted an outcome evaluation.

### **Youth inclusion programme (YIP), United Kingdom**

Source: EUCPN Substitute United Kingdom, 2012

This project was implemented in 2000 and currently runs in 114 YIPs in the United Kingdom. It consists of a partnership between the police, the Probation Services, social services, health, education, housing, and the private sector. The Yips assess the needs of the 50 most at risk

13-16 year olds in high crime and high deprivation neighbourhoods across England and Wales (secondary prevention) and provide meaningful interventions addressing those risk factors. Involvement in the projects is voluntary. The programme is delivered locally by a combination of statutory and voluntary bodies who help ensure that strong management arrangements are in place. Each YIP is funded annually by the YJB through YOT prevention grants, and this funding is supplemented by sharing resources with other local agencies. In many areas, programmes also obtain resources from other funding streams (such as Neighbourhood Renewal) which share our aim of reducing crime and supporting communities. There was an external evaluation in 2003 that focussed on both process and outcomes.

## 4.5. Comprehensive approach

The last category focuses on multiagency cooperation where a mix of risk– and protective factors are dealt with. In most of these projects, we noticed a similar approach.

### **Colours of life, Lithuania**

Source: EUCPN Website, 2012

‘Colours of life’ is a project from Lithuania that was implemented in 2008 and that targets 9-17 year olds at risk (secondary and tertiary prevention). It establishes the NGO ‘Kedainiai Police Centre’, where policemen spare their time, knowledge and experience and work as volunteers in the organisation. Volunteer students organised various activities and took part in sport activities (‘peers-to-peers’-principle). The families of children were supported by the programme helping them to integrate into the community, live active life and develop their parental skills. There were also constant relations with children’s educational institutions. Activities of the Centre are: individual and group consultations of the specialists, individual and group educational activities, lessons of social skills development, socio-cultural activities, sport activities, activity of photography, activity of volunteer students, free services for family members, and material services for children. To organise purposefully the prevention of children and youths at risk, who have been in violation of the law, the project helps them to change positively and encourage their social integration, seeking to prevent factors of social risk and addictions. The goal of the project activities is to develop skills prosocial communication among children and youths and their responsible behaviour, connecting voluntary activity of various institutions and NGOs in the field of delinquency prevention. Goals: to encourage occupation inside the target group, develop children’s skills of interpersonal communication and responsibility of their actions and behaviour, create socially proper opportunities of their leisure and self-expression; to help children who are victims of crime; to gather the group of volunteer students, which could help organise activities, motivate teenagers to learn how to spend leisure time properly; and to encourage the social partners and local community to more effectively solve occupation problems among children and teenagers and look for new forms of cooperation. This project encourages communication and cooperation between various institutions and organisations, which are responsible for the problems of children

and youths. When implementing the project, they wanted to share good practices, find new and interesting forms of activity in that field, and apply original methods and measures. To accomplish these goals, there is cooperation between schools, volunteer students, children home, Centre of Social Rehabilitation, the municipality child's rights' protection services, police-volunteers, public agency and Parish of St. Juozapas. There is a cooperating Fund of the Netherlands for Central and Eastern Europe. The project organises annual discussions where the achieved results are analysed, assessed and summarized.

### **A formalized cooperation between schools, social services and the police (The SSP system), Denmark**

Source: Crime Prevention Day 2012, Copenhagen, Denmark.

This project was initiated in Denmark and currently 98 municipals have their own SSP-model. Moreover, there are 12 SSP-councils that want to make these local experiences into a national practice. The programme's objectives are to prevent and reduce crime and related risk behaviour among young people by working together as early as possible. The target group is comprised of 6-18 year olds and the SSP-model can focus on all three levels of prevention. Their main partners are schools, social services and the police, but they can also consist of other organisations (e.g. clubs, housing estates, sport clubs). There was an external evaluation by the Danish National Centre for Social Research, commissioned by the Ministry of Social Affairs. It was primarily a process evaluation, with an attempt to also measure outcome.

### **Integral approach of juvenile delinquency in the City of Genk, Belgium.**

Source: EUCPN National Representative Belgium, 2012

This project originates from the City of Genk, Belgium and was implemented in 2007. On the one hand it targets children and youngsters between 8 and 21 years old with behavioural and/or emotional problems (externalising problem behaviour such as use of drugs, aggression, vandalism and absence from school, and internalising problem behaviour such as being bullied and being anxious). On the other hand, it targets youngsters with a general problem of behaviour, aggressive behaviour at school, truants and youngsters and adolescents that expose themselves to the use of drugs, alcohol or medication (secondary and tertiary prevention). Objectives are 1. to stimulate the social readjustment of problem youngsters; 2. To dissuade potential offenders from offences; 3. To stimulate the social control; 4. To respond to the circumstances and environment that are conducive to crime; and 5. To stimulate an integrated and integral approach. Partners are the City of Genk, education (schools), non-profit organisations, local police, Ministry of Justice (Committee for Particular Youth Welfare Work and Juvenile Court), and preventive buffers as neighbourhood work, leisure time, street work, ... Actions in the project include: to execute individual pathways for children and youngsters with behavioural and emotional problems at school and home between 8 and 15 years old (including stabilising the school career, stimulating the active search for a meaningful

leisure activity, developing social skills and breaking negative behaviour); develop and offer group pathways for youngsters with behavioural and emotional problems (during these group paths one works around social skills and hands-on learning); support of mediators in function of youngsters with behavioural and emotional problems (trainings); giving boxing trainings and trainings in aggression control; local police motivate conversations with youngsters, support and accompany problem youngsters and their home environment, execute specific surveillance in risk places, screen the background situation of reported potential offenders, signal juvenile offences in the form of a charge, break deviating behaviour and receive signals from the environment; interpret, mediate and inform in case of communication problems – due to language and/or cultural differences – in administrative and police matters concerning juvenile criminality; consultation, cooperation and harmony between the different actors. The police assure the surveillance of diverse places where nuisance occurs. When they see that offences are committed that can be put under the denominator ‘juvenile criminality’ the Committee for Particular Youth Welfare Work and the juvenile court are informed on this. An adviser of justice follows the youngster and his family. When the police find truants during their patrol, the school of these youngsters will be informed and possibly further actions will be taken. When the police detect criminal offences the school is not informed because of the duty of professional confidentiality. Funding comes from the City of Genk, the local police and the Ministry of Interior. There is a continuously internal evaluation by the City of Genk and an annually external evaluation by the Ministry of Interior.

### **Youth inclusion and support panels (YISPs), United Kingdom**

**Source: EUCPN Substitute United Kingdom, 2012 and ICPC, Urban crime prevention and youth at risk, 2005**

‘Youth inclusion and support panels’ (YISPs) originate from the United Kingdom. These panels have been implemented in 2003 and are currently extended to 222 YISPs in the UK. The YISPs are multiagency planning groups. They offer early intervention based on risk and needs assessments for 8-13 year olds and their families who are at high risk of offending and antisocial behaviour before they enter the youth system. The panels use a matrix of risk and protective factors which may lead young people into, or protect them from crime. In addition, they seek to prevent offending and antisocial behaviour by offering voluntary support services and other complementary interventions for high-risk children and their families. Parenting support in the form of contracts and programmes as part of a range of tailored interventions are offered. YISPs have been designed to help the Youth Justice Board (YJB) to achieve its corporate target of reducing the number of first-time entrants into the criminal justice system. This could be realised by 5% reduction in 2008. Because of the focus on high-risk children and their families, this is a form of secondary prevention. There is cooperation between the police, probation services, social services, health, education, voluntary organisations and housing. Funding comes from a variety of sources, including the Youth Justice Board (YJB) prevention grant and the 25% of Children’s Fund monies allocated to youth crime prevention. In 2007, a process evaluation of the project was drafted by the University of Newcastle.



## 5. Key findings

The aim of the pilot study was to identify good practices regarding local cooperation, with the involvement of the police to prevent youth crime in the European Union Member States. In order to do this, the pilot study tried to answer two questions. First, which kind/types of local cooperation involving the police exist in the Member States of the EU to prevent youth crime? Second, which of these are effective in preventing youth crime (i.e. what works)?

Regarding the first research question, we identified that there is an abundance of local cooperation forms involving the police to prevent youth crime in the European Union Member States. These projects are widespread. One of the major difficulties was therefore to find these practices and bring them together. Most of the literature on specific projects was also not available in English language. The provision of practices in this field by the Member States was therefore of crucial importance. Hence, this study is not a complete overview, but just a gleam of what is out there in terms of multi-agency partnerships involving the police. Most of the projects we found focused on school-based strategies. There were also a lot of EU practices regarding local cooperation, with the involvement of the police to prevent youth crime that focussed on individual or peer group-based strategies or community-based strategies. It was more difficult to find projects focussing on family-based strategies. Local cooperation projects were found on all of the three levels of prevention (primary, secondary and tertiary).

The police play different roles in the prevention of youth crime. In the family-based projects we found, the police always played the role of referee. Here, the youngsters who came into contact with the police were invited to participate in the project together with their parents. These projects always focussed on secondary or tertiary prevention. In the school-based strategies, there was an opposite trend: almost all of the school-based strategies focused on primary prevention. Only the projects that aimed to reduce school dropout were forms of secondary prevention. Shaw (2004) suggested that the police can play three roles here: the role of the school-based officers, the police as educators, and the comprehensive police-school liaison schemes. Further, he also noticed that cooperation between police and schools would be particularly constructive when the police are part of a broader comprehensive programme or multi-partnership work (Shaw, 2004). Individual and peer group strategies' projects and community projects included different roles for the police and intervened at all prevention levels.

Regarding the second research question, an important key finding in examining the literature and the good practices is that it is almost impossible to know which types of local cooperation are effective (i.e. what works) in the prevention of youth crime. There is a lack of solid evaluating of inter-agency work in crime prevention. Most agencies pay little attention to measure the impact of their own activities. There is also little evidence on the effectiveness of multi-agency working. Little attention is given to the evaluation of the impact of the projects. If evaluations are available, they often do not measure effects on crime/outcome. In a few cases, there was a systematic follow up carried out by academics. In other cases, evaluation was conducted from within the cooperating services. Wikström (2007) states that evaluation is the manner

to demonstrate that the interventions produce the intended effects and that they are cost-effective. However, in the analysed projects from the Member States, the majority did not show any systematic evaluation.

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## Part 2

Manual for Practitioners

### Local cooperation in youth crime prevention – Manual for Practitioners

## Preface

The 'Local cooperation in youth crime prevention' Manual is an advisory document to assist in starting up, conducting and evaluating youth crime prevention projects based on local cooperation. It builds on the results of two expert focus groups organised by the European Crime Prevention Network (EUCPN) on 23 March 2012 in Copenhagen, Denmark and on 6 June 2012 in Brussels, Belgium. It outlines the pitfalls of local cooperation and partnerships that need to be addressed in the planning and development of such projects. The manual is intended as guide to assist local policy makers and practitioners working in cooperation or partnerships in crime prevention projects and programmes. The presented issues do not claim to be final nor rigid standards. The aim is to provide an easy to read document that supports decision making by outlining relevant issues to reflect on before, during and after a cooperation or partnership with the aim to prevent youth crime. There has been an increased awareness in Europe in the last decennia about the role of local cooperation in addressing youth crime prevention. This manual identifies and describes pitfalls and good practices in local cooperation in youth crime prevention.

