A REVIEW OF
GOOD PRACTICES
IN PREVENTING THE VARIOUS TYPES
OF VIOLENCE
IN THE EUROPEAN UNION

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

Review of Good Practices in Preventing the Various Types of Violence in the European Union

Report prepared for the European Commission

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Contents

Executive Summary

Introduction

The report provides information from a review of good practices in preventing various types of violent 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.

1. Evidence on violent crime

Trends

The available evidence suggests that officially recorded violent crime, which tended to increase across the EU in the 1990s, has not shown any particular trend, either between countries or across categories of offences, since 2000. Lack of data, and particularly the absence of surveys of victimisation in most EU countries, hampers the development of knowledge about levels of violent crime.

Origins

Various studies, on both sides of the Atlantic, have suggested that the risks of violent crime are increased by several underlying factors. These include:

- Economic. Inequality and rapid structural changes which damage social cohesion.
- Socio-cultural. Family breakdown and the growth of single parent families, absence of adult male role models from young men's lives, population mobility, spatial concentration of poverty, fashions for carrying knives and guns, increased use of drugs and alcohol.
- Individual. Early signs of impulsivity and aggression, harsh and inconsistent parenting, low educational attainment, weak bonds with parents and other adults, association with delinquent peers.

A European Commission-funded study (Entorf and Spengler, 2002) of the predictors of rates of recorded crime concluded that socio-economic indicators, including indicators of economic hardship for young people and of family disruption, are important for understanding crime in Europe

Responses

Recognition of the various levels at which violent crime can be generated encourages use of the public health approach to preventing violence. This means addressing it simultaneously at three different levels.

Primary prevention – universal approaches that aim to prevent violence before it occurs.
Secondary prevention – approaches that focus on those people who are at the highest risks of victimisation and perpetration of violence.
Tertiary prevention – approaches that focus on people who have already been victimised or violent.

Examples are provided (in section 1.3) of successful North American approaches at each of these three levels. Some European countries, especially in Scandinavia, are well placed to develop primary prevention due to their strong and universal welfare provision.

2. General strategies

In section 2, we provide European examples of general approaches to the prevention of violence at each level of the public health model:

- Primary: Parenting programmes, schools programmes, social skills and conflict resolution training.
- Secondary: Situational crime prevention (including video surveillance), hot-spot policing and targeted pedagogical approaches with young men 'at risk' of violence.
- Tertiary: Diversion from imprisonment, cognitive behavioural training.

We also discuss recent developments that are common across Europe:

- Closed circuit television and electronic monitoring.
- Multi-media methods.
- Crime prevention by design.
- Victim-offender mediation.

3. Specific strategies

In the third section of the report, we discuss promising and effective approaches to the prevention of:

1. Domestic and Sexual Violence
2. Public violence
   i. School Violence
   ii. "Gang-related violence"
   iii. Gun Crime
   iv. Nightlife violence
   v. Hate Crimes
   vi. Hooliganism
   vii. Workplace violence
3. Violence among the Elderly

Recommendations for countries

We conclude by endorsing the recommendations of the Council of Europe on the prevention of violence (Council of Europe, 2004). In particular, we conclude that the development of good practice in preventing violence would be supported by:

a) Improved surveillance of the scale and trend of violence.

b) Basing prevention efforts on rigorous analysis of the timing, location and causal factors of the types of violence being targeted.

c) Close cooperation between the various agencies that have influence on these types of violence, their locations and their causal factors.

d) Paying close attention to the local and cultural contexts in which the initiatives will be implemented.

e) Carefully tailoring interventions to the characteristics of the target population.

f) Focusing on the link between masculinity and violence.

g) Basing prevention efforts on sound and well-tested theoretical assumptions.

h) Participation of members of the targeted groups of victims and offenders in planning and evaluating interventions.

i) Provision of ongoing training to personnel involved in violence prevention initiatives.

j)   Transferring and adapting examples of promising and effective practice (such as those listed in the inventory) between countries, locations and target groups.

k)   Ensuring that violence prevention initiatives are exposed to rigorous and independent evaluation.

Recommendations for Europe

The general lack of rigorous evaluation means that it is very difficult to demonstrate which methods can be described as examples of good practice. For this reason, the need for more evaluation comes top of our list of recommendations for action on violence prevention at European level, which are:

a)   Invest European funds, and encourage the investment of national budgets, in rigorous evaluations of crime prevention policies, programmes and projects.

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

c)   Provide support to efforts to increase coordination between countries on violent crimes that cross borders.

d)   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.

Introduction

The aim of this report is to summarise knowledge that can be used to create more effective strategies to prevent violent crime in Europe (by which we mean the 25 countries of the European Union). In this project we are considering those types of violence that are defined as crimes by the criminal law of most European countries.[1]

There are some common features when looking at violence in European countries. For example, the peak ages for offending (including violence) is in the mid to late teenage years in European countries, as it is in North America (Eisner, 2002). Violent crime represents only a small proportion of all crime, although it does receive a large amount of political and public attention. Males commit the vast majority of violent crimes, although some countries (e.g. Finland, England and Wales) are seeing an increase in crime and violence amongst young women. The risk factors for involvement in violence include psychological and behavioural problems, low socio-economic status, non-attendance or low achievement at school, being in the care of social services (not the family), living in deprived communities, being a victim of violence, abuse or neglect in the family and early involvement in drug and alcohol use (Harrison, Erickson, Adlaf, & Freeman, 2001; Krug, Dahlberg, Mercy, Zwi, & Lozano, 2002). Work on protective factors is less developed, although factors have been suggested at the social, individual, family, school and peer group level (Elliott, Hatot, & Sirovatka, 2001; Fitzgerald, Stevens, & Hale, 2004).

