Freedom, Security and Justice

A REVIEW OF
GOOD PRACTICES
IN PREVENTING JUVENILE CRIME
IN THE EUROPEAN UNION

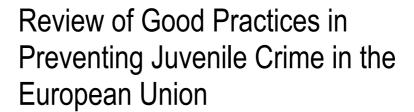This study was carried out on the initiative of the European Crime Prevention Network

Review of Good Practices in Preventing Juvenile Crime in the European Union

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Executive Summary

Introduction

The report provides information from a review of good practices in preventing juvenile crime in the European Union. It is based on a multi-lingual systematic literature review, visits to EU countries and conferences and a meeting of European experts. These activities took place between June 2005 and February 2006.

It provides, in appendices, an inventory of promising and effective European approaches and a glossary of useful terms in crime prevention.

Following earlier work in this field (FitzGerald, Stevens, & Hale, 2004), we use the public health approach to the prevention of juvenile crime. This involves work at three levels:
> 1. Primary prevention – universal approaches that aim to prevent crime before it occurs.
> 2. Secondary prevention – approaches that focus on those people who are at the highest risks of victimisation and perpetration of crime.
> 3. Tertiary prevention – approaches that focus on people who have already been victimised or criminal.

1. Global evidence

Most of the rigorous evaluations that have been done in this field are North American. Evidence from these evaluations is presented here in section 1. It suggests that there are promising approaches at primary, secondary and tertiary levels of the prevention of youth crime. These include:
- Developmental crime prevention.
- School safety initiatives.
- After-school activities.
- Situational crime prevention.
- Therapeutic interventions, including Multisystemic Therapy, Family Functional Therapy and Aggression Replacement Training (among others).
- Mentoring.
- Targeted policing of high risk youths and of areas where they are known to commit crimes.
- Restorative justice.

However, there are also measures which the existing evidence suggests are *not* effective in preventing juvenile crime. These include:
- Juvenile curfews.
- Scared straight programmes.
- Probation.
- Imprisonment.
- Boot camps.
- Trying juveniles in adult courts.

2. Juvenile crime in Europe

The available data suggests that juvenile crime has generally been stable since 2000, although there are serious shortcomings to this data. We also note from the available reports:

1. Polarisation of juvenile crime: An apparent trend, in some countries, for an increase in the number of young people who do not commit crimes, with a shrinking group of juveniles who are multiple offences.

2. A levelling off of juvenile crime rates since the 1980s: Many researchers have pointed to the rapid rise of youth crime up to the 1990s. However, recent research shows a levelling off of this trend during the 1980's /1990's depending upon the country concerned.

3. Male versus female offending rates: Young males continue to commit far more offences than females. However, some countries observe an increasing number of females involved in crimes and a stable or reducing level of crime amongst young males.

4. The nature of youth crime is changing: It appears that there has been an increase in violent crimes and a reduction in property offences across many EU countries over the last 15-20 years.

For this report, we have used Junger-Tas' (2004) classification of youth justice systems into three models:

1. 'Justice' orientated: e.g. English speaking countries (except Scotland) and Netherlands.

2. 'Welfare' orientated: e.g. German, France, East Europe, Belgium

3. 'Just desserts': Scandinavia and Scotland

We compare these models to Esping-Anderson's (1990) classification of welfare systems and note the increasing pressure on European juvenile justice systems to use elements of the 'justice' orientated model of juvenile justice, which has accompanied moves to liberalise welfare systems.

3. Prevention of Juvenile Crime in Europe

We note significant differences in approach between European countries, which have different emphases on prevention or punishment, and different structures in place for anticipating and responding to problems of juvenile crime.

In section 3.2, we provide information on promising European examples of juvenile crime prevention at the three levels of the public health approach. These include:

- Primary.
  - Parenting programmes.
  - Pre-school programmes.
  - Daycare programmes.
  - Skills training.
  - Peer programmes.
  - School programmes.
  - Community programmes.
  - Situational crime prevention.

- Secondary.
  - Family-focused therapies

- o Mentoring
- o Therapeutic foster care
- Tertiary.
  - o Cooperation between police and social services.
  - o Intensive supervision and surveillance.
  - o Intermediate treatment.
  - o Restorative justice.
  - o Victim support.

Recommendations for countries

We refer to many existing guidelines for good practice with specific types of crime prevention in this report. Some recommendations are commonly made by research in this field, including.

a) The need for thorough analysis of the situation in planning responses.

b) Acknowledge the heterogeneity of the juvenile population in planning interventions

c) Potential partners and stakeholders should be identified and involved early in the development of plans.

d) Use methods that have a sound theoretical and empirical basis.

e) Use a combination of methods. Multi-modal programmes tend to work better than programmes which use only one type of service.

f) Target interventions on criminogenic need.

g) Focusing only on the individual level of need is unlikely to lead to sustained reductions in crime, as juvenile offenders quickly grow up and are replaced by a new generation.

h) Use programmes which are adequately adapted to the age and stage of adolescent development of the participants.

i) Recognise that punishment by the criminal justice system is not beneficial for the juvenile, or for their prospects of avoiding future offending.

j) Avoid measures which bring delinquent youths together in the absence of pro-social peers and purposeful activity.

k) Consider those who have to implement their programme, their workload and their autonomy.

l) Provide ongoing training for these key workers.

m) Recruit and retain workers who have the professional skills and personal qualities to engage young people and to help them reach their goals.

n) Adapt effective programmes which have been developed elsewhere to the cultural and local context.

o) Be aware that tensions in the implementation process are likely if there is little co-operation with the workers in the field.

p) Boost programme integrity through the use of programme manuals and supportive professional supervision.

q) Avoid short-term initiatives that are implemented for purely political reasons.

r) Keep juveniles out of adult prisons.

s) Develop the use of diversion, therapeutic alternatives to imprisonment and restorative justice.

t) Win the support of national, regional and local government, for example, by providing figures on the cost-effectiveness of primary and secondary prevention compared to tertiary intervention.

u) Evaluate programmes in order to manage them better and to build the evidence base of effective practice.

Recommendations for Europe

1. In Europe, rigorous evaluation of juvenile crime prevention is still rare. This is one area where the European Union could invest funds, and encourage the investment of national budgets.

2. European level cooperation could also lead to the improvement in validity and comparability of statistics on juvenile crime.

3. Encourage cooperation between European nations on the transfer and adaptation of promising and effective methods.

4. Encourage economic and social means for the integration of young migrants and other socially excluded youth.

5. Create a European database of promising or effective juvenile crime prevention methods, which is available in one internet location and in as many of the EU languages as possible.

6. Achievement of the Lisbon agenda for the European Union, and especially the goal of "greater social cohesion", would contribute to the reduction of risk factors and the strengthening of protective factors for juvenile crime.

Introduction

The aim of this review is to identify good practice and the important and innovative features of national and local policies in preventing juvenile crime in Europe. Our scope was to examine the prevention of crime by young people (under 18, with information on initiatives with under 25 year-olds where relevant) in the 25 countries of the European Union.

In order to study the prevention of juvenile crime in Europe, we used the following methods:
1. Systematic literature review.
2. Country visits to find more information on good practice.
3. Convening an expert group to identify, discuss and describe good practice.

For the systematic review, we developed a list of search terms and then ran them through bibliographic databases and Google. This generated a list of over 400 references from which we selected the documents that were relevant to the prevention of juvenile crime in Europe. These documents were read and annotated. They form the basis of the knowledge presented below.

We knew that there would be much useful information that was not available through bibliographic databases or internet searches. So we visited experts in six countries: Czech Republic, Germany, France, Netherlands, Finland and the UK (including England and Scotland). These visits proved very useful in gathering unpublished information.

We also convened an expert meeting in London in December 2005. There were 13 experts from 5 countries: Spain, Portugal, Germany, Netherlands, United Kingdom (including Scotland and Northern Ireland). They discussed information that was emerging from our research and contributed additional information.

We also attended five conferences to gather additional information:
- Conference of the British Society of Criminology, Leeds, July 2005.
- Conference of the European Society of Criminology, Krakow, August 2005.
- European Forum for Victim-Offender Mediation and Restorative Justice, Final AGIS Seminar, Sofia, September/October 2005.
- (Quasi-)Experimental Evaluations and Dutch Society: Trends and developments in criminal justice and prevention policies, social integration and education. Conferencce hosted by the Dutch Ministry of Justice, WODC, The Hague, November 2005.
- EUCPN Best Practice Conference, London, December 2005.

This report presents our findings in four sections
- Global evidence on the prevention of juvenile crime
- European evidence on trends in juvenile crime and responses to it.
- European evidence on initiatives to prevent juvenile crime
- Conclusions.

We also provide, in Appendices, an Inventory of promising and effective initiatives in preventing juvenile crime and a glossary of crime prevention terms in English, German, French and Spanish.

1. Global evidence on the prevention of juvenile crime

We found that there was little rigorous empirical evidence on the prevention of juvenile crime from European countries. The majority of rigorous evaluations that have been carried out in this field have been done in North America. We therefore include a section summarising the findings of this research before we move on to examine the European situation. We focus on reports published in the last four years, which can give a better idea of the state of the art than older reviews.

Our other research in this field (Fitzgerald, Stevens, & Hale, 2004; Stevens, Kessler, & Steinack, 2006) explained the benefits of the public health model to the prevention of youth violence that has been advocated by the World Health Organisation (2002) and the US Surgeon General (Satcher, 2001). This model is also applicable to the prevention of juvenile crime. It was developed from an original model of general crime prevention (Brantingham & Faust, 1976). It enables a comprehensive approach to juvenile crime prevention, incorporating three levels:

Primary prevention – universal approaches that aim to prevent crime before it occurs.

Secondary prevention – approaches that focus on those people who are at the highest risks of victimisation and perpetration of crime.

Tertiary prevention – approaches that focus on people who have already been victimised or criminal.

Global evidence on juvenile crime prevention will be presented here in accordance with these three levels.

Primary prevention

Initiatives for the primary prevention of juvenile crime include:
- Provision of support to young children and families (otherwise known as developmental crime prevention).
- Programmes that target children at school to deter and divert them from crime.
- Curfews which aim to restrict criminal opportunities by keeping children off the streets at certain times and places.
- Situational crime prevention methods, including increased surveillance and design for crime prevention.

Developmental crime prevention

This approach focuses on the reduction of risk factors for crime and the strengthening of protective factors.

Risk factors for juvenile crime are generally considered to include:
- Being male
- Association with delinquent peers
- Low family socio-economic status
- Parents with offending and anti-social behaviour
- Aggression
- Impulsivity
- Harsh and inconsistent parenting
- Poor parent-child relationships
- abuse
- Low IQ
- Early victimisation (physical, sexual and other abuse)
- Problem behaviour in early years
- Weak attachment to school
- Low educational achievement
- Poor health
- Substance

Conversely, protective factors are thought to include:

- Strong bonds to parents and teachers.
- Pro-social peers
- Consistent parental support and supervision
- Parents and other adults who provide pro-social role models
- Strong educational attainment
- Social skills

Many of these factors can be influenced by providing support to the early development of children and adolescents. Methods for the provision of such support include:

- Prenatal care
- Home visits to parents of young children.
- Parenting training
- Provision of good quality childcare
- Additional educational support
- Programmes to involve parents in their childrens' education

Several programmes have now been evaluated in North America. Homel (2005) reviews five such programmes: the Elmira Prenatal/Early Infancy Project, the Syracuse Family Development Research Project, the Perry Preschool Program, the Montreal Prevention Project and the Seattle Social Development Project[1]. Four of these projects have demonstrated benefits that outweigh their costs, with much of the benefit coming from reductions in victimisation costs by reducing the criminal activities of the children who participated. He notes that the provision of support to children before they reach the age of 5 seems important in producing good outcomes. This is emphasised by the evaluator of the Montreal project, who has noted that it is harder to learn non-violent means of communication after this age (Tremblay, 2004).

Earlier research has found less encouraging results from studies of early parent training and home visiting (Bernazzani, Côté, & Tremblay, 2001). It may be that less well-designed programmes produce no or moderate effects. And effects that are produced may take years to show up. For example, the difference between children who did or did not participate in the US Head Start programmes was not discernible until they reached their late teens (M. Little, 1999).

Early intervention in children's lives raises other issues than its effect on crime. France and Utting (2005) note some of the potential problems as including:

- The risk of stigmatising and labeling the families and children who are involved. This is especially a danger if the programme is overtly targeted at those considered at risk of becoming offenders.
- Increased governmental intervention in family life could be seen as part of an anti-libertarian attempt to monitor and control the families who have the least to gain from neo-liberal economic change.
- The political context, which can affect the implementation of programmes. For example, changes may be pushed by politicians even if they are unwarranted by the evidence. And conflict within the local partnerships which deliver early intervention may hamper effective implementation.
- Continued uncertainty as to which risk factors are the most important to target, and which elements of support programmes are the most influential.

While risk and protective factors are consistently found by longitudinal studies of child and adolescent development, the ability to predict who will become an offender is still very weak. For this reason, at least, care should be taken to avoid labelling participants in developmental programmes and to ensure that participation is on the basis of freely given consent.

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[1] Only the Seattle project was fully primary in its approach, in that it was provided to the general population. The others were targeted on children and families who were considered to be at risk of developing criminal careers, and so cross over with the secondary level of prevention.

School-based programmes

School-based programmes can reach the vast majority of young people and can influence the level of offending that occurs both inside and outside schools.

Avi Astor and colleagues (2005) have provided a useful list of programmes that are promising in preventing violence on school premises. They summarise the existing North American research by suggesting that school safety programmes should:

- Raise awareness and responsibility of the pupils, parents and teachers.
- Include clear rules for the whole school.
- Incorporate a process to be followed before, during and after violent events.
- Get all parties (pupils, parents, staff) involved.
- Fit in with the flow and mission of the school.
- Use existing teachers, staff and parents.
- Increase monitoring and supervision outside classrooms.

Schools also have a role in preventing juvenile crime that happens outside their premises (but often during school hours or just after) by reducing educational risk factors (as listed above), but also by offering opportunities for extra-curricular activities. A study of 695 school pupils in California, who were followed up to age 24, suggested that those who participated in extra-curricular activities were less likely to offend, both before and after the school leaving age. But this effect depended on whether the pupil's social network also participated in extra-curricular activities, and on these activities providing structured activities which develop skills and attachment to conventional values (Mahoney, 2000).

A later study of after-school programmes in Maryland concluded its summary of previous research that "[o]verall, the existing research on after-school programmes is too sparse and methodologically weak to provide definitive evidence of effects". Its own evaluation of a range of programmes (including academic assistance, social skills training and recreational activities) suggested that these activities did reduce offending amongst older pupils (middle school), but not younger ones (elementary school). Activities which emphasised social skills and character development were more likely to be effective (Gottfredson, Gerstenblith, Soule, Womer, & Lu, 2004).

Curfews

The imposition of curfews that ban children from certain locations at certain times has become increasingly widespread in the USA. Most US cities operate some form of juvenile curfew, and most of them believe they are effective (Bannister, Carter, & Schafer, 2001). These curfews are usually intended to keep all people under a certain age off the streets at night in order to reduce their opportunities to get involved in crime and anti-social behaviour.

Despite their apparent popularity, evidence on their effect is weak, to say the least. Adams (2003) reviewed 10 quasi-experimental studies of juvenile curfews, and found that the majority showed no significant effect in reducing crime. Of those that did show effects, these were evenly split between increases and reductions in crime. Adams concludes that curfews' effects do not justify the money spent on them and that they are often implemented in discriminatory fashion. The young people who are caught in the enforcement of curfew orders tend to be socially excluded and vulnerable. Adams notes that as many as one third of curfew violators had to be sheltered for the night as no parent or guardian was available to pick them up, and that curfew violations needlessly add to the criminal records and labeling of these young people. His criticisms echo earlier concerns about the effectiveness and human rights implications of juvenile curfews (Fried, 2001).

Wacquant (1999) used juvenile curfews as an example of how a measure which has no effect, other than restricting liberty and producing crime, and no justification, other than press relations, can spread between countries. The measure, which "echoue partout, se trouve de fait validée par le fait même de sa diffusion"[2].

Situational crime prevention

This approach has been given increasing attention in recent years. It is based on criminological theories, such as routine activity theory (Cohen & Felson, 1979), which suggest that crime occurs when motivated offenders coincide with suitable targets in the absence of capable guardians. The situational crime prevention approach tends to focus on reducing the suitability of targets and on increasing the level of surveillance. This includes approaches such as closed circuit television (CCTV) and crime prevention through product and environmental design. These approaches are not normally targeted on particular ages of offender but aim to reduce the possibilities for any crime to occur in the areas or against the people and objects covered.

CCTV remains a controversial approach in many countries. A meta-analysis of British and American studies found that it did have a significant impact in reducing crime. Reductions were more likely for CCTV in car parks than residential settings, had a greater impact on property crime than violent crime, was more effective when combined with improved street lighting and tended to show better results in British than American research (Welsh & Farrington, 2004). More recent British research demonstrates that CCTV does not always reduce crime (Rutter, Giller, & Hagell, 1998). Other countries have been slower to extend the use of CCTV. It has been suggested that these countries are less risk averse and more concerned with the civil liberties issues raised by CCTV (Tonry, 2004)

The design of products can influence their likelihood of inspiring a crime. A product can become a target of crime (especially if portable and desirable), may be targeted as an enclosure (e.g. a container or retail package), or may be misused by offenders who use it as a resource for crime (Ekblom, 2005). Improved design can lead to target hardening, such as simple improvement of locks on doors, windows, cars, bicycles, etc. It can also incorporate crime preventive features into the design of objects, for example by making it hard for persons who are not the owner of the product (such as a mobile phone) to use it.

The environmental design approach to crime prevention can include elements of Newman's (1972) concept of defensible space. He recommended that casual access to buildings should be limited. Natural surveillance should be optimised by making sure that public spaces are overlooked and by eliminating blind corners and hiding places. Boundaries of blocks and dwellings should be clearly defined and secured. These changes to the physical environment may not be enough to reduce crime, as found in some American research which found that success depends on the interaction of the physical and the social environment. Without the necessary social cohesion, the feelings of territoriality and mutual support which defensible space designers aim to create may not come about. This research on examples of crime prevention through environmental design found that crime was reduced, and that this came from physical redesign, changes in the management of public and private housing, expanding community policing and strengthening the role of residents in the management of their community (Feins, Epstein, & Widom, 1997).

The big debate on situational crime prevention in the 1990s surrounded whether it produced apparent reductions in crime by displacing offending to other areas or targets. But there is now increasing evidence that such displacement effects are not usually enough to outweigh net reductions in crime, and that reductions in crime are, on the contrary, often diffused beyond the targeted areas (Pease, 2002). So the debate is moving on to examine the role of such measures in a balanced approach to

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[2] "fails everywhere, finds itself validated by the very fact of its diffusion" (authors' translation).

crime prevention. Shaftoe and Read (2005), for example, have recently argued that "[w]e have, in the past, concentrated too much on environmental and physical security at the expense of other social and developmental issues that are impervious to design remedies." They also note that some crimes are not amenable to influence by design or public surveillance, such as domestic violence, child abuse, fraud and white-collar crime. These are crimes that tend to be done by adults. Situational crime prevention may have the unintended effect of reinforcing the focus on the crimes of the young at the expense of a more balanced picture of crime in general.

Secondary prevention

Initiatives for the secondary prevention of juvenile crime may include some elements that have been listed above, but applied to groups of young people who are considered to be at elevated risk of involvement in crime.

It also may include:
- "Scared straight" programmes.
- Therapeutic interventions for children who are displaying signs of aggression, anti-social behaviour and/or substance abuse.
- Mentoring.
- Targeted policing of youths and of areas where they are known to commit crimes.

Scared straight programmes

These programmes aim to deter juveniles from crime by taking them into prisons, where they meet convicted offenders who are often encouraged to provide their life story in order to show the consequences of continued delinquency. They have become very popular in the USA, perhaps because they offer an attractive combination of seeming tough, while being cheap and providing a means for convicted offenders to acknowledge the error of their ways. Unfortunately, they do not work.

A meta-analysis of 9 randomised studies of scared straight and similar programmes was funded by the Campbell collaboration. It showed that, on average, these programmes were more harmful than doing nothing. Overall, they lead to increased rates of delinquency and arrest among participants (Petrosino, Turpin Petrosino, & Buehler, 2003). Such a strong finding on a method having a *negative* effect on juvenile offending is very rare in this field (in which no effect, or moderate positive effects are more common).

Several other researchers have noted the negative effects of scared straight programmes (e.g. Aos, 2003; Baas, 2005). However, this evidence has not put an end to the programmes. Petrosino *et al* refer to one Californian programme which showed a negative effect on the young people exposed to it. The response was to end the evaluation, not the programme.

Therapeutic interventions for children "at risk"

Kerns and Prinz (2002) provide a useful list of 41 programmes that have been evaluated for use with children who display aggression. These can be targeted at the individual, like some of the early intervention programmes listed above, at the family, such as Fast Track, Functional Family Therapy, Multisystemic Therapy, or the Triple P- Positive Parenting Program, or at larger community or school settings, such as Peacebuilders and Second Step.

In reading the literature on juvenile crime prevention, some programmes are listed repeatedly as offering good prospects for crime prevention. Perhaps the most frequently cited example is Multisystemic Therapy (Henggeler & Borduin, 1990), which has been called "the outstanding candidate for efficacious intervention in the adolescent age group" (Bor, 2004). This method is intended for use

with adolescents (aged 12-17) who are involved in delinquency, substance misuse or violence. It operates through small teams of well-trained and supported practitioners. Its features include:

- A focus on the present, on specific problems, and on action to resolve these problems.
- Clear treatment plans and expectations of behaviour.
- Daily or weekly effort, with regular review.
- Daily contact with therapists.
- Therapists have low caseloads and are available day and night, 7 days a week.
- Usually limited to 3-5 months.

It was included, with, Family Functional Therapy, Aggression Replacement Training, in a list of the most cost-effective crime prevention interventions (Aos, 2003). However, the title of a programme cannot guarantee its effect. Difficulties in implementation can destroy the prospects of even the best tested interventions. Kerns and Prinz (2002) provide several recommendations for the effective implementation of interventions. These include:

- Programmes should avoid stigmatising participants. This can be done, for example, by issuing general invitations to participate, then focusing recruitment efforts on risk groups, rather than publicly targeting these groups.
- Programmes should recognise the effect of environment and address poverty and "other factors of adversity".
- Recruitment and retention of the targeted participants can be improved by:
  - o recruiting people at the places where they usually are, in the languages they understand.
  - o enabling young people to build positive, stable relationships with caring and committed adults.
  - o enabling parents who may be illiterate to provide informed consent without having to admit that they cannot read.
  - o employing culturally competent staff who reflect the ethnic mix of target population
- Programmes should be matched to the developmental stage of targeted children (this can be helped by involving them in setting goals and choosing methods).
- Avoid applying programmes that were designed for older children to younger children without adaptation.
- Ensure programme integrity, which can be done by thorough use of manuals (with a focus on overcoming practitioner resistance)
- Recruit and retain high quality staff by:
  - o providing training and supervision.
  - o offering a finders fee to existing staff and volunteers.
  - o providing administrative support.
  - o good coordination between staff.

Mentoring

Mentoring involves the creation of relationships between young people who are at risk of offending and pro-social peers or older volunteers. Rhodes (2002) identifies three processes by which mentoring is supposed to help the young person:

- Enhancing the social-emotional development of the youth.

- Providing a role model and advocate for the youth.
- Improving the youth's cognitive development through dialogue and listening.

When these processes converge, she argues, improvements can be produced in the young person's academic performance, risk behaviour and psychosocial development.

Early US research on mentoring was encouraging, with the Big Brothers/Big Sisters project being a high profile example which seemed to show reductions in delinquency, substance misuse and crime amongst young people who were mentored (Tierney, Baldwin, & Resch, 1995). More recent meta-

analysis has questioned the effectiveness of mentoring (DuBois, Holloway, Valentine, & Cooper, 2002; Roberts, Liabo, Lucas, DuBois, & Sheldon, 2004), including the claims made for Big Bothers/Big Sisters, and also suggested that poorly implemented schemes may be harmful for their participants.

The reviewed studies suggest that mentoring can be effective with young people from disadvantaged backgrounds, when good relationships are built between mentors and young people and when elements of theoretically and empirically grounded good practice are followed. Some of these elements are listed in a "tool kit" from the US National Mentoring Partnership (Mentor, 2005). They include:
- Providing training for mentors.
- Matching young people with appropriate mentors.
- Providing activities for young people and mentors to take part in together.
- Monitoring and supervising progress of the mentoring relationship.
- Scheduling regular contact between mentor and young person.
- Planning for the end of the mentoring relationship.

Targeted policing

This approach can include hot-spots policing, or the so-called "pulling levers" strategy. It is based on the general approach of problem-oriented policing (Goldstein, 1979), which requires that policing should be focused on clearly defined problems, and not by existing organisational structures[3].

American innovations in this area include the use of CompStat and other geographical information systems that incorporate sophisticated databases of times, types and locations of crimes to assist analysis of problems and, in the case of CompStat, to hold local police managers to account for their responses. The crime maps which such databases produce demonstrate the clustering of crimes in certain times and places and so encourage the concentration of police resources on these clusters. A recent meta-analysis of 5 randomised controlled trials of such hot-spot policing found mean positive effect sizes in reducing calls to the police in targeted areas, with no evidence of displacement to other areas (Braga, 2005). However, there are still unresolved concerns about the effect that flooding an area with Police Officers may have on community relations.

Another response to the identification of specific problems has been to target the individuals who are considered to be the most influential in producing crime. An example of this pulling levers (or focused deterrence) approach is Operation Ceasefire in Boston, USA. The police and municipal authorities identified members of youth gangs in Boston as being at the core of increased rates of youth homicides (Braga, Kennedy, Waring, & Piehl, 2001). These people were targeted with high profile arrest, warnings and supervision in order to make it clear that they were not free to continue shooting their peers. Gangs which were considered as especially violent were particularly targeted in order to spread this message. The apparent result was a dramatic fall in youth murders. Unfortunately, the partnership behind Operation Ceasefire could not sustain its approach, and murders in Boston have since increased.

Tertiary prevention

Prevention efforts that are targeted at young people who have already become involved in crime include many of the therapeutic programmes listed above, and also:
- "Zero tolerance" policing.
- Probation.
- Imprisonment.
- Boot camps.
- Trying juveniles in adult courts.
- Restorative justice.

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[3] See www.popcenter.org for current information on problem-oriented policing in the USA and elsewhere.

None of these have shown as much promise as therapeutic programmes, such as Multisystemic Therapy, Family Functional Therapy and Aggression Replacement Training in preventing recidivism amongst young people. Another problem with tertiary prevention is that it is inevitably focused on those young people who have been caught. These people are a small minority of offenders. They may include some of the most active offenders in this age group, although there is some suggestion in the literature that it is the most visible, rather than the most prolific offenders, who are caught up in the criminal justice system (Chambliss, 1973). Generally, the criminal justice system only deals with a minority of juvenile offenders and evidence on recidivism in juvenile justice suggests that its ability to prevent future offending is not strong.

Tertiary prevention should also aim to prevent victimisation among those young people who have already been attacked, abused or stolen from. However, "little or no efforts to prevent repeat victimization have been evaluated for most types of crime" (the exception being residential burglary) (Farrell, 2001). This is an area of urgent need for innovation and research. Young people are often the victims of repeated crimes, and those who are victimised repeatedly are more likely to go on to become offenders (Smith, 2004).

Zero tolerance policing

"Zero tolerance" is a slogan that has entered Europe, via the United Kingdom, from the USA (Wacquant, 1999). It has been credited with working crime prevention miracles, such as the dramatic fall in murders in New York in the 1990s. It follows Wilson and Kelling's (1982) "broken windows" thesis in aiming to act forcefully against even minor crimes, as it is expected that tolerance of these crimes leads to more emboldened and numerous offenders moving on to more frequent and serious offences.

The problem is that criminal behaviour is so widespread that detecting and enforcing the law on every single offence would overwhelm the resources of the police. This is why zero tolerance has rarely been more than a slogan. Even the man often seen as its most successful practitioner, William Bratton (New York's former Police Commissioner), has said that his approach was not zero tolerance, that police work requires discretion and that the reduction of incivility requires social change (Young, 1999).

Other problems noted by Young and by Wacquant (1999), among others, include the problematic evidence base for zero tolerance and its deleterious effects on relations between the police and the people who live in the communities where they work. American cities which were not supposed to be using zero tolerance also saw impressive falls in violence at the same time as New York. And the reduction in New York preceded the supposed introduction of zero tolerance, and may well be due to other factors than the style of policing (Bowling, 1999). Complaints against the police and payouts to victims of police brutality also increased during Bratton's time as Commissioner.

Probation

It has been known since at least 1992 that American research suggests that usual probation supervision for juvenile offenders is no better than providing no intervention in reducing recidivism rates (Lipsey, 1992). Various efforts have been taken to reduce probation caseloads, or to intensify probation efforts. But at least two randomised trials of such intensive supervision have found no reductions in recidivism, despite increased costs associated with higher staff numbers, drug testing and increased use of imprisonment for technical violations (Petersilia & Turner, 1993). However, probation can be successful when combined with the therapeutic programmes listed above.

Imprisonment of juvenile offenders

Lipsey's (1992) meta-analysis also suggested that imprisonment of juvenile offenders is less likely to prevent recidivism than community-based programmes. But the USA continues to imprison juveniles at a much higher rate that the countries of the European Union. On one day in 2003, there were over 82,000 children incarcerated in the USA. (Sickmund, Sladky, & Kang, 2005). The rate at which the USA imprisons children is about 5 times greater than England and Wales, which imprisons more children than any other EU member state.

Even if, on crime prevention grounds, treatment in the community is generally preferable to imprisonment, there will be some cases where the risk to the public is so great that custody is necessary. In these cases, therapeutic treatment, including the use of cognitive behavioural techniques and social skills training, and the use of smaller residential units rather than large institutions containing hundreds of juvenile offenders are likely to reduce the likelihood of reoffending (Aos, 2003; Lipsey, 1992).

Boot camps

One of the many possible reasons why imprisonment does not prevent juvenile reoffending is that it breaches one of the principles of successful intervention - it concentrates delinquent youths rather than exposing them to pro-social peer influence.

This problem may also explain the lack of effectiveness of boot camps. These are specially structured residential institutions that operate along military lines. The young (usually) men sent to boot camps are expected to follow an intense regime of discipline, drill and exercise. Boot camps have been claimed to respond to the lack of structure, discipline and self-esteem in juvenile offenders. But, even if they do provide these elements, these do not seem to fit with the criminogenic needs of these young people.

The track record of boot camps in reducing recidivism is poor. Juvenile boot camps were one of the few methods (alongside scared straight programmes) to have negative effects on average in Aos' (2003) review of criminal justice and prevention programmes. Kerns and Prinz (2002) suggests another reason for these negative findings, which is that boot camps fail to provide a context from which youth can transfer any positive changes

Trying adults in juvenile courts

The US juvenile justice system has always included the possibility that young offenders could be tried in adult courts, but it is only in more recent years that this has been applied to large numbers of young people. These young people risk facing more severe sentences, including longer terms of imprisonment, than if they had been tried by the juvenile court. Available evidence suggests that these transfers do not lead to the intended deterrent effect and may even increase recidivism by juvenile offenders (Bishop, 2000; Myers, 2003). They do expose juveniles to harsher sentences in adult institutions and often deny them the opportunity to take part in therapeutic programmes that are appropriate for their age.

Restorative justice

The restorative approach to juvenile offenders has spread from New Zealand, where family group conferencing became a key element of the juvenile justice system in 1989. Now many other countries operate restorative justice schemes for young offenders, including the USA (e.g. Sturges, 2001). Satisfaction of the participants in restorative justice (both victims and offenders) tends to be high. A more debatable question is whether restorative justice leads to reduced re-offending. A review of 46 international studies of restorative justice found that there were, on average, small but significant

reductions in recidivism from restorative justice compared to usual probation. But these reductions were smaller among juvenile offenders than adults (Bonta, Wallace-Capretta, Rooney, & McAnoy, 2002).

More recent evaluations of two programmes in New Zealand has found high levels of victim satisfaction with the process, but no difference in recidivism between offenders who went through the restorative justice programme and a matched comparison group who did not (Paulin, Kingi, Huirama, & Lash, 2005; Paulin, Kingi, & Lash, 2005). Even when restorative justice does not prevent reoffending, it offers benefits by costing less than custodial sentences and producing higher satisfaction amongst crime victims.

Conclusion

Evidence from outside Europe (predominantly the USA) suggests that there are promising approaches at primary, secondary and tertiary levels of the prevention of youth crime. These include:
- Developmental crime prevention.
- School safety initiatives.
- After-school activities.
- Situational crime prevention.
- Therapeutic interventions, including Multisystemic Therapy, Family Functional Therapy and Aggression Replacement Training (among others).
- Mentoring.
- Targeted policing of high risk youths and of areas where they are known to commit crimes.
- Restorative justice.

However, there are also measures which the existing evidence suggests are not effective in preventing juvenile crime. These include:
- Juvenile curfews.
- Scared straight programmes.
- Probation.
- Imprisonment.
- Boot camps.
- Trying juveniles in adult courts.

2. Juvenile crime in Europe – trends and responses

Patterns of juvenile crime in Europe

Comparisons between countries that are based on their individual juvenile crime statistics require caution since these statistics are produced differently in different countries. Criminal statistics do not provide a simple reflection of the level of crime in a given country. They are influenced by juridical and statistical factors, and by the extent to which crime is reported and registered. These factors can vary from one country to another. Since there are no international standards on how crime statistics should be produced and presented and this makes international comparisons difficult.

Statistics and trends in youth crime across Europe

Taking into account the difficulties of comparing juvenile crime statistics across EU countries, it is possible to use a combination of existing data on crime across Europe to give at least an idea of current trends in these data sources.