## Introduction

Cross country surveys show that youth crime prevention is an everlasting problem in many EU Member States. Youth crime has many facets and is embedded in many areas of society such as school, family, local community, etc. Crime prevention measures try to have an effect on juveniles and children to form a safer society for today and for the future. But what works in this context? Knowledge on the youth crime problem is essential for being able to act appropriately. Youth crime is very often a local phenomenon. The past few years more and more local cooperation and partnerships emerged: many local and regional initiatives grew across European countries to approach the problem. Bundling the forces by sharing knowledge and expertise turned out to be crucial to approach youth crime. Many of the initiatives were positively evaluated and can be considered as a 'good practice'. At the same time, many individuals, agencies and organisations who act on the local level are not aware of what is going on the national – and even less on the European level. However, the question on how these issues are approached in other countries can be of interest to many. It might give inspiration to adapt initiatives or to reflect on applied routine activities.

## Method

This manual is based on two focus group workshops with academics, policy makers and practitioners from nine Member States and from three NGOs. The workshops took place on 27 March 2012 in Copenhagen, Denmark and on 6 June 2012 in Brussels, Belgium. The groups of experts discussed the topic of local cooperation in youth crime prevention. The findings of the two workshops are summarized and prepared in form of a manual for practitioners. This manual has been revised by some of the experts.

### The content is grouped in four parts:

- |   |           |
|---|-----------|
| <b>1. How to initiate local cooperation projects?</b>                     | <b>45</b> |
| <b>2. How to organise partnerships?</b>                                   | <b>47</b> |
| <b>3. How to evaluate local cooperation?</b>                              | <b>52</b> |
| <b>4. How to transfer local cooperation projects to other localities?</b> | <b>56</b> |



# 1. How to initiate local cooperation projects?

## Planning the cooperation

Cooperation is a tool to reach goals in youth crime prevention actions. In certain contexts

*Ad-hoc cooperation may cause more harm than good results due to a wrong chosen focus, waste of time, manpower and money, misperception and disappointment among the partners.*

cooperation seems inevitable, in others it becomes an

highly added value. In all cases cooperation should be carefully planned and if possible not set up unplanned. Ad-hoc cooperation may cause more harm than good results due to a wrong chosen focus, waste of time, manpower and money, misperception and disappointment among the partners.

## Awareness of the limited knowledge base of the crime problem

Setting up local cooperation in youth crime prevention raises some crucial issues and questions which need to be dealt with in advance, such as:

Define the youth crime problem that is aimed to be encountered.

Be aware of the limited knowledge and evidence base available concerning the youth crime problem and its causes.

Gathering the best available knowledge on the crime problem, its causes, and theoretical and empirical evidence before starting the cooperation is necessary to focus on the right kind of intervention. There is a need to identify the social, situational and developmental processes through which the intervention could have the most effective impact to reduce or prevent crime. However, in most cases this knowledge is not available

by the partners themselves. Therefore, the partners have to be aware of the risk of fragmented crime prevention practice. Academic research might assist to fill the knowledge gap.

*Academic research might assist to fill the knowledge gap.*

## Urgency of youth crime problems

Sometimes local cooperation is started up on short notice to counteract a sudden 'urgent' crime problem. Ex. violent acts by juveniles against elders in Metro(stations).

Define the priority of the urgent crime problem and weight the available knowledge.

Make a difference between short term and long term objectives of the intervention.

## Translation of the crime problem to the local level context

Often there is a felt gap between the (theoretical) knowledge base and the local reality. Therefore, the knowledge needs to be translated into the local context where the cooperation aims to intervene. The different partners should do this together with involvement of baseline workers.

Translate the knowledge about the youth crime problem to the local context by consulting baseline workers?

## Choosing the right partners

Choosing the right partners is crucial for the success of a cooperation. By looking at the different processes and levels of intervention the most adequate partners for cooperation need to be identified. Again, (existing theoretical) knowledge/research could serve as a basis.

Chose the most adequate partners to intervene at social, community, situational or developmental level to reduce or prevent youth crime?

Moreover, the level of cooperation needs to be balanced to avoid any unwanted imbalance of power between the partners. For example a cooperation between a higher management level and a lower technical level might cause problems (e.g. communication). Unwanted inequality may also be caused when one of the partners actually funds the cooperation.

Be aware on the different levels the partners cooperate and the balance/distribution of (decision/executive) power.

## 2. How to organise partnerships?

### Identifying the interests of the different partners

Different interests among partners might hamper progress and enforce disputes. Also within services goals and interests can differ. It has to be made clear beforehand what the prevailing goals and interests are of the different partners in a project. E.g. the police might have different interests than a local specialized NGO concerning specific youth crime problems.

Identify the prevailing interests and goals of the different partners.

### Avoiding a confusion of roles

*However, the role each partner plays within a programme or project (e.g. police, social services, city administrations, etc.) should not be confused.*

The goal of cooperation is to bundle the different partners' expertises to obtain better results. The added value of different perspectives and expertises promises to get more grip on crime problems and to better focus the preventative measures on the problems at hand. However, the role each partner plays within a programme or project (e.g. police, social services, city administrations, etc.) should not be confused. To reach the best possible goals the partners should stay in the right role, i.e. within their own area of expertise. The added value will come from the exchange between the partners.

Identify the role, i.e. area of expertise, of the different partners to make use of synergy effects.

### Clarifying the assumptions of the partners

Everyone needs to be aware that each partner has different backgrounds, interests and goals. This also often results in certain assumptions with regard to the cooperation. For instance, concerning the expected outcomes of the project. These assumptions should be noticeable for each other.

Clarify the assumptions of the different partners in advance to avoid misunderstandings and misperceptions.



## Ensuring a common language among the partners

Disregarding the need for a common language between the partners may lead to misunderstanding and wrong perception. If concepts and definitions differ too much it might cause problems to stay within the focus. Meetings and informal exchange facilitate a better establishment of a common language concerning the crime problem. More practically, the partners could list the major concepts relevant to the partnership objectives and ensure a mutual understanding.

Ensure mutual understanding concerning the crime problem and the partnership objectives.

Concretize the major concepts and definitions used by the partners to avoid misunderstandings and wrong perceptions.

## Defining the goal and structure of the cooperation

To define the goal and the degree of (formal) structure of cooperation also avoids misunderstandings and better canalises the available resources such as time, manpower and money. A formal structure lines out what the partners' tasks are. This prevents extra work or gaps. However, if the structure is too tight and strict it risks to become too restrained. The structure should maintain a certain degree of flexibility and support a quick decision making.

*The structure should maintain a certain degree of flexibility and support a quick decision making.*

Define a goal and allocate, divide and maintain the tasks among the partners with regard to quick decision making.

## Formalising the cooperation

To guarantee a transparent and monitored process of cooperation the partnership should be formally documented (e.g. an cooperation action plan). A good organisation of the partnership will cause more time for the core tasks in the fields and the work with juveniles. The more time is invested in the formal organisation of the cooperation itself (such as clarification of common working processes or monitoring tasks), the less time rests for the actual work in the field.

Create a formal document that organises the cooperation.

## Determining the costs of the cooperation

To avoid surprises and wrong expectations among the partners it should be clearly determined beforehand how much time,

manpower, money everyone has to invest into the cooperation. This will lower the risks of wasted resources, misunderstandings and disappointments substantially. Determine the costs (time, manpower, money) that need to be invested by each partner into the cooperation and into the actual work in the field.

*A good organisation of the partnership will cause more time for the core tasks in the fields and the work with juveniles.*

## Identifying the benefits for each partner

Besides the costs, each partner should have some benefits from the cooperation. This guarantees the long term motivation of the

partners. These benefits should be clear to all.

Identify the benefits for each partner of the cooperation.

## Defining the accountability of each partner

To avoid (legal) conflicts the accountability of each partner should be defined before the activity starts.

Define the accountabilities of the partners in advance.

## Supporting and safeguarding the cooperation

To support and safeguard the process and the attainment of the set targets and goals advisors should be consulted or an advisory committee should be composed. By that lacking expertise can be supplemented to

the cooperation (e.g. academics or other experts). Also a more outsider's is provided that helps to reflect and when necessary adjust the working to meet the objectives.

Provide support and safeguarding of the cooperation such as with advisors or an advisory committee.

## Ensuring information exchange

*To avoid misuse/abuse of sensitive or confidential information, it should be predetermined what kind of information can be exchanged or not and for what reason.*

Information exchange times. To avoid misuse/abuse of sensitive or confidential information, it should be predetermined what kind of information can be exchanged or not and for what reason. Nevertheless, There might be a good reason for restricted confidentiality should information exchange (e.g. ongoing judicial investigations, judicial restrictions).

Verify which information can be exchanged and which not and for what reasons.

## Enforcing common analysis of the crime problem

Merging the existing expertise in analysing knowledge should be involved in the analysis the crime problem is crucial in any of the problem and its potential solution(s) to partnership. Each partner's perspective and maximise the outcome of the cooperation.

Determine with the partners what issues need common analysis by the partners within the cooperation.

## Training the involved staff

To ensure a fluent workflow and avoid shortcomings due to the lack of competences, appropriate training should be foreseen for the staff involved.

*Merging the existing expertise in analysing the crime problem is crucial in any partnership.*

Check whether the staff have the appropriate competences.

Check who needs to be trained in which area/field/domain to perform best within the frame of the cooperation.

## Determining the communication channels

To avoid losing information or information not reaching the right person the channels of communication should be determined in advance. It should be determined who stands in contact with whom. These channels should be the quickest ones (without too many administrative burdens) and the ones that can be documented the easiest.

Determine the communication channels that are going to be used.

*Getting to know the partner's perspective can help to sharpen one's own perspective.*

## Learning from each other

Cooperation brings different people from different services with different backgrounds and expertises together. Getting to know the partner's perspective can help to sharpen one's own perspective. This mutual learning process also helps to build mutual trust between services.

*To engage in a sustainable project over time without losing quality, training and a detailed documentation of the activities is crucial to guarantee a good functioning of the cooperation and to save the knowledge and experience within the project.*

Figure out what view each partner has on the situation and the cooperation.

Figure out how all partners can benefit from informal contacts with staff from the partners' services.

## Sustainability of the cooperation

A n y static. To engage in a sustainable project cooperation where different services are involved, fluctuation of personnel or change of funders may cause slowdown of the cooperation activity or decrease of quality. A cooperation is a dynamic process, not over time without losing quality, training and a detailed documentation of the activities is crucial to guarantee a good functioning of the cooperation and to save the knowledge and experience within the project.

Keep the knowledge and experience within the project by documenting the in order for new staff to pick up the work without slowing down the project process.

Train new staff to get quickly on track with the work done so far without slowing down the activities in the field.

### 3. How to evaluate local cooperation?

#### The importance of evaluating cooperation

Evaluating the success of cooperating is a challenge. In many crime prevention projects and programmes evaluation is not a priority compared to quick action taking. Unintended effects, time and money wasting could be the consequence. Nevertheless, in many cases

evaluation is difficult because of measurement issues. Not just in times of recession, finance for youth crime prevention projects should be well reasoned. Evaluation of projects and programmes is essential to show donors the effects of the initiative.