In order to gather and analyse the available information on the prevention of violence, we used three 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 violence 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 18 experts from 11 countries: Denmark, Spain, Sweden, Estonia, Germany, Slovakia, Slovenia, Netherlands, Finland, Poland, 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. Conference hosted by the Dutch Ministry of Justice, WODC, The Hague, November 2005.

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[1] We are not including violence between states or against states (war or terrorism), crimes that are dealt with by international law (genocide and torture), political violence (by police or demonstrators and rioters), or structural or "symbolic" violence (denial of life chances and inequality in health).

- EUCPN Best Practice Conference, London, December 2005.

Using these methods, we found that knowledge is developing on the prevention of violence, but the most thorough research is currently found in the USA. In the first chapter of this report, we will present data on trends in violence in Europe, global evidence on the risk and protective factors for violent offending, the public health approach to the prevention of violence and an overview of American research on prevention.

The European evidence base is hampered by a widespread lack of rigorous evaluation of violence prevention initiatives. Europe has very different patterns of crime, policing and social support to the USA, so the largest part of this report is devoted to the experience of European countries in preventing violence. This will be presented in the second and third chapters of the report. The second will present recent developments in European efforts to combat violence generally. These include:
a. CCTV and electronic surveillance
b. Electronic Monitoring
c. Multi-media Violence Prevention.
d. Crime Prevention by Design
e. Victim-Offender Mediation

The third chapter will present intervention strategies for specific types of violence:
1. Domestic and Sexual Violence
2. Public violence
i. School Violence
ii. "Gang-related violence" in Europe
iii. Gun Crime
iv. Nightlife violence
v. Hate Crimes
vi. Hooliganism
vii. Workplace violence
3. Violence and the Elderly

In conclusion, we will summarise the lessons for violence prevention in Europe that can be drawn from our research and emphasise the implications for policy.

We then provide, in appendices, an inventory of 45 recent European programmes and methods for violence prevention and a glossary of crime prevention terms in English, German, French and Spanish.

1. Evidence on violence: Trends, origins and response

1.1 Recent trends in violent offending

The main measures of violence are police records, court statistics and self-report victimisation studies. These are unevenly available across Europe. There is a particular lack of victimisation surveys in most European countries. In a previous report (Fitzgerald, Stevens, & Hale, 2004), we analysed the statistics available in the Council of Europe's (2003) *European Sourcebook of Crime and Criminal Justice Statistics* (which reports on convictions and officially recorded crimes) and the *International Criminal Victimisation Survey* (ICVS, Bouten, Goudriaan, & Nieuwbeerta, 2002). These provide data up to 2000. We found that there was evidence to suggest that violent crime had risen in the 1990s, but that this rise was slower than had been reflected in media reports and political debate. Robbery and assault were the two categories of crime that experienced the fastest increases in the EU25 over the 1990s. Recorded cases of murder were lower in 2000 than they were in 1990. Similar findings have been published elsewhere (Aebi, 2004).

We compared the trend in European Sourcebook (ESC) data to the countries for which ICVS data was available, as shown in the table below. It shows whether the reports of violent crime increased (+) or decreased (-) according to each data source (the = sign means that reported crime did not change by more than 5% between the beginning and the end of the 1990s). The table shows there were some discrepancies between data from official records and the ICVS reports of victimisation. Official records were more likely than ICVS respondents to show increases in violent crime. This may reflect a tendency for official records to exaggerate any increases that have occurred in violent crime, which may reflect increased political and police attention to violent crime, or an increase in victims' willingness to report such crimes to the police. This tendency should be borne in mind when looking at official statistics for violence since 2000.

Comparisons of trends in ICVS to ESC data during the 1990s						
	ICVS robbery	ESC robbery	ICVS assaults and threats	ESC assault	ICVS sexual incidents	ESC rape
Belgium	+	+	+	+	-	+
Finland	=	-*	+	+	+	+
France	+	+	+	+	-	+
Netherlands	+	+	-	+	+	+
Poland	=	+	=	+	-	+
Sweden	+	+	+	+	+	+
England & Wales	+	+	+	+	+	+
Northern Ireland	-	-	+	+	-	+
Scotland	+	-	+	+	-	+

* reduction is only by 5.09%

Deaths by homicide and assault
(Source: WHO Europe)

Legend:
- Austria
- Czech Republic
- Denmark
- Estonia
- Finland
- France
- Germany
- Greece
- Hungary
- Ireland
- Italy
- Latvia
- Lithuania
- Luxembourg
- Malta
- Netherlands
- Poland
- Portugal
- Slovakia
- Slovenia
- Spain
- Sweden
- United Kingdom
- EU25