Recent trends in official statistics

Police statistics from a variety of different counties point to differing trends in overall juvenile crime rates. Data from the European Sourcebook on police-recorded crime suggest that there was a general increase in assault and robbery during the 1990s. The former communist member states saw big increases in all recorded crime in the early 1990's which tended to stabilise later in the decade. Theft and burglary fell in the EU15 during the 1990s.

The European Sourcebook (see Council of Europe, 2003) only contains data up to 2000. The table below outlines the current trend for the EU countries for which reports are available (post 2000 data).

In countries such as France and Spain, the availability of official and self-reported data regarding juvenile delinquency is still limited, although recently, efforts have been undertaken such as by the National Observatory of Delinquency in France[4].

From the table, for the countries where post 2000 data exists, it can be seen that the majority (15 countries) indicate that there has been no significant movement in juvenile crime from the year 2000. A total of 6 countries indicate that overall juvenile crime rates have fallen post 2000. Only Ireland reports a rise in juvenile crime from 2000-04.

The statistical trends observed above are also backed up by researchers (e.g. Junger-Tas, 2004), who states that "for most European countries, juvenile crime appears to have been pretty stable over the last decade".

In some countries, rises in violent crime were measured in official statistics in the 1990s (e.g. France: Mucchielli, 2004; Slovenia: Mesko and Bucar-Rucman, 2005), but this was not supported by victimisation or self-reported data. And the main forms of crime committed by young offenders are property offences, mostly ordinary theft.

East-West discrepancies in Europe occur less with regard to the extent and quality of youth delinquency, but become apparent with the response to youth crime. While in the West, the large number of suspects is considerably reduced during later stages of selection to a much smaller number (sentenced and/or imprisoned) (the 'funnel system'), in the East, a smaller number of suspected offenders enters the

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[4] www.inhes.interieur.gouv.fr

selection process, but tends to remain in it and to get sentenced (the 'cylinder model') (Neubacher, 1999).

Recent trends in self reported data

Generally, the trend regarding juvenile crime throughout Europe has remained more or less stable within the last 5 years. Property crime (NL, UK) or alcohol and drug misuse are even decreasing, which is confirmed by self-reported data (e.g. Balvig, 1999; J. Kivivuori & Salmi, 2005). This change might be related to a more future-oriented attitude of young people (Baldvig, 1999) and their changed leisure-activities, which become more and more in-door, multi-media- and less "street"-oriented (J. Kivivuori, 2005).

In their report Kivivouri and Salmi, (2005), using data from the Finnish Self-Reported Delinquency Survey from 1995 to 2004 found that property offences fell, that there was no consistent trend in violent crime and there was evidence of increased conformity by young people (i.e. less young people committing crimes). The British Crime Survey (BCS) is an annual survey in a representative sample of English and Welsh households which looks at peoples' experiences of crime victimisation. The most recent survey (2004/05) shows that "since peaking in 1995, BCS crime has fallen by 44%, representing 8.5 million fewer crimes, with vehicle crime and burglary falling by over a half and violent crime falling by 43% during this period" . Crime is now at its lowest recorded level since the BCS began in 1981. However, when it comes to people's perceptions of the level of crime there remains a high percentage who believe that crime has got worse both in their local area (42%) and in the country as a whole (61%) (Nicholas, Povey, Walker, & Kershaw, 2005).

Self reported studies do however show that the nature of crimes committed by young people has been changing. The number of violent crimes and drug related offences has increased in many countries over the last fifteen years. This reflects the rise in violent crimes amongst the adult population. Simultaneously, there has been a reduction in the number of property offences since the late 1990s. This is backed up by evidence from several researchers, including from Slovenia, Finland and Austria (Bruckmuller, 2004; Filipcic, 2004; J. Kivivuori & Salmi, 2005).

Trends in overall youth crime rates since 2000 (official statistics in EU countries)		
Country	Trend	Source
Austria	=	StatistikAustria, http://www.statistik.at/index_englisch.shtml
Belgium	No separate data for juveniles exists	
Cyprus	=	Cyprus Statistics Office, http://www.mof.gov.cy
Czech Republic	-	Czech Republic Statistical Office, http://www.czso.cz/eng/
Denmark	=	Statistics Denmark, http://www.dst.dk/
England and Wales	-	Home Office (up to 2003/04 data), http://homeoffice.gov.uk/rds/
Estonia	=	Statistical Office of Estonia, http://www.stat.ee/
Finland	=	National Research Institute of Legal Policy, http://www.om.fi/optula/26273.htm
France	=	Ministry of Justice, http://www.justice.gouv.fr/
Germany	=	Ministry of Justice, http://www.bka.de
Greece	=	National Statistics Office, http://www.statistics.gr
Hungary	=	Statistical Office, http://portal.ksh.hu
Ireland	+	Ministry of Justice, http://www.justice.ie
Italy	No data available	
Latvia	=	Central Statistics Office, http://www.csb.lv/avidus.cfm
Lithuania	=	Statistics Lithuania, http://www.std.lt
Luxembourg	No data available	
Malta	No data available	
Netherlands	-	Statistics Netherlands, http://www.cbs.nl
Poland	-/=	Police Statistics, http://www.kgp.gov.pl , Central Statistical Office of Poland http://www.stat.gov.pl/english
Portugal	=	National Statistics Institute of Portugal http://www.ine.pt/index_eng.htm
Slovakia	=	Statistics Slovakia, http://www.statistics.sk
Slovenia	-	Statistical Office of Slovenia, http://www.stat.si/eng/index.asp
Spain	-	Ministry of Home Affairs, http://www.ine.es/inebase/cgi/axi
Sweden	=	National Council for Crime Prevention, http://www.bra.se

The third trend picked up by self reported studies is that of a smaller group of persistent young offenders emerging in many EU countries. In the UK, surveys show that 10% of offenders are responsible for half of all crimes committed (Stevens & Gladstone, 2002). A similar picture can be seen in France where 5% of 13-19 year olds are responsible for 55-85% of crimes (Wyvekens, 2004). The Danish self-report survey "Youth at risk" also revealed a small group who committed a large number of offences (Balvig, 2001).

An English-German-Greek comparative study on the challenges posed for social care and youth justice staff by those young people and children who are difficult to place and to treat has been undertaken (Police Research Bureau, 2005). Those "intensive offenders" are exposed to multiple risk factors at early childhood and the survey-based research aims, among others, to explore the difficulties the children and social services and the justice system encounter. Results have not been published yet.

Other data

Another useful source of data is records of hospital admissions. Estrada (2005), looked at hospital data for Sweden and found that hospital admissions data shows no general increase in violence[5]. It would be worth analysing this data for other EU countries and this is perhaps a subject for a further research project.

Models of youth justice in Europe

Junger-Tas (2004), identifies that there are "clear differences in approach to youth crime between 'Anglo Saxon' countries and other EU states, particularly in Southern Europe and East and Central Europe" and proposes three distinct clusters of youth justice systems in Europe:

1. 'Justice' orientated: e.g. English speaking countries (except Scotland) and including Netherlands.
    * retributive
    * strong emphasis on accountability
    * parental responsibility a key message of politicians
    * 'what works' principles applied in practice- preventative measures

2. 'Welfare' orientated: e.g. German, France, East Europe, Belgium
    * respect for individual rights of child
    * emphasis on preventative measures
    * prison as a 'last resort'

3. 'Just desserts': Scandinavia plus Scotland
    * a mix of welfare and justice systems
    * retains principles of treatment before punishment and use of welfare boards.

There exists a growing body of opinion that the overall approach to welfare within any country will influence their approach to the problem of youth justice and the resulting impacts on young people's lives. Junger-Tas (2004), for example, writes that: "treatment of children, who are victims of the conditions in which they are living and children who have violated the law is a reflection of society's culture and value system".

It is therefore interesting to compare models of youth justice with the "three worlds of welfare capitalism" identified by Esping-Anderson (1990). These are:

1. 'Liberal'- (e.g. UK, USA, Canada, Australia)
    * means tested assistance
    * modest universal transfers
    * modest social insurance plans
    * benefits for low income, usually working class people
    * strict entitlement rules
    * benefits modest
    * subsidies for private provision

2. 'Corporatist' (e.g. Austria, Italy, France, Germany)
    * social rights granted
    * preserves status differentials between classes

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[5] It is possible that this is due to improved medical techniques for dealing with the consequences of violence without admitting patients to hospital.

- minimal redistributive effect
- shaped by church
- preserves 'traditional' family structure
- welfare state only interferes when family cannot provide support

3. 'Social democratic'- (Scandinavian countries)
   - social democracy strong
   - social rights enshrined in law
   - ensures highest standards of welfare for all citizens which leads to high costs and taxes
   - high de-commodification of welfare
   - universalistic programmes i.e. everyone benefits and little or no means testing
   - pre-emptive intervention of state to prevent social problems and provide care.
   - 'cradle to grave' philosophy of care

The principles of the 'social democratic' model of welfare provision can be seen to apply to the 'welfare' youth justice model. In these systems, early intervention is considered the best approach to crime. They follow the mantra first proposed by Franz von Liszt, around 1900 that "a good social policy would be the best criminal policy". These systems also ensure that inequality within society in general is minimised by their use of universal systems of benefits.

From the welfare and juvenile justice models outlined above, it is clear that there is some fit between the 'justice' and the 'liberal' models, the 'welfare' and 'corporatist' models and between the 'just dessert' and 'social democratic' models of youth justice and welfare. Junger-Tas (2004) also points out that "it would appear that changes in crime, particularly juvenile crime, are unrelated to changes in criminal and juvenile justice policies". It does not appear from the data examined above that the level of crime is affected by differing approaches to welfare, but the outcomes for young people certainly are. And it seems that the 'social democratic model' and 'corporatist models' of welfare and the 'welfare' model of juvenile justice are being challenged, across Europe, by increasingly 'liberal' ideas on welfare and 'justice' ideas on youth crime.

Age of criminal responsibility- current ages and trends in EU

Current age of criminal responsibility across EU countries			
Country	Diminished criminal responsibility (juvenile criminal law)	Age of criminal responsibility (adult criminal law can/must be applied)	Legal majority
Austria	14	18/21	18
Belgium	16 [2]/18	16/18	18
Czech Republic	15	18	18
Denmark	15	15/18	18
England/Wales	10/12/15 [1]	18	18
Estonia	14	18	18
Finland [4]	15	15/18	18
France	10 [6]/13	18	18
Germany	14	18/21	18
Greece	13 [7]	18/21	18
Hungary	14	18	18
Ireland	7/15 [1]	18	18
Italy	14	18/21	18
Latvia	14	18	18
Lithuania	14 [3]/16	14/16	18
Netherlands	12	18/21	18
Poland	13 [5]	15/17/18	18
Portugal	12[5]/16	16/21	18
Scotland	8/16	16/21	18
Slovakia	15	18	18
Slovenia	14[3]/16	18	18
Spain	14	18/21	18
Sweden [4]	15	15/18	18

Source: Adapted from table in Dünkel (2004).

Notes:

[1] criminal majority concerning juvenile detention (youth imprisonment etc.)

[2] only for road offences

[3] only for serious offences

[4] only mitigation of sentencing without a separate juvenile justice act

[5] No criminal responsibility in the strict sense but application of the Juvenile (Welfare) Law

[6] only educational sanctions (including closed residential care)

[7] only in exceptional circumstances

In several EU countries, there has been a recent trend to blur the division between adult and juvenile courts. For example, following a recent change in the law in Spain (2000), all young adults now come under the jurisdiction of the juvenile courts. The same has applied in Austria and Lithuania since 2001. In Belgium, while the age of criminal majority is 18 in common with all EU member states, under certain conditions the measures imposed can be extended to 20. In Greece, a recent law in 2002 introduced care units for those aged up to 21 years.

In Germany, increasing numbers of young adults are being seen through juvenile courts (65% in 2001 according to Dünkel, 2004). The guidelines for this practice are that the youth courts can be used "if the person is still in development and if the crime was of a 'juvenile' nature". There are large regional differences in practice, with a 'North-South' divide operating; Northern states use juvenile system more, Southern states make greater use of the adult system. For example, in Hamburg, 83% of cases are taken via the youth courts whilst in Baden Wurttemberg this is only 48%.

In Austria, the system of special children's courts was closed down in 2003 and these were reintegrated back into the county courts. It remains to be seen what impact this will have on the sentencing policies for young people. In several countries, including England and Wales, Scotland and Ireland there are separate youth panels made up of representatives of the community as well as the legal profession who make decisions regarding the type of punishment to be handed down to a young person when they have been sentenced in the magistrates court. Hence, although there is no separate juvenile court system, there remains in practice a different type of approach for young people. The same is true in Finland where there is no separation of juvenile and adult systems, but all those aged under 15 are seen by Welfare Boards rather than the court system. In Poland, the family judges and courts play a central role in proceedings involving all young people. Police have no discretionary powers and must report all incidences to the family court judge.

An important point to note is the varying level of division between crime and social policy in juvenile justice. In Denmark, Germany and Italy for example, this division is marked, whilst other countries have a single system for the welfare of young people e.g. The Netherlands, Belgium, France and Scotland.

The trend in those countries following the 'justice' model is of an increasing number of young people sentenced to either prison or closed institutions. In England and Wales, the number of young people in institutions has increased rapidly since the 1990's and the possibilities for them being placed in custody have grown with the introduction of more and more orders that can lead to imprisonment if they are broken In Ireland, despite the outlawing of prison as an option since 2001, the lack of appropriate secure accommodation has meant that some young people are still being sent to jails.

3. Prevention of Juvenile Crime in Europe

Some examples of interesting national tendencies in juvenile delinquency prevention are outlined below, before we go on to examine effective and promising practices at each of the three levels of the public health approach to crime prevention.

3.1 National Tendencies

Some countries in Europe provide useful examples of recent developments in the prevention of juvenile crime.

England

The English criminal justice system response to youth crime has undergone significant changes in recent years, with the development of multi-agency Youth Offending Teams, and a policy shift towards preventing youth crime as the primary purpose of professional intervention with young offenders.

These developments have led to a twin-track approach, with a focus upon early identification and intervention with young people at risk, and intensive intervention with persistent young offenders who commit a disproportionate amount of youth crime. All of these policy developments encourage a more holistic approach in dealing with young offenders. Rather than consider the individual and their behaviour in isolation from other factors, this approach appreciates that critical elements of an individual's relationships and social environment interact with individual qualities to make one more susceptible to involvement in offending.

There have been many UK crime prevention initiatives in recent years (Welsh & Farrington, 2004), following the establishment of the Home Office Crime Reduction Programme. Yet, most of the initiatives were secondary and situational (e.g. focusing on burglary reduction through target hardening) or based on the tertiary level (probation/prison oriented). Early intervention approaches such as the On Track programme (see Inventory) which was launched in 1999 and provided services for children aged 4-12 who were identified as at risk of being involved in crime in highly deprived communities are based on the secondary level. As Welsh and Farrington (Ibid) conclude, nationally and locally, there is no agency whose primary mandate is the prevention of crime. Worthwhile intervention programmes implemented by Youth Offending Teams are targeted on detected offenders. Hence, the responsible agency in those European States who (still) follow a Welfare Approach – such as a Ministry for Youth and Family (e.g. in Germany and Austria) – and which concentrates on early prevention by following a public health approach is missing. Specific (secondary) community based prevention work is nearly exclusively targeted on children at risk and includes mostly leisure activities, mentoring or educational training (e.g. Gray & Seddon, 2005, see Inventory).

Nevertheless, the Youth Justice Board (YJB), which is the body responsible for dealing with young offenders in England, has developed a focus on prevention. Its prevention efforts include various programmes to include young people in sports and other diversionary activities. Work is targeted on young people who are considered likely to offend through the work of Youth Inclusion Programmes (YIPs, for 13-16 year olds) and Youth Inclusion and Support Panels (YISPs, for 8-13 year olds). Others, including the NGO NACRO, have criticised the involvement of criminal justice agencies, such as the Youth Offending Teams, in work (e.g. YISPs) with young children, pointing to the dangers of labelling that this entails.

The YJB is also developing an evidence-based approach to working with young offenders. It has published research that summarises the "key elements of effective practice" in working with young

offenders[6] and has issued guidelines on the basis of this research for 15 types of programme. It has created training programmes for people who work with young offenders on how to implement this research, through the 'Professional Certificate in Effective Practice (Youth Justice)'[7].

Sweden

Sweden concentrates its efforts on an inclusive, broad primary prevention, which is often coordinated by the Swedish National Institute of Public Health. Currently, a series of (quasi-)experimental trial studies regarding the prevention of youth crime, on the primary and secondary level, are being undertaken.

For instance, FFT (Functional Family Therapy)[8] has been implemented in Sweden and evaluated by Hansson (2001) in a Randomised Control Trail (RCT), with positive results so far. Other current works include a randomised study of MTFC (Multidimensional Treatment Foster Care)[9] and the evaluation of Multisystemic Therapy.

Another approach – Social Emotional Learning – has been successfully implemented (Kimber & Sandell, 2001). Kimber (2006) is now adapting Strengthening Families Programme (SFP, Kumpfer, 1999) to Sweden. SFP is a family skills training programme designed to increase resilience and reduce risk factors for problem behaviour in 6- to 11-year-old children.[10] Another version of SFP (Spoth, Redmond, & Shin, 2000) – which is based on 7 sessions - has also been implemented in Sweden and is being evaluated.

The Swedish National Institute of Public Health (Hellström, 2005) initiated a pre-school, family based interactive prevention programme, COPE, Community Parent Education Program based on Cunningham's (1998) work, which is currently evaluated by the university of Uppsala in a randomised controlled trial. The programme consists of about 15 group sessions and can comprise up to 30 parents with one or two group leaders, aiming to promote positive behaviour in children, and to teach how to set boundaries and to avoid conflicts, but also to improve co-operation between parents and pre-school.[11] The calculated effectiveness when used universally in Sweden is supposed to be approximately 20%, compared to 70% in the US (Bremberg, 2005), which shows once more the problem of adapting an effective programme to a different cultural setting.

A heatedly discussed issue is also the "highly politically approved" Lugna Gatan subway programme (Roth, 2004, see Inventory; Sundell & Forster, 2005). Its basic idea is that previously criminal youth are well suited to deal with currently at-risk youth and so are employed as stewards on the underground trains. Yet, the evaluation shows that the programme does not prevent the stewards from committing crimes, because they already stopped their criminal career. Only a few moved on to other "real" employment after their work in Lugna Gatan. It was not possible to tell if their work was crime preventive because they did not register their patrols, thus making it impossible to compare the reported criminality on thepatrolled underground lines in comparison with other lines. Interviews with a random sample of stewards indicated serious problems, among other things that the stewards only pretended to patrol the underground while they actually went to restaurants or pubs.

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[6] See http://www.youth-justice-board.gov.uk/PractitionersPortal/PracticeAndPerformance/EffectivePractice/KEEPS/
[7] See http://www.youth-justice-board.gov.uk/PractitionersPortal/ProfessionalDevelopment/NationalQualificationsFramework/default.htm
[8] http://www.fftinc.com/
[9] http://www.soch.lu.se/Researchskriften.htm. Two studies are being carried out, one municipal study and one SIS-study and both are partly financed by the National Board of Institutional Care (SIS). The work is done in close co-operation with a research group at Oregon Social Learning Centre in USA.
[10] SFP builds on protective factors by improving family relationships and parenting skills, and improving the youths' social and life skills.
[11] The sessions start with a video sequence depicting a typical conflict situation. In small groups, different suggestions are discussed and through role-play, suitable solutions are sought.

Netherlands

In the Netherlands, as throughout the developed world, only a small proportion of young offenders display problematic behaviour which has the potential to become a danger for themselves and for the rest of society (Ince, Beumer, Jonkman, Pannebakker, & al, 2004). However, official Dutch statistics outline that violent behaviour of young people who were interviewed by the police more then doubled from 4.8 per 1,000 in 1983 to 8.77 in 2000, whilst juvenile delinquency in general, including crimes against the person and the property, vandalism and arson, increased by 65% between 1980 (2.8) and 1996 (4.7) (Ibid).

Those developments and the increasing awareness of the problems of the liberal immigration policies[12] lead to a larger focus on scientifically based primary and secondary prevention programmes such as the Communities that Care project (see Inventory). Yet, although a lot of diagnostic research has been done in the Netherlands on the individual level, less is known about problem behaviour on the group level, which seems to be especially important for young people who are prone to concentrate in and be influenced by peer groups.

Nevertheless politicians, scientists and professionals have agreed on the advantages of effective early preventive programmes. Over the past decade, scientific evaluation research has been conducted following the Anglo-American example with a concentration on risk and protective factors (Elliott, Butler, & Gunther, 2001; D. Farrington, 2003) such as in the Rotterdam Youth Monitor project (Boon, Jansen, & Rikken, 2004, see Inventory).

A "prevention manual" on effective interventions for children and youth with respect to a number of problem behaviours, usable in different contexts such as family, school, friends and neighbourhood, which were connected to underlying factors, Ince et al. (2004) was published in 2004. "Veelbelovend en effectief" includes a selection of 5 effective and 26 promising programmes.

The Netherlands are eager to increase the number of scientifically valid evaluations of prevention programmes and a growing number of (quasi) experimental studies are on-going. The WODC - the Research, Statistics and Documentation Centre of the Netherlands Ministry of Justice - organised a conference in November 2005 "(Quasi) Experimental Evaluations and Dutch Society: Trends and developments in criminal justice and prevention policies, social integration and education"[13] where, amongst other programmes, the implementation and evaluation of Multisystemic Therapy in the Netherlands was presented (Dekovic, 2005). This evidence-based approach is also expressed in recent large-scale developments of screening instruments as a basis for primary prevention programmes, such as in the Programme "Starting Together" (Anker, 2005, see Inventory).

Germany

In Germany, the prevention of juvenile crime is largely concentrated on serious and intensive offenders (DJI, 2002). Primary prevention – as well as scientific evaluations - is still underdeveloped and largely limited to the traditional (and decreasing) welfare state-based social interventions and youth work. Crime prevention in general is still largely co-ordinated and initiated by the police on a secondary and tertiary level (Kahl & Seitz, 2005), but increasingly, the municipalities take – in the framework of "Kommunale Kriminalpraevention" - responsibility for creating and implementing multi-agency based crime prevention projects, mostly on the secondary level (van den Brink, 2005).

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[12] which despite proclaiming a " multi-cultural society" nevertheless increased the social gap and did not prevent social exclusion and estrangement

[13] http://www.wodc.nl/informatiedesk/bibliotheek/index/index.asp

Wolke et al. (2001) reviewed several police-based projects throughout Germany and concluded that the focus is either put on the acceleration of the procedure, concrete agreements between the police and the judiciary, namely the youth attorney and the youth judge[14], or the accumulation of all agencies and services involved in the juridical procedure at one setting (see Inventory "Haus des Jugendrechts"). Other police authorities also try to intensify the collaboration with social services, schools or the youth help centres. Also, improved recording and accessibility of data is seen as an important tool to develop targeted interventions (see Inventory project "Gefaehrdungsansprache"). Another focus is on primary prevention within schools (Wagner, Christ, & Lemmer, 2005).

Spain

In Spain (Alberola & Molina, 2004), there are no strictly defined national strategies to prevent juvenile delinquency. Prevention generally is based on the amelioration of social conditions and the fight against social exclusion. As Alberola and Molina note, southern European countries promote the protection of children's rights as policies to prevent social maladaptation. Strategies of secondary prevention include working with youth at risk and are initiated by the regional youth protection agencies.
Among a national framework of primary intervention, initiated by the Ministry of Education, there are initiatives to prevent school violence and 'bullying'[15], and the programme Health Promoting School[16]. Yet, those strategies remain isolated and are very rarely evaluated.

Czech Republic

The national policy towards youth aims to provide standard conditions for their physical and mental development. The government influences individual areas of young people's lives through systematic changes which aim to create sufficient accommodation, education and job opportunities, find and maintain social contacts, establish a family and raise children.

In co-operation with the Ministry of Interior, there are different levels of crime prevention strategies and initiative (Gjuričová, Zetkova, Bures, & Raditsch, 2005). The main focus is on a local level directed at "volume" crime, which covers juvenile crime, with new initiatives to initiate partnerships between old municipal bodies, citizens and the Czech Police. Within the last 10 years, more than 4,000 projects have been supported by the government, of which the greatest part are for juveniles.

Interdisciplinary co-operation is encouraged. The infrastructure within the country is still insufficient and training staff involved in crime prevention, education and training is supported by the government. However, there is still a lack of qualified and motivated personnel.

The primary target group are young people at risk who do not have any organised leisure time. Preventive efforts are concentrated on leisure and sports activities, often, an exciting activity is involved to motivate participation, such as inline-skating or, skateboarding. Low-threshold youth clubs, where guidance is provided by youth workers are organised. The meetings are mostly held in city locations and schools (familiar places, with a wide range of guided activities, home-work support, counselling). Yet, the space should stay open for children, who are encouraged to bring friends, families.

Furthermore, summer camps – which are common in many other European countries, e.g. Lithuania (See Project "Springboard" in Inventory) or France (Marwan & Mucchielli, 2003), but without proven effectiveness regarding crime reduction - are held, to help juveniles to learn inter-group dynamics and social abilities. However, funding is often lacking, especially within socially deprived communities such as the Roma population, who tends to stay "closed, locally, within their families". One major aim is to get

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[14] who are exclusively responsible for those aged between 14 and 18 and generally for those aged 19-21
[15] For reference, check http://www.cnice.mecd.es/recursos2/convivencia_escolar/
[16] For reference, check http://wwwn.mec.es/cide/jsp/plantillaIn.jsp?id=inn03

their children integrated in the society. It is also tried to include the parents into the activities held, such as by inviting them to participate in field trips etc.

As far as secondary crime prevention is concerned, there are different types of counselling activities as well as temporary housing and a growing number of technical and situational crime prevention, such as CCTV (Scheinost, 2005). Often, the police play a crucial role.

On the tertiary level, there has been a programme implemented which is called "early intervention" (Raditsch, 2004, see Inventory) and provides early identification of juvenile offenders who are put as soon as possible into a supporting network built of social workers, school, psychologists. Herewith, an immediate response for them and their families is secured, which includes a plan of activities and steps to re-integrate the young offender and take them off the route to become career criminals. Unfortunately – as in most other European countries hardly any scientifically valid evaluations of those projects are conducted.

Other Central European Countries

Other post-socialist states such as the Slovak Republic and Hungary follow a similar approach. An example is Hungary's EUCPN 2005 Best Practice Award-entry "loafers", which is a community-based and multi-agency based approach to provide useful leisure activities for youth at risk. Another focus is school-based social and life skill training, combined with large scale awareness and information campaigns such as in the Beccaria Model Project for Crime Prevention (see Inventory) as well as skill training for young prisoners (see project "One more chance" in Inventory).

In Lithuania, prevention of juvenile crime includes projects coordinated by the Ministry of Education and Science. But crime prevention is still largely seen as a police duty, based on situational and repressive measures. In this regard, a series of situational preventive activities were performed. Raids have taken place, e.g. in schools, which were organized together with the social workers at local schools and with police precinct investigators. During the police measure "Stray-2004", various youth gathering places, "asocial" families, risk-group children were "visited" and a number of crime activities were registered.

Yet, increasingly, social prevention and rehabilitation measures take place. For example, in 2004, the police co-operated with social health centre in organising lecture-discussions at schools on the topic "do you want to live in a healthy way?"
Other initiatives include the project: "Police for children – children for the police" (see Inventory) or the "Youth Club" project "Development of the network for re-socialization of marginal youth groups" which started in June 2005 and aims to

- create a cooperation network of various organisations which would enable juveniles (who have committed crimes and completed the punishment) to successfully integrate into society, get education and profession and employment, and
- give opportunities to employers to overcome negative stereotypes regarding the risk group juveniles.

In the Youth Club, youth is consulted by lawyers, psychologist, and social pedagogues. They are offered various leisure activities: gym, martial arts, horse riding, bowling, arts; various events take place. Intermediation services are given to juveniles when choosing an educational institution or looking for employment possibilities. Juveniles are also fed, given necessary stationery items for school, clothing, footwear, hygiene goods.

In Poland, a 10-year programme (Wiak, 2005), initiated by the Ministries of the Interiors, Education and Sport, Social Policy, Health and Justice as well as the Chief Headquarters of the Police, aims to prevent social nonconformity and juvenile delinquency and implements and evaluates different modules at different levels including:

- Procedures for teachers and methods of co-operation of schools with the police in situations when children and the young are in danger of delinquency and demoralisation, in particular: drug-addiction, alcoholism and prostitution;
- A project for a system of methodological aid for those working with the young in danger of social non-conformity, demoralisation and criminality taking account of emergency intervention in family,
- An alternative probation project for youth staying in re-socialisation institutions and reformatories,
- Using comparative analyses methods, yearly reports about the programme's effectiveness are due to be submitted to the Council of Ministers.

Also, the US-based anti-violence programme ART has been implemented (see Inventory) and a multitude of local intervention, often as an operation between non-governmental organisations and public administration, are ongoing, which include the provision of day care centres and family-based interventions, often in a residential setting, such as family group homes.

In Slovenia, recent efforts have been concentrated on the community level by establishing local safety councils (Meško & Lobnikar, 2005). Like everywhere in Europe, youth crime has become a focus of those community-based interventions and social crime prevention measures are recognised as necessary priorities in local crime prevention. As Meško and Lobnikar outline, in addition to the professional (accountable) policing, respondents understand crime and disorder problems as activities of young and neglected citizens, of those alienated from their communities and "problem" students at schools. Hence, social inclusion and community-based, multi-agency intervention are regarded as preferable, whilst the following secondary and tertiary measures are seen as less appropriate:

- citizen's patrols (holding a notion of vigilante-ism),
- private security at schools (despite the fact that schools are being more and more controlled by private security)
- police repression – strict law enforcement
- designing out crime (almost impossible due to suburban neighbourhoods characterised by high blocks of flats with a high density of population)
- private security (affordable only to the well-off).

3.2 Effective and promising crime prevention strategies

A general growth in interdisciplinary multi-agency approaches can be observed throughout Europe, especially in the Scandinavian countries and the Netherlands, but also in Germany, Poland or the Czech Republic. A successful multi-agency approach, the Danish SSP-concept - a systematic cooperation between schools (S), local social welfare (S) and local police (P) is a prominent example of such a co-operation and has been established in more than 90% of all Danish communities (Storgaard, 2005). Those committees have – among others – the advantage that the exchange of information about individuals and groups is handled more freely and openly than between the involved authorities in general, which could also be observed in the German Committees of communal crime prevention (van den Brink, 2005). Also, family based interventions, starting with child-birth in programmes such as Home Start (see Inventory) are becoming more and more common in Western Europe.

The causes of crime are increasingly tackled at the local level, as expressed, for instance, in the Finnish crime prevention programme "Secure Together" (Savolainen, 2005) or a Swedish one, called "Our collective responsibility."[17] Those titles express the rising awareness that crime prevention in general and youth crime prevention in particular cannot be restricted to exclusive tertiary interventions, but has become an overall responsibility for the society as a whole and communities in particular and must be based on holistic approaches, covering a wide range of social and educative measures. This has been primarily recognised in the Scandinavian countries, where the traditional welfare-approach facilitates the introduction of broad primary interventions without being forced to label them as "crime prevention.". On the other hand, a shifting trend from treatment to punishment regarding juvenile delinquents can be seen there and in other Western European Countries, such as the UK and the Netherlands. Thus responds, not to a real increase in youth crime, but to changing attitudes and politics which are widely influenced by one-dimensional press coverage.

Yet, the UK also tests innovative approaches such as ISSP which are - rarely for Europe – scientifically evaluated with outcome recidivism measures and often use a randomised control trial (e.g. M. Little, Kogan, Bullock, & VanderLaan, 2004). This rigorous evaluation method is hardly used in the rest of Europe, with some exceptions in the Netherlands and the Scandinavian Countries.

In the following section, evidence on promising or effective approaches in the prevention of youth crime throughout Europe is presented under each of the three levels of prevention in the public health model.

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[17] http://www.sweden.gov.se/sb/d/574/a/16350/dictionary/false

Primary prevention

Parenting programmes

Between 10 and 15% of parents experience, according to Dutch research (NIZW, 2005), several serious problems with their children's development and are in urgent need of support. In this regard, parenting programmes are recently becoming more professionalised and sophisticated as a primary or – according to the stage of the behaviour problems – secondary crime prevention. A Portuguese study (Filomena Gaspar & dos Santos e Paiva, 2004) of behavioural and emotional problems and pro-social behaviour in a community sample of 362 pre-school children (age 3 to 6 years) showed that parenting practices characterised as harsh, inconsistent and lower in supervision were all related to children's social difficulties. Parents whose children exhibited more difficulties used more punishment (such as verbal and physical aggression) but failed to make it consistent (parent gives up trying, changes mind on punishment or punishment depends on the parent's mood). They also did not monitor their children effectively.[18]

The concept of preventive parenting support has been introduced in Western European Countries, following US and Australian examples, in the 1990s and includes providing information on development and upbringing of children, giving pedagogical advice and initiating assistance, detecting developmental problems at an early stage and referring parents to the appropriate agencies, as well as organising self/help and social support around children and parenting.

Those approaches are based on the previously outlined recognition that the development of children is influenced by a combination of individual, parent, community and environmental factors which interrelate with one another according to the transactional or socio/ecological development model, on which programmes such as "Communities that care" (Ince, Beumer, Jonkman, Pannebakker, & al, 2004) rely.