#### Monitoring

‘Monitoring’ focuses on the formal follow-up of the process of cooperation. This can be done internally by each partner based on predetermined indicators, which should be agreed upon beforehand within the cooperation net. The safeguards, e.g. the advisory board/committee, can help to monitor the processes. In some bigger

projects external monitoring seems adequate. This can be done by (academic or private) consultants. Monitoring the processes of the cooperation does not say anything about the effects, the outcome or the impact of the cooperation with regard to the youth crime problem or the prevention efforts.

Monitor the partners’ actions and the general process of cooperation and its management.

#### Evaluation

Measuring the effects, outcome or impact of the project can only be done through ‘evaluation’. In many cases the evaluation is (partly) done by the partners involved, based on their own subjective experience in the field. In other cases general crime rates are taken as a basis for evaluating the outcome. Although both might give an idea of the overall situation and the perception of it, to overcome

the problem of (reverse) causality – “what is cause and consequence?” - a professional evaluation should be conducted to get a more valid result of the effects. Nevertheless, it should be remembered that cause and

*Not just in times of recession, finance for youth crime prevention projects should be well reasoned.*

consequence are not easily disentangled and that the true impact of the project might only become visible in the long-term. Using a combination of qualitative and quantitative measures to evaluate the cooperation can help to get a clearer picture of the outcome. However, due to lack of resources and expertise most partners are not capable to do such evaluation individually. External experts e.g. academics might be capable carry out and to support such efforts. The absence of

an evaluation of the outcome or impact of a project doesn't necessary mean that the cooperation is unsuccessful, but neither does it mean that it is. To be sure evaluation is recommended also with view on continuation of the financing of the initiative.

Evaluate and measure the outcome/ impact/effects of the cooperative interventions.

*Monitoring the processes of the cooperation does not say anything about the effects, the outcome or the impact of the cooperation with regard to the youth crime problem or the prevention efforts.*

## Linking the evaluation to the strategic goals of the cooperation

The evaluation will be different depending on the strategic goals that have been set by all partners at the start of the project. Therefore, the evaluation should be based on predefined

'outcome indicators', which represent the targets of the project and make the strategic goals measureable.

Link the evaluation with the strategic goals of the cooperation.

*Measuring the effects, outcome or impact of the project can only be done through 'evaluation'.*

## Determine who should evaluate

To avoid bias and tension from internal staff evaluating, external evaluators might be in a better position to evaluate the effects. However, just using an external evaluator at the end of the cooperation might be not enough. Integrating the evaluation during the process of the cooperation avoids too much distance of the evaluators. The evaluators should

work with the people in the field who know the context and who might be able to help finding appropriate indicators. Collective multidisciplinary evaluation teams can be formed involving internal and external people. Preferably people who are experts on the subject are chosen as evaluators.

Chose appropriate evaluators.

## No generalisation of the evaluation results

Avoid generalising the results of the evaluation of youth crime prevention initiatives. The local factors and the specific context surrounding the project have to be taken into account during the evaluation. These could be completely different in another setting (space and time). Also, the available resources (budget, manpower, etc.) and the strategic

goals might differ in time and influence the results. Therefore, it is important that the interpretation of the results is limited to this specific cooperation. Nevertheless, the more factors are considered during the evaluation, the more the results could potentially be generalised towards other settings.

## Awareness of the limitations of evaluation

There is no evaluation in which all depending factors can be examined or taken into account. For example, it is difficult to isolate cooperation working process from the effects

of the cooperation. The scientific research (i.e. knowledge base) plays a major role in a good evaluation but is always limited in time and finances.

Be aware of limitations of youth crime prevention project and programme evaluation.

## Calculate budgets for evaluation

Without evaluation there is no evidence for the effects. Especially in times of recession the basis for financing or the continuation of programmes or projects very much depends on the 'evidence' that there are positive effects of the work done. Therefore,

*Avoid generalising the results of the evaluation of youth crime prevention initiatives.*

evaluation lies at the core of each initiative and needs to be budgeted.

Calculate with budgets for evaluation of the effects of the initiative.



## Re-evaluate the effects of the initiatives regularly

Environmental factors change over time, and so does the behaviour of individuals. Long-term initiatives need continuous evaluation. Repeated evaluations on a regular basis ensure that the effects are still valid and evolving in the right direction. Re-evaluate the effects of the cooperation initiatives on a regular basis.

*Repeated evaluations on a regular basis ensure that the effects are still valid and evolving in the right direction.*

## 4. How to transfer local cooperation projects to other localities?

### The transfer of good practices in cooperation

Often best practices with regard to local cooperation in youth crime prevention are transferred to other local cooperation in other settings and contexts. This can raise wrong expectations. What works in one local context might not work in others, even though they seem similar. A common pitfall is to simply 'copy and paste' such cooperation projects or programmes from one setting (location, region, country) to another. The complexity of the factors playing a role in such cooperation restrict such manner of work. A simple replication therefore is not recommendable. However, this does not mean that a transfer is not possible. However, some issues should be taken into account. In addition, situations develop over time.

### Avoid copy/paste of good practices

Different locations mean different realities, e.g. concerning the legal situation, the cultural context, the local conditions, etc. The local context can differ significantly between countries, regions, cities and even within parts of cities. The adaptation to these contexts is crucial for the success of any transfer of good practices in local cooperation. A simple copy/paste of initiatives might not take these differences into account and risks to miss the target of the initiative. An adaptation to the local circumstances is therefore essential.

*A common pitfall is to simply 'copy and paste' such cooperation projects or programmes from one setting (location, region, country) to another.*

Take local circumstances into account when transferring good practices to other settings.

## Knowledge transfer

Providing the knowledge gathered throughout the cooperation and the evaluation of it should be shared with others. The experience can be an incentive to set up such cooperation in other contexts taking into account the local

*Share knowledge with the wider public to stimulate the transferability of the project/programme.*

specifics. It can be considered as inspiration, teaching and facilitating.

*Share knowledge with the wider public to stimulate the transferability of the project/programme.*

It can be spread through peers, forums, exchange platforms and conferences. Written documentation helps to spread the good

practices and to compare practices in local cooperation.

*Produce written documentation of the practices of local cooperation.*

*Identify channels through which the experience of the local cooperation and the evaluation of it can be disseminated.*

Make the documentation available to particular databases or overarching platforms (such as EUCPN) to reach a maximum of audience.

## Ensure the receptivity of the partners involved

Also the context between and even within services might differ and should be taken into account. The receptivity of the partners

involved to implement the new cooperation is important to ensure a good working of the cooperation.



## Part 3

### Fact Sheets Good Practices

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## BE+ (Brussels, Belgium, empowerment and positive outlook (+)), Belgium

BE+	
<b>Country of origin</b>	Belgium
<b>Implementation year</b>	2009
<b>Target group</b>	Young people with ties, close or otherwise, to urban gangs in the region of Brussels Capital Region (Evere city, Brussels City and Saint-Josse City)
<b>Partners</b>	The communes, police districts, Leuven University and the Brussels Regional 'Urban Gang' Network
<b>Level of prevention</b>	Secondary and tertiary prevention
<b>Project description</b>	<p>The project can be divided into two types of work:</p> <p>The individual work explores the negative aspects of gang involvement to convince members to leave the gang and adopt healthier lifestyles.</p> <p>The Group work focuses on developing positive motivations and generally involves younger participants, the 'wannabes' and the 'small fry' on the gang's fringes.</p>
<b>Objectives</b>	To divert gang member from a criminal life course by reinforcing the protection factors and processing intensive follow-up.
<b>Evaluation</b>	An external process evaluation
<b>Source</b>	<a href="http://www.crime-prevention-intl.org/">http://www.crime-prevention-intl.org/</a>

## Garda Youth Diversion Projects (GYDPs), Ireland

Garda youth diversion projects (GYDPs)	
<b>Country of origin</b>	In 2008, 100 projects were in operational in Ireland
<b>Implementation year</b>	1991
<b>Target group</b>	Young people who have offended or are at risk of offending
<b>Partners</b>	The An Garda Síochána, Irish Youth Justice Service and Youth Organisation and Management Companies.
<b>Level of prevention</b>	Secondary and tertiary prevention
<b>Project description</b>	<p>Garda Youth Diversion Projects are local community based activities which work with children in developing their sense of community and their social skills through different activities. The projects offer opportunities for education, employment training, sport, art, music and other activities. Most projects operate outside of school hours. However, in areas with a high proportion of early school-leavers, activities may also be planned during the daytime.</p> <p>The projects seek to encourage a better quality of life for everyone in the community and to support good relations between the police and the community.</p>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>•To divert young people from becoming involved in criminal or anti-social behaviour,</li> <li>•To provide suitable activities to facilitate personal development and encourage civic responsibility and work towards improving the long-term employability prospects of the participants</li> </ul>
<b>Evaluation</b>	A baseline analysis was executed that wanted to provide a qualitative profile of youth crime in each locality and analyse the way that GYDPs intend to effectively impact upon youth offending. This was the first step to secure better outcomes for young people and communities suffering the effects of youth crime.
<b>Contact</b>	EUPCN@ibz.eu and <a href="http://www.dcy.gov.ie/">http://www.dcy.gov.ie/</a>

## Operation reclaim, United Kingdom

Operation reclaim	
Country of origin	Glasgow, United Kingdom
Implementation year	2004
Target group	All local youths, especially targeting racist offenders and gang members in the area
Partners	The Strathclyde Police and the Glasgow City Council culture and Leisure Services Department
Level of prevention	Primary and tertiary prevention
Project description	A range of coached activities for local youths was provided in the Summer, for example in 2007 it ran for 12 weeks, five nights a week for three hours each night. Sporting events include a rugby, football, golf and cricket. The role of the police consists in high visibility from police officers who are present at sporting events to promote safety.
Objectives	The project aimed at claiming an area of public recreation for gang fighters. The goal was to use sports to help improve the integration of local youths while specifically targeting racist offenders and gang members in the area
Evaluation	Evaluation was conducted
Source	<a href="http://www.crime-prevention-intl.org/">http://www.crime-prevention-intl.org/</a>

## Tallinn Children Support Centre's (TCSC) Day Care Centre's support person's project, Estonia

Tallinn Children Support Centre's (TCSC) Day Care Centre's support person's project	
Country of origin	Estonia
Implementation year	2003
Target group	7-18 year olds, who have school problems, they have committed several lighter offences, who are often victims of school violence and they suffer from lack of parental care
Partners	TCSC cooperates with the Tallinn Central City Government, Tallinn Juvenile Committees, schools, police, child care institutions, etc.
Level of prevention	Tertiary prevention
Project description	Children are directed to the program from the Tallinn City Juvenile Committees. Every youngster will have a support person and an own personal rehabilitation plan. The plan consists of different methods and tasks which will be selected individually, so that the best method can be found for each youngster. They support persons, who have received several trainings, will gather information about the child, will cooperate with the children's network, offer psychological counseling for children and their social network (parents, peer, etc.), studying support, leisure time activities,...
Objectives	<ul style="list-style-type: none"> <li>•To prevent youngsters from new illegal actions, marginalized behaviour and dropping out from schools</li> <li>•To offer a support person service for Juvenile Committees as a possible method of influence in work with children at risk</li> <li>•To help children to get out from crime circle, reintegrate them back to school, and solve problems with parents or peers.</li> </ul>
Evaluation	The project is internally evaluated twice a year. There are reports of the analysis of cases, causes of problems, effectiveness of methods, etc.
Source	<a href="http://www.eucpn.org">www.eucpn.org</a>