Y-axis: Deaths per 100,00 population
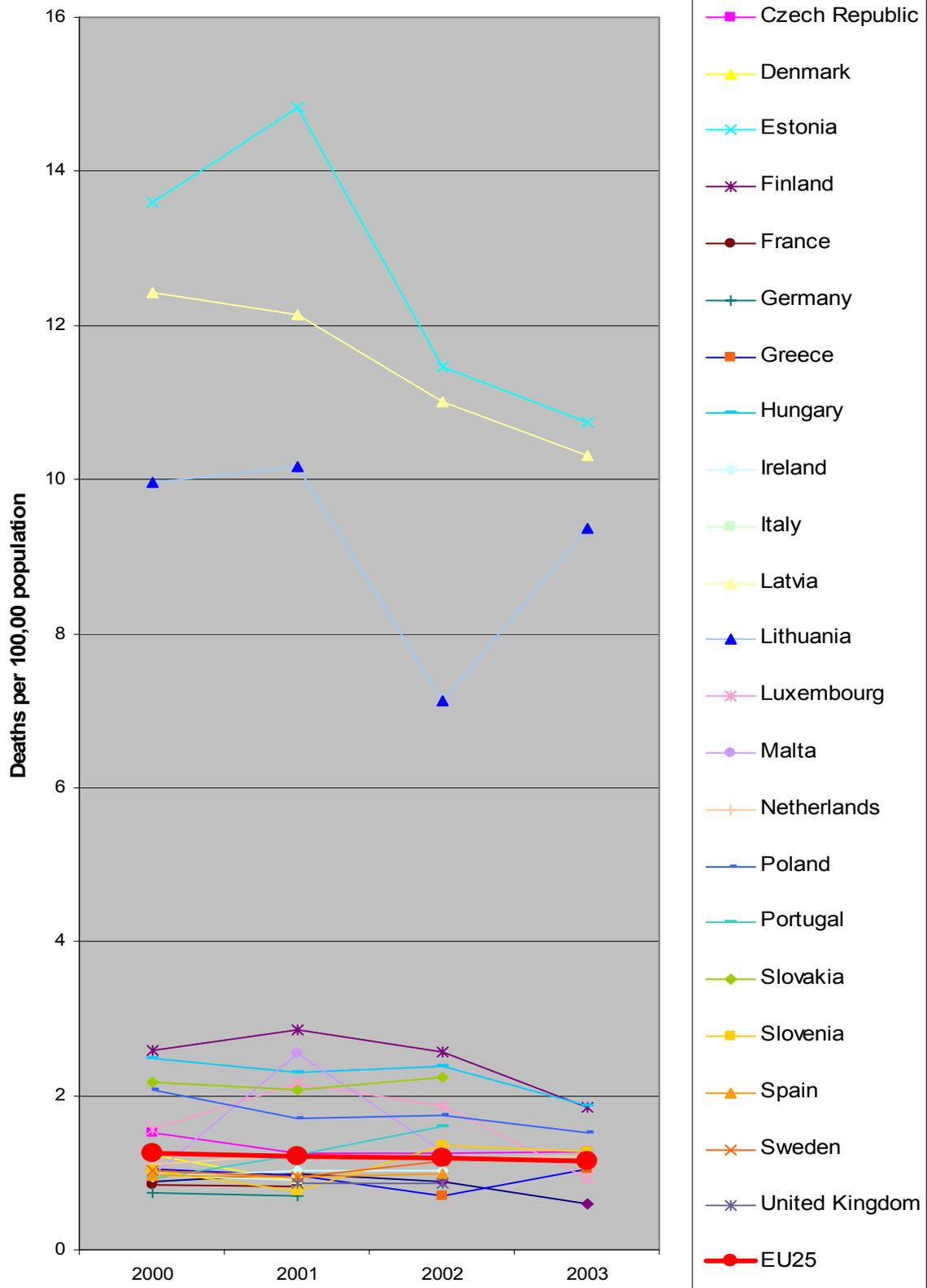
Violent deaths

The most serious consequence of violence is, of course, death. We have graphed the rates of death from homicide and assaults from 2000 to 2003 in the table on the previous page[2]. It suggests that there are three countries with unusually high rates of such deaths: Estonia, Latvia and Lithuania. It has been suggested that the elevated rates of homicide in the Baltic states may be due to a combination of high rates of alcohol use (including use of illegally distilled spirits and heavy bouts of drinking), the prevalence of domestic violence and the changes and pressures associated with the transition from Communism (Hilborn, 2006).

Finland, Hungary, Luxembourg, Poland, Portugal and Malta had rates of violent death that were higher than the EU25 rate in this period. In 2001 (the last year for which data is available for all the graphed countries), Germany had the lowest rate of violent death. Most EU countries cluster just beneath the rate for the EU25. The trend in this rate shows a slight decrease in the four years for which the most recent data are available. There is also a downward trend in 13 of the 23 countries included in this graph. Murder is the most accurately recorded violent crime, and it is usually correlated with levels of other types of violence (Eisner, 2002).

Other violent offences

As stated above, there is a serious lack of victimisation surveys in Europe. Data from the 2004 wave of the International Crime Victimisation Survey is not yet available. In the meanwhile, we can refer to official crime records. The table below shows changes since 2000 in three of the most important violent offences (assault, robbery and rape, where available). It should be noted that these categories of offence are not directly comparable between countries, due to different categorisation and collection procedures. They may be more representative of changes in reporting and recording practices than they are of actual rates of crime. In 16 of the 43 cells of this table, recorded crime fell in this decade. In 24 cells, we see an increase. In 3 cells, the change was no greater that 1% in either direction. It seems that there is no overall pattern in terms of an increase or decrease in violent crime in the EU, either across countries, or within categories of violent crime.

It could be argued that the observed increases tend to be larger than the observed decreases. However, the warning on reporting and recording practices should be borne in mind. For example, in England and Wales, where police recorded incidents of violence against the person rose 61% between 2000 and 2004, the British Crime Survey[3] suggests that the rate of violence was actually stable in this period.

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[2] The WHO Cause of Death statistics did not contain figures for Belgium and Cyprus, so they were omitted from the graph.
[3] A regular victimisation survey that includes over 25,000 respondents.

Changes in recorded violent crime since 2000

Change in police recorded crime between 2000 and 2004, unless otherwise stated. Brackets denote decreases.