In mainland Europe, parenting support – where available- is offered on a voluntary basis, because it is assumed that parents have a right to be supported by the government in the form of provision of help and activities, but not the duty to accept it. Hence, instead of a compulsory parenting support as in the UK, some countries, including the Netherlands or Sweden follow an active outreach approach to motivate the parents to accept external support. Only in cases of a serious threat to the child's development, compulsory child protection measures are applicable by law. This voluntary approach may be preferable, but according to experiences in different countries (Schaefer, Holthusen, & Laux, 2005; Van der Laan, 2005), it is mostly middle-class parents who consult these services when a comparably minor problem occurs, whilst those socially excluded families who are in need of these offers show less interest.

In the UK, the Crime and Disorder Act 1998 created "parenting orders" which can be applied when the child is offending or truanting. A parenting order can last for up to 12 months and include attendance at counselling or guidance sessions. Failures to comply can result in punishment. In this regard, overwhelmingly single mothers had to participate in parenting projects and complained that they felt stigmatised and labelled (Goodman & Adler, 2004). Generally, the sample in the evaluation of English pilot schemes which were either 'Preventive' (working with a large group of parents) or therapeutic (targeting vulnerable parents) was 81% female and 49% lone parents (Ghate & Ramella, 2002). Arthur(2005) argues:

> "An effective youth crime reduction and prevention…is one that addresses the life experience of children and in which prevention is promoted through the collaborative and integrated activities of a range of services. Increasingly punitive measures….camouflage the state's unwillingness to maintain a social

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[18] Meaning that they often do not know where the child is and the child has too little supervision.

infrastructure….The parental responsibility laws oversimplify the complex linkage between parenting and delinquency in a reductionist effort to blame parents for their children's wrongs…"

In 1999, the Youth Justice Board for England and Wales funded 24 pilot projects which were independently evaluated. The most effective were the Webster-Stratton programme and the Hilton Davies model (Coleman, Henricson, & Roker, 1999), which uses a one-to-one multi-agency approach and addresses not only parenting issues, but also social and welfare issues, based on patience, tact, empathy and respect for the parents.

Scott et al. (2001) evaluated the Webster-Stratton parent training programme in London. This programme includes parent training and child skill training which aim to foster pro-social behaviour and interpersonal skills using e.g. video modelling, with the parents receiving – among others – weekly sessions with a therapist for 22-24 weeks. Around 140 children aged 3-8 who showed signs of antisocial behaviour and their parents were allocated to experimental or control groups. Parent reports showed that the antisocial behaviour of the experimental children decreased, while that of the control children did not change. Welsh and Farrington (2004) stress the cost-effectiveness of this programme.

Throughout Europe, different parenting trainings are offered, at different stages of the child's development. The most promising seems to be to start as early as possible, such as the programme EFFEKT (Stemmler, Beelmann, Jaursch, & Lösel, 2005), which has been successfully implemented among 675 Kindergarten-children in Germany. It is a combined child and parenting training, with the parenting training trying to improve the parenting competence by providing positive education skills and the handling of difficult education situations. The child training is based on a social-cognitive approach which aims to support the child's social competence. The evaluation of the quasi-experimental trial has shown that this combination (control groups received either parenting or child training) was the most effective, especially regarding children who already showed some signs of problematic behaviour.

The basic provision of parenting support takes place in educational settings, such as in regular parent evenings at primary schools or naturalisation courses for ethnic minority families. More proactive services are Home Visits to pregnant women (see Inventory) as well as the Dutch Well-baby clinics (Anker, 2005), where local clinics monitor the health, physical and mental development of children in their first 4 years and focus on the relationship between the parents and the child. Well-baby clinics (ouder- en kindzorg) cover more than 85% of the population with children under 5 years of age (KPMG, 1999)[19]. German paediatricians, too, have started an initiative which is called "Prevention starting from the umbilical cord " and aims at early intervention if any signs of developmental abnormalities or behavioural problems become visible during routine visits (Schmetz, 2004).

In the Netherlands, a number of other methods have been tested as successful (NIZW, 2005) including:
- Network Youth Care: A regular meeting of professionals in a neighbourhood to discuss children and risk, to identify problems at an early stage and to take preventive action
- Home Start (see Inventory) with volunteers offering support and practical assistance to families with young children
- Mothers inform Mothers: for a period of 18 months after birth, new mothers are visited by an experienced mother from the neighbourhood (evaluated as effective by Hanrahan-Cahuzak (2002)
- Group parent training such as Opvieden zo! Which aims to increase parenting theory and skills and to exchange experience among groups of parents who meet 5/6 times and are trained by health visitors, childcare workers and teachers, with special groups for immigrant parents
- Practical pedagogical home help which provides individual support in the home for parents with disabled children

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[19] However, coverage figures for ethnic minorities are not available yet

- Families first, in which a family in a crisis receives intensive assistance for a period of 4 weeks by a family worker who spends on average 15 hours per week with the family in their home
- Communities that Care (See Inventory)
- Group clinics

The insight that the efficacy of intervention begins even before birth[20] has reached Europe, where a growing number of home visiting programmes are implemented. For instance, Ireland, has its own model of a home visiting programme, the Community Mothers Programme (CMP) which has been – despite some concerns about the reliability and validity of the evaluation (Hanrahan-Cahuzak, 2002) – evaluated as promising (Molloy, 2002). The beneficial effects of the scheme – which provides family support for the first born-child - often persist to the advantage of subsequent children. In Ireland, early intervention takes place in the context of the Individual Family Services Plan (IFSP) which considers the unique circumstances of each family's needs, allows the family at the centre to determine its own goals and then offers the supports needed to achieve those goals[21].

Another highly promising approach is the Dutch initiative "Starting Together" (Anker, 2005, see Inventory) which is based on a public health approach and interaction theory (Norvenius, 2001) and includes the development of screening instruments and interventions to prevent psycho-social problems in early childhood. It has a strong scientific basis by referring to the cohort Dunedin studies in New Zealand (Caspi et al., 2002) which has a follow-up from 3 until 21 years, but proves that developmental problems are identifiable already at the age of 2 because of the intercorrelated cognitive-emotional changes that take place during this period. This is supported by the results of a study by Hofstra et al. (2002) in the Netherlands. The intervention programme is designed as a controlled trial to enable impact evaluation with a long-term follow-up for at least 15 years.

Successfully evaluated parenting programmes such as the Australian Triple P programme[22] have been "imported", e.g. In Germany and Austria[23], and, after firstly pilot projects were conducted, implemented nationwide. However, due to cultural differences, a diligent preparation and adaptation is necessary, as well as a thorough training of the staff.

In this regard, it is important to recognise that targeting of "dysfunctional" families might lead to large financial savings as foster and residential care might be avoided, but family-based programmes must take care not to stigmatize recipients as offenders or "criminogenic" (K. Haines & S. Case, 2005). Universal services which are available to every family avoid this stigmatisation, as can neighbourhood services, offered in socially deprived areas.

Pre-school programmes

Since Schweinharts et al's famous pre-school intellectual enrichment programme – the Perry pre-school project (see Schweinhart et al., 2005 for latest results to age 40)– showed its long-term benefits for those experimental children who attended a daily pre-school programme, backed up by weekly home visits for around 2 years at the age of 3-4, at least researchers are aware of its beneficial effects. Yet, this area remains a challenge for most European countries. Although in many countries pre-schools exist, the focus on primary prevention is often still missing. Yet, pre-school educators are increasingly

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[20] a study of the Elmira home visitation experiment found that '… the investment in the family, from the perspective of government spending alone, was recovered for families o f low socio-economic status before the children were four years old' (Olds et al., 1998:48)

[21]See http://72.14.207.104/search?q=cache:zlQs5e0AJqkJ:www.cecde.ie/english/pdf/alana_newsletter/Issue%25205%2520Summer %252003b.pdf+Hanrahan-Cahuzak,+2002&hl=en&gl=uk&ct=clnk&cd=1

[22] http://www.pfsc.uq.edu.au/

[23] http://www.triplep.de/

trained to teach the children to handle conflicts in a peaceful manner (Gabriel, Holthusen, & Schaefer, 2002) and parenting programmes such as the Swedish COPE or the German EFFEKT target families with children in pre-schools (Bremberg, 2005). The German Schleuse-Programme (Die Schleuse e.V., 2005) combines Community and school based social skill and anti-aggression training with Parental training. Mediation, self-experience, games and rituals are used in order to improve the social skills of children in pre-schools (and elementary schools). The Bavarian "living without addiction" (Leben ohne Sucht – LOS) project aims to educate kindergarten children in peaceful conflict solutions, emotional skill training and critical thinking with regard to media and consumerism, in order to make them resistant against violence and drug addiction (Bayerisches Staatsministerium für Umwelt Gesundheit und Verbraucherschutz, 2004).

The UK-approach "On Track" (A. France, Hine, Armstrong, & Camina, 2004) which – situated between primary and secondary prevention - is part of the Crime Reduction Programme and includes a series of projects aimed to identify the risk factors associated with the early onset of offending and assess the effectiveness of early intervention programmes. The interventions- which were either done directly with children, using a non-stigmatising universal approach, or indirectly, through support and training to parents and professionals - include Pre-School education, with Home Visiting, Parent Support and Training, Family Therapy, Home School Partnership and Specialist Interventions[24]. This evidence-based programme is currently being evaluated.

Another UK programme, focused on early prevention is "Sure Start" (Sure Start, 2005). This was designed as a unique approach to early intervention for children aged 0-4, their families and communities. Rather than providing specific services, the initiative, influenced by the US programme Head Start, aims to change existing services[25]. It is run through local programmes in the most deprived regions of the country and aims to achieve better outcomes for children, parents and communities by increasing the availability of childcare for all children; improving children's health, education and emotional development; and supporting parents in their role and in developing employment aspirations[26]. There are around 520 local programmes which are also run in Scotland, Wales and Northern Ireland, covering about 800 children in each area. New facilities are being provided including drop-in centres, childcare and mobile health clinics. Each programme is managed by a partnership of statutory agencies (including health and education professionals), childcare professionals and voluntary and community groups, as well as parents, who work together to develop an integrated approach to services for families. This partnership, which is different in each programme, was seen as one of the most innovative features in Sure Start.
One of Sure Start centres' approaches is providing children with high quality play and learning experiences. Children's early language development is seen as a key determinant, in relation to the Government target to cut by 5% the number of four-year-olds needing specialist help with speech and language by 2004. Staff at each Sure Start programme are also trained to identify parents and carers with basic skills needs and point them to learning opportunities. Home visiting and outreach are important means for reaching families; it is usually midwives and health visitors who facilitate initial access to Sure Start's services.

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[24] Direct Work with children takes part in group or individual, individual behaviour, communication, health and other problems are tried to be ameliorated.
The education involves parents, classes and individual support.

[25] Launched in 1998, the Sure Start Unit is an integral part of the Children, Young People and Families Directorate in the Department for Education and Skills (DfES). The Unit works with local authorities, Primary Care Trusts, Jobcentre Plus, local communities and voluntary and private sector organisations.

[26] The Sure Start budget rises to over £1.5 billion by 2005-06, with an additional £669 million additional funding by 2007-08. This includes 100,000 new childcare places, some of which will be in extended schools.

Interim results of the external evaluation, which is being carried out between 2001 and 2008 (NESS, 2005), were published in November 2005 and had the problematic finding that some of the most disadvantaged families may be adversely affected by living in a programme area. The study found that three-year-olds born to teenage mothers in Sure Start areas scored lower in verbal ability and social competence and higher on behaviour problems than their counterparts in non-Sure Start areas. Another apparent adverse effect was that mothers of three-year-olds rated the area in which they lived less favourably than their counterparts in non-Sure Start areas. Families who are less disadvantaged seem to benefit more from living in a Sure Start area. The study suggests that the use of services by the relatively less disadvantaged may have left the most disadvantaged with less access to services than if they lived in a community without the programme.

This experience suggests that pre-school programmes should be developed and implemented in a broader, more inclusive way in order to reach all parents, following a primary, not secondary approach.

Day care programmes

Day care programmes exist throughout Europe, but most of them have not been implemented and evaluated with regard to crime prevention. One example is Poland,[27] where at present, a development of daytime centres, created on the level of communities by local self-governments, church organisations or NGOs, is taking place. These daytime centres provide assistance, in the afternoons, in dealing with school problems. Often, they also provide meals and sometimes their support and advice also cover children's families. Their functioning is made possible by the "anti-alcohol fund "at the disposal of communities that may be spent on daytime care centres. These centres have largely replaced the former "upbringing centres" which used to offer daytime support and hostels for children in crisis and which were so expensive that the range of their services narrowed and some of the centres were shut down,

Following Welsh and Farrington's (2004) and others (e.g. Gaubatz, 2001) advice, day care centres with an enriched programme for children in pre-school age, lead by psychologically trained educators, is a promising early intervention which offers opportunities to use existing services.

Skill Training

Skill training, which was originally developed by Ross (Ross & Ross, 1995) includes a wide range of social, life and emotional skill training, as well as lateral and critical thinking, value education, assertiveness training, negotiation skills training, inter-personal cognitive problem-solving training, social perspective training, role-playing and modelling and is increasingly becoming a steady part of the school curriculum throughout Europe (e.g. European Forum for Urban Safety, 2004), such as in the Hungarian Beccaria Model Project for Crime Prevention (see Inventory). It is also often used as part of multiple component programmes such as MST, with those integrated programmes being more effective than single component ones (Baas, 2005; Welsh & Farrington, 2004).

Skill training is also widely used – for juveniles and adults - in correctional settings, such as the Pathfinder projects; mostly cognitive behavioural programmes and basic skill training used by the UK Prison and Probation Services (McGuire, 2001) (whose effectiveness remain unclear), or a programme entitled "Straight Thinking on Probation" which was implemented in Glamorgan (Wales) (Raynor, 2004; Raynor & Vanstone, 2001). Offenders who received skills training were compared with similar offenders who received custodial sentences. After one year, offenders who completed the programme had a lower reconviction rate than control offenders (35%, opposed to 49%).

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[27] http://www.towarzystwonaszdom.pl/our_home_2.htm

Another example is the promising Finnish "Youth Rise" programme (Airaksinen, 2004) – part of the EU EQUAL initiative - which is also based on residential and community-based social and life skill training and consists of an intervention programme (immediate intervention after offending for those who are at early stage of circle of re-offending (aged 15 - 20) and a Resettlement programme in form of an intensive aftercare programme for released young offenders (aged 18–30) including guidance, rehabilitation, education, work and supervision.

Peer programmes

There are hardly any examples of effective interventions based on peer risk factors such as the US programme Children at Risk[28] (Harrel, Cavanagh, & Sridharan, 1999) in Europe. Yet, several non-evaluated approaches try to enforce individual moral courage with regard to peer pressure. One example might be the school-based Austrian programme Out-the Outsiders (Holztrattner, 2005), which aims - using multi-media, role play and life-skill training - to develop the young person's personality by learning how to resist peer-pressure and build his/her own boundaries (see Inventory).

Another example is the Finnish programme "Boys in the forest"[29] which is designed as an "emotional experience in a therapeutic peer group" (Heikkinen, 2005) and which is based on the learning of self-confidence and responsibility through social-pedagogue accompanied regular activities in forms of hikes, camps, climbing, canoeing etc, in order to strengthen socially deprived boys' (aged 7-15), emotional resources, their self-control, their social skills and their ability to deal with emotional experiences. However, an evaluation is not available and Farrington and Welsh's (2005) meta-analysis evaluates adventure-based programmes as ineffective.

Yet, one of the immediate benefits of recreational activities is that they fill unsupervised after-school hours (Nichols & Crow, 2004), as youths are most likely to commit crimes during the afternoon. Recreation programmes allow youths to connect with other adults and children in the community. Such positive friendships may assist children in later years. Youth programmes are designed to fit the personalities and skills of different children and include sports, dancing, music, rock climbing, drama, karate, bowling, art, and sports. Those are often applied as secondary prevention with participants "at risk" (Morris, Sallybanks, Willis, & Makkai, 2003) and are regarded as a medium of social integration and communication, which also heightens the self-esteem of the participants and provides them with many opportunities for further participation and other exit routes (Braun, 2005; Nichols, 1999).There are hardly any evaluations conducted which might prove the effect of such activities - e.g. the German police's "Midnight-basketball" project with immigrant youth or Russian born Germans (Gabriel, Holthusen, & Schaefer, 2002; Hurth, 2004) – for crime prevention (Gottfredson, Gerstenblith, Soule, Womer, & Lu, 2004). Yet, as Nichols and Crow (2004) argue, the impact of some types of intervention is not only inherently more difficult to measure, but also demands far more resources to do so. This applies particularly to interventions such as the UK Youth Justice Board supported summer Splash programmes, which involve casual participation, and target geographical areas rather than individuals.

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[28] This programmes targets high risk youths in peer neighbourhoods and has a multiple-component, is community based and targets risk factors for delinquency, including case management and family counselling, family skills training, tutoring, mentoring, after school activities and community policing, adopted to the individual needs of a neighbourhood.
[29] http://www.hel2.fi/waris/

Nevertheless, there are certain good practice principles which should be taken into consideration (Morris, Sallybanks, Willis, & Makkai, 2003), when developing leisure-oriented programmes such as:

- interested and enthusiastic staff whom youth can trust and develop positive relationships with
- an environment which feels physically and emotionally comfortable and safe
- the promotion of voluntary participation at all levels
- minimal rules and reduced competition
- offering novel and challenging activities that are engaging and relevant for youth
- ensuring individual and team-oriented activities and programme deliveries which are specific to the target group (e.g. male/female)
- running of low-cost activities outside school hours and on week-ends when youth are most likely to be unoccupied and/or bored
- provide leadership opportunities for youth in organising and deciding activities

- engaging youth in promoting the programme
- considering peer-mentoring and support networks
- ensuring that the programme is easily accessible, e.g. providing transport after dark
- providing links and resources to other services and resources available within the community
- providing a continuous contact point for youth
- being aware of self-esteem, cultural, social and family issues which might affect a youth's behaviour
- engaging with youth as individuals
- promoting the relevance of activities for other life areas
- clearly set aims and outcomes which are monitored and, if possible, evaluated

Other, primary school based approaches concentrate on the support of pupils' autonomy through personality training, such as the German programme "Becoming Autonomous" (Wiborg & Hanewinkel, 2005, see Inventory No. 12). Another German project "parachute" (Luh, 2002) also works – although on a tertiary level - explicitly towards the disassociation of delinquent peers by re-enforcing the social inclusion of the child and the family into the community and the child's re-integration into school by supporting an increased use of social services.

Other programme such as the Swedish "Komet" (Forster, Sundell, Melin, Morris, & Karlberg, 2005, see Inventory) support positive peer relations within the school environment. Peer programmes include peer mentoring and peer tutoring, which have been increasingly implemented throughout Europe, e.g. Highbury Fields School, in the London Borough of Islington, has a well-established peer mediation programme that has been running since the late 1990s (Baginsky, 2004). Pupils who wish to train as peer mediators apply towards the end of Year 9 (age 14). Those whose applications are successful receive 10-12 hours training in the first term of their Year 10, after which they join mediators in Years 11-13 working with pupils in Years 7-9. Similar programmes have been implemented in many other European countries, such as Belgium, Italy, France and Germany (European Forum for Urban Safety, 2004, see Inventory).

Before widely implementing such programmes, more scientifically based information on the influences of peers on delinquency is needed. A research project focusing on peer group formation in relation to the longitudinal development of delinquency (longitudinal design: repeated survey among 1st graders & 3rd graders; mapping of school networks; information on friends, family background and delinquency) is currently being conducted by Weerman (2005) at the Netherlands Institute for the Study of Crime and Law Enforcement[30].

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[30] http://www.nscr.nl/themas/levensloop_projE.htm

School programmes

School-based crime prevention is used throughout Europe, with a clear focus on (school) violence prevention. Hereby, programmes such as "Faustlos" in Germany, (Schick & Cierpka, 2003) or its English counterpart "Second step"" (McMahon, 2000) are curriculum based and rest on three essential social competencies (empathy, impulse control and problem solving and anger management), (see Inventory). Other common school based approaches also include the Olweus-Programme, school mediation or other initiatives which focus on social skill training and peaceful conflict solution. Especially promising programmes such as the one developed by Olweus (1995) or Hopf (Hopf, 2001) which work at different levels (school, class and individual).

There are also promising projects which concentrate on the reduction of risk factors by combining social skill training with cognitive behaviour therapy, such as the KOMET programme which has been successfully implemented in Sweden (Forster, Sundell, Melin, Morris, & Karlberg, 2005) or programmes which rely on social emotional learning (SEL), (Kimber & Sandell, 2001) A useful method is to apply a participatory approach, such as in the French programme "Student action" (European Forum for Urban Safety, 2004) .

Another US-approach which has been recently implemented and evaluated in the Netherlands is the "good behaviour game" (GBG) (Embry, 2002) or (in Dutch) 'Taakspel' project for children between 7-9 years (see Inventory), with the aim of diminishing disruptive behaviour and behaviour problems such as attention-deficit-hyperactivity (ADH) problems, conduct problems, and oppositional defiant problems in childhood which are associated with many negative outcomes in adolescence and adulthood. However, its implementation in Europe has proven to be difficult due to different cultural approaches within the education system (Junger-Tas, 2005).

Increasingly, restorative justice and mediation approaches are also used in schools,(Karp & Breslin, 2001) e.g in Germany (Sempler & Guetling, 2004), Italy or Hungary, where – for example – a conflict management technique, called "Face to Face" (Hadhazi, 2004) is taught in secondary school by trained teachers who use participative methods such as role-play.

Community programmes

Welsh and Farrington (2004) conclude that in the interest of maximising effectiveness, a multi-component, community-based, programme is needed, with Communities that Care (CTC) as an evidence-based and highly promising example (see Inventory). The choice of interventions depends on empirical evidence about what are the decisive risk and protective factors in a particular community and on empirical evidence about "what works" (Welsh, Farrington, & Sherman, 2001). The programme is currently being implemented and evaluated in 20 sites in England, Scotland and Wales as well as the Netherlands (Jonkman, Junger-Tas, & van Dijk, 2005).. Whilst the effectiveness of the overall CTC strategy has not yet been evaluated, the effectiveness of its individual components is clear. The strategies foreseen by Hawkins , Catalano and Arthur (2002), who developed it as a risk-focused prevention strategy, include pre-natal and, post-natal home visiting programmes, pre-school intellectual enrichment programmes, parent training, school organisation and curriculum development, teacher training and media campaigns. Other strategies include child skills training, anti-bullying initiatives in schools, situational prevention as well as policing strategies, based on the most urgent needs of the community and on empirical evidence about effective ways of tackling each particular risk factor.

Situational Prevention

Situational crime prevention methods have been analysed in more detail in our report on violence prevention (Stevens, Kessler, & Steinack, 2006). There are also situational approaches to the problem of graffiti by young people (Sundell, Shannon, & Andree Loefholm, 2002), such as making it more difficult to write or paint on public surfaces, and to simplify the cleaning of these surfaces afterwards.

Other strategies include increased police patrol of places with surfaces attractive to graffiti painters, as well as making such surfaces as difficult to access and as uninteresting as possible. This can be achieved by covering the surfaces with wooden espaliers, or by concealing them behind plants. The introduction of legal painting walls and graffiti schools has also been tried, but opponents of legalising certain surfaces for graffiti argue that this sends a mixed message to youths about the attitude of society toward graffiti. Also, the "legal walls" could become training surfaces, where painters would practice their skills in order to later move on to their actual targets – illegal surfaces. To what extents those measures have been successful, or have had unintended and/or harmful side effects is unclear, as few have been evaluated.

Secondary Prevention

Family- and environment based interventions

As with primary interventions, secondary prevention concentrates not only on the offender, but also on the social environment, including the family. It is often difficult to distinguish between primary and secondary approaches, as often, the families chosen for such mostly community-based interventions are targeted as being "at risk" or in need of social support.

One example of a community-based social and life-skill training which integrates the whole family is the Danish Folk High school (Buelow, 2004). Its sessions involve topics such as upbringing of children, training in interaction between parents and children, field-trips to cultural institutions. It tries to enhance the interaction between local professionals (police, social workers, school teachers etc.) and the participating families (see inventory).

A recent multi-agency and multiple intervention UK approach – Promoting Prevention (K. Haines & S. Case, 2005, see Inventory)- aims to foster robust, protective family relationships between young people and their parents. It involves parents at every stage of dealing with an "at-risk" young person by relying on individual and family-based community intervention. It uses mentoring, parenting support and family therapy, with a participatory, youth consultation approach, combined with restorative justice.

As mentioned in the section of this report on global evidence, Functional Family Therapy (FFT)[31] (Sexton & Alexander, 2000)is another family-based prevention and intervention programme that has been applied successfully in a variety of contexts to treat a range of high-risk youths and their families. This approach draws on a multi-systemic perspective in its family-based intervention efforts. FFT is a good example of the current generation of family-based treatments for adolescent behaviour problems. It combines and integrates established theory, empirically supported principles, and extensive clinical experience into a clear and comprehensive clinical model. The FFT model allows for intervention in complex and multidimensional problems through clinical practice that is flexibly structured and culturally sensitive and accountable to youth, their families, and the community. Although often used as a tertiary intervention programme[32], such as for adolescents on probation. FFT is also a prevention programme for at-risk adolescents and their families.

FFT targets youth between the ages of 11 and 18 from a variety of ethnic and cultural groups, but also provides treatment to younger siblings of referred adolescents. FFT is a short-term intervention — including, on average, 8 to 12 sessions for mild cases and up to 30 hours of direct service (e.g., clinical sessions, telephone calls, and meetings involving community resources) for more difficult cases. In most cases, sessions are spread over a 3-month period. Regardless of the target population, FFT emphasises the importance of respecting all family members on their own terms.

FFT is currently applied in Sweden, as in the Project "Turning Point for Children through Parents" which involves children who have been reported for a crime for the first time. Participation in the project is voluntary. The project is run in collaboration between the schools, the Police and Social Services. The project began in March 2004, and will be made a part of ordinary social services in 2006. The project is

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[31] http://www.fftinc.com/

[32] FFT may include diversion, probation, alternatives to incarceration, and/or re-entry programmes for youth returning to the community following release from a high-security institutional setting.

financed by the Swedish National Council for Crime Prevention and three other organisations which work with children and adolescents[33].

In Sweden, another model - Family Group Conferencing (FGC) - has also been implemented, following its spread from its country of origin, New Zealand, via Australia and North-America to the UK (Lupton & Nixon, 1999), where it is still used, e.g. as part of an Intensive Supervision and Surveillance Programme (ISSP, see Inventory). Sundell and Vinnerljung (2004) have conducted a controlled trial where 97 children involved in 66 FGCs (1995-1997) were compared with 142 children from a random sample of 104 traditional child protection investigations by the Child Protective Services (CPS) and followed for 3 years. After controlling for initial differences, those FGC children experienced higher rates of re-referral to CPS compared to the group that had been processed in traditional investigations. They experienced higher rates of abuse, were longer in out-of-me placements, were more often re-referred by the extended family. Hence, the findings did not support the alleged effectiveness of the FGC model compared to "traditional" child protection services. Yet, as Haesevoets (Haesevoets, 2003) outlines, child protection agencies such as the Belgium multidisciplinary unit SOS Children-Families needs to apply more sophisticated diagnostic criteria and more specific treatments in order to offer well-adapted and individualised solutions – legal and non legal – to families.

A recent UK-project is using a multi-systemic approach in targeting offending children (starting at the age of 7, who therefore have often not been involved yet with the Criminal Justice System). It concentrates on prolific (potential) offenders, offenders with special needs and those who were referred as a preventive or protective measure by school, authorities or parents (Nee & Ellis, 2005). This approach has got a strong theoretical basis, and applies sound assessment and allocation to the service on the basis of need. It relies on a strong commitment to the responsivity principle (taken from effective interventions with older offenders) and its multi-modal approach is based on existing evidence of effective interventions, e.g., interpersonal skill training, individual counselling, multi-modal and cognitive-behavioural programmes, parental and family (siblings etc.) involvement. The first evaluation by the University of Portsmouth indicates the effectiveness of the intervention, yet, the evaluation has got some methodological weaknesses, such as a small sample size.

Another UK-example is provided by the Youth Inclusion Programmes (YIPs), established in 2000, which consist of tailor-made programmes for a selection of the 13 to 16-year-olds most at risk of offending, truancy, or social exclusion. The multi-modal and multi-agency programme operates in 72 of the most deprived/high crime estates in England and Wales and is based on the provision of accessible leisure space, mentoring, drug and health education, family work and personal assessment (see Inventory), However, its effectiveness has not been proven.

Community-based intervention

Other secondary approaches include community-based, multi-agency programmes with leisure activities, mentoring or vocational/educational training for "youth at risk", e.g. those excluded from school in the UK (Gray & Seddon, 2005). Multi-faceted interventions of an adequate length, underpinned by clear "theories of change", are required as well as good relationships with schools and other agencies.

Other programmes throughout Europe also focus largely on juveniles excluded from school and not participating in vocational traiing, such as the Portuguese Quinta da Princesa[34] project, which was implemented in 2001 to respond to a complex and multidimensional nest of risk factors: unoccupied youngsters (15 – 18 years), school failure, school truancy and early school leaving, problematic families.

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[33] http://72.14.203.104/search?q=cache:dM_atB-hgiYJ:www.rikoksentorjunta.fi/uploads/u7fw7yhpp.doc+%22FFT%22+Sweden+Kjell+Hansson+&hl=en&gl=uk&ct=clnk&cd=1

[34] Its name comes from a disadvantaged neighbourhood in the suburbs of Lisbon, isolated from the rest of the city, deprivation compared to the national stats and most of the population is aged below 35, and most habitants are Capeverdians

It trains young unemployed people to become "tutores" (tutors) with positive leadership skills for other deprived children and young people, similarly to the Swedish Lugna Gatan project (Roth, 2004; Sundell, 2005).

Another similar community-based approach is the provison of neighbourhood-watch or prevention teams from the community which include or exclusively consist of members or religious leaders fom ethnic minority communties, such as the Moroccan neighbourhood fathers in Amsterdam (B&A, 2000).

A popular secondary intervention is also the organisation or support of vocational training in order to support or initiate the social re-integration of estranged adolescents, such as in the Belgium project Solidarcite (see Inventory). Another common approach is local police-based intervention with difficult youth groups which include providing legal and social training (e.g. in the Czech Republic, see Inventory), organising leisure activities (e.g. the Lithuanina Policije-project, see Inventory) or a combination of hot-spot-policing, systematic information exchange and co-operation with Social Services, law enforcement and families, such as seen in the German project "Gefaehrderansprache" (see Inventory).

Mentoring

On the secondary level, youth at risk are often provided with a mentor coming from the same community.

In Portugal, the mentors "tutores de Barrio" are young adults with similar experiences to their mentorees (see Inventory), whilst other mentoring programmes such as the American-English programme YAR – Youth at Risk, which has also been implemented in Sweden (Turunen, 2002) - provides the youth with an adult mentor from the community who are called "committed partners". The entire community, i.e. the various local authority administrators, the business community and voluntary organisations, are involved in the work with the young people.

However, as seen in the section of this report on global evidence, the effectiveness of mentoring is unclear. Nevertheless, the UK Youth Justice Board is a keen supporter of mentoring for both young offenders and those at risk of offending. Approximately £10 million has been invested by the Board in mentoring schemes throughout England and Wales. Mentoring has been used to support young people involved in community sentencing and prevention schemes, e.g. ISSP, YIP and education programmes. In the latest tranche of funding, 50 mentoring projects were supported for three years to give one-to-one support to young people with developmental needs in literacy and numeracy support. Additionally, 30 projects targeting young offenders from minority ethnic and other hard to reach groups supported over 1,500 young people[35].

The UK "Kick It" mentoring project (Gray and Seddon, 2005, see Inventory) was designed as a supplement to an existing drug education programme. This existing programme was established by Manchester City Football Club and was based on promoting football as a healthy diversionary activity. Training and coaching sessions were coupled with classroom-based drug education sessions. The target group were children in their final year of primary school. As a supplement, a targeted mentoring component for secondary school children was developed. Participating schools referred children at risk who already had an allocated education mentor. Each pupil referred to the project was given a training session in which the project was explained to them. The pupils then accompanied the Kick It project workers on their visits to primary schools and helped to deliver the drug education sessions. Gray and Seddon (2005) concluded the mentoring component had enormous potential, but had not been realised

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[35] http://www.youth-justice-board.gov.uk/PractitionersPortal/PreventionAndInterventions/Mentoring/

as the intervention was only based on one session. A longer-term, more intensive and tailored programme might well achieve some successful prevention outcomes.[36]

In Austria, peer-mediation is used to solve conflicts by a pupil who, in the course of a voluntary class, has been trained as a so-called dispute helper or dispute guide mediator to resolve conflicts in an age-appropriate manner (Bruckmueller, 2001). Simultaneously, all pupils are encouraged to take responsibility for their actions and to resolve conflicts in a constructive, non-violent manner. The role of the teacher is limited to the training of the pupil as a mediator and to acting as coach. Older pupils undertake the mediation of the problems of the younger ones. Mediators are contacted by putting a slip of paper into a post box, or by directly talking to the desired mediator. Sometimes anonymous requests received by mail are also considered. This peer mediation has resulted in excellent feedback from pupils, parents, and teachers.

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[36] See also Baginsky (2005), http://www.mediation-eu.net/english/Resources/PeermediationUK.pdf

Therapeutic Foster Care

Another secondary prevention which has been judged as effective by Baas (2005) – but criticised as no more effective than residential group care by Curtis et al (2001) - is temporary placement in a therapeutic foster family home. Although most European countries use the temporary placement of children at risk in foster families, this is often not accompanied by a therapeutic intervention or special training of the foster parents.

This successful therapeutic approach is currently being implemented in some European countries such as the UK. For example, the Kent County Council (see Inventory) has established a therapeutic Foster Care Project for children between 4 and 13. The children are placed temporarily (short term, up to 2 years) in a therapeutic Foster care home. The foster carers are trained by and are part of a care planning team and undertake some tasks normally done by social workers, such as recording the child's progress and advocating for the child. They also regularly meet with a psychologist and with other members of the care team for the child.