## ‘With you – For you’ crime prevention model project, Hungary

‘With you – For you’ Crime prevention model project	
<b>Country of origin</b>	Hungary
<b>Implementation year</b>	2009
<b>Target group</b>	The project targets 12 to 18 year olds who hang around in plazas, keep away from school and commit offences. They suffer a lack of own community spaces and alternative means to spend their free time.
<b>Partners</b>	An inter-sectoral cooperation was created in the project, in which professionals of several organizations – could share their experience (team consultations) and perform common work with providing the space and possibilities for free time activities and supporting services at the same time. Governmental organizations (f.e. the police), the House of Children (NGO), For-Profit Sector (Shopping Center) and educational Institutes. The police provided a coordinator at the team consultations, a professional instructor at trainings and held weekly Police Klub.
<b>Level of prevention</b>	Secondary prevention
<b>Project description</b>	<p>Since a couple of years, it is getting more and more popular that children and young people hang around in plazas (shopping malls/ centers) or in their surrounding instead of going home or being at school.</p> <p>Facing this phenomenon and recognizing the significance of the problem, the Hungarian Maltese Charity Service Association delivered a project to cope with this problem. The project applied a complex, ‘two-track-approach’ as it focused on providing free time activities for the youth on one hand and on improving and extending the cooperation of professionals working with the youth in addressing this specific issue on the other hand. The efficacy of this complex approach was enhanced by applying the methods of peer-helping and voluntary work.</p>
<b>Objectives</b>	<p>The overall objective of the project was to reduce the occurrence of juvenile delinquency and victimization through settling useful free time activities and supporting services to a specific place which young people usually attend just to hang around and be out of control.</p> <p>In order to reach the general objective, the specific goal was to improve and widen the existing early warning system and involve new cooperating organizations (such as the ones of the for-profit sector), furthermore, to make the members of the target group interested in spending their spare time in a useful way;</p>
<b>Evaluation</b>	At the elaboration of the project plan, the goals were set out. The project was evaluated at the end by the two groups of the project staff: the volunteers and the professional team. The project was also continuously monitored and measured by the professionals of the Ministry of Justice and Law Enforcement.
<b>Source</b>	<a href="http://www.eucpn.org">www.eucpn.org</a>

## Youth Prevention Programme (YPP), the Netherlands

Youth Prevention Program (YPP)	
<b>Country of origin</b>	Brabant South-East, The Netherlands
<b>Implementation year</b>	1992
<b>Target group</b>	Youngsters who have come into contact with the police (from minor to serious criminal behaviour)
<b>Partners</b>	Police and institutions for youth aid. The police officers are responsible for referring clients to the social workers of the program. The youngsters will be offered voluntary help by the Y.P.P. based on the perception and evaluation of the police officer (Perception and assessment).
<b>Level of prevention</b>	tertiary prevention
<b>Project description</b>	<p>The YPP is a joint program of the District Police Brabant South-East and three local institutions of the city of Eindhoven for youth aid. The program aims at an early identification of behavioral problems of youngsters and offers early help and assistance so as to prevent youngsters to come into contact with the judicial system. It means that a suitable intervention is offered for the individual youngster who has come into contact with the police (from minor to serious criminal behaviour).</p> <p>The general procedure is that a youngster will be offered voluntary help by the YPP based on the perception and evaluation of a police officer. Within 48 hours following the evaluation, a social worker contacts the youngster and his family and an aid programme is initiated (for a maximum of three months). The aim is that aid is given in the local community in cooperation with the institutions in the area.</p>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Early identification of behavioural problems of youngsters</li> <li>• Offering early help by the institutions for youth aid so as to prevent youngsters of getting into contact with the judicial system. After a short intensive help the youngster and/ or his family will be able to function in his own environment or otherwise be referred to the most suitable institution for youth aid.</li> </ul>
<b>Evaluation</b>	In 1994 the project was evaluated by an external agency
<b>Source</b>	<a href="http://www.eucpn.org">www.eucpn.org</a>

## Back on track, Germany

Back on track	
Country of origin	Germany
Implementation year	2011
Target group	8-15 year old children and juveniles who have already been involved in several counts of violent or severe property crime and whose social circumstances are so problematic that a life of criminal behaviour is a likely prospect for the future
Partners	Police, youth welfare services, parents and youth service sector
Level of prevention	Tertiary prevention
Project description	The police, as the first body to have access to information about crimes committed and criminal behaviour, use a standardized 'risk screening' process to identify the individual factors that threaten to push children into a life of crime. In cooperation with the youth welfare office, police contacts the parents of the affected children and suggests that, with their consent, their children would benefit from joining the 'Back on track' project. Education workers and psychologists from the youth services sector work with the police as permanent contacts, and develop individual programmes in cooperation with the youth welfare office for each of the juveniles and their families. In doing this, they can choose between a number of different measures provided regionally, such as anti-aggression training, training for parents, learning aid, language or sport programmes, addiction aid, debt handling advice or therapy.
Objectives	<ul style="list-style-type: none"> <li>• To prevent children and juveniles from becoming hardened criminals</li> <li>• To reduce the youth crime rate</li> </ul>
Evaluation	The project is being supported and evaluated by a team of academics (external evaluation)
Contact	EUCPN@ibz.eu



## JORES (Youngsters and parents for respect on the streets), Belgium

<b>JORES - Jongeren en Ouders voor Respect op Straat</b>	
<b>Country of origin</b>	City of Ronse, Belgium
<b>Implementation year</b>	2010
<b>Target group</b>	The project targets 10- to 25-year-olds who cause (penal) nuisance, and their parents.
<b>Partners</b>	Coaches for youngsters, prevention official and case team (police, social services, etc.). The police are not only part of the case team, but also take on the function of referrer.
<b>Level of prevention</b>	Tertiary prevention
<b>Project description</b>	<p>The aim is to tackle (penal) nuisance, caused by youngsters, from a broader context. Both the youngsters and their parents are involved in this project. The project is there for youngsters and their parents. Youngsters can lounge around, but with respect for the neighbourhood. Parents are supported by the case team (assistance) so that they can take their responsibility towards youngsters and make sure the nuisance stops.</p> <p>The coaches for youngsters take care of informal social control in places and at times the youngsters are present. They tackle youngsters about annoying behaviour, but can also be a person of trust, a mediator, ...</p>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Positively involve youngsters in society in the city of Ronse</li> <li>• Decrease nuisance and prevent crime</li> <li>• Sensitize parents on the behaviour of their child and point out their responsibility to the parents</li> <li>• Work on the perception of the population</li> </ul>
<b>Evaluation</b>	<p>In 2010 the project was assessed for the first time by the case team. In 2011 a second assessment took place by a working group consisting of representatives of the case team, a youngster's coach, someone from the youth centre, the community centre, a foreign employee of the service diversity and the alderman for youth.</p> <p>Both the content and the quantity were assessed.</p>
<b>Contact</b>	EUCPN@ibz.eu

## NERO (Standards and responsibility as a result of (attacking anti-social behaviour), Belgium

NERO (Standards and Responsibility as a result of (attacking) anti-social behavior)	
<b>Country of origin</b>	City of Mechelen, Belgium
<b>Implementation year</b>	2006
<b>Target group</b>	Young people that caused trouble, e.g. anti-social behaviour; and some small offences, included in the local police regulations (e.g. fireworks, noise at night, shoplifting , or illegal graffiti).
<b>Partners</b>	Police, local government, Strategic Security and Prevention Plan (project team preventing anti-social behaviour), parents, young people and social services
<b>Level of prevention</b>	Tertiary prevention
<b>Project description</b>	If parents agree to cooperate, the project team's counsellor will – in close cooperation with the parents – analyse the problematic behaviour and provide guidance to prevent it from happening again. The agreements are signed in a contract and they can refer to every item, important to the family life. If needed, the NERO-project team offers support on every domain. There are individual consultations and trainings and consultations with parents. If necessary – if the young people's actions have victimized others – a chance of mediation is offered.
<b>Objectives</b>	<ul style="list-style-type: none"> <li>•To react promptly to trouble caused by young people;</li> <li>•To inform the parents of their children's problematic behaviour;</li> <li>•To appeal to the parents' responsibilities in their children's upbringing.</li> </ul>
<b>Evaluation</b>	The NERO project of the City of Mechelen is evaluated each year internally. The project is the subject of an impact - and a process evaluation. The results of the evaluations give occasion for new initiatives in directions that could not been foreseen at the start of the project in 2006 (e.g. new focus on training next to mediation).
<b>Source</b>	EUCPN@ibz.eu

## Parental responsibility courses, France

Parental Responsibility Courses	
<b>Country of origin</b>	Paris, France
<b>Implementation year</b>	2009
<b>Target group</b>	For parents of minors questioned by the police in relation to group violence or armed gatherings, especially under circumstances that would seem to indicate gang involvement
<b>Partners</b>	Jeter l'@nce (association responsible for running the parental responsibility workshops), the police, the municipality, National Education ministry, doctors, youth legal protection services, etc.
<b>Level of prevention</b>	Secondary prevention
<b>Project description</b>	Parenting courses that last 10 hours. Five 2-hour sessions and a supplementary session
<b>Objectives</b>	<p>Principal objective:</p> <ul style="list-style-type: none"> <li>• Encourage parents to reflect on their educational role and the types of difficulties they experience when exercising their parental authority.</li> </ul> <p>Additional objectives:</p> <ul style="list-style-type: none"> <li>• Developing and reinforcing parenting skills;</li> <li>• Contributing to the minor's personal educational plan;</li> <li>• Incorporating the family into a decision-making process;</li> </ul> <p>Restoring parental authority.</p>
<b>Evaluation</b>	Pending
<b>Source</b>	<a href="http://www.crime-prevention-intl.org/">http://www.crime-prevention-intl.org/</a>

## A different kind of school – Preventive juvenile delinquency and child victimization campaign, Romania

A different kind of school – Preventive juvenile delinquency and child victimization campaign	
<b>Country of origin</b>	Braila County, Romania
<b>Implementation year</b>	2012
<b>Target group</b>	Kindergarten children, primary to secondary school and high school pupils from Braila County
<b>Partners</b>	Braila County School Inspectorate; National Agency against Human Trafficking – Galati Regional Centre; Centre for Prevention, assessment and Counselling Braila; 16 schools from Braila County; local media
<b>Level of prevention</b>	Primary prevention
<b>Project description</b>	<p>This was a campaign that took place 2 to 6 April 2012. The activities included:</p> <ul style="list-style-type: none"> <li>• Education and information on traffic rules was achieved by delivering statistical data, watching video spots about car accidents and other related issues. The special guest was a young policeman hurt last year in a motorcycle accident while performing his duty. Although he was a victim, he still has the courage of being both a motorcycle rider and a policeman. This preventive activity is according to TISPOL “Life saver” experience.</li> <li>• The prevention of juvenile delinquency and child victimization was delivered by workshops, movie watching and interactive discussions.</li> <li>• Prevention of human trafficking and drug use was accomplished by thematic presentations and movie watching.</li> <li>• There was also an open Doors activity, in which pupils visited Braila County Police Inspectorate where they found out about policemen’ duties and responsibilities and they had the opportunity to see for themselves some of police intervention tools and other devices)</li> </ul>
<b>Objectives</b>	Preventing juvenile delinquency
<b>Evaluation</b>	The evaluation paper included issues related to developed activities, resources, cooperation and the way that the campaign achieved its goal
<b>Contact</b>	EUCPN@ibz.eu