Country	Crime	Change	Country	Crime	Change
Austria[4,5] (www.statistik.at)	Crimes against life & limb	(6.9%)	Ireland (www.garda.ie)	Assault causing harm	127.1%
				Robbery	(0.2%)
				Rape	53.8%
Belgium[3,4] (http://just.fgov.be/)	Voluntary blows & injuries	(2.8%)	Latvia (www.csb.lv/ avidus.cfm)	Aggravated assault	(10.1%)
	Robbery	3.3%		Robbery	(21.9%)
	Rape	2.2%		Rape	(8.2%)[2]
Denmark (www.dkr.dk)	Crimes of violence	19.1%	Netherlands (www.cbs.nl)	All violent crime	7.6%
	Rape	13.1%			
Estonia (www.stat.ee)	Crimes against the person	122.7%	Northern Ireland[6] (www.psni.police.uk)	Common assault	(54%)
	Rape	44%		Robbery	(31.7%)
				Rape & attempted rape	30.1%
England and Wales (http://homeoffice.gov.uk/rds/)	Violence against the person	60.6%	Poland[4] (www.stat.gov.pl)	Assault	(2.8%)
	Robbery	4.3%		Robbery	(3.4%)
	Rape	16.9%		Rape	(4.2%)
Finland[4] (www.om.fi/optula/26273.htm)	Assault	3%	Scotland (www.scotland.gov.uk)	Serious assault	8.4%
	Robbery	(21.3%)		Robbery	(5.9%)
	Rape	0%		Rape & attempted rape	40.1%
France[3,4] (www.justice.gouv.fr)	Assault	(17.6%)	Slovakia (Slov Stat Online)	Violent criminality	2.2%
	Rape	(14.3%)			
Germany (www.bka.de)	Aggravated assault	19.5%	Slovenia[3] (www.stat.si)	Crimes against life and body	19%
	Robbery	0.5%			
	Rape & sexual assault	17.8%			
Greece[7] (www.ydt.gr)	Crimes against the person[8]	(2.9%)	Sweden (www.bra.se)	Assault	14%
	Robbery	47.9%		Rape	30%
	Rape	13.7%			
Hungary[9] (http://portal.ksh.hu)	Crimes against the person	(9.8%)	**Key**	Increase in 2000s	
				Decrease in 2000s	

Youth violence

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[4] Convictions

[5] Change from 2000 to 2003

[6] Change from 2001/2 to 2004/5

[7] Change from 2000 to 2002

[8] www.statistics.gr

[9] Change from 2001 to 2003

A major issue throughout Europe is the fear of rising youth violence. For instance, in France – as in many other Western European countries - juvenile delinquency is said to be getting more and more violent. However, a closer look at convictions, recorded crimes and crimes reported to victimisation surveys reveals a more complex picture (Fitzgerald, Stevens, & Hale, 2004). It seems that there was a rise in youth violence in the 1990s in Europe, but that this rise was not as dramatic as suggested by political rhetoric and media reports.

As Mucchielli (2004) points out for France, the most serious violent offences, such as armed robbery, tend to be carried out by people over 20, and robbery with a weapon by 13-17 year olds decreased between 1984 and 2000. There is obviously concern over "urban violence" in France, which preceded the events of Autumn 2005. It has been argued that this phenomenon is based on social exclusion and can be seen as a consequence of the social stigmatisation of "urban male youth" who, often form a

> "minority of disenfranchised youths of Muslim and post/colonial immigrant origin, [who are] unable to emancipate themselves from marginalised spaces and insert themselves in the mainstream, in part due to specific characteristics of the French republican model of social integration" (Body-Gendrot, 2004:5)

There is also much media interest in youth violence is Germany, where high profile events, such as the school shooting in Erfurt, attracted attention to the alleged rise in school violence. However, statistics such as the yearly report by the Federal Association of Insurance Companies show that claims based on school violence compensation have decreased from 15.5 per 1,000 covered pupils in 2000 to 11.3 in 2003 (Bundesverband der Unfallkassen, 2005).

Nevertheless, violence by juveniles, which is directed mostly against other young people, does occur at school, in their nightlife or during other leisure activities. In this context, it is especially important to consider the offender-victim relationship. The roles of offenders and victims are often interchangeable, and certain forms of bullying might particularly affect the victim. This necessitates special victim support for young people, such as provided - as a trial – in Scotland (Scottish Executive, 2001) or Germany (Bundesministerium der Justiz, 2005[10]), with specially trained psychologists and teachers.

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[10] http://www.bmj.bund.de/media/archive/814.pdf

1.2 Risk and protective factors for violent crime

In recent years, much useful research has been carried out on both sides of the Atlantic into the root causes of violence. This research was reviewed in last year's report on youth violence (Fitzgerald, Stevens, & Hale, 2004). This review is summarised below:

Economic

High national rates of violent crime have been associated with greater inequality (Eisner, 2002; Wilkinson, 1996). There are some well-known reasons why this may be so:

- "Strain" (Cloward & Ohlin, 1960; Merton, 1938). Economic opportunities have been limited in many European countries, while consumption has increased. This increases the gap between young peoples' aspirations and their actual situation and so may lead to violence through frustration and the perceived need to rob to gain desirable items and status.
- Increasing economic polarisation and cut backs in public expenditure, which have often had a disproportionate impact on the services which in the past absorbed the energies of young people who could not afford commercially provided leisure activities.

Recent years have also seen large and sustained increases in the numbers of both legal and illegal immigrants seeking improved economic opportunities for themselves and their families. Immigrants (or foreign nationals) appear to feature disproportionately in the crime statistics. There are at least three related reasons for this.

- These immigrants are disproportionately young and poor so are demographically more likely to be involved in violence.
- Children of migrants may be at particular risk of getting involved in crime when they lack educational qualifications, skills and/or opportunities to compete on an equal footing in the legitimate labour market.
- They tend to be more visible to the Police, and so may be disproportionately targeted for arrest.

Political

Political developments internationally have had a significant impact on the rise in violent offending both directly and indirectly. Political developments are at the root of the increased migration that is referred to above. Some commentators also identify the insecurities created by the increased threat of terrorism as one of the reasons why politicians have felt the need to give a higher profile to issues of 'law and order'.
The increased targeting of young people as a result of political preoccupations with crime and anti-social behaviour may serve in some measure as a self-fulfilling prophecy. That is, it may of itself increase the rate of recorded crime and violence.