Anti-Social Behaviour Orders

Recent English and Welsh Anti-Social-Behaviour legislation largely targets young people for public disruptive behaviour which is not yet criminal. In recent years, an "anti-social behaviour industry" (Pitts, 2005) has developed; a multi-million pound operation with a series of new laws, interventions and specialist personnel. Anti-social behaviour orders (ASBOs) are part of a tiered response, which includes warning letters, formal warning letters, referral to Youth Inclusion Programmes, parenting contracts (participation voluntary), an appropriate behaviour contract (ABC) established with landlord or Police, parenting-order (non-voluntarily), a curfew order, and finally an ASBO which can lead to naming and shaming in local and national media and even a custodial penalty when breaching an individual support order (ISO) or an ASBO. Other consequences include "tenancy enforcement action", meaning eviction from the home – a sanction which mostly affects single-mothers.

This approach is criticised as a "governmentally orchestrated moral panic" (Pitts, 2005:25), which serves to criminalise behaviour that is often just "youthful spirits". Some argue that ASBOs are serving as a motor of youth incarceration and that public services for young people are being "criminalised" as they are forced to reduce their universal, area-based work due to a proliferation of issue-based work with particular groups (Crimmens et al., 2004). Between 2000 and 2004, a total of 3,826 ASBOs were issued in England and Wales, with 74% served on people under the age of 21, but there is little evidence that the programme in general works.

The breach rate for ASBOs imposed on under-18s is around 36%, of which 46% resulted in a custodial sentence in 2004. The more informal "appropriate behaviour contracts "(ABC) were breached in 43% of cases according to Bullock and Jones (2004), who conducted a study with 94 children on ABCs. Those children were mostly known to Social Welfare, educational and Criminal Justice agencies and mainly excluded from school. As the main reason for their ABC, the children named "boredom" and "peer pressure". This typical "youth nuisance" (Pitts, 2005:30) may better be targeted with youth work and leisure initiatives in order to harness youthful energy and decrease peer-pressure.

Tertiary prevention

In general, a juvenile's involvement with the justice system seems to have a negative impact on his/her psycho-social development, even in systems which aim to help rather than repress (Gatti, Tremblay, & Vitaro, 2005). One reason is that having a criminal record as a minor is a source of considerable discrimination and markedly increases the subsequent probability of prosecution (Ibid). Hence, instead of preventing recidivism, contact with the juvenile justice system enhances a youth's vulnerability – which is especially true with regard to youth imprisonment and its contagious effects.

However, there are hardly any empirical studies on the consequences of imprisonment for youth – at the moment, a German study lead is ongoing –which could challenge the (theoretical aim) that imprisonment should reinforce the young inmates' competence for a life in "social responsibility" (Par. 2 German Prison Sct "StVollzG"). Also, in many European countries, the education and treatment provision within youth prisons is insufficient, e.g. in Greece (Pitsela, 2002) or in France, where the "Amiens project" (see Inventory), which was based on a restorative approach and initiated the self-restoration of damaged prison cells by the young inmates themselves, was successful, because it provided the young offenders with a possibility to spend their time in a useful and educative manner.

Some research[37] suggested that well structured community based alternatives to secure confinement are at least as effective, even for serious young offenders, in reducing re-offending and are less costly. A German study by Dünkel (2005) demonstrates that the recidivism rate is lower or similar when diversion in the sense of dismissal of the case by the juvenile Prosecutor or the Judge (sect. 45, 47 Juvenile Justice Act) was imposed on a young offender, compared to similar offenders who – for the same offence and due to different regional practice – sentenced with custody or another "formal" conviction. These diversion options include:
• non-intervention (petty nature of crime).
• dismissal after educative measure (including victim offender mediation, VOM).
• dismissal after the juvenile Judge, according to the Prosecutor's proposal, imposes a caution, community service, VOM, a social training course, a disciplinary measure, etc.
• conditional dismissal by the Juvenile Court.

A recent development in Europe – the tendency to transfer adolescents to adult court proceedings such as in Belgium (Van Dijk. & Nuytiens, 2004) – ignore the American evidence that this increases the risk that the young offender will be incarcerated and be more likely to re-offend (Bishop, 2000). In contrast, community service has a more positive impact on recidivism, at least partly due the perceived fairness of the sentence (Killias, Aebei, & Ribeaud, 2000), which increases the willingness of the offenders to re-integrate (Rex & Gelsthope, 2002).

Therefore, in order to reduce recidivism which is at least one aim of the juvenile criminal law, non-residential sanctions are preferable, but they must be adapted to the individual need, and social and cultural situation of the young offender A recent German secondary analysis confirmed findings that "tough on crime" strategies such as "scared straight" are ineffective (Heinz, 2005).

However, the call for "tough" response does not stop and even reaches claim to abolish the special juvenile criminal law – which is largely based on educating and not punishing the juvenile – in favour of a general application of "adult" criminal sanctions, such as recently postulated by a German politician, who was, however, (Lill, 2006) heavily criticised. However, such tendencies are also recognisable in the liberal Scandinavian countries. In Sweden, for instance, there is no independent Juvenile Justice System and increasingly, young people are treated as adults.

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[37] E.g. http://www.ncjrs.gov/pdffiles1/ojjdp/208804.pdf

The adult system is in general not suitable for juveniles and very different (e.g. regarding procedures and legal consequences) from the Juvenile Justice System. Hence, smooth connections between the two systems are necessary. In some European countries like Spain, Greece or Germany, young adults can be dealt with by the Juvenile Justice System.

Zero-tolerance policing

A Finnish study by Korander and Törrönen (2005) confirms the negative effects of a zero-tolerance project which was carried out between August 1999 and July 2000 in Tampere. Following the American example "disruptive" – especially alcohol-related – behaviour was repressed and, if possible, sanctioned immediately.

The study is based on qualitative interviews with the Police, social workers from a 24-hour Social Service which runs a sobering station in connection with the main Police building, and young people themselves. Whilst social workers regarded the young people as objects of welfare, the positions of the Police officers and the juveniles were very ambiguous and tainted by mistrust and prejudice. Deprived from their public meeting-points, the teenagers moved their drinking and gathering events to private places, where it was much harder to control. The intervention also supported an over-emphasis on mainstream values among juveniles, such as masculine behaviour in order to defend their drinking culture. Although some Police officers felt that most young people were more obedient and responsible than before, most of them regarded the intervention as neither strict nor consistent enough and complained that their main duty should be to prevent and detect serious crime and not to do "babysitting" within the community. The media supported the project and it strengthened the solidarity between adults, but increased the lack of trust between adults and young people.

After all, the study showed that a lowered level of tolerance can have unwanted and uncontrollable consequences, which supports Braithwaite and Drahos' (2002) view that zero tolerance approaches might have serious damaging effects such as increased drug use.

Co-operation between Police and Social Services

A European tertiary strategy which is seen as promising, is the quick and early co-operation between the Police, the family of a juvenile offender and Social Services which provide counselling and other services independent from the legal procedures as soon as possible after the young person has been arrested for a criminal offence. Such pilot projects were, for instance, initiated and evaluated in Finland ("Haaste, Haapasalo, 2004, see Inventory) and implemented in the Czech Republic ("Early Intervention", Raditsch, 2004, see Inventory).

Intensive Supervision and Surveillance Programme

A strong theoretical basis supports the multi-systemic ISSP (Intensive Supervision and Surveillance) approach which is largely used in the UK – and recently in the Netherlands, too, - as part of a probation or other court order. However, evidence which proves its effectiveness is still lacking. Little et al. (2004) conducted a randomised control trial with 3 groups in order to test a multi-agency ISSP-implementation which involved:
- joint and frequent supervision of participants by Police and Social Services staff
- a family group conference to encourage the young person and relatives to identify needs and arrive at their own solutions
- availability of victim reparation and mediation in appropriate cases
- availability of a mentoring scheme to place programme participants in contact with a young volunteer to act as a role model and to help fill free time constructively
- better diagnosis, assessment and individual treatment plan

- improved sharing of information between Police, Social Services and education professionals
- regular multi-agency review of cases

In addition, there were strong attempts to connect the scheme with local industry and commerce. Four measures were used: Court outcomes, offences out comes, offence/liberty ratio and pre-post offence ratio. Data were assembled from three sources: local Police records and Court disposals, professional records and interviews with youth justice workers and data from national criminal records. In addition, data on professional perspectives were collected with respect to each individual case. The data were analysed using a multivariate regression analysis of arrest.

As hypothesised, reconviction rates were unaffected by the intervention, but there was a 30-50 reduction in the volume of crime committed by ISSP participants (despite intensive supervision by the Police and other institutions). Yet, no particular aspect of the programme was associated with success which suggests a general placebo effect. Further lessons for the planning and administration of such projects and the need for improved epidemiological data about persistent offenders are indicated.

Intermediate Treatment for Young Offenders

Few studies have investigated the effects of different tertiary prevention-treatment types on young offenders and how those different forms of punishment or treatment affect their social adaptability.

One exception is the study conducted by Sundell, Nyman and Alvasdotter (2000) in Sweden who analyse the effects of intermediate treatment for young offenders. At the end of the 1980s, intermediate care projects became an alternative for young offenders in Stockholm. These projects were directed at criminal youths between the ages 15 and 20 and the central aim was to prevent their criminal development and to strengthen the youths' confidence and self-esteem. The activities were built upon the youths' own interests, for example cars, athletics or theatre, and were voluntary. They were conducted by foundations or private firms and financed by the counties.

The treatment time was between one and two years, with work built around an individually structured timetable. Upon the youth's admission, staff would construct an individual care plan together with the youth, their guardian and their social worker. The focus of the treatment was the youth's personal development, for example learning norms and boundaries, being punctual, concepts of "right" and "wrong", and ways to manage their aggression. Every youth was appointed a contact person who would help to keep the contact with authorities and family. The contact person would also aim to help the youth find a pastime activity.

Sundell et al.'s (2000) study involved 133 youths that have been undergoing intermediate treatment between 1989 and 1994. 86% of the youths eligible for intermediate treatment were boys aged 17-18, and the treatment lasted on average for one year. 60% of the youths came from socially unstable homes, for example homes where the parents were alcoholics or drug abusers. According to information in the youth's personal journals and/or statistics from the County Council, half of the youth had mental problems before the treatment, whereof one third abused alcohol or narcotics.

Five years after completing the intermediate treatment, 71% of the youths had been sentenced for new crimes, 89% had received social welfare and 25% had been treated for mentally related disorders. However, their criminality, mental illnesses and dependency had decreased over time. During the last three years 25% had no such problems at all and 19% were dependant upon social welfare. The remaining 56% had been charged for crimes.

Interviews with 20 of the youths show that almost all of them were positive towards the intermediate treatment, especially the personal contact between the youths and adult members of staff. Hardly any of

the youths had previously experienced such a contact with social workers, or staff at juvenile delinquency homes or prisons. The treatment projects' success rates have also increased over the years.

Restorative Justice

Restorative justice approaches are often regarded as particularly suitable for juveniles (Blatier, 1999; Maxwell & Morris, 2002). However, they should be adapted and experimented with to find out how they can best meet the needs and wishes of victims and enable young offenders to repair the damage they have caused. Restorative Justice (RJ) usually involves a mediated encounter between those directly involved in or affected by the crime: the victim, the offender, family members, and community representatives.

The principal aim of these encounters is to facilitate reconciliation, reparation and transformation. There are clear tendencies[38] throughout Europe for an increased use of Victim Offender Mediation (European Forum for Victim -Offender Mediation and Restorative Justice, 2005; Jehle, 2005), particularly within juvenile justice. This sometimes happens without a legal framework, such as in Luxembourg, where only VOM for adults has become part of the criminal procedure (Schroeder, 2003). In Northern Ireland, there are Youth Conference Services which work upon the principles of RJ (McAllister, 2004), but also in Central European Countries, recent legal changes and amendments provide the opportunity for a growing use of those measures.

For instance, in Poland, since 2003, new regulations allow courts to use mediation and to apply its results at any time during the judicial process (Czwartosz, 2004). In Slovenia, since 1999, all provisions concerning VOM possibilities within the State Prosecutor's discretion relating to adult offenders also apply equally to juveniles (Art. 466(2) Code of Criminal Procedure, Bosnjak, 2005). Generally, both victim and offender must agree to the mediation which is mostly initiated by the Police or the Prosecution, but also by the court, either to finish the criminal proceeding or as part of the sentence. VOM can also be used as a diversion for juveniles (such as in Germany), or alongside the sentence (e.g. in Denmark).

Nevertheless, in practice, there are still many barriers to overcome, such as the general punitive approach of the public reflected by the media, the training of mediators and the reluctance of juvenile justice professionals to apply VOM, e.g. in Italy (Ghetti & Mestitz, 2004).

This approach – whose effectiveness regarding recidivism is currently researched in Europe, e.g. by the Vervey-Jonker Institute in the Netherlands or in Germany and Austria by Kilchling and Loeschnig-Gspandl – is based on a strong theoretical background (Weidekamp, 2000). Active participation of the parties involved in and affected by the conflict as well as its orientation towards consensus, reparation and peace-making (Pelikan, 2002) complies with the educative philosophy behind juvenile justice. But its implementation is often complicated and a clear legal framework is needed (Durmortier, 2000).

Child protection issues

Some European countries – e.g. the UK with its very high imprisonment rate of young offenders - risk breaching the UN Convention on the Rights of the Child[39] in the way they treat juvenile offenders[40]. In

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[38] For country overviews see http://www.irsig.cnr.it/Vom_events2.htm and http://www.euforumrj.org/country.htm

[39] http://www.unhchr.ch/html/menu3/b/k2crc.htm

[40] E.g. Article 37(b), "The arrest, detention or imprisonment of a child shall be in conformity with the law and shall be used only as a measure of last resort and for the shortest appropriate period of time"

Germany, it is reported that the legal provisions for the protection of children's rights are not used adequately due to a lack of commitment or human resources (Schaefer & Holthusen, 2005). Estrada and Sarnecki (F. Estrada & Sarnecki, 2004) state that in Sweden "placing young people in prison is regarded as inhumane and running contrary to the UN Convention on the Rights of the Child".

These problems in relation to tertiary prevention emphasise the need to put the focus on early, primary prevention. A positive development is that in Scandinavia, Western Europe, but also increasingly in the Central and Eastern European states, young offenders are eligible for a large variety of non-custodial measures which are not applicable to adults. Those often include diversion to welfare-authorities or community sentences. For instance, in 1999 Sweden introduced a Youth Community Services order as a parallel to the adult Community Service Order. In 2002, the Youth order was used with 450 juveniles (Storgaard, 2005). Also, in Finland, a similar order has been implemented since 1996, but has not been frequently used.

The implementation of those alternative sanctions requires an appropriate infra-structure. In this context, in CEE countries such as the Czech Republic, the legal provisions are available and non-custodial sentences may be imposed, but the realisation of those measures often fails due to a lack of infrastructure (Scheinost, 2005).

Victim Support

Victims of youth crime require special attention, due to the special characteristics of youth crime as peer-influenced, its association with bullying and anti-social behaviour, as well as the interchangeable victim-offender roles. Victims services, which are often designed for adults or groups such as women or minorities, often find it difficult to respond to the special needs of juvenile victims. Adult victims of juvenile offenders may also have a different need due to the generally less harsh criminal sanctions provided and the educative approach pursued in most of the European countries.

In response to these special needs, the Support and Information for Victims of Youth Crime (SIVYC) pilot scheme was introduced in Forth Valley, Scotland (Stirling, Falkirk and Clackmannanshire) in October 2003. It was initiated by the Scottish Executive (Scottish Executive, 2005) in response to an increasing awareness of the need to involve victims in the youth justice process, to ensure that they have a voice and that they are made aware, more generally, of the youth justice system. Its main aims were to provide information and support to victims of youth crime.

The pilot protocol was developed in the context of new legislative provision set out in Section 53 of the Criminal Justice (Scotland) Act 2003. The Act enables the Principal Reporter to release information to victims of youth crime regarding decisions and disposals relating to children and young people referred to the Reporter on offence grounds. The pilot was administered jointly by the Police, Victim Support Scotland (VSS) and the Scottish Children's Reporter Administration (SCRA). It provided victims with information about what had happened to a child or young person referred to the Children's Reporter in relation to a specific offence committed against the victim. Victims could opt to receive information either directly from SCRA or via VSS. The service also provided victims with access to practical and emotional information and support through VSS.

During the pilot, the most common type of victimisation was assault, violence or threats (45%). This was followed by vandalism/fire raising (35%) and crimes of dishonesty (20%). Victims who responded to the pilot survey rated the offences as being moderately serious on average. The evaluation conducted by Skellington Orr et al. (2005) showed that many respondents appear to have appreciated the service. However, some expressed concern about the time taken to receive referral information and were frustrated by the amount of information that could be released. Some doubted that the actions taken would impact on children and young people's future propensity for offending. Yet, this pilot has been – if

nothing else – successful in supporting the largely overseen issue of considering the different needs of (young) victims of young offenders.

4. Conclusions

Trends in juvenile crime

The following features of recent trends in juvenile crime are apparent from existing research and statistics in this area:

- Polarisation of juvenile crime: An apparent trend, in some countries, for an increase in the number of young people who do not commit crimes, with a shrinking group of juveniles who are multiple offences.

- A levelling off of juvenile crime rates since the 1980s: Many researchers have pointed to the rapid rise of youth crime up to the 1990s. However, recent research shows a levelling off of this trend during the 1980's /1990's depending upon the country concerned. This stabilisation seems to have continued into the 2000s.

- Male vs female offending rates: Young males continue to commit far more offences than females. However, some countries observe an increasing number of females involved in crimes and a stable or reducing level of crime amongst young males.

- The nature of youth crime is changing: It appears from the statistics and research that there has been an increase in violent crimes and a reduction in property offences across many EU countries over the last 15-20 years.

Youth justice systems

The increasing pressure towards greater punishment and less emphasis on welfare noted by Garland (2001) seems to be increasingly influential in Europe, despite the apparent stabilisation of levels of youth crime. However, this pressure has been resisted in the main by those countries with a long tradition of 'welfare' based youth justice systems. Prison for young people remains a rare occurrence in these countries and the protection of the rights of the child and social welfare solutions to problems that arise in society at large are still emphasised.

Nevertheless, those countries who have 'justice' oriented juvenile justice systems (according to Junger-Tass' 2004 typology) have struggled to maintain emphasis on prevention and education. They have 'widened the net' of the youth justice system, bringing an increasing number of vulnerable young people under its control with the unintended negative consequences of increasing the costs and harms of imprisonment.

The public health approach

There is increasing recognition that policy on juvenile crime prevention should operate at the three levels of the public health model; primary, secondary and tertiary. That is to say that prevention needs to target the population as a whole, then groups who are at increased risk of offending or victimisation, and finally those who have already been the victims or perpetrators of offences. It should also make use of evidence from the USA as well as Europe, much of which has been presented in this report.

The primary level of prevention is implicit in the Scandinavian 'social democratic' welfare model (Esping-Andersen, 1990), with its strong approach to ensuring social solidarity. It can be developed in other countries by paying more attention to the need for support to families and children in order to reduce risk factors and to bolster protective factors. Primary prevention can also be achieved through well-implemented examples of situational crime prevention.

There is an inherent tension in primary prevention between aiming for universal coverage, which is expensive, or targeting resources on high risk areas or families, which may be more cost effective, but will have less overall impact on crime and may stigmatise and label those families and areas. One possible solution to this conunundrum is to use universal coverage for those measures, such as early support to families and young children, which have benefits that go far beyond crime prevention (including improved health, educational and, eventually, economic performance), and targeting measures which have more narrow crime prevention benefits by risk.

There are already many promising developments occurring with innovative secondary prevention measures, including family therapy, community-based interventions, mentoring and therapeutic foster care. The jury is still out on the UK's controversial approach to anti-social behaviour, including the Anti-Social Behaviour Order. These are often breached, and risk criminalising young people for unruly behaviour or the acting out of mental health problems. Zero tolerance policing has been tried in Europe, but has so far not proven anything except its ability to further alienate young people from the police and other adults. The use of this term seems to arise more from its use as a slogan by politicians and the media than it does from evidence of effect or police willingness to implement it.

On the tertiary level, evidence continues to mount that imprisoning young people offers few crime preventive benefits that could outweigh its high costs and the harm it does to the mental health and future prospects of juvenile offenders. Other, community-based approaches seem far more promising, including diversion, intensive supervision and surveillance, intermediate treatment and restorative justice. European countries have not yet taken full advantage of American developments in knowledge of the beneficial effects of programmes such as Multisystemic Therapy, Family Functional Therapy and Aggression Replacement Training for reducing recidivism by young offenders.

Recommendations for juvenile crime prevention

Many guidelines for good practice with specific types of crime prevention have been listed in this report. Some recommendations are commonly made by research in this field, including.

a) The heterogeneity of the juvenile population (age, gender, nationality, religion, ethnicity, sexuality, etc.) should be acknowledged in planning interventions

b) Thorough analysis of the situation, including geographical and social "mapping" is necessary for planning, monitoring and evaluating juvenile crime prevention.

c) Potential partners and stakeholders (including members of target groups and their families) should be identified and involved early in the development of plans.

d) Use methods that have a sound theoretical and empirical basis. There are many available examples that have not been widely implemented. Untested methods should only be used in rigorously evaluated and ethically reviewed experimental projects.

e) Use a combination of methods. Multi-modal programmes tend to work better than programmes which use only one type of service.

f) Target interventions on criminogenic need; i.e. factors which have been demonstrated to operate as risk or protective factors for juvenile offending.

g) These factors operate at several levels; individual, family, community, school, economic. All levels can be used as levers to reduce youth offending. Focusing only on the individual level is unlikely to lead to sustained reductions in crime, as juvenile offenders quickly grow up and are replaced by a new generation.

h) Use programmes which are adequately adapted to the age and stage of adolescent development of the participants.

i) Recognise that punishment by the criminal justice system is not beneficial for the juvenile, or for their prospects of avoiding future offending.

j) Avoid measures which bring delinquent youths together in the absence of pro-social peers and purposeful activity.

k) Consider those who have to implement their programme, their workload and their autonomy. Important factors are the professionalism, motivation, independence and knowledge of those practitioners.

l) Provide ongoing training for these key workers.

m) Recruit and retain workers who have the professional skills and personal qualities to engage young people and to help them reach their goals.

n) Adapt effective programmes which have been developed elsewhere to the cultural and local context.

o) Be aware that tensions in the implementation process are likely if there is little co-operation with the workers in the field.

p) Boost programme integrity through the use of programme manuals and supportive professional supervision.

q) Avoid short-term initiatives that are implemented for purely political reasons.

r) Keep juveniles out of adult prisons.

s) Develop the use of diversion, therapeutic alternatives to imprisonment and restorative justice.

t) Win the support of national, regional and local government, for example, by providing figures on the cost-effectiveness of primary and secondary prevention compared to tertiary intervention.

u) Evaluate programmes in order to manage them better and to build the evidence base of effective practice.

European-level recommendations

1. In Europe, rigorous evaluation of juvenile crime prevention is still rare. This is one area where the European Union could invest funds, and encourage the investment of national budgets. This could partly be done by strengthening the attention paid to juvenile crime prevention in the Youth, Agis and 7th Framework Research Programmes.

2. European level cooperation could also lead to the improvement in validity and comparability of statistics on juvenile crime, as has happened for illicit drug use statistics through the efforts of the European Monitoring Centre on Drugs and Drug Addiction.

3. Encourage cooperation between European nations on the transfer and adaptation of promising and effective methods.

4. Encourage economic and social means for the integration of young migrants and other socially excluded youth.

5. Create a European database of promising or effective juvenile crime prevention methods, which is available in one internet location and in as many of the EU languages as possible. This could be hosted by the EUCPN website.

6. Achievement of the Lisbon agenda for the European Union, and especially the goal of "greater social cohesion", would contribute to the reduction of risk factors and the strengthening of protective factors. This could be seen as the most important element of primary prevention at European level.

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APPENDIX A

Inventory of Promising and Effective European Approaches in the Prevention of juvenile crime

This inventory includes programmes, projects and other methods for the prevention of juvenile crime.

They have been selected from an extensive review of the European published and grey literature and through personal contacts with researchers and officials across the European Union.

The criteria used to select promising approaches were:
- Promising: the approach has a sound theoretical or empirical basis and has proved its ability to engage its target group.
- Effective: as for the promising approaches, but with the addition that the approach has been evaluated and found to lead to reductions in juvenile crime.

Due to the lack of evaluation in Europe, the vast majority of the approaches listed here can only be rated as promising.

The approaches are listed in alphabetical order of the country in which they have been initiated. More information is given in the text of the report on the contexts in which they have been implemented.

1. Author, Year, Title	Holztrattner, G. (2005). Projekt Ich-Staerke. Wien, 2005 (grey literature)
Name	Projekt "Ich-Staerke" (Project "Ego-Strength")
Country	Austria and Hungary
Group targeted	Pupils in secondary schools
Type of Crime targeted	Thefts, violence and drug use
Level	Primary
Aims	Building or supporting: • Development of the young person's personality and learning how to resist peer-pressure and building his/her own boundaries. • Social competence through group-work and team-spirit • The motivation to learn in a practical context • Values like helpfulness, responsibility, friendship, respecting others are not only learned, but experienced • Self-consciousness • Ability to co-operate, communicate and to solve problems self-contained and individually • Learning and having fun at the same time • Experiencing and learning alternatives to aggression
Approach	Non-residential social skills training, educational programmes, group life-skill training, social learning
Method	The detailed programme is planned by the schools themselves. Project teams (led by the Headmaster) are formed and local resources are used in co-operation with municipalities, sport centres etc. A teacher conference and a parents' meeting are held, afterwards, workshops (e.g. about legal consequences of drug-misuse, an excursion to a Youth Court, self-defence strategies, anti-bullying counselling etc.) are implemented in the curriculum and intensive-workshops for parents are offered. The pupils participate voluntarily in the workshops; a group consists of 8-12 persons. For 2-3 days within a school-year, the teaching is suspended in favour of outdoor-workshops, adventure-pedagogical events (i.e. canoeing, diving) and creativity training (arts, music etc.). Adventure-pedagogic implies to raise the awareness of the experience through intensive talks, accompanied by pedagogical counselling. There are so-called "Comfort-zones", "teaching-zones" and "panic-zones" which are evaluated by the pupils and an experienced pedagogue. The programme terminates with an official celebration organised by the pupils which integrates the whole school and parents, and where workshop based new skills are presented (e. g. playing theatre, showing techniques of self-defence etc.)
Initiators/Co-operations	Police, schools, parents, psychologists, sport-trainers, municipalities, local NGOs
Implemented by	The concept was developed by the Austrian Police, but is implemented by individual schools within a time frame of 1-2 years. It is stressed that the Headmaster and the majority of the

	teachers must support the project.
	The project is implemented in different school-classes, but only if the teachers are convinced of the approach.
	The parents are informed beforehand and must give their consent.
	According to the different local focus-point, the project is named differently, yet, its implementations follows the pre-given general rules.
Process Evaluation	Internally - shows high rates of satisfaction among the participants, teachers and parents.
Impact Evaluation	None
Category Promising/ Effective	Possibly promising.
Criticism	External impact evaluation as well as a theoretical basis is missing. Work-intensive
Potential	Promising participatory approach which integrates the pupils' socialisation of cross-border initiative

2. Author, Title, Year	Solidarcite (2004) http://www.solidarcite.be/accueil.htm
Name	Solidarcite
Country	Belgium
Group targeted	Socially and economically excluded young people (17-25)
Type of Crime targeted	Violent crime and other offences
Level	Secondary
Aims	Teaching social and professional skills to young people at risk. Strengthening the bonds to the community.
Approach	Community-based social skills training and non-residential vocational programme
Method	Young people (YP) from a range of backgrounds form teams of 6-8 for a period of nine months ("social year"). No educational or other requirements have to be met. Supervision and assistance is provided by social workers. The YP take part in volunteer projects and are offered training and placement. In exchange for their volunteer work (refugee work, elderly people, environmental management, building renovation etc.), they receive payment for expenses. The training consists of an informative part and social education and training in job application skills and a practical part. At the end of the year, the young people go on individual placements for several weeks.
Initiators/Co-operations	Municipality, NGO
Implemented by	NGO Solidarity
Process Evaluation	Internally. Through weekly meetings, every three months, the project is "evaluated" by the YP and their mentors. At the end of the year the participants (in the 2002/3 school year, 6 girls and 8 boys, among them 7 of Moroccan origin, attended) filled out a questionnaire which produced results that showed a high satisfaction with the programme (reaching concrete skills, more positive outlook on their prospects in society)
Impact	

Evaluation	None
Category Promising/ Effective	Promising
Criticism	Small sample size, no Impact Evaluation (neither on the reduction of crime nor on consequent social inclusion such as employment etc.)
Potential	Should include more focused social skills training

3. Author, Title, year	Vanhove, A and Raynal. M. (2004). Secucities: Violence and Schools. European Forum of Urban Safety. Paris: Perolle
Name	Community school mediation
Country	Belgium
Group targeted	• Pupils in the process of disengaging with school or encountering difficulties in school • Parents (especially from foreign origin)
Type of Crime targeted	General
Level	Primary/secondary
Aims	Facilitate young people's access to school in order to guarantee social inclusion and equal opportunities
Approach	Community/based counselling Mediation
Method	The mediators make contacts between pupils, parents and schools. There are common information sessions led by social workers, for pupils and/or parents, but there is also individual counselling and mediation. At the first meeting, the pupils appear with or without their parents, and the situation is analysed. After the analysis, the mediators contact the competent authorities and/or mobilise the potential partners to seek solutions which will be proposed to the young people and/or their parents.
Initiators/Co-operations	Municipality
Implemented by	A social mediator working in the Registry Office and the "foreign persons" counter in the Town Hall and 2 co-workers from the community school Mediation Department. Social partners are youth centres, homework schools, parents' associations, literacy classes, Social Services, medical centres, street youth workers.
Process Evaluation	In 2002, the 2 school mediators intervened in 345 cases which led to 709 interviews and interventions. 75% of those cases concerned young people in secondary schools, essentially minors. 18% were requests for information, 17% were for help in enrolment at school, 17% were linked to school orientation problems and constructions of life projects. Other issues included integration problems for immigrant children, disciplinary school measures, expulsion from school etc.
Impact Evaluation	None
Category Promising/	Promising

Effective	
Criticism	Scientific evaluation missing. Pupils in difficulties should be contacted by the mediators (and not vice versa) and a close communication with the school should be maintained.
Potential	Good reception in the community, space for multi-agency partnerships

4. Author, Year, Title	Raditsch, F. (2005). Personal Conversation. Prague, 22.11.005, Ministry of Interior and Raditsch, F. (2004). An Early Intervention Project. EUCPN Best Practice Conference. The Hague, December 7th 2004.
Name	An early intervention project.
Country	Czech Republic
Group targeted	Young prolific offenders
Type of Crime targeted	General, but largely car-thefts
Level	Tertiary
Aims	Avoiding a criminal career for young offenders and supporting their and their families' social inclusion
Approach	Multi-agency approach Community-based social intervention
Method	The project shall facilitate the co-ordination among the partners and enable an early start of social intervention for juvenile delinquents. Together, a social correction plan is developed with the active participation of the offender and his/her family. A centre of Early Intervention has been implemented; the co-operative runs a common information system (IT). Common meetings are held where concrete cases are analysed and information is exchanged and transferred. For instance, the Police and Child Protection Services enter information about the young offender on the system which is daily updated by workers of the Early Intervention Centres. Social workers and Probation Service officers have immediate access to the data in order to develop a concrete action plan for the individual.
Initiators/Co-operations	Police, Social Services, Child Protection Services, schools, labour offices, NGOs, medical services, Probation Services, prosecutor office, Juvenile Courts
Implemented by	Police and Probation Officers, social workers Local Centre of Early Intervention
Process Evaluation	By University of Ostrava and the Crime Prevention Unit of the Ministry of the Interior.
Impact Evaluation	No impact evaluation for the pilot project, but an impact evaluation is currently initiated at a new (more rural) setting of the programme. (So far, crime figures did not drop significantly since the implementation of the project)
Category Promising/ Effective	Promising
Criticism	Social worker must be more motivated and trained for the programme
Potential	Due to the process evaluation, important policy-relevant information could be gained. So, weaknesses in the co-operation among the different agencies were detected, the functioning and efficiency of the different agencies was evaluated and a broad picture of the social

	situation of the juveniles and their families could be drawn.
	Furthermore, a side effect of the project was the establishment of a Roma volunteers project. The Roma workers function as "bridge"-workers between the Czech Police and their own community (before, the Roma community was largely excluded from the Czech society and very hard to reach).
	Generally, the mutual mistrust among families at risk on the one hand and Police and Social Services on the other has been diminished.
	Although the crime figures do not show an immediate significant effect, the Crime Prevention Department is convinced that the project will be effective in the long run. Recently, a similar project has been implemented in a more rural setting where a scientific impact evaluation is planned.