## Anti-bullying-programme in schools, Germany

Anti-bullying-programme in schools	
<b>Country of origin</b>	District of Viersen, Germany
<b>Implementation year</b>	2001
<b>Target group</b>	Scholars
<b>Partners</b>	Police and schools
<b>Level of prevention</b>	Primary prevention
<b>Project description</b>	The project tries to involve the whole school, as well as classes and individual pupils. They organize activities at different levels: school level, class level and individual level.
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• To reduce youth bullying and crime, especially in schools;</li> <li>• To raise awareness of the problem and involve pupils, teachers, and parents in the development of the project and the creation of a violence-free environment;</li> <li>• To provide support to victims of bullying.</li> </ul>
<b>Evaluation</b>	The project is based on the well-replicated and effective Antibullying-programme developed in Norway by Dan Olweus. Positive effects of the Anti-bullying-programme have been shown in many countries. A more detailed evaluation is being conducted, and all school involved stress many positive effects
<b>Source</b>	<a href="http://www.crime-prevention-intl.org/">http://www.crime-prevention-intl.org/</a>

## Click &amp; check, Austria

Click & Check	
Country of origin	Austria
Implementation year	2010
Target group	The main target groups are 13-15 year olds (but can also be used for youngsters between 12-16 years)
Partners	Schools and police (specially trained police officers)
Level of prevention	Primary prevention
Project description	<p>The responsible handling of modern communication forms of young people (e.g. mobile phone, internet) is reviewed. Special attention is paid to the dissemination of political or religious contents.</p> <p>Before the project takes place, a content involvement of teachers, tutors and parents in this prevention program is considerably. Therefore a parent's evening in classroom is to hold before starting work. In this the project should presented and entered into possible problem areas. A police officer comes into the classroom and shows a film with the following content: The film consists of several short video clips, which merge into each other. All actors re-emerge in different rolls through the whole film (e.g. perpetrator, victim, witness). After each single clip real headlines out of the newspaper (real cases) appear on the screen fitting to the storyline).</p>
Objectives	<ul style="list-style-type: none"> <li>• To sensitise young people for happy slapping, cyber bullying, violent films or games and chat rooms by using a film. This should prevent violence and juvenile delinquency and increase civil courage.</li> <li>• To build up a permanent contact and communication between police, schools, parents, teachers and students.</li> </ul>
Evaluation	Evaluation by an external institution
Contact	EUCPN@ibz.eu

## Contest on prevention of drugs addiction: count me out!, Portugal

Contest on Prevention of Drugs Addiction: Count me out!	
Country of origin	Portugal
Implementation year	2010
Target group	Scholars
Partners	Police, schools, teachers, students, local municipality, Lisbon Drug Dissuasion Committee etc.
Level of prevention	Primary prevention
Project description	The objectives were accomplished by a song contest under the theme Addiction's Prevention
Objectives	<ul style="list-style-type: none"> <li>• To prevent drug addiction through new strategies of awareness</li> <li>• To involve different partners in order to achieve the same goal</li> <li>• To stimulate creativeness and innovation amongst students and to promote an healthy and responsible environment amongst schools and youngsters</li> <li>• To improve the relationship between Public Security Police and schools communities, through Safe School Program</li> <li>• To discuss within schools how to implement a culture of drugs addiction prevention</li> </ul>
Evaluation	Internal process evaluation
Contact	EUCPN@ibz.eu



## D.A.D.A. (Smoking, alcohol, drugs, aids), Primary school crime prevention education program of the police, Hungary

<b>D.A.D.A. (Smoking, Alcohol, Drugs, AIDS)</b>	
<b>Country of origin</b>	More than 600 schools in Hungary
<b>Implementation year</b>	1992 (still running)
<b>Target group</b>	6-14 year olds
<b>Partners</b>	Police is the sole owner of the project, with partners from diverse fields (education, youth assistance, health, communication, the media and crime prevention), especially the co-operation triangle of parents, teachers and the police is the basis of the project. The police officers are specially selected and trained.
<b>Level of prevention</b>	Primary prevention
<b>Project description</b>	Police officers in uniform provide in class information about the most proper methods of tackling deviant behaviour providing protection against effects of crime. Children participating in the project develop readiness to safeguard themselves against the adverse effects of crime on their personal safety. Examples of risks of getting victimized or becoming criminals based on practical experiences are included in teaching material. In the course of the program children develop sufficient skill to identify the threats and either to avoid getting involved in crime or come to the least harm possible. They are also supposed to be able to openly communicate with those in charge of them (parents, teachers, etc.) and inform them of the threats experienced seeking further assistance. An Exercise Book with lots of interesting contents serves as a teaching aid. Presentations in class, guided question in answer courses, discussions and situational exercises with role playing are the methods used to achieve the preset objectives of the program.
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Development of children to say no when confronted with threats</li> <li>• Development of a healthy way of life</li> <li>• Respect of rules and regulations</li> <li>• Prevention of children becoming victims or criminals</li> </ul>
<b>Evaluation</b>	The development, method of implementation and measuring performance was taken over from the US D.A.R.E. (Drug Abuse Resistance Education) program. Feedback of mainly teachers and parents, and the periodical evaluation of local youth criminality were regarded as the main indicators to measure performance. Periodically (i.e. in every 5 or 6 year) the total review of the project is accomplished
<b>Source</b>	<a href="http://www.eucpn.org">www.eucpn.org</a>

## Get informed! Live free!, Romania

<b>'Get informed! Live Free'</b>	
<b>Country of origin</b>	Romania
<b>Implementation year</b>	No information available.
<b>Target group</b>	Students between 9th and 12th grades
<b>Partners</b>	To inform Sighisoara's high school students about juvenile delinquency related issues
<b>Level of prevention</b>	Primary prevention
<b>Project description</b>	<p>The project occurs in two phases:</p> <ul style="list-style-type: none"> <li>• To have meetings with students for debating several subjects (criminal liability regarding minors, the cause and effect of criminal activities, determinable factors: alcohol and drug abuse, etc.). The most important issues of the debate were represented by presenting five cases of minors that committed crimes, pointing determinable factors and the consequence of their behaviour.</li> <li>• To organise a thematically contest with three trials: questionnaire, crosswords and presenting the text in an audio sport about criminality among youths.</li> </ul> <p>The student winners were awarded with several prizes</p>
<b>Objectives</b>	To inform Sighisoara's high school students about juvenile delinquency related issues
<b>Evaluation</b>	No information available.
<b>Contact</b>	EUCPN@ibz.eu

## Meaux schooling continuation initiative, France

The Meaux Schooling Continuation Initiative	
<b>Country of origin</b>	Meaux, France
<b>Implementation year</b>	2007
<b>Target group</b>	Secondary students
<b>Partners</b>	Ministry of National Education, youth protection services, Public Prosecutor's Office, Maison départementale de solidarités, City of Meaux
<b>Level of prevention</b>	Secondary prevention
<b>Project description</b>	No information available.
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• To integrate expelled secondary students into a temporary structure with educational and pedagogical vocations as well as an additional legal dimension in certain cases as well;</li> <li>• To ensure that students return to school under improved conditions when they re-enrol in a new establishment;</li> <li>• To avoid school dropout in order to prevent crime.</li> </ul>
<b>Evaluation</b>	No substantial, in-depth evaluation has been carried out to date
<b>Source</b>	<a href="http://www.crime-prevention-intl.org/">http://www.crime-prevention-intl.org/</a>

## Municipality – school – citizens and the police, Latvia

Municipality – School – Citizens and the police	
Country of origin	Latvia
Implementation year	2008
Target group	Pupils
Partners	The police is the principal actor. Next to that, also the municipality, family court, a community social worker, schools, kindergartens, pupils and their parents, Motor Insurers Bureau of Latvia and Youth sport, creativity and education support fund
Level of prevention	Primary prevention
Project description	A Police officer worked one week a month in each school (four schools in the municipality). In that week the police officer did not only educate pupils, but also talked with parents and teachers. Special presentations and active training programs were developed for pupils that fit each grade. Together with each school the most acute problems were studied and solutions were searched. The schools organized school-class-parent meetings where the police officer took an active role in explaining parents each schools' safety problems and talking with parents individually. Aggression issues in schools have been discussed during round table discussions where not only school staff, parents and police officer take place, but also pupils themselves, psychologists and social pedagogue. Role plays with integrated learning materials about safety issues were also presented to kindergartens.
Objectives	<p>To educate pupils in easy language on issues concerning safety and their rights;</p> <p>To educate pupils on road traffic safety issues, explain how to protect themselves, avoid any possible threat, how to react and what to do when facing unfamiliar situations in the day-to-day activities;</p> <p>To talk with parents about safety issues in schools, making them to become more active in building and supporting safe environment in schools;</p> <p>To explore pupil's needs, level of knowledge and interests in safety, their rights and issues on juvenile crime;</p> <p>To develop preventive measures based on the needs of each school individually;</p> <p>To promote a healthy way of living, reduce smoking and use of alcohol among youngsters;</p> <p>To gather, study information and take appropriate actions concerning pupils who without reason do not attend school in order to support their integration into school life.</p>
Evaluation	The project results are evaluated twice in a year together with the evaluation of police service performance. The project is evaluated by relevant stakeholders discussing the future needs and achieved tasks. The official information in crime situation (including youngster criminality) in Marupe municipality region is analyzed by the Marupe police station. Data is discussed with police officer attending schools. Bear
Source	<a href="http://www.eucpn.org">www.eucpn.org</a>

## ‘Non-violent school environment’ – National projects contest, Romania

‘Non-violent school environment’ – National projects contest	
<b>Country of origin</b>	Romania
<b>Implementation year</b>	2007
<b>Target group</b>	Scholars
<b>Partners</b>	Police Inspectorate, Education Inspectorate and the local group for domestic violence prevention
<b>Level of prevention</b>	Primary prevention
<b>Project description</b>	The national projects contest ‘non-violent school environment’ is a yearly competition that addresses to all the students and the teacher who coordinates student’s team in extra-curricular activities. Each team consists of four students which designed a project, as an extracurricular activity. The projects must be already implemented and the team must present in the contest its activities and results, in a professional and interesting way, with all materials made in the project (posters, films, flyers, presentations, etc.). There is a jury and the best teams are awarded. During the contest, dissemination the nonviolent messages was easier thanks to local media help.
<b>Objectives</b>	The contest aims to involve students in extracurricular educational activities, promoting non-violent messages and exchanges between countries. In the same time, new friendships begin here.
<b>Evaluation</b>	No information available.
<b>Contact</b>	EUCPN@ibz.eu