Another recent political phenomenon is the apparent loss of faith among some groups in the legitimate democratic arrangements. If young people, in particular, see no legitimate channels for expressing their frustrations and grievances, this may increase the likelihood of their grievances leading to violence.

Social/cultural

Various social factors have been highlighted as contributing to violence. They include

- Family breakdown and the growth of single parent families.
- Absence of adult male role models from young men's lives.
- Population mobility.
- Loss of social cohesion in communities.
- Spatial concentration of poverty, leading to increased likelihood of vulnerable young men associating with delinquent peers.
- Fashions for carrying knives and guns.
- Increased use of drugs and alcohol.

None of these factors can be considered a simple cause of violence. Controversy surrounds the contribution that each makes to the development of violent behaviour. But all are considered to be increasingly prevalent in European societies.

Environmental/neighbourhood

People may be at much greater risk of becoming involved in violent offending in places in which there are particular, intense configurations of many of the factors referred to in earlier sections.

Such areas may also be characterised by the effective withdrawal of policing, other than to target residents who are wanted for criminal activities elsewhere. Educational provision may be poor and/or particularly ill-suited to the needs of young people in the area. They may also be areas where political institutions are especially weak. That is, even where the levels of deprivation are comparable, rates of crime are higher in administrative areas with a larger democratic deficit (although it should also be noted that this, in turn, may be correlated with higher levels of population change).

Individual

There is now a consensus – not least as a result of youth cohort studies in different countries, some of which were established decades ago – about the factors which increase the risk of offending for individual young people, including the likelihood of their becoming involved in violent offending.

There is also increasing acceptance that offenders need to be considered in two broad groups differentiated broadly by age and by the seriousness and persistence of their offending behaviour (Moffitt, 1993).

- "Lifecourse persistent offenders". This is a group who are generally exposed to risk factors very early in their lives and who start offending earlier. Their patterns of behaviour tend to be more than usually intractable; and they are also more likely to involve increasing levels of violence[11].
- "Adolescent-limited offenders". A very much larger number of young people who start offending in adolescence, often in group situations. The great majority of this group will simply 'grow out of' offending.

Many of the factors which increase the likelihood of offending are common to both groups; and some of these are particularly strongly associated with violent offending.

Lipsey and Derzon (2001) distilled a list of the factors most closely associated with serious and violent juvenile offending from a meta-analysis of 66 reports on 34 independent studies (most of which were American). As shown in the table below, they set these out in two columns to show the different ways in which risk factors may operate for 'lifecourse persistent' and 'adolescent-limited" offenders.

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[11] It should be noted that recent Dutch research on offending over the lifecourse suggests that those who are really persistent represent a very small proportion. In the study, most offenders had desisted by middle age, but there was a small group (1.4% of the sample of 4,036) whose offending continued even further, and whose convictions peaked in middle age. However, this group, in contrast to Moffitt's suggestion, were less likely to be violent than other offenders (Blokland, 2005).

'Predictors' of serious and violent delinquency at age 15-25

Factor ranking (ranked by importance)	'Lifecourse persistent offenders' (Onset at age 6-11)	Adolelescent-limited offenders' (Onset at age 12-14)
1	General offences Substance abuse	Social ties Anti-social peers
2	Gender (male) Family SES Anti-social parents	General offences
3	Aggression Ethnicity	Aggression School attitude/performance Psychological condition Parent-child relations Physical violence
4	Psychological condition Parent-child relations Social ties Problem behaviour School attitude/performance Medical/physical IQ Other family characteristics	Anti-social parents Person crimes Problem behaviour IQ
5	Broken home Abusive parents Anti-social peers	Broken home Family SES Abusive parents Other family characteristics Substance abuse Ethnicity

Based on Lipsey and Derzon (1998)

Other studies have also specifically pointed to the experience of both physical and psychological victimisation as contributing to violence by the victims, and not simply in the context of parental abuse ((Blumstein, 2003; Chinn, 1996; Embry & Flannery, 1999; Howell & Hawkins, 1998; Loeber & Farrington, 1998; Pfeiffer, 2005; Satcher, 2001; Smith, 2004)[12]).

Such studies have typically focused on adolescent offending. More recently, interest has turned to risk factors for domestic and sexual offending. Michalski (2004) criticises the search for individual risk factors, looking instead to social factors such as the degree of social isolation, interdependence of support networks, inequality, relational distance, centralisation of authority and exposure to violent networks for explanation of domestic violence. The role of alcohol in domestic violence has also been examined (Kathryn Graham, Plant, & Plant, 2004), with alcohol use seen as intensifying aggression between partners, especially from men to women. Claims are now being made that knowledge on the risk factors for violence has advanced to the stage where valid assessments can inform the treatments of individual violent offenders (Hanson, 2005).

However, some commentators have expressed concern at the deterministic ways in which these factors may be used to 'predict' offending, pointing to the dangers of 'labelling' (Lemert, 1951) with the associated risk of the self-fulfilling prophecy. This is offset by two important other strands in the relevant literature which overlap in some respects. One highlights the fact that individuals who are notionally at greater risk for these reasons may be particularly susceptible to the other, more general factors referred to above, such as the influence of violence in the media and criminogenic

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[12]   Indeed, Blum et al report that, in their study 'victimization was the strongest finding associated with juvenile violence, for both males and females.'

neighbourhood effects. The other is based on the recognition that even young people who are high on the scale of risk factors will not necessarily become involved in offending if these factors are offset by other, more positive influences in their lives. Such influences have been identified as including good family management by parents, and good relationships with school (Herrenkohl et al., 2003).