5. Author, Year, Title	Buelow, A. (2004). Personal communication and Project Description "Family Folk High School". EUCPN Best Practice Award 2004. http://www.justitie.nl/Images/BPC%20-%20YPO%20-%20Denmark_tcm74-37309.pdf
Name	The family folk high-school
Country	Denmark
Group targeted	Children, aged 10-15, minorities background
Type of Crime targeted	General
Level	Secondary
Aims	• Establishing a dialogue with families with special needs and to facilitate the contact between those families and the local public authorities who are responsible for the families' well-being and other relevant partners in the community. • Engaging and supporting positive process of social integration in which the families are actively involved.
Approach	Community-based social and life skill training for families
Method	Sessions within the Danish folk high school (aiming to enlighten and educate the poorest educated people, based on the ideas of N.F.S. Grundtvig, eye-to-eye dialogue between teachers and students which enable the students to achieve personal growth and to use their everyday-knowledge) involve topics such as upbringing of children, training in interaction between parents and children, field-trips to Danish cultural institutions, interaction between local professionals (Police, social workers, school teachers etc.) and participating families. Families were approached by workers from the SSP network who had the closest contact to the families (such as school teachers) and by a pamphlet which was translated into several languages. The content of the session was adapted to the needs. There were sessions for the whole family (e.g. a week-end trip to a holiday centre), for parents only (e.g. assistance in Social Services, co-operation with children's schools etc.), for women only (e.g. cooking healthy food), for children 8-12 (e.g. visit to a local youth club, social-skill training), for teens 13-17 (i.e. "battles and conflict"), for girls 13-17 (e.g .theatre workshop), children and teens 8-17 (e.g wall-climbing, visit to the Police Station….).
Initiators/Co-operations	SSP network (co-operation between schools, Social Services and Police)
Implemented by	SSP members, courses took place in a local community from 6-9/2003. 10 Arabic and Albanian speaking families (54 people in total). 8 SSP members, teachers, Police Officers, social workers and social educators, took turns

	teaching at the folk high school.
Process Evaluation	External evaluator (UFC Born of Unge) followed the process
Impact Evaluation	By external evaluator (UFC, not in relation to crime reduction) Results: • Better contact between families and SSP network • Families have achieved a better understanding of the Danish communities • Family have gained knowledge of local support and possibilities • Professionals gained insights into the different cultures of the families • Conflict solving tools have been provided and accepted
Category Promising/ Effective	Promising
Criticism	Long-term effects on crime reduction are missing
Potential	Culture-sensitive, clearly targeted approach for every family member

6. Author, Year, Title	Vestergaard, J. (2004), A special youth sanction, Journal of Scandinavian Studies in Criminology and Crime Prevention, 62-84
Name	Youth sanction
Country	Denmark
Group targeted	Juvenile offenders, especially "the hard core of socially deprived and mal-adjusted" juvenile delinquents
Type of Crime targeted	General, mostly assault, robbery, burglary
Level	Tertiary
Aims	Alternative to unconditional prison sentence, but also an impulse for considerable stiffening of extensive periods of incarceration and coerced rehabilitation in order to reduce recidivism.
Approach	Legal, coerced rehabilitative measures. Criminal Justice Sanction, residential educational – and social skill training. A structured and controlled socio-pedagogical treatment of 2 years duration.
Method	Particularly difficult juvenile offenders should be targeted in a more stringent manner by the Social Welfare authorities: • The young offenders are committed to a secure unit in a juvenile institution under the social welfare authorities. • They are placed for a longer period of time in an ordinary residential institution for juveniles. • Finally, community-based supervision is implemented. The main elements of the sanction are determined by the Court. Maximum period of placement in an institution might be up to 18 months, with a maximum of 12 months spent in a secure ward. In case of recidivism, the duration of the sanctions and the maximum period may be extended by up to 6 months. Furthermore, the Court will order individualised conditions imposed in connection with suspended sentences.
Initiators/Co-operations	Developed by a workgroup of professionals appointed by the Ministry of Justice
Implemented by	The Court (judge(s))

Process Evaluation	During its first year in 2001, 55 youth sanctions were implemented and local Social Welfare authorities specified the conditions. Local welfare authorities reported about emotional development, social behaviour, literacy and practical chores, schooling, education and employment and cognitive and similar methods of treatment (internally).
Impact Evaluation	An analysis done by independent researcher (author). Its results were widespread and disparity and disproportionality regarding Courts' sanctioning were detected, whilst rehabilitative and preventive effects could not be measured. A large group of the sample would otherwise have been placed under relatively restricted conditions in special institutions for juveniles under the care of Social Welfare authorities – a provision which now finds extremely limited use, which means that the concept of alternate placement, which was designed under the inspiration of fundamental human rights obligations, has de facto been sacrificed to a "realist" criminal policy" (Vestergaard, 2004:74).
Category Promising/ Effective	n.a.
Criticism	Politically motivated Sanction legitimises a vast widening of formal control measures directed against troubled youth, evoking memories of the infamous "Borstal sanctions." Social Welfare authorities should intervene at a less severe level. Serious risk that continued placement in a secure unit serves no other function than storing the offenders.
Potential	The extended use of residential setting should be used for extended social and life skill training, implemented by pedagogues and psychologists.

7. Author, Year, Title	Araksinen, T. (2005). Personal communication. 20.10.2005 Airaksinen, T. (2004). Youth Rise. EUCPN Best practice award. http://www.rikoksentorjunta.fi/uploads/yyx1pjpihux0t.doc
Name	"Youth Rise"
Country	Finland
Group targeted	Young offenders
Type of Crime targeted	General
Level	Tertiary
Aims	• To improve mutual co-operation among different practitioners in order to improve the quality and efficiency of support provided for beneficiaries. • To test intensive mentoring as a tool of supporting released prisoners in order to decrease recidivism. • To develop intervention programmes for young offenders for decreased recidivism such as by providing facilities to get employed and educated by providing possibilities to practise and to find ones own interests. • To improve participants' life management using participatory methods, providing chances to handle situations and providing experiences of success.
Approach	Residential and community-based social and life skill training: 1. Intervention programme • Immediate intervention after offending for those who are at early stage of circle of re-offending (aged 15 - 20).

	2. Resettlement programme • An intensive aftercare programme for released young offenders (aged 18–30) including guidance, rehabilitation, education, work and supervision.
Method	Intervention programme: • Motivating the young offenders to join the project for three months. • Providing new experiences to facilitate good atmosphere and reliable relationship with workers as well as for getting something else to do than crimes. • Supporting participants in cognitive skills (taking attitudes, thinking, reasoning and acting differently). • Arranging individual and group meetings with workers and other contact persons. • Assisting and preparing for Court. Resettlement Programme: • Motivating the prisoner to join the programme and utilise the time left in prison. • Finding the mentor for the beneficiary; mentors are unemployed people who are willing and capable to work with young offenders. Youth RiSe is employing the mentors for the support period (10 months). The Intensive Mentoring Programme begins during imprisonment. • Initiation education for the mentor; education includes the basics about working with people with special need for support, projects' principles and mode of actions, interpersonal skills etc. • Working in co-operation with other authorities (inter-agency to find solutions to resettlement arrangements before and after release (case management work).) • Supporting the beneficiaries in every possible way to ensure his/her safe and smooth return to civil life (delivered by project instructor and mentors). • Supporting participants in cognitive skills (taking attitudes, thinking, reasoning and acting differently). • Assessing, testing, rehabilitating and supporting work and education options for finding ways of independent living.
Initiators/Co-operations	Youth RiSe is organised as a Development Partnership (multi-agency partnership, including Police, Prison and Probation Office, social workers, municipalities, etc.). In addition to the core activities Youth RiSe is co-operating with national authorities and practitioners as well as with five trans-national partners with parallel initiatives.
Implemented by	The (pilot) project is implemented by the Probation Service under the ESF's Equal Initiative with a staff of five. The total budget is 1,68 M€ for 2001 – 2005 (3, 5 years). ESF's Equal Initiative is the main financier with national match funding of 5%, which is paid by the municipalities participating in the project. Youth RiSe is operating 2002-2005 with approx. 20 releasing prisoners and 50 young offenders in intervention programme.
Process Evaluation	Internal monitoring, where problems regarding a functioning co-operation were documented. There exists also a process evaluation by the University of Helsinki. Qualitative questionnaires were sent out to 83 partners from different organisations. Results: better co-ordination and co-operation needed, also more motivation among the partners.
Impact Evaluation	None, only the working processes (client work) of Youth RiSe is documented and assessed. A Balanced Scorecard application is used in order to steer the activities to intended results. Quality is defined as "aiming to perform as well as things were planned", so it's possible to

	compare the activities against the results.
Category Promising/ Effective	Promising
Criticism	Enhancing the commitment of partners/co-operation, clearer division of tasks and clearer instructions, but on the other side more freedom to allocate resources.
Potential	Cross-border approach, participatory methods are used in order to increase empowerment of participants. Participants evaluate the time spent with Youth RiSe, besides, they are co-responsible of planning the activities concerning themselves.

8. Author, Title, Year	Haapasalo, J. (2001), Haaste Journal. The evaluation of the Näppis project in Kokkola. http://www.om.fi/haaste/11642.htm
Name	Näppis project
Country	Finland
Group targeted	Persons under 15 years of age who were caught in crimes against property. The number of children caught in crimes against property and involved in the project was 88 in the first year (43 girls, 45 boys) and 78 in the second year (32 girls, 46 boys). The age of the children was from 7 to 17, the average age being 13.
Type of Crime targeted	Property crime, especially shop-lifting
Level	Tertiary
Aims	Preventing recidivism
Approach	Community-based co-operation Immediate reaction Family support Combination of formal and informal control Enhancement of social support network
Method	Näppis was launched with a briefing that was arranged for the co-operating parties. Afterwards a social worker and a Police Officer visited shops and distributedinformation leaflets on the project. The leaflet was then displayed on a door, wall or notice board, and was thought in itself to be a crime preventing factor. Information was also given to the schools and the media. Representatives of the shops or security firms were expected to contact the Police every time a child was suspected of a crime. After the notification the Police arrived on the scene, took down the child's particulars, searched his or her belongings, notified the parents and contacted the project social worker. The social worker then contacted the parents and arranged for the family to come and discuss the issue. In these discussions, the focus was on the child's actions and whether the family needed help or support in their particular situation. In some instances the child or the whole family were directed to receive appropriate further support. The positive and negative aspects of Näppis were studied from the perspectives of control and support. The control inherent in the project means that the child is caught immediately and held responsible for his or her action. In the opinion of the Police, being caught and being held responsible were positive things. Their way of thinking was simple: when you do wrong, you need to be punished. Control can also mean that the child (and the family) gets labelled and shocked

	in an unnecessarily harsh way. According to those interviewed it was also possible that the parents were subjected to too much guilt, anxiety and worry. The perspective of support, on the other hand, describes how the children needing help can be identified through the project and directed to receive further care. The flipside of giving support is of course the increased workload and the eternal scarcity of time and personnel. The project can also become too identified with certain individuals, whose support becomes the bedrock for the mode,.
Actors/Co-operation	Initiated by the Centre for Basic Security and the Police Authority in Kokkola. Representatives of the Police, youth, and education sector, and the project's social worker.
Implemented by	Representatives of the Police, youth, and education sector, and the project's social worker 1999-2000
Process Evaluation	Externally, by independent researchers. A number of the children and their parents were interviewed. Interviews were also carried out with the acting parties: with representatives of the Police, youth, and education sector, and the project's social worker. For the evaluation, documents were collected from the Child Protection authorities concerning the families involved, from Police statistics about the numbers of children and youth suspected of crimes, the Näppis project itself documented the distribution of information. In the evaluation it was noticed that the mode of action varied somewhat from one instance to another. Sometimes, the shop-lifting would be reported to the school, who then contacted the parents. In some cases the Police took the child to the Police Station and only then contacted the social worker. Sometimes the Police notified the parents, who came to take the child home. In these cases the social worker got in contact with the parents afterwards. The Police patrol arriving on the scene did not necessarily have information about the age of the suspect or the details of the misdemeanour, so it could happen that two armed patrols arrived to face a 7-year old who had stolen sweets. However, in some cases, children's delinquency should not be reported to the Police, but directly to the social worker. The social worker's input should be available also outside office hours, because most shop-lifting took place in the evenings after 4 pm. Thirdly, all acting parties should be offered supplementary training on the development of criminal behaviour and on how to deal with it. Another recommendation was to make sure that after being caught in the criminal act the child would not be made an object of accusations and ill-considered punishments within the family. The family should be supported in practices that guide the child rather than rely on punishments.
Impact Evaluation	External evaluation, but no "hard" impact evaluation. All the parents interviewed said that the children's criminal behaviour had stopped after the intervention. According to figures (crime statistics), six children (7%) re-offended in the project year 1999 and eight (10%) in the year 2000. These figures do not necessarily speak of the project's effectiveness because most of the children were first offenders who were experimenting. The number of suspects went up markedly in the project's starting year of 1999. This is probably due to the fact that children's crimes were reported to the Police more actively than before. The figures for shoplifting as well as other property crimes went down again in 2000, except for the total figure of all crimes against property among 15-17-year olds. This can mean that the project was

	effective or that the reporting became less energetic. The evaluation finds it impossible to draw definite conclusions.
Category Promising/ Effective	Partly Promising
Criticism	It was assumed that an early and immediate intervention prevents crime.

This assumption ignores the fact that for most children, misdemeanor does not predict criminal development. To them shoplifting is part of normal development where they test the boundaries of right and wrong that they are already aware of. These children would not continue the criminal behaviour, anyway. Hence, the seriousness and the recurrence of the crimes should be taken into consideration, because it is just the serious and recurring crimes that most predict criminal development. The second assumption in the Näppis thinking seemed to be that an immediate consequence prevents criminal behaviour. Yet there is no scientific proof that a child's behaviour can be effectively guided by giving an immediate negative consequence after a forbidden act – in contrary (see Scared Straight or boot camps).

The immediate consequence was assumed in Näppis to be necessary in order for the child to learn that they have done wrong. At this stage of development almost all children have, however, already learned the difference between right and wrong and know that when engaged in shop-lifting they are doing wrong. The very shock and anxiety that occurs when caught is a sign of the knowledge about right and wrong.

The third central value of Näppis was the thought that taking responsibility for an action prevents crime. In the project, the principle of responsibility was extended especially to the child itself and his or her parents, but at the same time to the community. Yet, is it the responsibility to intervene, or the responsibility not to intervene indiscriminately or in ways that may frighten the child? |
| **Potential** | A more structured, elaborate approach on a stronger theoretical basis with better trained actors is needed.

A beneficial element in Näppis is the early identification of children and their families who are in need. |

9. Author, Title, Year	Ambroise, F. (2005) Personal Conversation, Paris, 07.11.2005 and Ambroise, F. (2004). An example of implementation of the mediation-reparation procedure. EUCPN best practice award 2004. http://www.crimereduction.gov.uk/eucpn/eucpn06f.pdf
Name	Mediation and reparation following intentional damage caused by minors in prison
Country	France
Group targeted	Young prisoners (between 13 and 18 years)
Type of Crime targeted	Vandalism, criminal damage
Level	Tertiary
Aims	• "Adopting a more reasonable attitude"
• Learning to take over responsibility and hence to prevent further similar offences (especially as prisoners under 16 are not liable to the usual disciplinary measures)
• Social and professional skill development
Approach	Mediation/reparation, residential social and life skill training
Method	Multi-agency partnership.

Prosecutors approached juveniles, lawyers and parents and asked for their consent to participate in the mediation-reparation scheme regarding the re-decoration of damaged prison |

	cells, parental consent was sought through Prison youth workers to ensure that minors participate voluntarily. The actual work (creation of wall painting and additional training in house painting) was organised by a master technician from the PJJ and not from the Prison itself. However, if the identity of the inmate responsible for the damage was known, supervision would be provided by Prison staff. In order to maximise motivation and to achieve optimal focus, on each occasion, the numbers of minors involved was reduced to one or two.
Initiators/Co-operations	Youth Judicial Protection Service (PJJ), Prison Insertion and Probation Service (SPIP), Prosecutor, Prison authorities, community partners
Implemented by	Deputy Prosecutor, PJJ, since July 2002
Process Evaluation	Only internally (author) The young prisoners were very engaged and enthusiastic in renovating their cells and for some of them, it prompted an interest in an according vocational training after prison. Professionals noted that the actions undertaken have not only focused the minor's energies on useful activities, but have also led to a change in their behaviour both in the exercise yard and indoors. As well as the reduction in vandalism, it has been noted that involuntary damage has become less common and that the Young Offender's section is now cleaner and better maintained. This behavioural improvement has also been transferred to new arrivals.
Impact Evaluation	Whilst in 2002, several severe cases of vandalism (extensive damage caused by the minors held in the Young Offenders section such as holes in walls, damage to television sets, wardrobes, toilets etc, which had made certain cells unusable) lead to 6 procedures, in 2003, only 4 reparation operations were necessary and none was required between 1.1. and 1.10.2004. Use of disciplinary cells (for those over 16) began to drop considerably. In 2003, there was an average placement of 8.5/month in 2003 and only 3/month in 2004.
Category Promising/ Effective	Promising
Criticism	No scientific evaluation, no further information about occupation (only that in generally, 12 places are available) of the Young Offenders section and the (offending etc.) background of the young prisoners. Furthermore, a broader educational scheme should be implemented as the young prisoners are not being regularly occupied with meaningful activities such as education, skill training etc.
Potential	Should be seen as a start for further residential social and life skill training

10. Author, Year, Title	Raynal, M. (2004). The Educational Watch. In Vanhove, A and Raynal. M. (2004). Secucities: Violence and Schools. European Forum of Urban Safety. Paris: Perolle , . 11-25
Name	The Educational Watch
Country	France
Group targeted	Truanting pupils, unemployed youth
Type of Crime targeted	General
Level	Secondary
Aims	Securing the adolescent's education and vocational training in order to keep or get him

	included in society
Approach	• Community-based multi-agency approach • Educational training • Individual counselling within the community
Method	The Educational Watch is a new form of collegial work that allows for crossing the institutional and professional logic that puts people together, tightening the ranks of youth workers/adults around young people in difficulties. Individual cases are reported to the Unit by schools, families or employers and the response to the problem is organised at the neighbourhood level, integrating people who know the juvenile and his or her needs. The Educational Watch anticipates situations of failure and established continuity in case of the interruption of an academic career. The Steering Committee of the Educational Watch meets 3 or 4 times a year, identifies and evaluates the needs and means for action, defines the framework of actions and sets their objectives, guarantees the involvement of parents in the system, validates the missions of interveners from the technical units and ensures the course appraisals, observes and analyses. The Educational Watch co-coordinators organise and run meetings, monitors actions decided upon, favours contacts between partners. The Technical Watch Unit, which meets monthly, pinpoints individual cases of rupture, seeks responses and implements them, designates field players and puts them in charge of missions, indicates the dysfunction of public intervention and works with/supervises the professional field players (teachers, headmasters etc.). The co-ordinators organise meetings of youth workers, social contributors, professionals in integration and health and elected officials. The Educational Watch initiates a communication between the school, social worker and parents, gives truanting students school or civic tasks to accomplish whilst making agreements between schools, parents and officials or offers unemployed youth or those who had lost their job a temporary employment.
Initiators/Co-operations	The Mayor organises the local educational project. Educational Watch units are set up in each city and run by a co-ordinator in the framework of local structures that already exists (Education, CJS, Department Council, Municipality etc.) A Steering Committee of the Educational Watch co-operates with the Educational Watch co-coordinator who informs the Technical Watch Unit who, again, co-operates with the field players and educational interveners.
Implemented by	Parents, teachers, social workers, doctors, local associations and officials, schools, youth centres, health centres and local missions
Process Evaluation	Internally
Impact Evaluation	None
Category Promising/ Effective	Promising
Criticism	There is a lack of youth centres, health centres and local missions which would be mandatory for the project's success.

Potential	Uses pre-given structures and local resources.

11. Author, Year, Title	European Forum for Urban Safety (2004). Secucities. Schools and Cities. Paris
Name	Student Action
Country	France
Group targeted	Pupils aged between 11 and 17 in middle schools of problematic neighbourhoods
Type of Crime targeted	General
Level	Secondary
Aims	Support social integration and social skills
Approach	School based individual counselling, social skill training
Method	The workers build bridges for the pupils within the institutional structures by organising leisure activities, administrative formalities or preparing the entry in professional life.

The role of non-certificated teachers consists not of providing academic support, but helping pupils to become organised and to develop their motivation by trying to make them assume responsibility and helping them, through recreational means, to accede to the discovery of culture and better reading and writing.

The non-certificated teachers and students have facilities within the school which is open to all students to meet and to communicate. Saturday afternoon, the team of teachers and school social workers proposes activities, workshops, cultural outings, athletic competitions and parties in the neighbourhood and in the city at large. Besides, weekend outings and holiday trips are organised, both of them self/managed by the pupils, if possible. |
| **Initiators/Co-operations** | City of Paris, since 1992: Leader and Community Training Institute (IFAC) |
| **Implemented by** | Non-certificated teachers, school social worker
since 1988 with a considerable growth since 1998 |
Process Evaluation	Around 16,000 children enrolled in middle schools, 12,139 participated in activities during school time (e.g. the games library club or the "Paris invites children to reading") and another 3,904 participated in outside school activities (such as evening outings or trips during holidays).
Impact Evaluation	None
Category Promising/ Effective	**n.a.**
Criticism	Scientific evaluation is missing
Potential	Cross-disciplinary nature, implemented in schools and hence in the daily life of the pupils with wide-ranging activities also for outside of school times.
Participatory approach

12. Author, Year, Title	Wiborg, G. and Hanewinkel, R. (2005). Eigenstaendig warden: Sucht- und Gewaltpraevention in der Schule durch Persoenlichkeitsfoerderung. (Becoming autonomous) Prevention of addiction and violence in school by supporting the development of personality). Evalautionsergebnisse der ersten Klassenstufe. http://www.edv-butler.at/Rotary/docs/EW-Mezer-pdf.
Name	"Becoming Autonomous" (Eigenstaendig werden)
Country	Germany

Group targeted	Pupils in primary and secondary school (years 1-6).
Type of Crime targeted	Drug and violent crime
Level	Primary
Aims	• Enhancing social and life competencies as well as the autonomy of the pupils • Supporting the development of socially and emotionally sensible behaviour • Enhancing conflict-resolution abilities
Approach	Educative: School-based social and emotional skill training Social learning theory Cognitive behavioural approach
Method	This long-term programme (42 lessons for years 1-4 and 21 lessons for years 5-6) is included in a curriculum with 40 teaching-unities. Teachers receive a special training programme. The lessons for the first two years are quite general, with regard to enhancing communication skills, self-esteem and self-awareness, but become topic-oriented in the subsequent years when tackling subjects such as "bullying" and "non-violent Conflict Resolution" or stress-reduction. Parts of the programme are role-play, theatre, comics, art (painting, singing etc.) as well as meditation/relaxation workshops. Besides, accompanying work with parents is undertaken.
Initiators/Co-operations	Ministry of Education Lower Saxony; Institute for Health Sciences and Therapy, IFT-Nord
Implemented by	Teachers, since 2001 until 2005 in Sachsony
Process Evaluation	Externally by authors It has shown that the effects are enhanced if the whole teacher-team supports the programme and that motivating the teachers is a highly decisive aspect.
Impact Evaluation	Yes, externally Quasi/experimental design 20 classes in experimental group (334 students), 38 classes in control group (538 students) with similar socio-demographic data. Conflict-solving competencies, social sensible and empathic behaviour as well as communication skills of students in the experimental group were statistically significantly higher than in the control group. Besides, overly adapted behaviour among the experimental group diminished. Evaluation is ongoing.
Category Promising/ Effective	Highly Promising
Criticism	Behaviour changes were not measured
Potential	Highly promising, stable methodological design, can be transferred to other schools and counties

13. Author, Year, Title	Hemmerich, E. (2005) and Fricke, A. (2005). Action Fairy Godmother. Stuttgart
Name	Action Fairy Godmother (Aktion Gute Fee)
Country	Germany (Stuttgart and a growing number of other cities), Austria (Graz)
Group targeted	Children
Type of Crime targeted	Crime committed against children Juvenile delinquency in general
Level	Primary
Aims	Provide children with a community-based informal support network which also acts as an informal control instance as well as a role model
Approach	Community-based informal support and control Partnership approach Social learning theory
Method	The participants of the projects - people from the community - give advice and help children on their way to the playgrounds, to kindergarten or school when troubled by problems, incidents, accidents and other everyday life emergencies.
Initiators/Co-operations	NGO "Quartierwswerkstatt Augustenstrasse e.V." Municipalities Police
Implemented by	Implemented in Stuttgart since February 1999 by business people, craftsmen, social institutions, drivers of the Stuttgart Tram Corporation
Process Evaluation	Internally. Children use the service and the logo has become a symbol of trust and confidence for many of them. The parents react very positively and their fear of crime is reduced. The project, first initiated in West Stuttgart, was implemented quickly within the whole city area, with 900 partners from business and social institutions, and 400 cars of the Stuttgart Tram co-operation.
Impact Evaluation	None
Category Promising/ Effective	Promising
Criticism	The reaction of the children on the initiative should be explored by an external researcher (qualitative interviews).
Potential	Easy to implement and cost-effective. The idea has been taken over by other German cities and was implemented in Graz (Austria). Other Austrian cities will initiate the programme in the near future.

14. Author, Year, Title	Lions Quest (2005) http://www.lions-quest.org/program/index.php, and http://www.lions-kiel.de/seiten/quest_06.was_ist_quest.html Kaehnert, H. (2003). Evaluation des schulischen Lebenskompetenzfoerderungsprogramms "Erwachsen warden" (Evaluation of the school-based life/skill programme "growing up"). Dissertation. Bielefeld. August 2003.
Name	"Erwachsen Werden" (Skills for Adolescence)
Country	Germany (similar programmes in other European countries, e.g. UK, Sweden, France, Netherlands, Denmark, Finland, Belgium< implementation in Hungary, Czech Republic, Poland and Luxembourg is foreseen)

Group targeted	Pupils aged 10-15
Type of Crime targeted	General, especially drug delinquency
Level	Primary
Aims	• Supporting the development of emotional, social and communicative competences among the target group • Supporting the development of autonomy and independence • Helping young people develop strong character; healthy, positive relationships with parents and peers; and productive problem-solving skills.
Approach	School-based Life-Skill Training Cognitive behaviour training
Method	Lions-Quest believes the most effective way to implement positive youth development programmes and bring about lasting improvements in school climates, is to equip educators with current research, materials, and strategies for addressing critical issues facing youth. Educators' joy of teaching shall be renewed through effective classroom tools. Skills for Adolescence help students gain positive attitudes and important life skills through easy-to-use classroom materials, solid teacher in-service experiences, and important community links. Workshops are conducted by Lions-Quest certified-trained teachers. The programme is based on the provision of material for teaching which include a manual for teachers, parents and pupils. The teacher manual includes 70 teaching themes and material including the following subjects: 1. my group and I 2. enforcing self-confidence 3. handling emotions 4. my peers 5. my home 6. there are seductions – make your decision 7. I know what I want Furthermore, there are "energizers" (activation games) foreseen. The guide for the pupils provides information, interviews, working sheets and short stories (topic/specific). The parent guide "years of surprises" provides the parents with information about biological and psychological changes in adolescence, the role for the family and societal seductions for adolescents and proposals for a successful child-parent communication. The contents of the programme are presented in an interactive manner (role-play etc.). Parents shall be integrated through regular meetings, letters, work-shops etc.

Initiators/Co-operations	Lion's Quest (co-operation between the NGO "Quest International" and Lions Club International, with the latter being one of the biggest service-organisations world-wide. This programme was further sponsored by the Levi Strauss Foundation and the WK Kellogg Foundation.
Implemented by	Specially trained teachers (3-day Lions-Quest training is provided)
Process Evaluation	Kaehnert (2003) Difficulties for pupils to understand the written material as no difference is made among the school forms. The material provided for teachers is often too large to be completely considered in the time provided. Gender-specific and multi-cultural methodologies are missing. Often, the inclusion of parents as foreseen in the programme is missing (especially at non-grammar schools). All in all, the programme is often not completely implemented by teachers who regard it as time-consuming.
Impact Evaluation	Lions-Quest Skills for Adolescence was rated a "Promising" Programme by the U.S. Department of Education's Safe, Disciplined and Drug-Free Schools expert panel. Reviews rated this programme highly for its clear goals and strong rationale. It was noted that the skill-building activities tied in with research and clearly contributed to the attainment of the stated goals. Programme content and examples took into consideration the diverse needs of students and content delivery took into account multiple learning styles. A Belgian Study (Leefleutels voor jongeren, Vandendriesschen, 1998) showed – similar to American evaluations - that the atmosphere in the classroom improved and that communicative skills and self-confidence among the pupils was enhanced. However, no changes in deviant behaviour could be measured so far.
Category Promising/ Effective	Promising
Criticism	Supervision of and support during the programme implementation is missing. The material should be provided digitally. The information for parents should be translated into different languages. Further see Process evaluation.
Potential	Strong scientific basis and – after a diligent cultural adoption – transferable to different countries

15. Author, Year, Title	Kober, M. (2005). Personal Conversation. EZK. Muenster/Germany.27.10.2005
Name	"Gefaehrderansprache" (Harangue to instigators)
Country	Germany
Group targeted	First and intensive young offenders
Type of Crime targeted	General
Level	Tertiary (Partly secondary)
Aims	• Prevention of criminal careers and youth crime in general

	• Intensification of information-exchange and co-operation among those agencies involved in the youth criminal justice process (Youth services, Social Welfare, Police, Prosecution Office, Courts, NGOs etc.)
Approach	• Police-co-ordinated multi-modal and multi-agency approach • Individually focused youth and family work • Strengthening of formal and informal control for young offenders • Situational crime prevention • Hot-spot policing

Method	• Implementation and updating of a special filing system regarding juvenile offenders
	• "Gefaherderansprache": Intensive talk to young offenders about the legal and other consequences of their deviant behaviour
	• Spotting of meeting points and youth gangs & groups and the contacting of young people at those points, trying to build a relationship with those juveniles in order to provide them with information and support (insofar, secondary...)
	   a. unannounced home visits and informal talk/information exchange with parents and/or legal guardians
	   b. interdisciplinary exchange of knowledge and counselling regarding educational measures in cases of intensive offenders ("case conference")
	   c. repressive and preventive measures in the periphery of a disco, a cinema centre and a fast-food restaurant in order to prevent violent – and traffic offences (hot spot policing)

Initiators/Co-operations	Police Gelsenkirchen in co-operation with the youth Justice and Welfare institutions and the Municipalities
Implemented by	Police, supervised by independent researcher institute EKZ Muenster since 2004
Process Evaluation	Internally and through the independent research office EZK (European Centre for Crime Prevention), Münster. The case-conference was erected due to experiences of the first months of implementation. Furthermore, the number of intensive young offenders in the Gelsenkirchen area has decreased significantly (23%), whilst in other areas, those number went up.
Impact Evaluation	Since 2005 externally by the Europäisches Zentrum für Kriminalprävention e.v. (European Centre for Crime Prevention), Münster (Project leader: Marcus Kober) according to stringent scientific methods including a randomised experimental design. Due to the elaborated filing system, exact pre- and post measurements are possible.
Category Promising/ Effective	Promising
Criticism	In order to build trustful relationships, the policemen might be accompanied at their home visits by "neutral" representatives, such as pedagogues and psychologists, especially as the Police Officers do not generally have specific counselling experience.
Potential	A multi-modal approach which includes elements which has been proven to be effective in other contexts

16. Author, Year, Title	Krueger, N. & Feuerhelm, W. (2002). Kriminalpraevention und Jugendhilfe im "Haus des Jugendrechts" (Crime Prevention and help for juveniles in the "House of the Juvenile Justice"), Forum Kriminalpraevention 2002, 2, 19-21
Name	Haus des Jugendrechts
Country	Germany
Group targeted	All juveniles living in the model project area (Stuttgart Bad Cannstadt) who committed an accusable offence
Type of Crime	General

targeted	
Level	Tertiary
Aims	Optimization of the efficacy in combating youth delinquency. Optimization of the multi-agency co-operation.
Approach	• Co-operation of all Criminal Justice and Youth Services/Welfare agencies involved (multi-agency approach). • Accelerated reaction on criminal behaviour with prompt outcomes • Quick state and communal reactions on delinquency. Immediate intervention at first known deviant behaviour. • In the long run, youth delinquency should be reduced
Method	All agencies involved in the Youth Justice process reside together under one roof (Police, Prosecution, Judge, Juvenile Court Assistance, Youth Authorities) in order to guarantee a more personalised, efficient and quicker approach. Schools were integrated, weekly information sessions for teachers offered. Mutual suspicions (i.e. between Police and schools) shall be reduced through communication and co-operation. Interventions by the Prosecution Office more individualised (no formal letters). Individual referral to help institutions (social, pedagogical etc.).
Initiators/Co-operations	Police, Prosecution Office, Youth Authorities, Youth Courts, schools, social workers, pedagogues
Implemented by	1998-2002, model project
Process Evaluation	Ongoing, by independent research institute (social pedagogical Institute Mainz)
Impact Evaluation	• Demographic data where checked (i.e. the duration of the file handling) and experts were interviewed:The time between offence and CRCs reaction has been clearly reduced (50% or more) • Co-operation among Police, Prosecution, Court and Youth Court (Assistance/co-operation strategies have been elaborated, former additional work due to separation of tasks has been reduced • The victim's position has been reinforced in the sanctions provided • A stronger co-operation with schools and youth assistance agencies could be established • New prevention approaches have been developed on a co-operative basis
Category Promising/ Effective	Promising
Criticism	• A quick response alone is not sufficient: parents should be involved as well as the juveniles themselves • No data about reduction in recidivism
Potential	Co-operation must be enlarged; non-judgemental participation of the young people concerned would enforce effects

17. Author, Year, Title	Luh, S. (2002). Projekt Fallschirm (Project Parachute). Forum für Kriminalpraevention, Issue 2, 18-21
Name	"Fallschirm" (Parachute)
Country	Germany
Group targeted	Children at the age of 13 and younger (not criminally liable in Germany) who offended repeatedly (6 offences within the last 6 months) or severe (10 offences within the last 12 months where one would have had the consequence of imprisonment of at least 6 months). 90% of participants origin from a migrant background.
Type of Crime targeted	Every type of offence
Level	Tertiary
Aims	Social rei-ntegration of the child and the family and dissociation from criminal peers, re-integration into school and use of Social Services
Approach	Individualised multi-systemic approach (family, peers, school etc.)
Method	• Working with family, parents, peer groups and schools • Systematic resource-oriented approach which tries to include the complete socialisation of the child • Intervention varies between 6 weeks and 2 years, normally 10 – 12 months. Weekly, at least 3 fixed meetings (1-2 group sessions and 1-2 individual sessions) are offered, mostly in the afternoon, for useful activities and conversations • A pedagogical relationship between the mentor and the child is established • No tolerance for recidivism, quick and adequate pedagogical reactions follow a new offence (however, the person and the offence are "strictly separated") The workers are reachable 24/7. • Since 1/2005: social-cognitive individual training is offered • Well-elaborated co-operation with Police, educational help centres, youth authorities etc., follow up placements within those agencies are secured • Trained teachers for special needs help to support the re-integration into the school system
Initiators/Co-operations	Youth authorities, Prosecution Office, Police, Municipalities, schools and NGO SPI
Implemented by	1998 NGOs (SPI)
Process Evaluation	Internally, regular meetings by co-operative partners
Impact Evaluation	Ongoing, through external research institute (Institut für Kinder- und Jugendhilfe Mainz) "Internal" evaluation: one third showed positive effects overall (no re-offending, social integration), another third partly and another third only minimal.
Category Promising/	Promising

Effective	
Criticism	Dependent on on-going impact evaluation
Potential	Social and life skills are developed; the whole specialisation is actively involved, participatory aspects. Generally, multi-systemic approaches are proven to be generally effective (Baas, N.J., 2005). The effectiveness of young offender intervention programmes and intervention conditions that influence their effectiveness, **(**Cahier no. 2005-10. The Hague, WODC)

18. Author, Year, Title	National Crime Prevention Board (2005). Just One More Chance http://www.bunmegelozes.hu/?lang=en&pid=118
Name	Just One More Chance
Country	Hungary
Group targeted	Young prisoners
Type of Crime targeted	General
Level	Tertiary
Aims	Provide young prisoners with skills which will help them to re-integrate in society and hence prevent recidivism
Approach	Institutional social skill and educative training
Method	From 1 November 2004 till 11 May 2005 the project extended to three simultaneous programmes: education, training and exercises preparing for release. Education: For 10 persons "OKJ" computer technology course (with the establishment of a computer technology cabinet) For 24 persons bouquet and wreath making course For 15 persons folk toy making course Training:"Who am I?" - 36-hour self-knowledge and communication training for 12 persons. Exercises preparing for release: Consultancy in groups, and one-by-one by supporters, labour advice (97 persons in group exercises and 67 persons in individual exercises). Crime prevention lectures by the Police for 20 minors. To close the programme, between 1 and 24 June 2005 we organised an exhibition from the objects made during the courses as well as from the articles and documents in HEMO in Veszprém, where the public had the opportunity to learn the results of the tender.
Initiators/Co-operations	Penal Institute (Prison) of Veszprém County
Implemented by	Social workers, Police, teachers
Process Evaluation	Altogether 177 persons participated in the education, training and exercises.
Impact Evaluation	None
Category	Promising

Promising/ Effective	
Criticism	No impact evaluation
Potential	Could be combined with life skill training

19. Author, Year, Title	National Crime Prevention Board, Hungary (2005). http://www.bunmegelozes.hu/?lang=en&pid=118.
Name	Beccaria Model Project for Crime Prevention
Country	Hungary
Group targeted	Pupils: eight classes of the primary school and the 9-10th classes of secondary educational institutions
Type of Crime targeted	General
Level	Primary
Aims	Assisting the schools in crime prevention activities with their pupils. Increasing knowledge connected with victim support and drug prevention in the general thinking of institutions and pedagogic culture.
Approach	• Educative approach, school-based social and life skill training • Information campaign

Method	The Beccaria crime prevention programme wishes to assist the schools of the county in fulfilling their statutory obligations with the greatest possible success and to strengthen prevention. Pupils participating in the programme are provided with actual information for the development of lifestyle competences in accordance with their ages.
	