## NOTA BENE (School dropout monitoring group for the City of Brussels), Belgium

The NOTABENE project	
Country of origin	Brussels, Belgium
Implementation year	2007
Target group	Young people aged 6 to 18 years and their families, especially for at risk youth that dropped out of school
Partners	Non-profit organisation Bravvo, schools, psychosocial and medical services, organizing authorities, Strategies d'Action Jeunesse, the family/youth division of the police, community networks, etc.
Level of prevention	Secondary prevention
Project description	<p>There are two approaches:</p> <ul style="list-style-type: none"> <li>• The comprehensive approach establishes partnerships with actors concerned with the school dropout issue of school dropout;</li> <li>• The individual support provides on the one hand guidance and assistance for youths and families to sort out the school situation in instances of dropout referred by schools, the police district or field workers. On the other, the individual supports redirects towards existing service based on their missions.</li> </ul>
Objectives	<p>To reduce dropout by:</p> <p>Fostering an integrated response to school dropout within the city;</p> <p>Intervening in specific dropout situations relayed by the partners.</p>
Evaluation	The project is based on a preliminary diagnosis on school dropout. The implementation study was based upon statistics, interviews with for example students, and academic research on the phenomenon. There is an annual internal process evaluation.
Source	<a href="http://www.crime-prevention-intl.org/">http://www.crime-prevention-intl.org/</a>

## OUT – The outsider, Austria

OUT – The Outsider	
<b>Country of origin</b>	Austria
<b>Implementation year</b>	2001
<b>Target group</b>	The main target groups are 13-15 year olds (but can also be used for youngsters between 12-16 years)
<b>Partners</b>	School, police (specially trained police officers)
<b>Level of prevention</b>	Primary prevention
<b>Project description</b>	<p>At the very beginning, there is input of teachers, tutors and parents in this programme.</p> <p>A police officer comes into the classroom, shows the video and discusses respectively review it with the students. Post-processing of the topic 'youth criminality' by the teacher is possible</p> <p>Special attention is given to typical 'youth crimes' such as theft, robbery, assault, etc. They are taught as they happen in the everyday world of young people.</p>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• To sensitise young people for justice and provide some law-information for juveniles by using a film. This should prevent violence and juvenile delinquency and increase civil courage;</li> <li>• To get a positive approach to conflicts and learn strategies for a 'fruitful interaction' without act of violence;</li> <li>• To build up a permanent contact and communication between police, schools, parents, teachers and students.</li> </ul>
<b>Evaluation</b>	In-house evaluation
<b>Contact</b>	EUCPN@ibz.eu



## Police Force Listening Posts (PEGs), France

Police Force Listening Posts (PEG)	
Country of origin	Isère, France
Implementation year	1999
Target group	Students of the secondary schools in Isère, which are for the most part located in disadvantaged priority zones
Partners	City of Isère, National education, local and national police
Level of prevention	Primary prevention
Project description	The project involves the installation of police 'meeting posts' in secondary schools in Isère, which are for the most part located in disadvantaged priority zones. The project establishes contacts
Objectives	<ul style="list-style-type: none"> <li>• Develop preventive action on problems such as drugs, violence, law-breaking, bullying and maltreatment;</li> <li>• Demonstrate the active commitment of the police to establish dialogue and contact with adolescents;</li> <li>• Demystify the police force easily attributed a 'repressive' label by this population;</li> <li>• Develop and sustain the initiative in partnership with National Education;</li> <li>• Involve local police and institute PEGs throughout the Isère department.</li> </ul>
Evaluation	No information available.
Source	<a href="http://www.crime-prevention-intl.org/">http://www.crime-prevention-intl.org/</a>

## Safe playtime, Portugal

Safe playtime	
Country of origin	Portugal
Implementation year	2002
Target group	The project was implemented among those schools that had more criminal situations
Partners	Criminal investigation Division, Operations Unit in Lisbon Police Command, Rapid Response Unit, Police Officers from the project 'Safe Schools', school directors and teachers and parents associations
Level of prevention	Primary prevention
Project description	<p>Safe playtime is a project that adds school policing an integral intervention with the various units of police activity: 'safe school' police officers and cars, Rapid Response Units, Patrol Cars and Criminal Investigation Beat Units in plain clothes and cars, through a systematic and scientific analysis of criminality defining hot spots and hot times and restrain criminals or minors who misbehave, with timely assess reports, to decrease the number of crimes, to increase citizen's trust in the police and to assure children's safety.</p> <p>The project involves plain-clothes police officers and cars on a daily basis that were expected to perform 'stop and search' operations on suspect. Along with this activity there was also a strong police visibility performed by police officers in uniform, especially when classes started or finished but making sure not to be at the same spot as the police officers in plain clothes.</p>
Objectives	<ul style="list-style-type: none"> <li>To decrease the number of crimes regarding drug trafficking or abuse, robbery and thefts, whenever the students are themselves the victim or criminals</li> <li>To develop police activity in the around areas of problematic schools in Lisbon</li> </ul>
Evaluation	There is an internal process evaluation that consists of weekly and monthly reports and a general report regarding 'school safety'.
Source	<a href="http://www.eucpn.org">www.eucpn.org</a>

## Safe school programme, Portugal

Safe School Programme	
<b>Country of origin</b>	Portugal
<b>Implementation year</b>	Since 1992
<b>Target group</b>	Scholars
<b>Partners</b>	Initiative of the Ministries (National Guard and Public Security Police) of Interior and Education, and public and private schools (from primary to university level)
<b>Level of prevention</b>	Primary prevention
<b>Project description</b>	<p>During 2011, the National Republican Guard conducted 10.843 awareness raising initiatives, focused on:</p> <ul style="list-style-type: none"> <li>• Bullying and cyberbullying; Delinquency prevention; Street safety; Road Safety</li> <li>• Drugs abuse prevention;</li> <li>• Environmental education;</li> <li>• Abuse.</li> </ul>
<b>Objectives</b>	To prevent violence within and outside the physical grounds of the school. The project promotes (in a pro-active manner) measures and actions directed to the school community and parents in order to provide awareness on education to safety and to the respect and trust on law enforcement agencies
<b>Evaluation</b>	Internal process evaluation
<b>Contact</b>	EUCPN@ibz.eu

## Safer schools partnerships (SSP), United Kingdom

Safer Schools partnerships (SSP)	
<b>Country of origin</b>	United Kingdom
<b>Implementation year</b>	2002
<b>Target group</b>	Scholars
<b>Partners</b>	Arranged according to local needs. Police officer, school staff and other local agencies (not just about providing a policing presence within a school. All involved partners must work together in achieving aims and outcomes)
<b>Level of prevention</b>	Primary prevention
<b>Project description</b>	The building of closer working relationships between police and schools. The projects take various forms, depending on how they are funded, and the local police's school strategy.
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Reduce victimisation, criminality and ant-social behavior within the school and its community;</li> <li>• Work siwth schools on 'whole school' approaches to behaviour and discipline;</li> <li>• Identify and work with children and young people at risk of becoming victims or offenders;</li> <li>• Ensure the full-time education of young offenders;</li> <li>• Support vulnerable children and young people through periods of transition and;</li> <li>• Create a safer environment for children to learn.</li> </ul>
<b>Evaluation</b>	There was an evaluation in 2005, and in 2006 the University of York carried out a study on the impact of SSPs on academic attainment at GCSE level and on truancy.
<b>Contact</b>	EUCPN@ibz.eu

## Stars for schools and Good schools seal, Germany

Stars for Schools and Good Schools Seal	
<b>Country of origin</b>	Germany
<b>Implementation year</b>	No information available.
<b>Target group</b>	No information available.
<b>Partners</b>	Health and school authorities, the police, social institutions and counseling services, addiction commissioners and the district media library
<b>Level of prevention</b>	Primary prevention
<b>Project description</b>	Schools whose profiles include a focus on health as well as addiction and violence prevention are awarded stars for each area of focus in a scheme similar to the Michelin stars awarded for restaurants. Stars are awarded for the categories of exercise, nutrition, sex education, addiction prevention, prevention of violence and media literacy. These must be translated into lasting concepts that are firmly reflected in day-to-day life at the school and are supported by teachers, parents and pupils.
<b>Objectives</b>	To incorporate themes of prevention into the German school day
<b>Evaluation</b>	The project is being monitored and evaluated by a team of academics
<b>Contact</b>	EUCPN@ibz.eu

## Teenager's temptations, Romania

<b>'Teenager's temptations'</b>	
<b>Country of origin</b>	Romania
<b>Implementation year</b>	2011
<b>Target group</b>	Orphans
<b>Partners</b>	Police, Social and Child Protection Department
<b>Level of prevention</b>	Primary prevention
<b>Project description</b>	Seven informative sessions were organised for the children from the orphanages in the Hunedoara department, with the purpose of law popularisation. Children, young people, foster carers and teachers are informed on several topics like: what are the contraventions (vagabondage, begging) and offences (theft, robbery, complicity to theft and others) that are most common at their age. During these interactive meetings, the discussions took place in small groups, on the topic of the minor's criminal liability and punishment
<b>Objectives</b>	To reduce the children's risk of becoming a victim or a delinquent while away on holiday.
<b>Evaluation</b>	Impact evaluation
<b>Contact</b>	EUCPN@ibz.eu

## 23-100 Our space, Belgium

23-100 OurSpace	
<b>Country of origin</b>	City of Turnhout, Belgium
<b>Implementation year</b>	2007
<b>Target group</b>	Young (loafing) people at the 'Kasteelplein' (a square in Turnhout)
<b>Partners</b>	The Municipal Youth Service and Neighbourhood-Oriented Youth Work; Public Social Welfare Centre; Youth Counselling Centre; Street Corner Work; Local Police Force; Arktos; Welfare Service; "Uit de Marge" (Out of the Margin, a Flemish nonprofit organization which provides external support for the know-how at the local services in order to work with the aforementioned target group); Prevention.
<b>Level of prevention</b>	Primary prevention
<b>Project description</b>	<p>In 2007, many young people had gathered at the Kasteelplein in Turnhout. The residents were not pleased about this and they reported forms of nuisance. They no longer felt safe either. The youths felt in turn they were being targeted.</p> <p>The City of Turnhout got together with the different parties involved (including youngsters) and a consensus came gradually out of this: hanging around and meeting other people in a public place is a right. If this entails social nuisance, it is best to tackle such an issue in all its aspects. You must approach the youths actively, in their own social environment. These considerations constituted the core of the manner in which Turnhout presently approaches its loafing young people.</p> <p>3 problem-oriented preventive measures were taken, aimed specifically at limiting the forms of nuisance at the Kasteelplein:</p> <ul style="list-style-type: none"> <li>• The City agreed with the youths that, after 1AM, the latter would move to the less inhabited side of the Kasteelplein.</li> <li>• The Police would be "present" with permanent contact persons and thus build a positive contact with the youngsters. The repressive approach is to be restricted to the bare minimum.</li> <li>• During events, extra rubbish bins are placed so as to provide a solution to littering.</li> </ul> <p>Furthermore, a few non-problem-oriented measures were also taken. These measures do not focus on the nuisance issue, but pursue a better understanding between the City of Turnhout and its loafing youths. Regarding this matter, there are 4 different target groups: the residents, the youngsters, the youth welfare work and the actual policy makers. Thus, residents know where to make complaints and people are going to work, in a joint effort with the youths, at the latter's social skills and citizenship.</p>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• An integral and integrated approach to the problematic issue.</li> <li>• The pursuit of a large and positive commitment and solidarity of the City of Turnhout and its partners with the non-organized socially vulnerable youths.</li> <li>• To invest in a more positive view on loafing and to deepen the three core considerations.</li> </ul>
<b>Evaluation</b>	There are yearly process and impact evaluation. Based on the results of these evaluations, the project can be adjusted.
<b>Contact</b>	EUCPN@ibz.eu