A European test of the causes of violence

In 2001, the European Commission funded a study by Horst Entorf and Hannes Spengler of the causes and consequences of crime in Europe (Entorf & Spengler, 2002). This tested the predictive effect of various socio-economic indicators in multivariate analysis of officially recorded rates of crime. This approach carries the danger of confusing recorded crime rates for real crime rates, and of giving unwarranted impressions of causality from correlations. It has the advantage, in this study, of using data at both national and regional level to test the effect of various factors that have been suggested as causing crime. It also has the novelty of testing the effect of crime on economic performance.

The potential influences on crime that were included in the analysis were:
- National wealth per head of population.
- Poverty, including unemployment, youth unemployment and long-term unemployment.
- Inequality, measured by ratio of high qualified workforce to low qualified workforce.
- Ratio of social security payments to GDP
- The economic activity rate.
- Job quality, including share of part-time and fixed term contracts.
- Educational attainment of the workforce.
- Share of foreigners in the total population.
- Family disruption and social control, including indicators of divorce, extra-marital births, reproduction rate, age at birth of first child, rate of female participation in the workforce.
- Share of young men in the population.
- Rate of drug-related offences per 100,000 inhabitants.

Crime statistics were gathered from the Council of Europe and national governments. Socio-economic indicators were collected from Eurostat. The period covered by the national level data was 1990 to 1996.

The table below shows the variables that were found to be significantly predictive of officially recorded violent crime at the national level in the countries included in the Council of Europe's *Sourcebook*.

Significant predictors of recorded rates of violent crime in Europe			
	Homicide	*Assault*	*Robbery*
Real GDP per capita	-	n/s	n/s
Youth unemployment rate	n/s	+	+
Share of male workers with fixed-term contracts	n/s	n/s	-
Share of male workers working part-time	n/s	n/s	+
Share of foreigners in population aged 15-24	+	n/s	n/s
Net reproduction rate	n/s	n/s	-
Age of males at time of first marriage	+	+	n/s
Divorces per marriage	+	+	n/s

Adapted from Entorf and Spengler (2002). "+" means that the variable was positively associated with rates or recorded violence, "-" means the opposite, "n/s" means that the variable was not significantly associated with violence. Only variables which had some significant association to violence (from the list above) have been included in this table.

These results back the suggestion that economic hardship and social and family disorganisation may be important in increasing rates of violent crime. The effect of the age of males at their first marriage is interpreted as being due to unmarried males being less likely to be taking care of a young family, being more impulsive and spending time with risk groups, such as delinquent peers. Interestingly, higher national wealth tended to predict higher rates of recorded

property crimes, but was weakly associated with a lower rate of homicide and was not related to assault or robbery (after taking the influence of other variables into account).

Entorf and Spengler also used regional level data to examine potential influences on recorded crime rates (from 1980 to 1998). They found no consistently significant predictive variables for homicide. Higher rates of serious assault were consistently associated with lower shares of employment in the agricultural sector. Higher rates of robbery and violent theft were consistently associated with higher regional gross birth rates and with higher rates of recorded drug law offences. These results are interpreted to suggest that assault is associated with higher levels of urbanisation. Higher birth rates are interpreted as being associated with poorer families, therefore suggesting a link between poverty and rates of robbery.

The study concludes that socio-economic indicators, including indicators of economic hardship for young people and of family disruption are important for understanding crime in Europe. They also suggest that, while recorded crime rates seem to have no predictive influence on growth rates and investment decisions at the national level, they do at the regional level. At this lower level, violent crime seems to hinder economic growth (although less than does property crime) and firms do seem to respond to rates of murder, assault and rape in making their location decisions.

1.3 The public health approach

The range of factors which contribute to offending, and Lösel's (2005) warning of the need to go beyond the criminal justice system when looking for effective prevention, brings us to the public health approach to crime prevention. Adopting a public health approach to any problem means addressing it simultaneously at three different levels; and the clear purpose of work at each level is to *prevent* the problem.

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

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

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

This is not a new approach, as it was suggested by Brantingham and Faust in 1976 (Brantingham & Faust, 1976). More recently, the WHO and the US Surgeon General have also applied this approach to the problem of violence (Satcher, 2001; World Health Organisation, 2002). Tackling the problem of violence requires a comprehensive strategy; and there is a vast menu of options to choose from at each of the three levels. It should be noted that the US approach does not include poverty reduction, while the approach advocated by the WHO does.

As Keithley and Robinson (2000) note, the public health approach has the potential to shift the focus from retribution to prevention and to focus a range of resources on the reduction of violence. But they also recognise the risks of this approach. It is an ambitious agenda, requiring the creation of very complicated partnerships between agencies from different sectors. It leads to an extension of surveillance and intervention by the State, which may end in breaches of civil liberties. Advocates of the rational public health approach sometimes ignore the political dilemmas and arguments that its implementation must involve. Finally, in using disease as the metaphor for violence, it may ignore the individual's responsibility for the violent acts they commit. This does not mean that the public health approach should be abandoned, but rather that its risks should be recognised and counterbalanced by ensuring that the people who are directly affected by the measures adopted should have an opportunity to challenge and influence them.

The evidence base

The public health approach also insists that interventions should be based on evidence. Too often, crime prevention efforts have been justified by ideology rather than by evaluation. In this report, we provide a review and inventory of effective and promising practices in the prevention of violence in Europe. Most existing reviews concentrate on the American evidence, which tends to come from more rigorous evaluations. These reviews of American evidence are briefly summarised here.

The evidence from North America suggests that there are some approaches that have been shown not to work. These include tertiary interventions such as boot camps and electronic monitoring, and the secondary approach of taking young people who are at risk of offending into prisons to be lectured by prisoners on the dangers of crime ("scared straight" programmes). The available evidence for these programmes suggests that they have little effect in reducing offending, and may even increase it.

However, there are a range of approaches that have demonstrated effectiveness that could be integrated into a comprehensive strategy.