	 The programme implies:
	
	 • Professional and methodological preparation of teachers for the application of the programme
	
	 • Providing auxiliary materials to teachers, pupils and parents
	
	     o Methodological books broken down to curriculum and lessons for the teachers of primary and secondary schools
	
	     o Different publications to pupils for each class, adjusted to the educational programme
	
	 • Application of the programme at schools with the assistance of the institute for pedagogies
	
	 • Giving information to parents at meetings on the introduction of the programme
	
	 • Feedback: getting information on related knowledge (tenders, competitions, shows, etc.), monitoring the activities of schools
	
	 • Sustainability: providing professional assistance for coming years (collection and sharing of experience)

Initiators/Co-operations	County Policy Headquarters, the County Municipality, the Municipality of the City of Miskolc, 10 Public Educational Districts and the Institute for Pedagogies and Specific Services of Borsod-Abaúj Zemplén County
Implemented by	Teachers
Process Evaluation	The programme was organised and controlled by the Institute for Pedagogies and Specific Services of Borsod-Abaúj-Zemplén County.

The publications of the Beccaria programme were provided to 57,000 pupils in primary schools and 14,800 in secondary schools in the county. Three thousand teachers from primary schools and 700 from secondary schools took part in the joint work.

The main intent of the implementers of the programme is to make the programme applicable for schools, parental and locality forums and support the idea of crime prevention for the public.

Impact Evaluation	Not known
Category Promising/ Effective	n.a.
Criticism	Needs scientific evaluation
Potential	Large-scale and long-term educative measures for all pupils; scientifically controlled implementation.

20. Author, Year, Title	National Crime Prevention Board, Hungary (2005). http://www.bunmegelozes.hu/?lang=en&pid=118.
Name	"Place made good"
Country	Hungary
Group targeted	Young people released from penal institutions and reformatories. Youth at risk to become offenders.
Type of Crime targeted	General
Level	Secondary and tertiary
Aims	The goal of the project "Place Made Good" Educational, Backing and Leisure Time Centre of the Metropolitan Agency of the Probation Service of the Ministry of Justice was to establish a model institute which operates as a background institution of the Probation Supervision Service on the one hand and performs a wide range of crime prevention duties on the other hand, to prevent and reduce juvenile delinquency in the capital. The project aims to encourage young people getting in touch with the Centre to make use of as many services as possible and to establish a so-called day-centre type institution performing the duties of a communal centre.
Approach	Community/institutional based education and social skill training. Support restorative justice and the facilitation of its implementation. Multi-agency approach.
Method	As a background institution of the Probation Supervision Service, the Place Made Good Centre is an experimental facility which supports and initiates the introduction of new professional methods such as exercises in groups and implementation of different tools of restorative justice. Probation Officers recommend to the District Attorney or to Courts the exercises in groups and training for the development of social abilities as a so-called "specific conduct rule." Exercises in groups are aimed at the treatment of risk factors among minors and young adults, under the supervision of Probation Officers. Such risks may include the poor ability to communicate or manage conflicts. At the end of the pilot term, a conference was organised in the Centre. Based on the positive

	experiences, the Institute will probably see similar events in the future. The Place Made Good Centre facilitates the re-integration of young people in a complex way. In addition to the programmes that may be ordered as alternative sanctions, the Institute provides services connected with learning, job seeking and the spending of leisure time since training shortcomings, the failure to pursue studies, unemployment and spending the leisure time without any reasonable target are regarded as influential risk factors.volunteer
Initiators/Co-operations	The Probation Supervision Service and NGOs (Foundation of Communal Services, Changing Track Foundation). Children Welfare Services and the Family Assistance Centres.
Implemented by	Probation Officers, social workers, volunteers
Process Evaluation	Internally: Within the framework of the project, a model institution has been established which is able to perform the duties connected with young people endangered in terms of crime in a concentrated way and which introduces new tools for the works of Probation Officers. Therefore, it may serve as an example for the establishment of similar institutions and probation agencies to be formed in other regions.
Impact Evaluation	None
Category Promising/ Effective	Promising
Criticism	Scientific evaluation is missing.
Potential	An innovative element of the project is the close co-operation between the Probation Supervision Service and NGOs (Foundation of Communal Services, Changing Track Foundation) within the framework of a single institution. When implementing the project, the Metropolitan Agency of the Probation Service of the Ministry of Justice tried to contact further professional and non-governmental organisations that can be involved in the works of the Place Made Good Centre and to give information on the institute. A successful co-operation has been developed with the Children Welfare Services and the Family Assistance Centres. The pilot project has been implemented as a constant measure.

21. Author, Year, Title	National Crime Prevention Board, Ministry of Justice, Hungary (2005). "Loafers" – The prevention of juvenile delinquency among risk-prone youth in the endangered suburbs of Pecs. Paper presented at the ECUPN Best Practice Conference, London, 6-7th December 2005.
Name	Loafers
Country	Hungary
Group targeted	Youth aged 16-25, outside the formal education system and unemployed
Type of Violence targeted	Street violence, drug-related violence
Level	Secondary
Aims	Social re-integration of youth at risk
Approach	Community-based social skill training and counselling Multi-agency approach
Method	• A survey was conducted in order to analyse the number and characteristics of the young people as well as their problems and needs. • A network of youth work volunteers was established, composed of local youth. • Free-time activities were organised so that the youth could spend their spare time in a creative way. The adolescents involved in the project entered into a personal relationship with the partner organisations and authorities. • Drug- and alcohol prevention training, healthy life-style training as well as training referring to self-esteem, career and legal counselling were organised in the youth clubs and at the partner institutions.
Initiators/Co-operations	National Crime Prevention Board, Ministry of Justice, City Council of Pecs, NGOs
Implemented by	Implemented since April 2004 as a model project. By social workers and youth work volunteers.
Process Evaluation	Internally
Impact Evaluation	None
Category Promising/ Effective	n.a.
Criticism	Scientific external evaluation is missing.
Potential	Existing programmes managed by the partners were co-ordinated, and new forms of co-operation were initiated, also between the partners and the target group.

22. Author, Year, Title	Vanhove, A and Raynal. M. (2004). Secucities: Violence and Schools. European Forum of Urban Safety. Paris: Perolle
Name	Mediation at school (Bologna)
Country	Italy
Group targeted	Pupils aged 9-12 The project is organised in work units, each of which has a main subject. Every unit is divided into 2 or 3 meetings, and a final meeting takes place, allowing for an evaluation of the work accomplished.
Type of Crime targeted	School violence

Level	Primary
Aims	Discovering the mechanisms that are the origin of interpersonal conflicts and learning to transform them and improve relations between the persons in conflict. Young people should learn to recognise their emotions and give them a name, to grant them an identity. Young people should be familiarised with conflicts without dramatising them.
Approach	Mediation School/based social skill training
Method	In workshops, young people carry out a practical experiment through role-playing and other exercises that provide an ever-deeper experience of the relation of opposition. Hence, emotions are recognised and named. The expression of real-life experiences and experimentation within situations that, in daily life, would provoke anxiety and fear is permitted. The project involves 4 hour workshops that take place once a week. Each group is made up of 4 pupils from primary school classes (aged 9-12).
Initiators/Co-operations	Schools
Implemented by	Teachers, specially trained mediators (psychologists, social workers)
Process Evaluation	Internally (survey carried out among pupils)
Impact Evaluation	Missing
Category Promising/ Effective	n.a.
Criticism	Scientific evaluation is missing
Potential	Intervention is not limited to single events, but shows a long-term structured approach.

23. Author, Year, Title	Policijos (2005). http://www.policeclub.lt/default.aspx?Element=I_Manager2&TopicID=3&IMAction=ViewArticles &Action=MediaList&MediaID=
Name	"Police to Children – Children to Police" Youth Club
Country	Lithuania
Group targeted	Youth at risk to commit crime or those who have committed crime
Type of Crime targeted	General
Level	Secondary, tertiary
Aims	• Creating human resources within the society in order to prevent crime by risk group juveniles • Creating a co-operation network of various organisations which would enable juveniles (who have committed crimes and completed the punishment) to become successfully re-integrated into society by increasing their chances for education, professional training and employment • Encouraging potential employers to overcome negative stereotypes regarding risk group juveniles, based on positive experience from other parties.
Approach	• Social bonding • Counselling • Multi-modal approach including family support • Community-based social and life skill training
Method	In the Youth Club, the young person might get counselling by lawyers, psychologist, and social

	pedagogues. Besides, the juveniles are offered various leisure activities: gym, martial arts, horse riding, bowling, arts; various events take place. Intermediation services are given to juveniles when choosing an educational institution or looking for employment possibilities. Juveniles are provided minimal nutrition, given necessary stationery items for school, clothing, footwear, hygiene goods. Currently, 12 participate in the "Network" project.
Initiators/Co-operations	Police in co-operation with lawyers, psychologists and social pedagogues
Implemented by	Local Police, social workers and psychologists
Process Evaluation	Internally
Impact Evaluation	Internally, based on interviews with parents, teachers and other adult carers of the participants: Both children and adults are well informed about the activity of the Youth Club. The awareness of the project "Police to Children – Children to Police" is high. 67.6% of children and 85.7% of adults consider the proposed activities very attractive. A vast majority of children are actively involved in the proposed leisure time programmes: they participate in trips, excursions, events. When talking about the Youth Club activities, both children and adults associate them with positive emotions: "it is fun, pleasant, interesting; I like it…" etc. 58. 8% of children and 51. 4% of adults associate the Youth Club with youth leisure time. When evaluating the social activities of the Youth Club, respondents state that children attending the Youth Club are busier, have more friends, and demonstrate less misbehaviour and commit less crime. 54.3% of adults fully agree that since children started attending the Youth Club, their relationships with adults have improved; 48.6% of adults fully agree that children's grades at school have improved. 57.1% of adults describe the children attending the Youth Club as hard-working, good, happy, friendly kids, 8.6% describe them negatively. 79.4% of children and 62.9% of adults think that the employees of the Youth Club can really help children. Adults agree that similar clubs are necessary in other micro regions of Vilnius, and Police Officers who work with juveniles should choose similar preventive working methods as in the project (i.e. organising leisure time). Children completely support further common activities of Police Officers, Youth Club and children. 67.6% of children and 65.7% of adults state that their attitude towards Police Officers has completely changed. 62.3% of respondents describe Police Officers in a positive way. Police Officers are negatively referred to by 8.8% of children and 17.1% of adults.
Category Promising/ Effective	Promising
Criticism	External impact evaluation is missing; a wider, more holistic context and a higher number of participants is desirable.
Potential	Co-operation with Danish partners: the specialists of the Youth Club shared experienced and learned from each other during an international seminar.

24.Author, Year, Title	Geceniene, S. (2005). Report Lithuania. Unpublished grey literature, sent 24.10.2005
Name	Springboard
Country	Lithuania
Group targeted	Youth at risk
Type of Crime targeted	General juvenile delinquency, anti-social behaviour

Level	Secondary
Aims	Social integration
Approach	• Multi-modal approach • Adventure-pedagogic

Method	• The project consists of 3 stages: •Phase of analysis of contact-situation. In this stage, the help plan is created jointly by the young person, his/her parents, teacher and Juvenile Affairs inspector. As a result, the trust-based relationship is created which later allows a better influencing of the change of the youth. Depending on the need, the following help is offered:
	  a. Weekly purposeful group meetings, during which juveniles are trained how to communicate, solve conflicts, work in groups, they get an opportunity to know their strong sides better.
	  b. Individual social-psychological consultation for juveniles and their parents
	  c. Intensive intervention trips to nature
	  d. Help in finding a job or an educational institution
	  e. Summer camps
	  f. Material aid to juveniles and their parents
	  g. Meaningful spending of leisure time
	  h. Information on or direction to specialised help institutions or other NGOs
	  i. Intermediation when settling with the injured party
	• The third phase is dedicated to juvenile integration into positive youth groups.

Initiators/Co-operation	Matulaicio Social Centre, State Council of Juvenile Affairs
Implemented by	Teachers, social workers, Juvenile Affairs inspector, parents, young people themselves
Process Evaluation	Not known
Impact Evaluation	Not known
Category Promising/ Effective	n.a.
Criticism	Clearer structure, evaluation
Potential	Participatory approach, mixture between individual and group work, family participation

25. Author, Year, Title	Jonkman, H.; Junger-Tas, J.; van Dijk, B. (2005). From Behind Dikes and Dunes: Communities that Care in the Netherlands. Children and Society Volume 19 (2005), pp. 105-116. Crow et al., 2004 (UK)
Name	Communities that Care
Country	The Netherlands, UK
Group targeted	Children living in communities and families that are deemed to put them at risk of developing social problems.
Type of Violence targeted	Youth Delinquency in general, especially violence
Level	Primary
Aims	• Reduction of risk factors for juvenile problem behaviour and the reinforcement of protective factors • Affect positively different social environments (family, school, community, individuals) • Add a more rationale approach to local youth policy

	• Stimulate more effective methods of raising children
Approach	• Community-based social skill training • Multi-agency and cross-disciplinary co-operation • Supporting social development and combating risk factors
Method	The CtC approach focuses on small geographical areas and involves bringing together local community representatives, professionals working in the area and senior managers responsible for service management. Participants are given training and are provided with evidence of the levels of risk and protection in their community. They accordingly design an action plan that seeks to enhance existing services or introduce new ones which are likely to reduce risks. CtC is therefore not simply a service delivery programme, but a process leading to the identification of a programme of work, and a method of facilitating the delivery of well-co-ordinated services that reduce risk and increase protection. CtC does not deliver services itself, but facilitates and activates change in a local area.
Initiators/Co-operations	Ministry of Justice and Ministry of Health, Welfare and Sports
Implemented by	Municipalities, youth services incl. youth welfare agencies, local schools, Youth Protection Service and the Police Prevention teams from the organisations above and teachers Implemented since 2000 in the Netherlands
Process Evaluation	The Netherlands: By contracted external agency DSP-group and by authors Adoptions have to be made based on cultural differences between the USA where the programme was implemented originally and the Netherlands. Due to the different cultural context, there have been tensions within practice, policy and research. • The implementation involved the following tasks: The Decision Determinant Questionnaire (DDQ) was used to measure readiness and commitment to CtC of the Steering Committee and the prevention team. • In the first months, the student survey has to be implemented in the pilot areas. It was repeated after 2 years. • All local project leaders and local pilot supervisors were interviewed several times. • After completion of the prevention plans at the beginning of 2002 the members of the prevention teams were interviewed about their views and experiences. Interim outcomes in the Netherlands were (similar to the UK): • An increase of the quality of planning and decision taking • A closer and better collaboration among service providers • More co-ordination in the input in programming of preventive interventions • A greater focus of preventive interventions on risk and protective factors • More use of demonstrated effective and promising approaches • More involvement of young people and other citizens in preventive interventions UK (externally, by the University of Sheffield): All three projects managed to identify risk and protective factors, to involve a wide range of partners and local people, and to develop an Action Plan for delivery. • Thirty-three initiatives or programmes of work had been planned in the three project Action Plans. Fifteen of these were delivered in total, eight of them being in one project.

	• One project delivered only three limited programmes of work, all of which had a short life (less than six months), and therefore failed to be implemented as intended.
	• Given the overall aim of preventing risk behaviours, the majority of implemented initiatives focused either on the parents of young children, or on children of primary and pre-school age.
	• The number of parents and children who came into contact with CtC programmes was small in two of the projects. In the third project, there was little monitoring of information, so it was difficult to assess the level of contract parents and children had with new services.
	• In two of the areas, primary schools were difficult to engage into the programme. This resulted in problems implementing services which were targeted at schools.
Impact Evaluation	By contracted external agency DSP-group in the Netherlands. Outcome depended on the site: In Amsterdam and Rotterdam, the situation concerning risk factors and protective factors had improved, but in Zwolle (where the situation was less problematic from the beginning), these factors got a little worse. However, since many prevention projects were already functioning before the introduction of CtC, it is not clear whether the positive changes measured in the student survey are connected to CtC.
	Complete evaluation study is on-going in the Netherlands.
	For the U K (Crowe et al., 2004):
	The evaluation remained inconclusive about the impact the three CtC projects had on levels of risk and protection. At one level this is unsurprising as CtC aims to be a long-term community intervention programme and it is unlikely to show its effects at this stage of the process. But it is also the case that evaluating community-based programmes is problematic: it remains difficult to isolate the impacts a programme like CtC has had on levels of risk and protection. However, even if the level of impact remains unclear, evidence indicated that, if implemented well, the CtC approach could make a long-term contribution to the development of services and maybe also on levels of risk and protection. Its strong commitment to evidence-based approaches in defining the problem, in identifying programmes and in implementing it provides a real opportunity for future success. While there is still much to learn about measuring and reducing risk and implementing these types of programmes, the results of this evaluation show that a national policy of increasing resources towards this form of evidence-based prevention, at both national and local level, could well pay long-term dividends. The evaluation also showed that there are positive lessons for local policy-making and for professional practice:
	• The CtC approach to using evidence gathered locally clearly offers an opportunity to build a strong evidence base that will help local policymakers and practitioners develop effective measures of risk and protection.
	• While CtC UK still needs to resolve technical problems, its risk assessment model and, in particular, the school-based self-report survey do offer a way of providing evidence of risk and protection in the locality. Collecting self-report data from children and young people about their behaviour and attitudes is, as the evaluation shows, a potentially powerful tool. It also offers the opportunity of long-term measurement and evaluation.
	• The process of auditing risk itself is also a very powerful tool. Local professionals and communities find the process of analysing the data and making priority decisions based on evidence very useful in helping them construct services that are evidence-based.
	• Being involved in the process is also beneficial for participants: as people become more

| | involved in the programme of assessment, they also become more knowledgeable about risk and protection. CtC offers a route into developing local capacity and knowledge about local levels of risk.

• CtC has also shown that the process of measuring risk and developing and implementing interventions in Children's Services is complex, time-consuming and requires strong leadership from above. The CtC approach also shows how some of the problems highlighted in multi-agency practice can be overcome.

Evidence from this evaluation shows how the process of assessment, action planning and implementation can add multi-agency practice by giving a forum for joint working around objectives that are relevant to all partners.

Professional workers and local people also highlighted the importance of receiving training and support, recognising that professionals need access to other forms of information to ensure that best practice is achieved. |
|---|---|
| **Category Promising/ Effective** | Promising, possibly effective (can only be determined after completed evaluation) |
| **Criticism** | - |
| **Potential** | Cross-border and cross-disciplinary approach based on long-term research within sociology, psychology and psychiatry.
More and more Dutch cities and even the Dutch Antilles are interested in implementing the programme. |

26. Author, Year, Title	B&A. (2000). The Moroccan community fathers. Examples of a citizen's initiative. Amsterdam: DWA KCGS (2004) The Moroccan neighbourhood fathers. http://www.kcgsi.nl/duec/dossiers/Veiligheid/Handhaving/4448_1024.html
Name	Moroccan neighbourhood fathers
Country	The Netherlands
Group targeted	Moroccan Youth
Type of Crime targeted	Street Crime
Level	Secondary
Aims	Improving quality of life Reinforcing social cohesion and multi-cultural acceptance
Approach	• Community service programme • Informal control • Multi-ethical skill improvement The scheme exploits resources and potential present in the neighbourhood. Once the neighbourhood fathers become anchored in the formal and informal networks in the neighbourhood, this can strengthen cohesion between activities and measures designed to reduce anti-social behaviour by young persons.
Method	After confrontations between the Police and the immigrant population in 1998, the neighbourhood Slotervaart-Overtoomseveld became a "no-go area". The initiative came from the Moroccan community: fathers wanted to take responsibility for the behaviour of 'their' sons and to contribute to quality of life and public safety in the

	neighbourhood.
	The neighbourhood fathers have a good reputation in their area.
	They patrol the neighbourhood in the afternoon and evening and call youngsters to account for behaviour that causes nuisance.
	They form a link between parents and children, identify problems, mediate and refer on.
	Neighbourhood fathers work together with formal and informal networks in the neighbourhood.
	Moroccan Fathers are encouraged to feel responsible for the neighbourhood.
	Fathers from the neighbourhood patrol in groups of 2-6.
	Each group has at least one mobile phone, The duty fathers meet at around 7pm and the first patrol leaves about an hour later, they return after about an hour. A new team sets out around 11pm.
	The fathers are approached by young people, residents and passers by; they give advice especially to young immigrants:
	• They approach rowdy young people and engage them in dialogue
	• They contact the Police when they witness criminal activities
	• They identify potential sources of unease or insecurity
	Generally, a non-judgemental approach based on equality is used, which invites the juveniles to reflect ontheir situation and appeals to higher values and norms.
Initiators/Co-operations	City and Police of Amsterdam
Implemented by	Moroccan Fathers, local community Moroccan Fathers operate since 1999
Process Evaluation	The external research agency B & A and City of Amsterdam jointly took the initiative to describe the methodology and to elaborate practical difficulties and tips how to start the project. All parties – residents, Police, local authorities, youth organisations - agree that a lot has changed positively, see impact evaluation.
Impact Evaluation	The following changes were listed (based on crime statistics, questionnaires and interviews): • The number of reported nuisance and petty crime has declined • Residents feel safer and observe a higher quality of life in their neighbourhood, they feel more responsible about their neighbourhood and develop new approaches such as street-sweeping campaigns • Higher frequency and better quality of the contact among residents and between residents and Police • The local authorities have gained entrance to the Moroccan community

	• Individual community fathers have found paid work thanks to their community volunteering
Category Promising/ Effective	Promising
Criticism	No "hard" impact evaluation
Potential	Not only inhabitants of Moroccan origin, but also Dutch inhabitants recognise and call on the Moroccan Fathers to deal with neighbourhood issues, so the cultural tolerance and inclusion is enhanced.

Neighbourhood fathers contribute to their community's self respect and self-reliance by actively improving the area's quality of life. They help break through social exclusion and strengthen social relations in the neighbourhood. By establishing close ties with professional bodies, they also increase trust in the institutions. |

27. **Author, Title, Year**	Boon, B.; Janssen, J. and Rikken, M. (2004) Information and communication network concerning health-related prevention projects for young people in the European Union. The country report of the Netherlands. http://www.youthpolicy.nl/Youthpolicy/docs/word/countryreport%20Health%20related%20prevention.doc
Name	Rotterdam Youth Monitor
Country	The Netherlands
Group targeted	All children and young people (0-18) in Rotterdam, birth cohorts
Type of Crime targeted	General
Level	Primary
Aims	To generate a contemporary preventive youth policy (i.e. life skills and peer mediation)
Approach	Public Health Approach
Risk assessment
Monitoring and evaluating the physical and mental health of children and young people
Method	Questionnaires are distributed to parents, community nurses, school nurses, school doctors, teachers and pupils.

Questionnaires are assessed systematically on physical health, mental health (inc. problem behaviour and delinquency), social functioning and their major correlates.

Reports are drawn and the results are discussed with school and professionals in the district (Police, social workers, youth workers)

Solutions and intervention are suggested and developed.

Measurement are taken 7 times between birth and 18th year. |
| **Actors/Co-operations** | Municipal Health Service (GGD) |
| **Implemented by** | GGD, schools, municipalities and parents are actively encouraged to engage in the follow up activities of the results |
| **Process Evaluation** | Internally:
Individual feedback is given to participants.

Schools receive reports on the health state of school-going youth every 2 years. |

	Districts receive feedback's on the major youth problems. Municipality receives reports on the health and behavioural aspects of Rotterdam youth.
Impact Evaluation	None
Category Promising/ Effective	Promising
Criticism	More a tool than a programme
Potential	Effective tool for risk assessment and preparation of specialised programmes

28. Author, Title, Year	Boon, B.; Janssen, J.; Rikken, M. (2004) Information and communication network concerning health-related prevention projects for young people in the European Union. The country report of the Netherlands. http://www.youthpolicy.nl/Youthpolicy/docs/word/countryreport%20Health%20related%20prevention.doc
Name	Home Start
Country	The Netherlands
Group targeted	Parents receiving support with at least one child under the age of six
Type of Crime targeted	General
Level	Primary
Aims	Early prevention of problem behaviour in youth, observable difference in parenting behaviour and a reduction of child's problem behaviour Overcoming social isolation Lending an ear to parents and supporting them with practical problems and general support in child rearing
Approach	Parenting Programme Practical and emotional "peer" support by volunteers with child-rearing experiences
Method	The worker • offers support, friendship and practical assistance • visits families in their own homes, seeking to respect and protect each individual's dignity and identity • explains to parents that difficulties in child rearing are not uncommon, and emphasises the things that are (still) going well • nurtures a relationship with a family in which there is mutual understanding and time for each other, the approach is flexible so as to be suitable for diverse needs and situations • empowers parents and enlarges their children's emotional well-being • encourages families to expand their social networks and to make efficient use of existing support structures, services and arrangements
Initiators/Co-operations	Ministry of Health, Welfare and Sports and the Netherlands Institute for Care and Welfare (NIZW), Action Youth Care and Youth welfare
Implemented by	Volunteer workers with child rearing experience. There is a responsible co-ordinator (professional, at least 20 hours/week). Volunteers take a preparatory course or training and participate in group meetings and individual coaching

Process Evaluation	By NIZW
Impact Evaluation	University of Amsterdam (Hermanns et al., 1997) Standardised questionnaire showed: • reduction of stress in families resulting from child-rearing • increased pedagogical competence • strengthening of parents' self-confidence Yet, besides positive effects indicated by client's satisfaction, the programme enhanced perceived parenting competence and reduced parenting stress (Hermanns, van de Venne, & Leseman, 1997; Zwiep, 1998). However, information about the effectiveness of the programme with regard to parenting behaviour and child behaviour was actually still lacking.
Category Promising/ Effective	Promising
Criticism	-
Potential	The idea has been implemented in several European countries. Within the European Programme Home-Start International, studies were carried out in UK, Netherlands, Greece and Ireland (European Commission) http://www.home-start-int.org/publications/final_sum/JR1099HS(Final%20Final%20Sum).PDF

29. Author, Title, Year	Boon, B.; Janssen, J.; Rikken, M. (2004) Information and communication network concerning health-related prevention projects for young people in the European Union. The country report of the Netherlands. http://www.youthpolicy.nl/Youthpolicy/docs/word/countryreport%20Health%20related%20prevention.doc
Name	Parental Courses in Child Rearing
Country	The Netherlands
Group targeted	Native and non-native parents in deprived situations
Type of Crime targeted	General
Level	Primary/secondary
Aims	Generally: increase of parents' child-rearing abilities and the promotion of mutual social support among participants. In the long run: a child-rearing culture where parents devote more positive attention to their children and have the choice of more alternative responses to undesirable behaviour.
Approach	• Social learning theory • Oriented towards situations of tension in child rearing and upbringing problems, strengthening child-rearing capacities and skills to break through patterns of aggression
Method	Parents are provided with information and advice in general and child-rearing advice in particular, as well as with social support and identification with other parents. Local courses in child-rearing support and development are offered.

	Stimulation as part of the local preventive youth policy: Parents should be made conscious of the fact that they themselves can influence their children's behaviour. Parents shall be provided with basic skills to influence their children's behaviour.
Initiators/Co-operations	Different sectors and parties are involved: Municipal Health Services (GGD), home care organisations, Welfare foundations, Youth Care Agencies and a network of social workers. Trainers have been trained through a train-the-trainer trajectory to regional and provincial organisations (such as the pedagogic Prevention Department of the Youth Care Agency), for migrants, there is a Vetc'er (a culture-specific health educator speaking a migrant language).
Implemented by	Different organisations support organisation and implementation at the local level by offering training courses and supervision. Network of professionals, healthcare nurses, home carers, youth welfare workers, social workers, child-rearing experts etc. Vetc'ers helps to reach people as sessions are held locally.
Process Evaluation	Internally, based on supervision and parent's satisfaction questionnaires. Internal evaluations by course leaders and external surveys show high satisfaction among the parents. Learning skills and exchanging experience was highly welcomed.
Impact Evaluation	Several small-scale effect studies (Albert and Vermaes, 1995; Alkema, 1994, Blokland, 2002): Parental self reports and observations of parent-child interactions were collected pre- and post-course. Compared to a control group, a slight positive effect was measured (as most of the interventions are only short-time interventions). Parents applied taught skills more often and reported that the courses had increased their ability to influence their children's behaviour without using verbal or physical violence. The courses are most effective if they form part of a wider package of support in which interventions supplement and succeed each other.
Category Promising/Effective	Promising
Criticism	Voluntary participation
Potential	*All* parents should be integrated in the programme

30. Author, Title, Year	Batista, T. (2005). Choices Programme Second Generation – E2G "Neighbourhood Tutors" Project Quinta da Princesa Neighbourhood. Unpublished Manuscript.
Name	Choices Programme "Neighbourhood Tutors" Project
Country	Portugal
Group targeted	Children and adolescents from immigrant and ethnic minority families (6-18 years). Families Community
Type of Crime targeted	Street crime, but also every other type of criminal or anti-social behaviour
Level	Primary/secondary
Aims	Supporting social inclusion

	Decreasing school truancy and early school leaving
	Promoting cognitive, social and personal competencies
	Supporting a more efficient parental guidance through family and community involvement in school dynamics
	Showing alternative ways of professional integration for early school leavers
Approach	Residential and community-based social skills training for the "Tutors" Peer mentoring Targeting of young people's environment (family), community based social skills training Multi-modal approach in a residential setting/community
Method	"Neighbourhood Tutors" choose a group of young people at risk (19-24) from a marginalized community (Quintal da Princesa) and train them to be a "neighbourhood Tutor" who works with selected young people and link school, family and community. Those tutors were integrated in the neighbourhood primary schools, together with a psychologist and a social worker. Developed in 2001 (and again in 2004 with the support of the Choices Programme 2nd generation), the programme aims to tackle social exclusion, to stress community structures and to develop meaningful activities including: • pedagogical activities (classroom, social and personal skills programme, targeted training eg. special skills) • organised and structured sports/leisure activities • psychological intervention, integrating the families
Initiators/Co-operations	Partnership: Local "Sports, Cultural and Recreative Groups", municipalities, schools, Local Health Centre, Regional Municipality Team including Psychologist, Tutors, Dance, Karate-, Sports- and IT Monitor
Implemented by	Tutors, initially with central support from 2001, but 2nd generation delivered since 1.11.2004 "bottom-up" by local partnerships
Process Evaluation	Yes, in an ongoing process implemented by the local team/tutors, by the local partnership council and by Choices Programme managers (regular visits, partnership meetings).
Impact Evaluation	Is being done externally by the academical institution Centro de Estudos, Territoriais.
Category Promising/ Effective	Promising
Criticism	-
Potential	A promising two-sided approach (targeting tutors as well as youth at risk and their families).