## Ba ya ya, Belgium

Ba Ya Ya	
<b>Country of origin</b>	Brussels, Belgium
<b>Implementation year</b>	2001
<b>Target group</b>	Especially youth from the Sub-Saharan African Community in Brussels (aged 16-26)
<b>Partners</b>	City Services, local police, schools and street workers
<b>Level of prevention</b>	Primary prevention
<b>Project description</b>	<p>-Ba Ya Ya supports general welcome activities for recent arrivals, mediation, and academic follow-up for youth. They receive troubled youths and work with them to find solutions, or provide referrals for specialised services. Ba Ya Ya field workers also meet with youth in the community; Whenever problems with youth arise, Ba Ya Ya tries to also meet with parents to provide assistance or mediation.</p> <p>-Ba Ya Ya uses sociocultural insertion modules for parents who are either newcomers, or those experiencing problems with social and cultural integration. This training also includes activities which help to inform youth about the country, and to bridge the digital divide;</p>
<b>Objectives</b>	To prevent and reduce delinquency among youth of Sub-Saharan origin by restoring social dialogue and developing techniques tailored specifically to working with these young people.
<b>Evaluation</b>	No information available.
<b>Source</b>	<a href="http://www.crime-prevention-intl.org/">http://www.crime-prevention-intl.org/</a>

## City of Antwerp's target groups service department, Belgium

City of Antwerp's Target Groups Service Department	
Country of origin	City of Antwerp, Belgium
Implementation year	2005
Target group	<p>On the one hand, adult youngsters – and their families – who are involved in persistent nuisance-related phenomena in the public space and on the other hand, young people up to 25 years of age who, together with minors, are sources of nuisance.</p> <p>The Target Groups Service Department exists for the entire City of Antwerp, which also includes all the districts. Nevertheless, some areas were given special attention by means of a permanent service department manager.</p>
Partners	Police Force, Municipal Supervision Networks of the Neighbourhood Service Department, Neighbourhood Watch and other neighbourhood-related services, Assistance Department, Leisure Activities Providers.
Level of prevention	Tertiary prevention
Project description	<p>Target Groups Service Department is a municipal service which, through its action, aims at enhancing security and the quality of life in the districts. Target Groups Service Department includes initiatives designed for coping with at-risk youths and drug addicts as well as domestic violence. In this document, we are specifically focusing on young people at risk.</p> <p>Cases of nuisance caused by youngsters are considered to be a signal for a broader problematic issue amongst young people, families or in the neighbourhood.</p> <p>Target Groups Service Department operates with a people-oriented approach tailored to the individual and more precisely by developing a tailor-made path.</p> <p>The implementation of Target Groups Service Department is aimed at an externalising problem in the (semi-)public domain which has a negative impact on the surrounding area. There is a lot of trying to reach out to people to whom other forms of assistance have not yet made their way. The implementation takes place in four stages:</p> <ul style="list-style-type: none"> <li>• Reporting: the Target Groups Service Department is activated through "reports" from services and agencies, e.g. the police (it is not possible for private individuals to do so).</li> <li>• Service provider: Target Groups Service Department pays house calls to the parents to talk about the nuisance caused by their son/daughter. This involves listening and looking into the possible causes of nuisance. When the latter are known, the right people and services shall be contacted to help the youngster and/or the family. These house calls fall within the framework of the broad and early approach to social nuisance.</li> <li>• Arrangement: Network consultation with the partners in order to provide the necessary support. This can result in a course of action in which the Target Groups Service Department pays the required attention to the needs and requirements of the family and the youngster(s) without however losing sight of the services' possibilities and tasks. The needs and signals which require a structural approach are forwarded to and followed up by the policy-making body.</li> <li>• Follow-up: Target Groups Service Department follows up the youngster and his/her family as well as the collaboration between all the parties. A new visit is to take place three months later. If the situation is straightened out, the case is closed. If not, Target Groups Service Department will follow up the youngster and the family up to maximum a year after the reporting.</li> </ul>
Objectives	<ul style="list-style-type: none"> <li>• Nuisance prevention</li> <li>• To tackle the underlying causes of nuisance and, by doing so, to counter any funnelling off to crime.</li> </ul>
Evaluation	Frequent process evaluation + impact evaluation
Contact	EUCPN@ibz.eu

## Early intervention system and youth offending team, Czech Republic

An Early Intervention System	
<b>City, country of origin</b>	Currently in 30 cities in the Czech Republic
<b>Implementation year</b>	2000
<b>Target group</b>	Children/youth who break the law
<b>Partners</b>	Ministry of the Interior, City, police, judicial authorities, social workers, probation services and NGO's (ICPC)
<b>Level of prevention</b>	Tertiary prevention
<b>Project description</b>	Data entry, which includes information on offence and on the background of the young person, is undertaken by police as well as medical facilities on a daily basis, and is forwarded to social workers. When using this comprehensive information, social workers can begin drafting social intervention plans for individual children and youths. Probation officers are also able to access the database to plan sentence recommendations to the courts.
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Establish a network between all relevant bodies working with juveniles;</li> <li>• Establish an early intervention strategy for children/youth who break the law</li> <li>• Establish diversion programmes</li> <li>• Create a comprehensive city database related to juvenile crime</li> </ul>
<b>Evaluation</b>	There are multiple internal process evaluations each year and there is also an annual external process evaluation by the City Council and the Governmental Office
<b>Contact</b>	EUCPN@ibz.eu

## 'Go willi' – Crime prevention with violent prone young people in and around the Wilhelmsplatz in Göttingen, Germany

'Go Willi'	
Country of origin	Göttingen, Germany
Implementation year	2006
Target group	Youths in Wilhelmsplatz (for the basic preventive goals) and 12 and 21 years old offenders and delinquents (for the social-pedagogic intervention) who have made themselves conspicuous through excessive alcohol consumption and drug abuse, through delinquent and culpable behaviour, as ringleaders and agitators and through truancy and having no fixed abode.
Partners	The City of Göttingen, the prevention council, Jugendhilfe Göttingen e.V., Zoom e.V. and the police (Presence and intervention in critical situations; cooperation in the 'inner-city-youth-conference'; direct exchange of information with partners about latest developments.
Level of prevention	Primary prevention and tertiary prevention
Project description	<p>'Go Willi' endeavours to overcome the limitations that bind each public institution by forming an alliance between public institutions and NGOs. This alliance is defined as 'the network' and pools resources, creating high synergy effects.</p> <p>Network partners have agreed on three interwoven components for short-term intervention:</p> <ul style="list-style-type: none"> <li>• Police presence (particularly on weekends) and intervention, whenever necessary</li> <li>• Control through local authorities in cooperation with youth welfare services (e.g. enforcement of youth protection laws)</li> <li>• Social pedagogic work, focusing on (re-)offenders</li> </ul> <p>Middle- and long term changes at the Wilhelmsplatz have been developed with the town planning office in order to implement structural alterations which will support high-quality ambience and enhance safety.</p> <p>'Go Willi' is still working at public spaces at the whole inner city parts of Göttingen.</p>
Objectives	<ul style="list-style-type: none"> <li>• To accomplish the unlimited access to and use of public buildings and spaces by all citizens in Göttingen, free from fear. This involves acceptance of and respect for rules and standards of behaviour;</li> <li>• To prevent or diminish violent and aggressive behaviour amongst individuals or groups.</li> <li>• To protect children and youths.</li> </ul>
Evaluation	Zoom e.V. carried out an external evaluation of procedures and results. The final report was published in 2010.
Source	EUCPN database

## Intensive supervision and surveillance progme (ISSP), United Kingdom

The Intensive Supervision and Surveillance Programme (ISSP)	
<b>Country of origin</b>	United Kingdom
<b>Implementation year</b>	2001
<b>Target group</b>	Persistent and serious young offenders
<b>Partners</b>	YOT (Youth offending service) and police
<b>Level of prevention</b>	Tertiary prevention
<b>Project description</b>	The programme combines unprecedented levels of community-based surveillance with a comprehensive and sustained focus on tackling the factors that contribute to the young person's offending behaviour.
<b>Objectives</b>	<p>Reduce the rate of reoffending among programme participants by 5%;</p> <p>Tackle the underlying problems of the young offenders, with particular reference to their educational needs;</p> <p>Ensure rigorously and consistently supervision and surveillance and reassure the public and sentences of the credibility of ISSP.</p>
<b>Evaluation</b>	In 2004, a process evaluation was drafted by the University of Oxford in collaboration with the Youth Justice Board and in 2005, the University of Oxford conducted an outcome evaluation.
<b>Contact</b>	EUCPN@ibz.eu

## Youth inclusion programme (YIP), United Kingdom

Youth Inclusion Programme (YIP)	
<b>City, country of origin</b>	114 YIPs in the United Kingdom
<b>Implementation year</b>	2000
<b>Target group</b>	The 50 most at risk 13-16 year olds in high crime and high deprivation neighbourhoods across England and Wales
<b>Partners</b>	Police, Probation Services, social services, health, education, housing and the private sector
<b>Level of prevention</b>	Secondary prevention
<b>Project description</b>	They assess their needs and provide meaningful interventions addressing those risk factors. Involvement in the projects is voluntary. The programme is delivered locally by a combination of statutory and voluntary bodies who help to ensure that strong management arrangements are in place.
<b>Objectives</b>	No information available.
<b>Evaluation</b>	There was an external evaluation in 2003 that focussed on both process and outcomes.
<b>Contact</b>	EUCPN@ibz.eu and <a href="http://www.justice.gov.uk/">http://www.justice.gov.uk/</a>