At the primary level, there is increasingly good evidence of the positive effect of providing strong support to young children and their families (Babor et al., 2003). In some European countries, especially in Scandinavia, such support is available as part of the universal welfare system, and so it is hard to disentangle its effects. In North American experimental studies, children who are included in such programmes, consistently do better than those who are not in developing positive relationships, engaging in education and avoiding crime.

At the secondary level, there is evidence that efforts to reduce the temptations of crime and increase its dangers in high risk areas can be effective. Situational crime prevention efforts, such as target hardening, securing objects and locations by design, and closed circuit television (CCTV) have produced positive outcomes in some studies. The effect is not universal. There are concerns over displacement of crime (although several studies have shown no displacement, and some even show diffusion of benefit to non-targeted areas) and the civil liberties issues involved in designing places for crime prevention and of camera surveillance in public places. CCTV in particular has to be well planned, targeted and implemented if it is to be successful. In a recent British study, violence increased in the targeted areas (Gill et al., 2005), although it may be that CCTV reduces the severity of injuries from fights, as police can see them and intervene earlier (Ikeda et al., 2004).

American reviews have also suggested that targeting police resources on areas and people that have been identified as high risk can be effective in reducing crime, without displacing it to other areas (although there may be negative consequences on relationships between the police and some local residents). One successful example is Operation Ceasefire in Boston (Braga, Kennedy, Waring, & Piehl, 2001). This programme focused police resources on young gang members in an attempt to halt the rapid rise in youth murders. The murder rate fell, but the evaluators warned that the programme was specifically tailored to the actual circumstances of Boston, and was unlikely to be transportable to other places and times. Media reports of increases in homicide to a 10-year high in Boston in 2005 suggest the difficulty of sustaining the successes of such crackdowns.

A more recent example of a "pulling levers" approach was carried out in High Point, North Carolina (Kennedy & Sumner, 2005). This identified a particular neighbourhood on the city crime map as having problems with violence associated with drug markets. Individual offenders were identified from incident records, were visited at home and were called in to be given warnings about the consequences of their behaviour and offers of support to get out of offending. The High Point police have reported a consequent fall in violence and drug crimes, and improved community relations

At the tertiary level, there is little evidence that imprisonment has the desired effect in deterring or rehabilitating offenders (Gendreau, Goggin, & Cullen, 1999; Tonry, 2004). This leaves incapacitation as the main crime preventive effect of imprisonment. There is evidence that alternative sentences, such as diversion to drug treatment for drug dependent offenders, are effective in reducing recidivism, but such alternatives are often unavailable to violent offenders. Victim-offender mediation for juveniles and probation programmes for people convicted of domestic violence have also shown positive effects in reducing violent recidivism in some randomised trials (Farrington & Welsh, 2005). There are correctional programmes that have shown some success in reducing recidivism of prisoners (Aos, 2003). Positive effects of treatment in prison are most often associated with social learning approaches, such as used in cognitive-behavioural therapy and in therapeutic communities.

Frequently, researchers in this field have argued that crime preventive efforts should follow three recommendations (Weir, 2005):
- They should target their efforts at an appropriate level of risk. Only people who pose a high risk of offending should be included in intensive initiatives.
- They should target criminogenic need, such as harsh and inconsistent parenting, weak family bonds, inadequate monitoring and supervision, poor educational attainment, association with delinquent peers. Targeting other needs may have other desirable outcomes, but are unlikely to reduce criminal involvement.
- They should be based on approaches that have been shown to correspond to the learning styles of potential offenders, including social learning and cognitive-behavioural approaches.

More specifically, a recent review of the prevention of sexual and violent crime suggested three general principles (Mike Maguire & Brookman, 2005):
- Recognise the variety of underlying factors in violence – no one approach will be able to respond to all these factors.
- Violence prevention should be integrated, coordinated, "multi-pronged" and should involve the community.
- Violence prevention requires a long-term approach "early achievements in crime reduction (especially those gained through methods such as enforcement, exclusion, or surveillance) are likely to be sustained only if crime reduction interventions are seen as part of a much broader, long-term policies aimed at tackling fundamental

problems such as social exclusion or cultures which condone oppressive behaviour against particular social groups."

2. Current European strategies in the prevention of violent crime

2.1 The general response to violence

Recent developments in European responses to violence include recognition of the importance of primary and secondary prevention, the development of partnership approaches, and the increased use of the situational crime prevention measures, including video surveillance. The most important step at the beginning of each intervention is to analyse the extent and type of violence. However, it is increasingly recognised that the focus should not just be *crime* prevention. The aim should be wider; to improve life quality and health.

In this regard, a public-health oriented combination of primary and secondary intervention seems to be most promising. Such an approach has proven to be successful in Scotland, where a specific Violence Reduction Unit had been created (e.g. Germany, Lithuania, see Inventory Nos. 15 and 24). On the secondary level, in conjunction with a strategic, analytical assessment, community-partnerships were established in partnership with a regional unit of 8 experts who assisted the local groups, it was realised that, violence is a challenge for partners from the education and health sectors. Yet, the main focus so far has been in legislative changes, for example conditions for purchasing knives or increased maximum penalties, hot-spot policing and police intelligence strategies alongside strict law-enforcement responses to knife crime, such as a higher arrest rate and banning orders as part of bail conditions . Those efforts were able to reduce knife crime within the Glasgow city centre considerably (MacKay, 2005 see also the Inventory).

Generally, the need for a multi-agency approach and community-based, local intervention strategies has been recognised (e.g. for France, Roche, 2005). As far as the establishment of partnerships are concerned, an appropriate strategy and a major investment of resources are crucial. Throughout Europe, private-public partnership-approaches are getting more and more common, such as the Danish and Swedish bar-projects (see Inventory No. 7 and 35) which, using existing resources and partnerships, aim to make nightlife safer by establishing a partnership among restaurant owners, bar owners, citizens and the police, which is accompanied by local campaigns in schools and colleges.