31. Author, Year, Title	Anker, F. (2005). Starting Together: Early Childhood Intervention to support families and to prevent psycho-social problems in children 0 - 2 years (Sluitende aanpak voor 0 - 2 jarigen in Arnhem, Breda, Maastricht en Rheden). Ministry of Justice: Den Haag, unpublished

Name	"Starting Together"
Country	The Netherlands
Group targeted	This project and the future early childhood intervention programme focus on neighbourhoods selected according to the classification of neighbourhood deprivation as decided by the National Society for Family Physicians (Indeling van Achterstandswijken vastgesteld door de Landelijke Huisartsen Vereniging), completed with other criteria for neighbourhood deprivation. Newly built neighbourhoods such as the Vinex locations are the other focus for neighbourhood selection. However, the final selection of neighbourhoods will be made in the course of this project. Participation of the inhabitants and the main intermediaries taking care of families with children 0-2 years of age to ensure ownership is one of the basic project strategies.
Type of Crime targeted	General deviancy, anti-social and criminal behaviour
Level	Primary/secondary
Aims	This project aims to formulate an early childhood intervention programme to prevent psycho-social problems in early childhood by the compilation of an "evidence based tool-kit" to screen needs for support and to identify psycho-social problems in children 0-2 years. Moreover, it aims to design evidence-based intervention(s) for the prevention of psycho-social problems in early childhood with training and support structure for the well-baby clinic staff. The main objective of the programme "Healthy Living" is the development and application of new methods and strategies directed to demonstrable promotion of healthy living. Co-operation and target group participation are two important themes of the "Healthy Living" programme. This project aims: • To identify evidence-based screening instruments to clarify the felt need for support in families with children 0-2 years • To identify evidence based screening instruments for psycho-social problems in these children • To identify and design evidence-based and effective intervention methods to prevent psychosocial problems in children 0-2 years Prevention of psycho-social problems in childhood will reduce tension within families, reduce child abuse and, on the long term, will contribute to the reduction of anti-social and criminal behaviour and, in this way, contribute to healthy communities and healthy living for children. This project aims to formulate a future early childhood intervention programme. The future programme will empower parents to effectively deal with behavioural and psycho-social problems of their children by enabling them to use effective pedagogic interventions.
Approach	Scientifical screening of needs of parents Intervention is directed at psycho-social problems in children and a community-based, multi-disciplinary and inter-sectoral approach Parenting training Public health approach
Method	The project is based on multi-disciplinary and inter-sectoral discussions with intermediaries responsible for families with children 0-2 years of age. First, felt needs of the target group parents in relation to behavioural and psycho-social problems in children and other needs will be identified. Second, screening instruments to identify parents' needs in relation with behavioural and psycho-social problems in their children, including their need for pedagogic support will be reviewed. Third, screening instruments for the detection of psycho-social problems in children aged 0-2 years will be assessed (tool-kit). Fourth, evidence based interventions to prevent psycho-social problems in children will be selected to be implemented in the future early childhood intervention programme. Framing of an implementation plan for this future programme is part of this project. This project is only concerned with the formulation phase, not the implementation of the early

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	childhood intervention programme. This formulation project has 5 phases: 1. Establishment of a project structure 2. Assessment of target group needs 3. Literature review and identification of instruments, methods and interventions (composition of the tool-kit) 4. Assessment of current and future feasibility for screening and early childhood interventions within the structural and organisational capacities of the participating intermediary agencies, including the availability and skills of their staff 5. Preparation of the intervention To identify the need for support within the target families, all intermediaries will co-operate and work out referral criteria to refer families to well-baby clinics. One of the two main interventions to be formulated and worked-out during this project is re-organisation of finances (schuldsanering), and guidance, training and support to find employment. This part of the programme will be formulated together with intermediaries and the target population to ensure the necessary fit between felt need, capacities and local possibilities to ensure feasibility of the interventions. Establishment of a sense of trust and continuous confidence in the project by the target group is crucial in this formulation project as well as in the future intervention programme. Multi-disciplinary and inter-sectoral collaboration and facet-based policy making, actively involving parents and intermediaries are other themes of the Healthy Living Programme.
Initiators/Co-operations	Municipalities, home health care organisations (thuiszorg), youth health care departments of the municipal health organisations (JGZ-GGD), local organisations involved with the target group and TNO Prevention and Health have formed a collaborative group for this project. The project leader has established contact with international experts in the field of early childhood intervention projects to prevent psycho-social problems in the United States, Sweden, Australia, Canada and Norway to exchange scientific information on project design, methods, implementation and project outcomes.
Implemented by	Family physicians, staff of institutions for toddler care, staff of home health care organisations, staff of municipal youth health care departments, social workers and staff of policy departments within municipalities. The project team has established a network with professionals working in the field of early childhood interventions to prevent psycho-social problems at the Universities of Amsterdam, Leiden, Utrecht, Nijmegen and with NIZW, Humanitas Amsterdam, Co-Act, Municipality of Rotterdam, the OKÉ project in Leiden and umbrella organisations such as LVT, VNG and GGD Nederland.
Process Evaluation	Externally by author. This project has been prepared during a period of one year by the participating municipalities, the executive home health care (HHC) organisations, the departments of youth health care of the municipal health authorities (JGZ-GGD) and the TNO project team. Practical advices from the field, collected during a community hearing in Velp, attended by a family physician, staff members of the JGZ-GGD and HHCs, representatives of social and welfare departments and staff of a day-care centre for toddlers enhanced the formulation of this project by providing first-hand examples from the day-to-day reality of the intermediary field workers with the target group. The municipal authorities support project formulation by incorporating the project in their

	regional plans, like in Breda. Arnhem, Breda and Rheden agreed to contribute towards the costs, Maastricht is considering it. Municipal authorities also consider the partial assignment of the Temporary Regulation for Early Detection of Developmental Problems (Tijdelijke Regeling Vroegsignalering TRV) to this project. Finally, municipal authorities will assign one of their staff members to this project. The home health care (HHC) organisations consider the assignment of one of their experienced field staff members to this project. The JGZ-GGD departments initiated this project with the project leader and will participate in the core team. Members of the scientific board, supporting the identification of screening instruments and preventive interventions, are internationally recognised experts with extensive experience in early childhood screening and interventions. The division of child health of TNO Prevention and Health has extensive and long standing experience in child and youth health care in the Netherlands, including periodic surveys on child health, such as the national growth study and the survey on psycho-social problems in childhood (Brugman et al. 2001). The project will build on existing routines in the well-child clinics and, as far as possible, use existing instruments, methods and interventions. Common procedures and shared routines with the teams for early integral support (teams voor integrale vroeghulp) will be worked out to ensure sustainability of the screening methods and early childhood interventions in the future. Main risks of this project are the uncertainty because of the municipal and national elections in the immediate future. Other uncertainty is the manner how new laws and regulations will be implemented, such as the new law on collective prevention and the new policy on co-ordination of the entire youth health care by the municipal authorities. Another risk is the lack of (experienced) staff at all levels, especially within the HHC organisations and the lack of skills of the well-child clinic staff to implement the required screening and interventions. The vast majority of these risks are outside the competence of this project and the project team. However, during the extensive preparatory phase of one year, all participating organisations are eager to continue this project. The implementation models should provide clues about adoption, implementation and institutionalisation of the proposed screening methods and innovative interventions. A website will be installed for information exchange and virtual meetings.
Impact Evaluation	Externally by author The intervention programme is designed as a controlled trial to enable impact evaluation with a long-term follow-up for at least 15 years. No results published yet
Category Promising/ Effective	Promising (potentially effective)
Criticism	-
Potential	High: Strong theory base, well prepared, promising collaboration, motivated participants

32. Author, Year, Title	Van Lier, P.A.C.; van der Sar, R. M.; Muthen, B. O.; and Crinjen, A. A. M. (2004). Preventing Disruptive Behaviour in Elementary Schoolchildren: Impact of a Universal Classroom-Based Intervention. (2004). Journal of Consulting and Clinical Psychology. 72(3), 467-478.
Name	Good behaviour game
Country	The Netherlands
Group targeted	Pupils aged 7-9. In the spring of 1999, 13 schools in the metropolitan areas of Rotterdam

	and Amsterdam, the Netherlands, were recruited. In these 13 schools, 794 children attending 1st grade were assessed in the spring of 1999. However, only 722 children who moved on to 2nd grade were eligible for inclusion in the study. Twenty-two children who repeated 2nd grade in 1999, and thus moved into the study cohort before the implementation of the preventive intervention, were included in the sample, making the total sample 744 children. All 744 parents or parent substitutes were approached to obtain written informed consent; 666 parents (89.5%) agreed that their child could participate in the study. Sixty-nine percent of the children were Caucasian, 10% were Turkish, 9% were Moroccan, 5% were Surinam–Dutch Antilles, and 7% were from other ethnic groups. Fifty-one percent of the children were male, which did not differ for ethnic groups.
Type of Crime targeted	General deviancy, anti-social and criminal behaviour
Level	Primary/secondary
Aims	Promoting pro-social behaviour. Creating a positive and safe classroom environment.
Approach	A classroom-based, behaviour management programme
Method	The GBG promotes pro-social behaviour through (a) explicitly defining and systematically rewarding appropriate behaviour, thus placing emphasis on positive rather than on negative behaviour, and (b) by facilitating the interaction between disruptive and non-disruptive children through a team-based approach. Teachers discuss necessity of formulating class rules and choose with their students the rules for their class. The positively formulated rules are accompanied by pictograms that are attached to the blackboard. After observing children on well-defined behaviour in the class, teachers assign children to one of three or four teams. Teams contain equal numbers of disruptive and non-disruptive children. Children are encouraged to manage their own and their team-mates' behaviour through a process of group reinforcement and mutual self-interest. Each team receives a number of cards, and teams are rewarded when at least one card remains on their desk at the end of a 15- to 60-min period. Teachers, however, take a card when a student violates one of the rules. Teams and students are always rewarded with compliments. Winning teams receive tangible rewards (stickers) directly after each game in addition to weekly rewards (if they won at least two out of three games that week) and monthly rewards. In the first intervention year, the GBG was implemented in three different stages. In the introduction stage, the GBG was played for three times a week for approximately 10 min. The goal was to acquaint children and teachers with the GBG. The introduction phase lasted for about 2 months. In the expansion stage, teachers were encouraged to expand the duration of the GBG (up to three times 1 hr per week), expand the settings in which the GBG was played, and expand the behaviours targeted by the GBG. Rewards were delayed until the end of the week and month. The expansion phase lasted until the early spring of the school year. In the final phase, the generalization phase, attention was focused on promoting pro-social behaviour outside GBG moments by explaining to children that the rules used during the GBG were also applicable when the game was not in process. Children received compliments for appropriate behaviour by their teachers. The GBG sessions were used as a booster. The same three phases were used in the second intervention year; however, because children were already familiar with the GBG, teachers

	swiftly moved to the expansion and generalization phase. The GBG was played in 2nd and 3rd grade. Teachers received two afternoons of GBG training prior to the intervention and one afternoon of instruction in the middle of the year. In the first intervention year, teachers were coached in their classroom by well-trained advisors from the school advisory services during ten 60-min classroom observations. In the second intervention year, teachers were supervised during 10 school visits by either these advisors or their schools' internal supervisor.
Initiators/Co-operations	Municipalities, Schools
Implemented by	Teachers, implemented in 1999 in 13 schools in Rotterdam
Process Evaluation	Yes, externally The GBG had to be adapted for use in the Dutch school system to ensure a proper implementation in Dutch schools (van der Sar, 2002; van der Sar & Goudswaard, 2001). In contrast to the United States' GBG, Dutch teams do not compete for weekly winners, and teachers do not mention the children who violate GBG rules. In addition, children in the teams are encouraged to actively support each other in behaving appropriately. Measures: Children's problem behaviours over the last 2 months were rated with the Teacher's Report Form (TRF/6–18; Achenbach, 1991), which contains a list of 120 behaviour items. Teachers rated the child's behaviour on a 3-point scale The TRF/6–18 has been translated and validated for use in the Netherlands (Verhulst, van der Ende, & Koot, 1997). School Interview (PBSI; Erasmus Medical Center, 2000). The PBSI is a 32-item teacher interview that assesses disruptive behaviour and shy–withdrawn behaviour in children. Teachers rated the child's behaviour on a 5-point Likert scale ranging from 1 (never applicable) to 5 (often applicable). The ADH Problems Scale consists of eight items. Items include "This child has difficulty with concentration," "This child is impulsive," or "This child finds it hard to sit still." The interrater reliability of the ADH Problems Scale was .45 (p.01). The ODD Problems Scale consists of eight items, which include "This child argues frequently" and "This child disobeys teachers' instructions." The Conduct Problems Scale consists of 13 items, which include "This child fights," "This child attacks other children physically" and "This child is truant." Procedure: Teacher assessments at baseline were conducted in the spring (T1) and early summer (T2) of Grade 1. During intervention, a 12-month assessment (T3; end of 1st year of intervention), 18-month assessment (T4), and 24-month assessment (T5; end of 2nd year of intervention) was conducted. At the pre-intervention (T1 and T2), 12-month (T3), and 24-month assessment (T5), the TRF/6–18 was completed for all students by the teachers. Five forms with pre-printed names were sent to the teacher per week, and they were asked to fill out the forms during that week. Teachers completed the TRF/6–18 for each child in their class in approximately 5 weeks. For this, teachers received a gift certificate of about $50. At the 18-month and 24-month assessment, teachers were interviewed at school with the PBSI by trained research assistants. Interviews were completed for all children attending these teachers' classes.

	To determine the level of implementation, the external school advisor evaluated whether the school implemented all phases of the GBG programme in the two intervention years. Of the 13 schools, 9 implemented the GBG programme completely. Three schools implemented the programme but did not move on to the generalization.

2 Teachers were willing to comply with the basic assumptions underlying the GBG intervention although some found it difficult to emphasize positive behaviour and not to respond immediately to negative behaviour. To enhance support for the programme, teachers were invited to attend training sessions in which hard-to-manage classroom situations were discussed and solutions sought. Almost all teachers attended these sessions. Teachers frequently reported the GBG to be an effective tool to manage children's behaviour in their class and reported using the GBG in situations when children were required to work quietly. Teachers also reported that children enjoyed the GBG and that they put in a great effort to win every session. Children were involved in deciding on the rewards, especially the week or month rewards; dress-up day or washing the teacher's car are examples of interesting rewards children came up with.

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| **Impact Evaluation** | In studies in the United States, the GBG was proven effective in the reduction of disruptive behaviour in elementary schoolchildren (Dolan, Kellam, Brown, Werthamer-Larsson, et al., 1993; Ialongo, Poduska, Werthamer, & Kellam, 2001; Ialongo et al., 1999; Kellam, Rebok, Ialongo, & Mayer, 1994; Rebok, Hawkins, Krener, Mayer, & Kellam, 1996; Reid, Eddy, Fetrow, & Stool-miller, 1999) and was able to delay experimentation with tobacco in early adolescence (Kellam & Anthony, 1998).

In the Netherlands randomised control trial a step-wise approach was used to determine the intervention's impact by first analysing the overall impact of the programme followed by analyses of this impact on groups of children differing in developmental trajectories of ADH problems. The development of ADH problems, as determined in the control group, was characterised by an increase in the level of problems over the intervention period. Intervention children, in contrast, showed on average a decrease in levels of ADH problems. The difference in slopes was significant, indicating an overall effect of the GBG intervention on ADH problems.

The impact of the intervention on conduct problems and ODD problems was then examined. In line with the many relationships between the three disruptive behaviour syndromes reported in the literature, Class 1 children had the highest levels of co-morbid conduct problems and ODD problems, followed by intermediate levels in Class 2 children and very low levels in Class 3 children.
For Class 2 children, preventative effects on conduct problems and ODD problems substantiated the previously found preventative effect on ADH problems for Class 2 children. The effect sizes, however, were small. In addition, Class 1 children had a trend toward significant improvement in conduct problems, indicating lower levels of these problems as a result of the intervention. The size of this effect at outcome was medium. Of interest is that the decrease in level of conduct problems of Class 1 intervention children resulted in similar levels of conduct problems as control-group Class 2 children at the end of Grade 3.

The fact is that the GBG intervention resulted in preventative effects on the three disruptive |

	behaviour syndromes. Yet, there are limitations to this study. First, teacher ratings were used to study the impact of the intervention, but teachers also implemented the intervention. Independent observers thus did not conduct these ratings. However, a class generally had a new teacher at the start of every grade, and in no classes did the teacher move along with the grade over the entire intervention period. This indicates that the developmental trajectories and impact of the GBG on these trajectories are based on the ratings of, on average, three different teachers per class. Second, children were clustered within schools. The percentage of children classified to the identified trajectories differed between schools, although children from each school were present in the three identified trajectory classes. To obtain sufficient power for detecting school-level influences oninterventation effectiveness through multilevel analyses and to obtain reliable estimates of these influences, 13 schools, as involved in this study, are not sufficient . A short-term impact of the GBG on aggressive behaviour was reported by Dolan et al. (1993). However, a sleeper effect was found in the follow-up period, in which levels of disruptive behaviour of GBG children increased after the intervention ended, but decreased again once these children grew older. This decrease in disruptive behaviour was not found in control-group children. The positive GBG effects also resulted in less children starting tobacco smoking 6 years after the intervention (Kellam & Anthony, 1998; Storr et al., 2002). This suggests that a long follow-up period is needed to tap the impact of the currently found positive effects. Although a preventative effect of the GBG on the development of ADH problems was found, this effect was mainly accounted for by a sub-sample of 26% of all children with intermediate levels of disruptive behaviour. Children with high levels of disruptive behaviour were partially affected by the intervention because the positive impact was limited to reductions in conduct problems. Preventative interventions like the GBG are thus effective at intermediate levels of disruptive behaviour problems and partially effective at high levels of disruptive problems. Second, the GBG intervention prevented an increase in levels of disruptive problems, which enhances the importance of applying these programmes as early as possible. The partial impact on the high-disruptive children argues for combinations of universal and selective programmes in which a classroom intervention is combined with more intensive efforts to reduce disruptive behaviour in children at highest risk. These selective interventions could use the universal intervention as a screening phase to detect children in need for more intensive intervention. The GBG has been proven to be effective in both the United States and in the Netherlands. Crijnen, Achenbach, and Verhulst (1997, 1999) reported cross-cultural similarities and differences in levels of parent-reported disruptive problems between children in the United States, the Netherlands, and 10 other countries. In both the United States and the Netherlands, the intervention effects of the GBG were determined through a randomised controlled trial. The fact that the GBG has been proven to be effective in multiple cultures indicates that despite cross-cultural differences in levels of disruptive behaviour, cross-cultural consistency exists in the malleability of disruptive behaviour problems in young elementary schoolchildren.
Category Promising/ Effective	Effective
Criticism	-
Potential	The GBG is listed as promising for the reduction of aggressive behaviour by Blueprints for Violence prevention (Center for the Study and Prevention of Violence, 2002) and was awarded the Exemplary Substance Abuse Prevention Award by the Substance Abuse and Mental Health Services Administration (2002).

33. Author, Year, Title	Behrikova, Z. (2004): Lowering the threshold of youth. Unpublished Manuscript. Ruth Erdélyiova, (2005). Nadácia mládeže Slovenska. http://www.fundersonline.org/orpheusprofile.asp?AN=NMSL001
Name	Lowering the threshold for youth
Country	Slovakia
Group targeted	Children and young people at risk in their communities (especialy those living in housing estates)
Type of Crime targeted	Violent crime, vandalism, theft.
Level	Secondary
Aims	Creating partnership on local levels Involving youth organisations Providing tools for the young people to help themselves Encouraging young persons to define the portfolio of services they need
Approach	Community-based social skill training Individual counselling within the community
Method	Low threshold youth centres located in specific communities were created, providing a combination of interesting free time activities combined with professional social services and counselling with emphasis on crime prevention, aiming to eliminate all obstacles usually preventing access for young people to help-services. Those centres were designed with the assistance of future clients according to their needs (and the young people actively defining the portfolio of services they need or wish to receive). Centres provide a safe environment with a variety of attractive free time activities, in order to form meaningful relationships with trusted adults and get counselling and practical help. Services include consultancy, various social services, mediation, conflict resolution, life skill training, educational support, tutoring and provision of information with emphasis on prevention of social conflicts and criminal behaviour or victimisation.
Initiators/Co-operations	Partners at different levels, including local NGO (local youth organisations), other service providers from within the communities, municipalities. (private-public partnership). According to the participatory approach, young people themselves are involved in the development and planning.
Implemented by	The Slovak Youth Foundation in 2003, after a comprehensive SWOT analysis was carried out. Workers are professional social workers or volunteers (students of social work or pedagogy).
Process Evaluation	Internally by the Monitoring Team of the Slovak Youth Foundation. The educational programme is evaluated by the Slovak Ministry of Education. Within 2 years, 16 centres reaching 2,600 vulnerable minors have been established and a partnership network, involving a range of support organisations, has been created. Centres have attracted a wide variety of clients and provide - especially in excluded areas – a much needed alternative.
Impact Evaluation	Local Police offices record the crime numbers before and after the implementation of the centres, in specific communities, a significant decrease in school drop-outs and a decrease in the number of conflicts generated and recorded by the Police was noticed (no further information available).
Category Promising/ Effective	Promising
Criticism	-

Potential	Enhancement of community-based partnership, participatory approach.
	It has proven to be successful to provide a safe space for young people without forcing them to be involved in structured activities.

34. Author, Title, Year	BRA (2005) Lugna Gatan subway programme.
	http://www.bra.se/extra/measurepoint/?module_instance=4&name=020919974.pdf&url=/dynamaster/file_archive/050118/fa1a18c360e97265c5f6f9c2eea61910/020919974.pdf
	Roth, N. (2004) "The Lugna Gatan Project – An Example of Enterprise in Crime Prevention Work." Drugs, Education, Prevention and Policy July 2004, 11 (3), 193-198
	Sundell, K. (2005). Personal Communication. December 2005.
Name	Lugna Gatan Subway Programme
Country	Sweden
Group targeted	Youth with experience in marginalisation and within the criminal justice system
	Youth at risk
Type of Crime targeted	Vandalism and Street Violence, school violence
Level	Secondary/tertiary
Aims	• Reducing recidivism for young people who become employed as subway stewards and are made into a role model (90% are immigrants).
	• Providing role models for youth at risk and to prevent crime on the subway system.
	• Reducing level of violence on the subway system and in the neighbourhood in general.
	• In the long run, stewards should move away permanently from crime.Enhancing stewards' multi-ethnic competence and improving their chances in the labour market.
Approach	Social Learning theory
	Peer mediation/intervention
	Social integration
Method	• Attracting older (20-25) unemployed youths (who were previously involved in crime) and assist in integrating them into the community by providing training, connection and meaningful occupation.
	• Those mentioned above should become a role model for mostly younger youth at risk. The older stewards patrol the subway system in the evenings and at night and issue a reprimand where crimes are being committed or where they are at risk to happen.
	The "Stewards" choose actively – according to their own relevant experience – those sites of intervention. Before they start they undergo a 90 day training course involving theoretical and practical work.Patrols are exercised in close co-operation with the Police.
	Since 1997, there are younger "juniors" among the stewards, and some high-at-risk schools are being patrolled during the day, too.
Initiators/Co-operations	Lugna Gatan Collaboration (NGO Fryshuset), Police, Operator of the subway system (SL), Red Cross, county labour board
Implemented by	Stewards, since autumn 1994
	Stewards are from 90 % of youths with an immigrant background, 2/3 have had previous convictions, many of them several
Process Evaluation	Several, by independent researchers
	Participant observations (at 20 occasions) and qualitative interviews (60) were conducted
Impact Evaluation	Internal (!) Statistics of SL show that levels of reported crime had fallen slightly over 30%, the number of occasions in which the subway operator was forced to call the Police was reduced by almost 40%. Stations which have not been patrolled showed smaller reduction of crime than those that had been patrolled. Surveys showed that crime in general within the subway systems has been reduced and that the working environment has been improved. The

	travellers themselves admitted in a survey that they feel safer.
	Another evaluation is based on qualitative interviews and concentrates on the Stewards: Between 1995 and 2000, 201 individuals have worked as stewards and virtually all are now in study or employment. Of the 180 youths employed between 1995 and 1999, only a small group (n=?) have been convicted of subsequent offences.
	However, the evaluation indicates that the programme does not prevent the Stewards from a criminal life since they had already stopped being criminal. Few moved on to other "real" employments after their work in Lugna Gatan. If their work was crime preventive its impossible to tell since they did not register their patrols, thus making it impossible to compare the reported criminality on the patrolled underground lines in comparison with other lines. Interviews with a random sample of Stewards indicated serious problems, among other things that the Stewards only pretended to patrol the underground while they actually went to restaurants or pubs.
Category Promising/ Effective	Possibly Promising
Criticism	Relatively costly (annually 1.3 million Euro). Clear and effective leadership/supervision is often missing, Crime reduction effects are unclear. This "highly politically approved" programme is "possibly positive" but without evidence that this is the case. Criticism is based on the following: - The whole organisation is based on the involvement and participation of young people, either as employees or members, with those youngsters coming from socially deprived areas or schools. This has led to the "Stewards" becoming suspects in connection with criminal acts, being under the influence of drugs or having relations with criminally active individuals. Hence, newspaper stories about Lugna Gatan Stewards being suspected of sexual assaults, weapon offences or drug use, the organisation's reputation is (often irrevocably) damaged. - Several contractors have not extended the contracts with Lugna Gatan due to breaches of contracts such as organisational mis-management, lack of training or failure to furnish replacements. - Such innovative projects are often insecure about their boundaries and minimisations and hence might violate (unwritten) rules of conduct.
Potential	Improves the social integration of the stewards and might tackle youth deviancy through insider knowledge/peer intervention. However, the goals should be re-examined and there should be a larger concentration on follow-up work.

35. Author, Year, Title	Forster, M.; Sundell, K.; Melin, L.; Morris, R.; and Karlberg, M. (2005) Charlie and Komet. An evaluation of two teaching programmes for pupils with behavioural problems. Stockholm. Nylin, A. & Wesslander, E. (2003). Lärarbaserade inatser förr elever med ADHD, DAMP, ADD-diagnos: enrandomiserad studied (FoU-rapport 2003:5). Stockholms socialtjänstförvaltniing: FoU-enheten Forster, M. & Tegenmark, , T. (1998) Hür lärare kann hjälpa brakiga och utstötta barn. En vvetenskalpight prövad metod. (FoU-rapport 1998:10). Stockholms socialtjänstförvalting: FoU-enheten
Name	KOMET
Country	Sweden

Group targeted	Pupils with behavioural problems, school grade 1 and 2 (7 and 8 years)
Type of Crime targeted	Aggressive behaviour, anti-social behaviour
Level	Primary and secondary
Aims	Reduction of behavioural problems or risk behaviours and increasing positive behaviour. Reduction of risk factors (aggressiveness, norm-breaking behaviour, hyperactivity) in order to reduce delinquency proneness (especially violence and substance abuse.
Approach	School-based social skills training Cognitive Behaviour Therapy Behaviour Management and Classroom Management
Method	KOMET (KommunikationsMETod) is a programme directed at the whole class, especially pupils with behavioural problems, and includes a manual and videos with situations that can arise in the classroom. The emphasis lies upon the teacher developing positive relationships and communication methods with the pupils. KOMET consists of 3 parts: • Behavioural and Classroom Management, where the teachers teach how to communicate, prevent fights, increase encouragement, solve conflicts and work with rules. The efforts are directed at both individual pupils and the class as a whole. The parents may also be invited to take part on occasion (an element which was found very useful by teachers….) • Class-wide Peer Tutoring, where pupils co-operate on certain exercises. They work in pairs, take their turn to play "teacher" and "pupil", aim to help others to concentrate on schoolwork and learn to co-operate with others. • Conflict Solution, which aims to help pupils who are easily provoked and often get into fights or verbal conflicts. This element involves role-playing where the pupils learn to handle conflicts calmly and to ignore minor provocations. The teachers undergo training for 2 days and participate in 3-hour supervised sessions.
Actors/ Co-operation	Teachers, Psychologists, Social researchers
Implemented by	Teachers
Process Evaluation	Yes, by authors The teachers at the KOMET programme stuck closer to pre-given guidelines than with CHARLIE ("life knowledge Programme", Skills Training Programme) where the teachers could choose on which order they will conduct the lessons. Attrition rate (teachers): 30% Teachers from the same school used the same way of implementation, especially the KOMET teachers. (The variation within schools was 3% smaller than the general variation between schools).
Impact Evaluation	By independent researchers (authors) Extensive statistical analysis in comparison with CHARLIE: Randomised control groups were built and 135 teachers and their classes from 63 primary schools were integrated and randomly either assigned to Charlie or KOMET programmes. Measures were taken after 6 and 14 months. After 6 months, there were no relevant distinctions between the groups. After 14 months, the pupils in the KOMET group showed less behavioural problems, especially hyperactivity, and fewer difficulties with classmates. Further positive effects (more positive

	attention) of the teachers behaviour could be measured.
	The pupils in KOMET had a double chance of becoming "successful" cases after 14 months compared to those in the Charlie group.
	However, regarding aggressiveness and schoolwork, no improvement was measured.
Category Promising/ Effective	Partly Effective
Criticism	Model project conditions during the study might have influenced the outcome.
Potential	At the implementation, the cultural and social differences in Sweden compared to the USA, where the programme was developed, had been taken into consideration.
	In 2003, a parent version of KOMET was developed by the Social Services in Stockholm. It has been evaluated in 2 studies on a total of 60 children. The results were very positive and even surpassed those of the teacher version, in accordance with international research.
	An evaluation of teacher-KOMET and parent-KOMET is being conducted.
	Costs of the development, education and evaluation of KOMET since 1998: 300,000 GBP

36. Author, Year, Title	Turunen, P. (2002), YAR: Youth At Risk, Daralns forskningsrad: Falum
Name	YAR- Youth at Risk
Country	Sweden
Group targeted	Youths aged between 15 and 20 at risk
Type of Crime targeted	General crime; drug use
Level	Secondary
Aims	Encourage the youth to change their situation themselves
Approach	Community-based multi-agency programme including individual counselling (mentoring) with a participatory touch, individual life-skills training
Method	Youths are provided with support to change their situation in form of adult mentors ("Committed partners").
	• During the Preparatory Phase (one year), the original YAP (American Programme) was adapted to local conditions in the Swedish town of Boerland. Participants were motivated, actors were invited to attend meetings, adult and youth volunteers were recruited, six working groups were formed: a production team, a youth team, a meeting team, an information team, a team for volunteers, a team for support persons.
	• Implementation Phase: intensive 6 day course (youths, volunteers, support workers) clearly structured, supported by experienced UK-consultants. The course contains scheduled and thoroughly planned physical and social educational activities (including physical exercise in the morning, adventure-based exercise, and experience-based exercise). During the exercises, the youths are trained in the YAR principles - responsibility, possibility, self-expression, communication and fellowship. The Youths are assigned to a support person (volunteer).
	• During the follow up phase (12 months), supplementary work with those young people who completed the course starts.
	They YP have contact with support person twice a week, once face to face, once on the phone, regular monthly workshops with different themes were held (i.e. keeping promises, relationships, conflict resolution, employment, crime, living with drug abuse…). Additionally, large group meetings are organised, as well as small group discussions, volunteer and parent

	meetings. During the final months, results are issued and discussed. Youths were recruited with the help of Social Service administrators, Probation Service, school, the Police and recreational youth field workers.
Networking activities, rising awareness among	Large number of local actors, multi-agency approach , residents of the community participated as volunteers. Local authorities, NGOs, churches, local residents and businesses.
Implemented by	Municipality of Boerland 2000-2002
Process Evaluation	External (Dalarna Research Institute), result: an active collaboration within the municipality was reached
Impact Evaluation	Internally: According to the project leaderships and the team leaders, around two-thirds of the youths achieved their goals and changed their life situation for better. 10 of the 22 participants agreed that their official crime records were checked, of those, 6 had records prior to the start of the YAR, but none of them were registered again at the conclusion of the programme in 12/2002.
Category Promising/ Effective	Promising
Criticism	Impact evaluation missing
Potential	Participatory approach

37. Author, Year, Title	Kimber, B. and Sandell, R. (2001). Primary Prevention of psychological ill-health among children and adolescents through emotional learning in school. www.set.st., access: 09.01.2006 Kimber, B. (2006). Personal Communication.
Name	Social Emotional Learning
Country	Sweden
Group targeted	Pupils
Type of Crime targeted	General
Level	Primary
Aims	Reduce psychological ill-health and mal-adaptation Reduce criminal behaviour, less use of drugs, and fewer cases of school exclusion.
Approach	School-based emotional and social-skill training
Method	The SEL programme encompasses structured exercises for pupils so as to train self-awareness, empathy, the handling of emotions, motivation, and social competence. The project is being run for three school years at two compulsory schools in Botkyrka Municipality in Stockholm (pupils aged 6 to 16). The programme also includes the training and supervision of teachers and other personnel, and the provision of information and motivation to parents. A baseline measurement was taken during the school year before the programme was embarked upon. Thereafter, annual measurements are to be taken through pupil self-reports and the reports of teachers and school administrators of the following sub areas: Self-Regulation and the Handling of Emotions; Empathy; Awareness and Recognising Emotions; Motivation; Conflict Resolution; Problem Solution; and, General Social Competence.