## Map of conflict prevention actors, Spain

Map of conflict prevention actors	
<b>City, country of origin</b>	Barcelona, Spain
<b>Implementation year</b>	2007 – ongoing
<b>Target group</b>	Local crime phenomena
<b>Partners</b>	NGO's and public services
<b>Level of prevention</b>	Specific definition of prevention used in the project: anticipating actions and intervention that specifically aim to reduce or monitor positively social conflicts (explicit or latent) that may cause violence and generate insecurity and social reactions that focus on segregating particular groups within society.
<b>Project description</b>	<p>This project tries to involve all actors, public and private, that work in the city in areas connected to conflict prevention and promoting conviviality. There is a two-folded aim:</p> <ul style="list-style-type: none"> <li>a) To use all possible existent resources so as to be as effective as possible.</li> <li>b) To take into account the perspectives of the different actors working in the city in the process of designing public security policies. So, public policies become more comprehensive.</li> </ul> <p>Conclusions: 50% of actions aiming at conflict prevention are carried out by private actors (NGOs). Synergy between public and private actors is very beneficial; the participation of private actors in providing services to prevent insecurity and social conflicts is crucial.</p> <p>The proposed network aims at taking advantage of political and social energy and to articulate that synergy and build a permanent working area between public and private actors that allows:</p> <ul style="list-style-type: none"> <li>a) To share approaches and diagnostics about conflict and incivilities prevention in the city.</li> <li>b) To acknowledge, assess and use all knowledge and skills from the voluntary, non profit and communitarian sector in the areas of prevention and incivilities.</li> <li>c) To guarantee the complementariness and action synergy in these fields so as to facilitate the design and development of actions and projects.</li> <li>d) To involve city actors in an proactive police that aims to anticipate problems in order to be able to prevent violent incidents from happening. In short, to make the city able to manage public affairs, taking into consideration the importance of networking with all actors (public and private) under the leadership of the Town Hall.</li> </ul>
<b>Objectives</b>	<p>To have a database of the actions taking place in the city for any public or private operator, that:</p> <ul style="list-style-type: none"> <li>identify the public or private entities that manage actions</li> <li>are useful to the Prevention Services' Direction to develop conflict prevention actions and programs</li> <li>Allow the process of networking with public and private operators</li> </ul>
<b>Evaluation</b>	No information available
<b>Contact</b>	Josep Lahosa (jlahosa@bcn.cat)



## Colours of life, Lithuania

Colours of life	
Country of origin	Lithuania
Implementation year	2008
Target group	9-17 year olds at risk
Partners	Schools, student-volunteers, children home, Centre of Social Rehabilitation, the municipality child's rights' protection services, police-volunteers, public agency and Parish of St. Juozapas
Level of prevention	Secondary and tertiary prevention
Project description	<p>The NGO Kedainiai Police Centre was established in 2008, where policemen worked as volunteers who spare their time, knowledge and experience working in the organization. There were also student-volunteers that organized various activities and took part in sport activities ('peers-to-peers'-principle). The families of children were supported by helping them to integrate into the community, live active life and develop their parental skills. There were also constant relations with educational institutions of the children. Activities of the Centre are:</p> <ul style="list-style-type: none"> <li>• Individual and group consultations of the specialists</li> <li>• Individual and group educational activities</li> <li>• Lessons of social skills development</li> <li>• Socio-cultural activities</li> <li>• Sport activities</li> <li>• Activity of photography</li> <li>• Activity of students volunteers</li> <li>• Free services for family members</li> <li>• Material services for children</li> </ul>
Objectives	<p>To organize purposefully the prevention of risk group children and youth, who have made various violations of law, helping them to change positively and encourage their social integration, seeking to prevent factors of social risk and addictions.</p> <p>The goal of the project activities is to develop skills of children's and youths' prosocial communication and their responsible behaviour, connecting voluntary activity of various institutions and NGOs in the field of delinquency prevention.</p> <p>Goals:</p> <ul style="list-style-type: none"> <li>• Encourage the occupation of the target group, develop children's skills of interpersonal communication and responsibility for their actions and behaviour, create socially proper opportunities of their leisure and self-expression.</li> <li>• Help children, who are the victims of crime</li> <li>• Gather the group of students-volunteers, which could help to organize activities, motivate teenagers to learn, how to spend their leisure properly</li> <li>• Encourage the social partners and local community to solve the problems of children's and teenagers occupation more effectively and look for new forms of cooperation.</li> </ul> <p>This project encourages communication and cooperation between various institutions and organizations, which are responsible for the problems of children and youth. Implementing the project, we have been seeking to share our good practice, to find new and interesting forms of activity in that field, and to apply original methods and measures.</p>
Evaluation	No information available.
Source	www.eucpn.org

## A formalized cooperation between schools, social services and the police (the SSP-system), Denmark

SSP-System	
Country of origin	Denmark
Implementation year	No information available.
Target group	Main target group is 6-18 years old
Partners	Especially schools, social services and police, but also other organizations (e.g. clubs, housing estates, sport clubs)
Level of prevention	Primary, secondary and tertiary prevention
Project description	No information available.
Objectives	To prevent and reduce crime and related risk behavior among young people by working together as early as possible
Evaluation	There was an external evaluation by the Danish National Centre for Social Research, commissioned by the Ministry of Social Affairs. It was primarily a process evaluation, with an attempt to also measure outcome.
Contact	EUCPN@ibz.eu

## Integral approach of juvenile delinquency in the City of Genk, Belgium

Integral approach of juvenile delinquency in the City of Genk	
<b>City, country of origin</b>	City of Genk, Belgium
<b>Implementation year</b>	2007
<b>Target group</b>	On the one hand it targets children and youngsters between 8 and 21 years old with behavioural and/or emotional problems (externalising problem behaviour such as use of drugs, aggression, vandalism and absence from school, and internalising problem behaviour such as being bullied and being anxious). On the other hand, it targets youngsters with a general problem of behaviour, aggressive behaviour at school, truants and youngsters and adolescents that expose themselves to the use of drugs, alcohol or medication.
<b>Partners</b>	City of Genk, education (schools), non-profit organisations, local police, Ministry of Justice (Committee for Particular Youth Welfare Work and Juvenile Court), and preventive buffers as neighbourhood work, leisure time, street work, etc.
<b>Level of prevention</b>	Secondary and tertiary prevention
<b>Project description</b>	Actions in the project include: to execute individual pathways for children and youngsters with behavioural and emotional problems at school and home between 8 and 15 years old (including stabilising the school career, stimulating the active search for a meaningful leisure activity, developing social skills and breaking negative behaviour); develop and offer group pathways for youngsters with behavioural and emotional problems (during these group paths one works around social skills and hands-on learning); support of mediators in function of youngsters with behavioural and emotional problems (trainings); giving boxing trainings and trainings in aggression control; local police motivate conversations with youngsters, support and accompany problem youngsters and their home environment, execute specific surveillance in risk places, screen the background situation of reported potential offenders, signal juvenile offences in the form of a charge, break deviating behaviour and receive signals from the environment; interpret, mediate and inform in case of communication problems – due to language and/or cultural differences - in administrative and police matters concerning juvenile criminality; consultation, cooperation and harmony between the different actors. The police assure the surveillance of diverse places where nuisance occurs. When they see that offences are committed that can be put under the denominator 'juvenile criminality' the Committee for Particular Youth Welfare Work and the juvenile court are informed on this. An adviser of justice follows the youngster and his family. When the police find truants during their patrol, the school of these youngsters will be informed and possibly further actions will be taken. When the police detect criminal offences the school is not informed because of the duty of professional confidentiality.
<b>Objectives</b>	Objectives are 1. to stimulate the social readjustment of problem youngsters; 2. To dissuade potential offenders from offences; 3. To stimulate the social control; 4. To respond to the circumstances and environment that are conducive to crime; and 5. To stimulate an integrated and integral approach.
<b>Evaluation</b>	There is a continuously internal evaluation by the City of Genk and an annually external evaluation by the Ministry of Interior.
<b>Contact</b>	EUCPN@ibz.eu

## Youth inclusion and support panels (YISPs), United Kingdom

Youth Inclusion and Support Panels (YISPs)	
City, country of origin	220 YISPs in the United Kingdom
Implementation year	2003
Target group	8-13 year olds who are at high risk of offending and antisocial behavior before they enter the youth system and their families
Partners	Police, Probation Services, social services, health, education, voluntary organizations and housing.
Level of prevention	Secondary prevention
Project description	YISPs are multiagency planning groups that offer early intervention based on assessed risk and need. Parenting support in the form of contracts and programmes is offered as part of a range of tailored interventions. The panels use a matrix of risk and protective factors which may lead young people into, or protect them from crime. Next, they seek to prevent offending and antisocial behavior by offering voluntary support services and other complementary interventions for high risk children and their families. Involvement in YISPs is voluntary.
Objectives	YISPs aim to prevent anti-social behaviour and offending by those 8 to 13-year-olds, who are considered to be at high risk of offending and anti-social behaviour. YISPs have been designed to help the YJB achieve its corporate target of reducing the number of first-time entrants into the criminal justice system by 5% by 2008.
Evaluation	In 2007, a process evaluation of the project was drafted by the University of Newcastle.
Contact	EUCPN@ibz.eu and <a href="http://www.justice.gov.uk/">http://www.justice.gov.uk/</a>

## Latin gangs in Barcelona, an answer for social recovery, Spain

Latin gangs in Barcelona, an answer for social recovery	
<b>City, country of origin</b>	Barcelona, Spain
<b>Implementation year</b>	2004-2008. A new programme is currently being designed.
<b>Target group</b>	Youths gangs, youth at risk
<b>Partners</b>	Police, Probation Services, social services, health, education, voluntary organizations and housing.
<b>Level of prevention</b>	Primary and secondary prevention
<b>Project description</b>	<p>The phenomenon known as Latin Gangs in Spain is linked to a group of political realities and conflicts which have developed in America. During the last ten years migratory processes have moved this phenomenon into Europe, especially to the Spanish cities. The creation of these street groups in the USA, especially in Chicago in the 1940s, together with recent migrations resulting from armed conflicts in Central America, and from USA repatriation policies, define what we can define as a transnationalised phenomenon.</p> <p>Barcelona has developed an approach to this phenomenon based on: good knowledge of the issue in order to make decisions on public policy; anticipation and prevention before the problem grows larger; applying social solutions to social problems; participation, dialogue and negotiation, everything within the framework of democracy and under the rule of the law.</p> <p>On the basis of dialogue, negotiation and participation, Barcelona's City Council Prevention Services started a line of work in relation with youth street organisations made up of youths of Latin American origin (the so called Latin gangs). The process, not finished yet, includes different actions such as: research on Latin youth reality in Barcelona; seminar on Latin Youths and Urban Culture, where the research was presented, and important conclusions on Latin Kings and Nyetas were drawn; assessment for the constitution of associations (what they did in 2006 and 2007); monitoring the Latin King and Nyetas associations through a subsidy to Fedelatina (association of Latin-Americans in Catalonia); coordination with autonomic and local police, and other departments and agents related to the issue.</p> <p>Results: Dialogue spaces between the groups, functioning even in conflict situations; networking with other general organisations and entities; loss of fear to contact public institutions, which makes it easier for normalized services to intervene; awareness of the democratic functioning of public services and administration.</p> <p>The Latin Kings work regularly in Fedelatina for six years and have gone through different experiences of education and artistic creation. The Nietas have participated occasionally. Conflicts between these groups are fewer and lower than that in other places where zero tolerance policies are put into practise.</p>
<b>Objectives</b>	<p>Goals: Analysis of needs, early detection of conflicts, mediation and response to conflicts, promoting participation and association, improving the social coexistence.</p> <p>Actions: intervention on groups; socio- educational, psychosocial, and health promotion workshops or talks; education; organization of leisure, cultural, or sportive activities, legal and court assessment; detection in conflict intervention.</p>
<b>Evaluation</b>	No information
<b>Contact</b>	<a href="http://www.ub.edu/geocrit/-xcol/147.htm">http://www.ub.edu/geocrit/-xcol/147.htm</a> and Josep Lahosa (jlahosa@bcn.cat)

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