	These sub areas are particularised in a number of components/capacities. For example, Empathy is defined and treated as follows: "Understanding and getting involved in what others like and think, being interested in others' concerns and sources of pleasure, being capable of active listening, recognising and meeting others' needs, recognising the abilities of others and supporting them, responding to others' non-explicit needs, being able to understand what someone else feels."
	Structured exercises have been designed for each of these capacities, with variable degrees of complexity and difficulty according to school year.
	Although cultural and other differences make it inappropriate directly to translate apparently successful American SEL programmes into specifically Swedish cultural and educational traditions and circumstances, the project will make full use of American experiences.
	Indeed, the Swedish programme is largely based on similar programmes in the USA, especially those described by Elias and Weissberg (Elias & Clabby, 1992; Weissberg & Elias, 1993). Weissberg and Elias point to certain methods that have proved more successful than others with regard to the acquisition of social and emotional competence, and the capacities on which the Swedish programme focuses will be promoted with the aid of the methods they prescribe.
	These include modelling, role-play and positive reinforcement, and also the creation of meaningful opportunities to test any acquired competence "for real" (not only inside school, but also outside, say in the home). A key part of the project consists in promoting the participation of parents. They will be provided with detailed information on what sub-area is being exercised at any one time, so that they will be able to help their children train the competence in question (partly through homework).
	It is important for teachers to have adequate time to learn the programme, and that they receive supervision during and after the time it is implemented. For this reason, the teachers receive regular guidance, both individually and in groups.
Initiators/Co-operations	University of Linkoeping, Schools, Municipality of Botkyrka
Implemented by	Teachers, educational welfare officers, representatives of health care
Process Evaluation	Externally by authors.
	Regular observation and supervision of teachers as they implement the programme.
	The project is now being implemented in two school districts in Botkyrka Municipality in the outer suburbs of Stockholm. In junior classes the SEL programme consists of 20-minute sessions performed twice each week; in senior classes, there is one 45-60 minute session a week. Training and guidance to teachers prior to the first year's work with pupils has already been performed, and supervision of teachers will continue over the three years of the project.
Impact Evaluation	Externally by authors
	During the school year before the programme was embarked upon (Year 0), a base line measurement was taken. During the three project years (1-3), measurements will be taken in May of each year.
	In three sets of classes at each of the two experimental schools - at lower, intermediate and higher levels of Swedish compulsory school - five children were randomly selected for in-depth follow-up (involving administration of special questionnaires to and interviews with children, parents and teachers) throughout the project period. Accordingly, this intensive part of the study will cover a total of 30 pupils.

	Further, 30 randomly selected pupils are to be investigated in-depth through special personal interviews and interviews with parents and teachers. Classes in two other schools in Botkyrka that are entirely outside the programme function as comparison groups. The following instruments/sub-instruments will be administered to all pupils: The Youth Self Report (YSR) by Achenbach and Edelbrock (1987), in an abbreviated Swedish version (Lindberg, Larsson & Bremberg, 1999). Jag tycker jag är (I think I am …) by Ouvinen-Birgerstam (1985) Some items from a questionnaire concerning alcohol, drug and tobacco use devised by Sweden's Central Association for Alcohol and Drug Information (CAN). The Social Skills Rating Systems, by Greshham and Elliot (1990). Mastery, by Pearlin, Lieberman, Menaghan and Mullan (1981). In addition, an instrument is being developed at Linköping University in Sweden to measure pupils' social and emotional capacity. A comparison will be made with Salovey's instrument for the measurement of children's emotional intelligence. School administrators will compile weekly reports of incidents of destruction, dispute, violence, bullying, theft, and discontent/maladaptation. The class teachers and parents of the 30 pupils to be studied intensively will respond to a questionnaire concerning each pupil once each school year (parent and teacher versions of Social Skills). To assess whether the SEL programme is being implemented as intended, systematic studies of the participating teachers will be performed throughout the period - twice per school year by two independent observers, and on one or two occasions during each school year by the project leader. The evaluation part of the project will proceed over the first three years of implementation. Results have not been published yet.
Category Promising/ Effective	Promising
Criticism	-
Potential	Strong theoretical basis: American experiences suggest that programmes of the type to be tested in this project are effective. The hypothesis is that violence, bullying, and peer-related and other problems will decrease in the classes where the project is implemented, so that the social and emotional capacities of the pupils in the experimental group will increase.

38. Author, Year, Title	BRA (2005). The Supporter Project. Identifying and working with at-risk youths in connection with sporting events. Unpublished. Stockholm: BRA.
Name	Supporter Project
Country	Sweden
Group targeted	Young football hooligans
Type of Crime	Group violence, hooliganism

targeted	
Level	Secondary
Aims	The project's objective is, in connection with sporting events, to identify youths at risk of becoming involved in crime and then to work with them in a variety of ways at home in their respective neighbourhoods and local authority areas.
Approach	Outreach, community-based social work Situational crime prevention Policing
Method	Field work is conducted prior to and during matches. The workers try to avert fights, vandalism and serious incidents of public disorder and take care of individuals suffering from the effects of too much alcohol. Contacts are established with hundreds of young people who have been active in supporter groups. The "double" presence (both at the sports stadium and in the youths' local neighbourhood) provides opportunities both to observe and focus attention on these young people and to work with them over the longer term. Between matches, work is conducted in close proximity to the supporter groups in order to assess and keep abreast of the mood in these groups and to counteract risk situations before they have a chance to develop. Those youths who have become known for participating in public order disturbances in connection with premiere division matches are often already known to the local Social Services and Police authorities in their own neighbourhoods. By means of collaborations between different parties who come into contact with the youths (such as the cultural and sporting administrations, the borough councils, the local Police, the supporter police and the clubs' own security officers) a well organised overall picture of the young people emerges which facilitates the work conducted with the target group in relation to both the use of restrictive measures and attempts to guide the youths towards a better social life. In order to overcome the youths' destructive behaviour, both at the stadium and in their local neighbourhoods, support and assistance is also provided at home on the basis of the youths' own interests. One important aspect of the Supporter Project involves making use of the time and energy that the youths devote to their teams in a positive way, such as the now well-established collaboration with the clubs which provides opportunities to offer the youngsters employment in various areas of responsibility in connection with matches. Between matches, the project's youth workers have tried to assess moods and tendencies in the supporters' groups in order to counteract risk situations before they have a chance to develop. The youth workers have also held meetings on a regular basis in order to exchange information and experiences from their local areas and to attend joint training sessions. The operational work has been conducted in close collaboration with the supporter police and those responsible for security operations at the major sports clubs.
Initiators/Co-operations	Municipalities, Police, Football league and clubs, social workers. The network was organised by two project managers. This network includes several borough administrations and five local authorities (Stockholm, Solna, Sundbyberg, Huddinge and Tyresö). The project managers have built up an organisation comprising one or two youth workers from each of the participating boroughs and local authorities. The project managers have worked full time to supervise and provide these youth workers with a variety of forms of support. The youth workers have in turn earmarked time for the Supporter Project in the context of their routine work in their own boroughs or local authority areas.
Implemented by	Since the late 1990s, collaboration between youth workers from twenty or so city boroughs and local authorities in the Stockholm area, Police and sports clubs. There is a local collaborative group, which might include representatives from schools and the

	Police, as well as the parents, the affected sports club and the so-called 'supporter police'.
Process Evaluation	Externally by BRA The field work has been carried out by forty or so youth workers. Over recent years this work has been conducted at every home game played by the three major premiere division clubs in Stockholm, namely Hammarby IF, Djurgårdens IF and Allmänna Idrottsklubben (AIK), and at certain bandy and ice hockey matches. On match days, the field workers have been on the spot among the supporters and conducted fieldwork before, during and after the match. This work has involved actively reaching out, with the objective of identifying and establishing contact with youths aged eighteen or younger. The youth workers have taken care of people who have had too much to drink and have attempted to avert fights and acts of vandalism. The project has established collaboration between various actors that had not previously existed. The youth workers from the Stockholm boroughs and the surrounding local authority areas, the Police and the sports clubs have been able to utilise one another's intelligence and experiences in the context of both short-term and longer-term work to counteract youth crime.
Impact Evaluation	Externally by BRA: The pilot project, the "Italy Group" was followed up two years after the work with the group had been concluded. The follow-up showed that all the youths, with one possible exception, were living a normal life for young people in their twenties and that none of them had had any contact with the Police for negative reasons. This positive result led to the project idea being continued and extended to what has since evolved into the Supporter Project. The Supporter Project has involved the establishment of contacts with a large number of younger individuals who have been active within the supporter groups. According to the follow up, approximately 500 youths who constituted members of the project's target group were identified during the course of one year. The follow-up also shows that the project has succeeded in achieving both short- and longer-term goals. The project has succeeded both in averting fights, vandalism and public disorder in connection with matches and in following up on the youths in the ongoing fieldwork conducted in the boroughs and local authority areas where they live. The Supporter Project has also succeeded in establishing collaboration between a number of different actors that had not existed previously. The youth workers, the Police and those responsible for security at the sports clubs have got to know one another and have been able to make use of each others' intelligence and experience in both their short-term and long-term efforts to counteract supporter violence and other forms of youth crime. Besides all the youth workers who have been involved in carrying out the field work, the supporter police, the Police organisations in several local police districts, the Swedish Sports Confederation (Riksidrottsförbundet) and the football clubs have also worked together with the project.
Category Promising/ Effective	Promising
Criticism	-
Potential	Target group is reached, promising co-operation

39. Author, Year, Title	Nee and Ellis (2005). Treating offending children: What works? Legal and Criminal Psychology, 10, 133-148
Name	Persistent Young Offender Project
Country	UK
Group targeted	1. Prolific offenders, (anyone with 10 offences in 2 months or anyone facing a custodial sentence)

	2. Offenders with special needs, such as sex offenders 3. Preventive/protective referrals (schools, authorities, social workers families, self) for young people aged 7-12
Type of Crime targeted	General (focus on robbery and violent crime)
Level	1.-2 Tertiary, 3 secondary
Aims	Reducing recidivism
Approach	Multi-systemic approach
Method	No lower age limit Participants do not need a formal link with the Criminal Justice system for referrals Sound assessment and allocation to service on the basis of need Strong commitment to the responsivity principle (taken from effective interventions with older offenders) Multi-modal approach, based on existing evidence of effective interventions by Andrew and Bota (1998) and Loeber and Farrington (2001) e. g. interpersonal skill training, individual counselling, multi-modal and cognitive-behavioural programmes, parental and family (siblings etc.) involvement Individualised approach
Initiators/Co-operations	Social workers, Youth Offending Teams, Police, child-protection agencies, municipalities
Implemented by	PYOP-coordinator (based on a co-operation between the local YOT, the Educational Department, a local community safety partnership) under the guidance of the University of Portsmouth which also evaluates the project
Process Evaluation	By authors (Nee and Ellis, University of Portsmouth)
Impact Evaluation	By the University of Portsmouth Methods: the LSI-R risk predictor was used to measure the criminogenic risks and needs of an intervention group (n=41) and a none-intervention group (n=19) of child and juvenile offenders at 6-monthly intervals. The comparison group was constructed by drop-outs of the programme (and therefore, its suitability is questionable). Local police charges data were collected for both groups: Over the first 30 months of the project, a statistically significant drop in the LSI-R scores of the intervention group could be measured, with favourable effect sizes. The latter improved with longer-term interventions. The data analysis suggested that the level of offending behaviour had decreased during the intervention. In contrast, the comparison group showed no change in risks, needs or offending rate. (However, 9 out of 41 participants on the intervention group increased their risk-scores). The greatest impacts were measured on the recreation sub-component (more structured leisure activities, better use of time), re-engagement in education and improvement in criminal attitudes and orientation. Last but not least, emotional/personal problems and general family problems showed a significant level of improvement.
Category Promising/ Effective	Promising

Criticism	Methodological weakness (small sample size etc.)
Potential	Promising co-operation between practices and academics, a strong theory-backed approach, referral-system allows a fast and non-stigmatising approach

40. Author, Year, Title	Youth Justice Board (2005). Youth Inclusion Programme. http://www.youth-justice-board.gov.uk/YouthJusticeBoard/Prevention/YIP/ (Access: 23.11.2005). Morgan Harris Burrows (2003). Evaluation of the Youth Inclusion Programme. http://www.youth-justice-board.gov.uk/NR/rdonlyres/535965FD-508A-4838-B890-4E4F9E337B2B/147/YIPevaluation2003.pdf
Name	Youth Inclusion Programme
Country	UK
Group targeted	Youth Inclusion Programmes (YIPs), established in 2000, are tailor-made programmes for 13 to 16-year-olds who are engaged in crime or are identified as being most at risk of offending, truancy, or social exclusion. YIPs target young people in a neighbourhood who are considered to be most at risk of offending, but are also open to other young people in the local area. The programme operates in 72 of the most deprived/high crime estates in England and Wales.
Type of Crime targeted	General
Level	Secondary
Aims	Social inclusion of potential young offenders; concrete goals are: • To ensure that at least 75% of the target group (the 50 most at risk young people) are engaged, and that those engaged receive at least five hours of appropriate interventions per week • To reduce arrest rates among the target group by 70% compared to the 12 months prior to their engagement. • To ensure that 90% of those in the engaged target group are in suitable full-time education or employment.
Approach	Multi-modal and multi-agency approach YIPs aim to reduce youth crime in neighbourhoods. Young people on the YIP are identified through a number of different agencies who work together. These include the Youth Offending Team (YOT), Police, Social Services, local education authorities or schools, other local agencies and the community.
Method	The programme gives young people somewhere safe to go where they can learn new skills, take part in activities with others and get help with their education and careers guidance. Positive role models – the workers and volunteer mentors – help to change young people's attitudes to education and crime. Different local intervention places (football club, youth club) are organised where session (individual or group sessions) take place. The following areas are covered: drugs/health education, family, outreach, mentoring, environment, motor, group development, arts/culture/media, personal assessment. Weekly hours range from 1 to 15 hours.

Initiators/Co-operations	Youth Justice Board, Youth Offending Team (YOT), Police, Social Services, local education authorities or schools, other local agencies and the community.
	Each YIP receives an annual grant from the Youth Justice Board and is required to find at least an equal amount in matched funding from local agencies. In many areas, programmes also obtain resources from other organisations (such as Neighbourhood Renewal) which share the aim of reducing crime and improving communities.
Implemented by	Social workers, mentors (volunteers) from the community Established in 2000
Process Evaluation	The selection of the target group and their engagement has been examined by the (external) evaluator Burrows (2003)
Impact Evaluation	There were no control groups and no randomised experimental design, data pre- and post implementation for the participants (n= 4050) were compared and the independent national evaluation of the first three years of the programme found that: • Arrest rates for the 50 young people considered to be most at risk of crime in each YIP had been reduced by 65% • Of those who had offended before joining the programme, 73% were arrested for fewer offences after engaging with a YIP • Of those who had not offended previously but who were at risk, 74% did not go on to be arrested after engaging with a YIP
Category Promising/ Effective	Promising
Criticism	Impact evaluation missing
Potential	Plans for a 50% expansion in Youth Inclusion Programmes (YIPs) and Youth Inclusion and Support Panels (YISPs) were set out in the government's five-year strategic plan Confident Communities in a Secure Britain.

41. Author, Year, Title	Gray, P. and Seddon, Y. (2005). Prevention work with children disaffected from school. Health Education 105 (1), 62-72
Name	Salford Anti-Rust Gardening mentoring project
Country	UK
Group targeted	Pupils (13-15) from secondary schools who were close to being excluded/expelled from school due to truancy etc.
Type of Crime targeted	General
Level	Secondary
Aims	• Supporting pupils in continuing to attend school • Providing long-term adult mentoring relationships with the project workers. • Teaching practical horticultural skills • Providing work-experience • Communicating healthy eating messages and increasing home consumption of fresh vegetables • Providing constructive alternative activities to involvement in drugs, crime or anti-social behaviour
Approach	Peer-based vocational and educational training
Method	Participants were identified by teachers and referred to the project via the head teacher who had a close involvement with Anti-Rust. The participants were expected, during a whole semester, to attend school on 2 days (focus: English and Maths) and on the other 3 days, the

	pupils were engaged in horticultural activities and learning. They had to attend school and the project in order to continue with Anti-Rust, attendance was monitored very closely. An initial meeting with pupils, parents, carers, teachers and Anti-Rust members took place beforehand where the challenge of the project (hard work in varying weather conditions) and further information were explained.
	Work on the project was planned around the growing season and the pupils were expected to be involved in all aspects of producing vegetables, from preparing the ground to harvesting crops. They were also expected to produce short reports, and help would be given with this if they had literacy problems.
	During the project, ten referrals were received (due to a limited number of places).
	If appropriate, project workers would contact participant's parents/carers when there were particular issues or just to give feedback. The approach was informal and flexible.
Initiators/Co-operations	Anti-Rust Project (volunteer based), teachers, headmaster, parents
Implemented by	Staff from Anti-Rust, after referrals have been made by the teachers and the headmaster
Process Evaluation	Externally, by authors: Regular, flexible and informal communication between the school and the project was critical to the strength of the partnership and the success of the project. Any problems could be identified and ironed out very early on. The strong involvement and commitment to the project of the head teacher was also significant.
Impact Evaluation	Based on interviews with the participants, done by the authors, no experimental design. Most participants have improved in Maths and English. There have been no failures in terms of misbehaviour or truanting. Learning new skills and achieving tangible outcomes (such as exhibiting produce at local gardening shows) helped participants to take more pride in themselves and their achievements. Project workers provided positive adult role models. Participants learned horticultural skills which increased the participants' future employability. In addition, they started to eat healthier as produce was also taken home. After all, the project has an important diversionary impact in terms of occupying participants' time constructively and kept the participants engaged even in school holidays. Besides, the project gave the participants a significant amount of responsibility, treating them similarly to adult trainees. The project also brought younger and older people (volunteering project workers) from the community together.
Category Promising/ Effective	Promising
Criticism	No case monitoring our outcome data due to solely qualitative impact evaluation
Potential	Innovative model, theoretically sound, well implemented and operating on different levels

42. Author, Year, Title	Haines, K. and Case, S. (2005). Promoting Prevention: Targeting family-based risk and protective factors for Drug use and Youth Offending in Swansea. British Journal of Social Work, 35, 169-187.
Name	Promoting Prevention
Country	UK (Wales)
Group targeted	Youth and families at risk Children and youth aged 10 – 17 years and their parents/families Families with young children

Type of Crime targeted	Juvenile delinquency in general
Level	Secondary
Aims	Foster robust, protective family relationships between young people and their parents by involving parents at every stage of dealing with an "at-risk" young person.
Approach	Family-based, multi-agency and multiple intervention programme Individual and family-based community intervention Mentoring Parenting support and family therapy Educational measures Participatory, youth consultation approach Restorative Justice
Method	Promoting Prevention supports initiative for ten- to seventeen-year-olds and their parents, addressing the risk and protective factors of preventing family breakdown, enhancing parenting skills and preserving the family, both through specific funding and fostering multi-agency partnerships with relevant organisations. It is prioritising the early identification of risk factors using a risk- and protective-factor model, offering interventions at the pre-delinquency stage, supplemented by targeted services within a whole family approach. Promoting Prevention embodies a range of corporate and strategic interventions, addressing factors known to place young people at risk of offending (e.g. poor child rearing, lack of attachment to family, school exclusion, drug and alcohol misuses, social exclusion etc.) as well as a range of interventions based on restorative justice and social inclusion. The approach incorporates a number of family-based elements, including family therapy/parent training and family preservation. There is a close partnership between Social Services interventions, family-school partnerships and mentoring. The child and family team services include rehabilitation (prevents family breakdown through risk-minimization), flexible home support and supervised contact between parents and vulnerable children. Pupils at risk of exclusion or excluded can be referred by school to the Family Group Conference Unit who develops a "customer relationship" with families wherein problems are recognised and solutions developed. The multi-agency Action Planning Panel consists of principal officers from different organisations (Social Services, schools) and meets every 4-5 weeks. Partnerships between families and schools are forged, e.g. by a behaviour Support Plan. Supportive mentoring is provided and community service volunteers act as mentors and positive role models.
Initiators/Co-operations	City and County of Swansea Swansea's statutory and voluntary sectors
Implemented by	Social Services, schools, families, social workers, mentors, NGOs
Process Evaluation	Externally (University of Swansea) - One potential weakness is that the 10-17 remit means that families do not receive regular home visits or pre-school education programmes through the initative (because their child is too old), both of which are effective methods of reducing

	criminogenic influences.
	Overall, the interventions are compatible with the scientifically identified key "ingredients" of family-based crime prevention. Intermediate results: Multiple exposure to self-reported, family based risk factors significantly increases the likelihood that a young person will become involved in school exclusion, drug taking and offending, whilst exposure to multiple protective factors decreased the likelihood of these problem behaviours. Risk factor focus should be broadened to neighbourhood characteristics
Impact Evaluation	Externally (University of Swansea), ongoing
Category Promising/ Effective	Promising
Criticism	Continuous support throughout childhood is not guaranteed yet, (see process evaluation)
Potential	Participatory approach, local services are encouraged to collaborate

43. Author, Year, Title	Nichols, G. and Crow, I. (2004). Measuring the Impact of Crime Reduction Interventions Involving Sports Activities for Young People. The Howard Journal, Vol. 43 (3|), 267-283
Name	Kirklees Splash
Country	UK
Group targeted	8-18 year olds from socially and economically disadvantaged areas
Type of Crime targeted	General
Level	Primary, secondary
Aim	Encourage pro-social development
Approach	Sports programme
Method	Paid staff lead a range of sports and games for socially disadvantaged youth at playing fields, parks and fields or hard surface areas adjacent to leisure and community centres. Participation is free. In some areas, other activities are offered during the other school holidays and after school in the summer term. There is the potential for regular participants to attend a sports-related youth group run by sports development staff throughout the year and also to become involved in voluntary sports leadership. Participants are encouraged to act as volunteers to help the younger ones. Long-term continuity is provided.
Initiators/Co-operations	West Yorkshire Police and Kirklees Leisure Services, Youth Justice Board
Implemented by	Paid staff, sports trainers
Process Evaluation	Externally by authors
Impact Evaluation	Externally by authors: A self-completion questionnaire was sent to parents of participants asking them if they thought the programme reduced crime and if so, why. Interviews were conducted with participants. 48% of the 63 interviewees reported that Splash reduced crime either at exactly the same time as it was on, or generally over the period of its provision. For them, boredom was a major problem in the school holidays.

	Yet, there is always the possibility that criminal activities will merely be displaced to other times.
Category Promising/ Effective	Possibly Promising
Criticism	Difficult to evaluate, no control group, methodological problems. As this is an open access programme, there are not always definite records of attendance.
Potential	Participatory, long-term approach, but should be supplemented by educational or social intervention.

44. Author, Year, Title	Kent County Council (2005). Therapeutic Foster Care project for Younger Children.
Name	Therapeutic Foster Care Project for Younger Children
Country	UK
Group targeted	Children between 4 and 13 years showing signs of immature psychological development, e.g. Disorder of attachment, aggressiveness
Type of Crime targeted	General crime and anti-social behaviour
Level	Secondary
Aims	Providing stability and security by a structured life with clear boundaries, teaching social skills and emotional support.
Approach	Temporary placement in a therapeutic foster family home
Method	The children are placed temporarily (short term, up to 2 years) in a therapeutic Foster care home. The foster carers train with and are part of the care planning team and undertake some tasks normally done by social workers, such as recording the child's progress and advocating for the child. They regularly meet with a psychologist and with other members of the care team for the child. Usually, there is only one single child cared for in a family or by a person without any younger children in the family. Parents whose children are placed with the project will be helped by the social worker to understand their child's difficulties. The children themselves are informed about plans for their care in an accurate and age appropriate manner. Before a child can be accepted on the project, the key social worker completes a detailed form which requires a thorough personal history of the child. Allocations are then reviewed by the Alderden Panel - a multi-agency panel responsible for admission to the Alderden KCC residential child care facility that specialises in working with children with disorders of attachment. Teachers and schools dealing with the children placed with this project will be kept informed and be able to call upon additional support when needed.
Initiators/Co-operations	Kent County Council, social workers, teachers, therapists, psychologists
Implemented by	Carefully chosen foster carers who are part of a specialist team and who work closely with psychologists.
Process Evaluation	Internally
Impact Evaluation	Not known

Category Promising/ Effective	Promising (see Potential)
Criticism	Scientific evaluation is missing
Potential	High, as scientifically, the effectiveness of temporary placements in a therapeutic foster family home has been proven (Baas, 2005).

45. Author, Year, Title	Little et al. (2004). An Experiment in Multi-Systemic Responses to Persistent Young Offender known to Children's Services. British Journal of Criminology. 44, 225-240
Name	ISSP (Intensive Supervision and Surveillance)
Country	England and Wales, The Netherlands
Group targeted	Persistent young offenders, aged 15-17 who have at least 3 convictions or cautions and who have experienced custody or failed community sentences
Type of Crime targeted	General
Level	Tertiary
Aims	Reducing the offences committed by programme participants compared to control groups receiving standard interventions.
Approach	Multi-systemic approach VOM
Method	• Joint and frequent supervision of participants by Police and Social Services staff • A family group conference to encourage the young person and relatives to identify needs and arrive at their own solutions • Availability of victim reparation and mediation in appropriate cases • Availability of a mentoring scheme to place programme participants in contact with a young volunteer to act as a role model and to help fill free time constructively • Better diagnosis, assessment and individual treatment plan • Improved sharing of information between Police, Social Services and education professionals • Regular multi-agency review of cases In addition, there were strong attempts to connect the scheme with local industry and commerce.
Initiators/Co-operations	Police, Social Services and education
Implemented by	Social and Youth Justice workers, mentors
Process Evaluation	Yes, externally by authors There were problems in defining persistence of offending. Increased surveillance by Police and Social Services were likely to increase arrest rates for programme participants during the first months in ISSP. It took longer than expected to recruit candidates that met the entrance criteria. Besides, practitioners' natural aspiration to get the best services for the neediest cases was challenged by the randomised allocation. The Restorative Justice Component could not always be offered.
Impact Evaluation	Yes, externally by authors in a randomised control trial with 3 control groups. Four measures were used- Court outcomes, offences out comes, offence/liberty ratio and pre-post offence ratio. Data were assembled from three sources- local Police records and Court disposals, professional records and interviews with youth justice workers and data from national criminal records. In addition, data on professional perspectives were collected with respect to each

	individual case. The data were analysed using a multivariate regression analysis of arrest.
	As hypothesised, reconviction rates were unaffected by the intervention, but there was a 30-50 reduction in the volume of crime committed by ISSP participants (despite intensive supervision by the Police and other institutions. Yet, no particular aspect of the programme was associated with success suggesting a general placebo effect. Lessons for the planning and administration of such projects and the need for improved epidemiological data about persistent offenders are indicated.
Category Promising/ Effective	Promising
Criticism	No real effects on lowering the reconvictions rates could be proven, however, the arrest rate was considerably lower.
Potential	The UK government has since introduced a version of ISSP across England and Wales with additional provisions such as cognitive behaviour programmes and a greater emphasis on control (electronic monitoring).

46. Author, Year, Title	London Fire Brigade (2005). Local Intervention Fire Education
Name	LIFE Local Intervention Fire Education
Country	England
Group targeted	Young people at risk, aged 13-19
Type of Crime targeted	Arson, other criminal and anti-social behaviour
Level	Secondary
Aims	Prevent young people from becoming persistent offenders

The participants should:
- Adopt a new set of values
- Address the consequences of anti-social (fire setting) behaviour
- Work co-operatively with others
- See the advantage of improving their own learning and performance
- Gain self-esteem and self-confidence
- Learn how to communicate better and consequently achieve self-empowerment |
| **Approach** | Short-term non-residential social skill training and education |
| **Method** | "The Life course is a week-long programme of intensive training where the teenagers will undertake an intense five-day training programme of practical exercises with fire fighters from local stations. The teenagers will be working side-by-side with experienced instructors. They learn key skills such as teamwork and communication by participating in practical drills using ladders and hose. The purpose of the course is to provide a learning opportunity for the teenagers and make them think about their future and a possible career in the fire brigade.

The London Fire Brigade's Local Intervention Fire Education (LIFE) programme is a way of reducing fires, improving community relations and reducing anti-social behaviour directed at fire fighters carrying out their operational duties.

PAYP is designed to provide diversionary activities for vulnerable young people during school holiday periods. It is funded by the Department for Education and Skills (DfES) and delivered locally by Connexions South London in partnership with the local youth services and youth offending teams. |

	This scheme ran a very successful pilot earlier in the year for a group of South London's teenage boys." http://www.connexions-southlondon.org.uk/youth/article.aspx?mid=6&sub=862
Initiators/Co-operations	London Fire Brigade, Connexions
Implemented by	Firefighters, youth workers
Process Evaluation	Internally, external evaluation is on-going Attendance rate: 97% LIFE has engaged with over 1,000 young people so far. 83% of participants were male.
Impact Evaluation	External impact evaluation is on-going. Internally: 80% reduction in self-reported offending rate among participants. Noticeable reduction in attacks on fire-fighters. Noticeable reduction in deliberate fire setting behaviour. 10 former participants embarked in the fire service recruitment process. 2 former participants are serving fire-fighters in their local community.
Category Promising/ Effective	Promising
Criticism	Long-term intervention is missing
Potential	The programme will be extended within the Greater London Area

Appendix B

Glossary of crime prevention terms in four European languages

English	French	German	Spanish
Prevention [of crime]	Prévention	Kriminalitätsprävention	Prevención
Primary prevention	Prévention Primaire	primäre Prävention	Prevención Primaria
Secondary prevention	Prévention Secondaire	sekundäre Prävention	Prevención Segundaria
Tertiary prevention	Prévention Tertiaire	Tertiäre Prävention	Prevención Terciaria
Risk factor	Facteur(s) de risques	Risikofaktor	Factor(es) de riesgo
Protective factor	Facteurs de Protection	Schutzfaktor	Factor(es) de protección
Early intervention [i.e. work with families and children that prevents later offending]	Intervention précoce	Frühe Intervention (z.B. mit Familien und Kindern, welche spätere Delinquenz verhindern soll)	Intervención temprana
Situational crime prevention	Prévention de la Délinquance situationnelle	situative Kriminalitätsprävention	Prevención de la delincuencia situacional
Problem oriented policing		problemorientierte Polizeiarbeit	
Partnership	Partenariat	Partnerschaft	Asociación
Restorative justice	Justice Restauratrice	Restorative Justiz Außergerichtlicher Tatausgleich Opferorientierte Justiz	Justicia Restaurativa Justicia reparadora
Victim-offender mediation	Médiation victime-délinquant Victime-auteur	Täter-Opfer Ausgleich	Mediación victima-infractor Mediación entre víctima y delincuente
Reparation	Réparation	Schadenswiedergutmachung	Reparación
Zero tolerance	Tolérance zero	„Zero tolerance" (lit.: "Null Toleranz", meaning "kompromissloses Vorgehen")	Tolerancia cero
Electronic monitoring	Contrôle électronique	Elektronische Fussfessel	Monitorización electrónica
Diversion [from criminal justice system]	Alternative	Diversion	Alternativas al sistema penal
Prosecution	Procès	Strafverfolgung	Persecución
Age of criminal responsibility	Age de responsabilité pénale	Strafmündigkeit	Mayoría de edad penal Edad de responsabilidad penal
Evaluation	évaluation	Evaluation	evaluación
Good practice	Bonne(s) pratique(s)	Good Practice ("Gute Praxis")	Buena(s) Practica(s)
Assessment [of problem]	évaluation	Assessment	Valoración Asesoramiento (de problemas)

Juvenile delinquency	Délinquance juvénile	Jugendkriminalität	Delincuencia Juvenil
Family therapy	Thérapie familiale	Familientherapie	Terapia familiar
Curfew [i.e. as applied to juveniles]	Couvre-feu	Ausgangssperre (not applied in this context in Germany)	Toque de queda
Caution [as given to offenders by police/ prosecutor]	Avertissement	Verwarnung, Einstellung gegen Auflage (only by prosecutor)	Amonestación (sólo por jueces)
Sentence [as given to offenders by court]	Sentence	Strafe/Strafmass	Sentencia And for minors: Medida
Victimisation survey [i.e. survey of self-reported victimisation]	Enquête sur la victimisation	Opferbefragung	Encuesta sobre la victimización
Probation [i.e. sentence of supervision outside prison]	Sursis avec mise à l'épreuve Sursis probatoire	Bewährung	Suspensión condicional de la pena
Mentoring	*Mentoring* (support)	Mentoring	Mentoring (Tutorización) Supervisor (no existe en España)
Community service [i.e. sentence to do work for the community]	Travail d'intérêt général	gemeinnützige Arbeit(sstunden)	Servicio a la comunidad Trabajo en beneficio de la comunidad
Crime prevention organised by the communities	Prévention de la délinquance organisée par la société civile	Kommunale Kriminalprävention	Prevención de la Delincuencia organizada por la sociedad civil
Youth work	Travail Juvénile	Jugendarbeit	Trabajo juvenil
Violence prevention	Prévention de la Violence	Gewaltpraevention	Prevención de la Violencia
Integration	Integration	Integration	Integracion
Aftercare	Accompagnememt	Nachsorge, ambulante Begleitung	Acompanamiento
Juvenile Justice System	Système de Justice Juvénile	Jugendgerichts-barkeit	Sistema de Justicia Juvenil