Another approach is to motivate different types of informal role-models or respected people, such as religious leaders or football trainers, to cooperate with social workers. Using a holistic "bottom up" approach, each conflict can be seen as a starting point for a successful intervention. Together, in a non-judgemental manner, social and cultural skills can be developed in order to learn how to solve conflicts. It is important that responses are tailored to the local situation and that prevention workers are well educated and trained.

Throughout Europe, there is an increasing focus on zero-tolerance policies and situational crime prevention measures, with a focus on video-surveillance (EUCPN, 2005). Even in countries formerly using a more social oriented approach, such as Finland (Honkatukia, 2005) and Spain, politicians have started to use the "law and order" rhetoric (Barberet, 2005) which has become so popular in England and Wales ; (D. Garland, 2001), and is also applied in Poland (Krajewski, 2004), Estonia (Saar, 2004), but also in other Central and Eastern European countries and even in the Netherlands.

Primary Prevention Strategies

Generally, a higher level of violence seems to have become acceptable within the Western societies as a whole, through its daily presentation and normalisation in the media (Mucchielli, 2002; Pfeiffer, 2005) whilst culture-, social and gender-sensitive primary approaches which, based on strong theoretical foundations and empirical evidence, support large-scale, generalised violence prevention are still scarce. Yet, in some European countries, especially those with a constitution-based "Welfare approach" such as the Scandinavian countries (Aromaa & Takala, 2005), many elements of good practice in violence prevention, such as social inclusion and support of families at a very early stage are provided, without explicitly naming them as "crime prevention." Most European countries have recognised that violence prevention must start within the families, schools and community (Egg, 2005) and should be based on social inclusion. For instance, in Germany, the Federal Ministry for Families, the Elderly, Women and Youth initiates and supports a multitude of crime

prevention projects whilst the different counties develop initiatives regarding parenting programmes, truancy-prevention and the daily confrontation with violence in the media (Ibid).

Generally, parenting programmes are - according to a meta-analysis carried out by Beelmann and Bogner (2005) - moderately effective and positive effects remain stable until one year after the intervention. Yet, as soon as "harder" success criteria such as standardised rating for externalising problem behaviour are applied, they seem to be less effective.

Research has suggested that violence prevention should start at a very early age (e.g. Stemmler, Beelmann, Jaursch, & Lösel, 2005). In this regard, many Scandinavian and Western-European countries such as the Netherlands, Austria and Germany, have recently implemented a wide range of family, kindergarten and school based interventions, (see Inventory No. 15). Former socialist countries, such as Poland (Wiak, 2005) or Slovenia (Kopaniyova, 2005; Smikova, 2005) have also started to concentrate on school violence and early intervention methods. Often, these approaches are combined, such as in the German EFFEKT program (Stemmler, Beelmann, Jaursch, & Lösel, 2005) with programmes where parents are given education while their children at kindergarten undergo social-cognitive problem-solving training, which supports their social competence. This combined programme showed a significantly higher effect regarding social/cognitive competencies among the children than separate interventions for parents and children.

In Switzerland, a similar programme is currently being evaluated (Eisner, 2005). In a randomised control-trial, 1,250 children have been placed in experimental and control groups. Those in the control group undergo a social-competence programme developed according to the US-American program PATHS, whilst their parents participate in the Triple-P parenting programme, which was evaluated as effective in Australia.

Combined, community-based multi-agency approaches are also popular in England and Wales, such as by the promising "On Track" programme (see Inventory No. 45). Other promising US programmes such as Peace Builders[13] (Embry & Flannery, 1999; Krupnick & Vosskuhler, 2004) (mainly used within primary schools and based on positive reinforcement, counselling and social learning), FAST Track (Family and school together, based on combination measures for children at risk, their parents and teachers), ART (see Inventory No. 37) or PATH (Promoting Alternative Thinking Strategies[14], which is part of the curriculum for one year, and applied by specially trained teachers which use role-play, group-discussion, exercises and working sheets in order to enhance self-control as well as emotional and social skills) are being implemented in Western Europe[15].

As far as school-based multi-systemic therapies are concerned, the OLWEUS (1995)-programme[16], which is based on the social learning theory and whose interventions work on a school, class and individual level, has been successfully implemented in Sweden, Finland, the UK, Germany and Norway. Evaluations, such as the German one by Hanewinkel and Knaak (1997) show its positive effects, including a reduction of violence within schools of up to 50%.

Other projects, such as the Austrian OUT- the Outsiders programme (Holztrattner, 2005 see Inventory Nr. 1) are also based on education and social skill training, but are developed by the Police who, similarly to the US-Programme GREAT (Esbensen, Osgood, Taylor, Peterson, & Freng, 2001) implement the programme during school hours, with the support of teachers who pursue the subject in subsequent classes. Other schools or Kindergarten invite specially trained psychologists and teachers to implement their social skills and anti/aggression training during school hours (Germany:

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[13] http://www.peacebuilders.com/

[14] Programme content: http://www.colorado.edu/cspv/blueprints/model/programs/details/PATHSdetails.html

[15] e.g. FAST (Eisenstein, 2002) in Germany and Austria, PATH in England and Wales and the Netherlands, (http://modelprograms.samhsa.gov/pdfs/Details/PATHS.pdf) and ART in Poland and Sweden (see Inventory).

[16] As a basic requirement for teaching staff, and to a limited extent for parents as well, OLWEUS calls for them to recognise the problem of bullying in schools and commit themselves to reducing the problem. The activities of the programme encompass the whole school, with teachers, pupils, and parents as the main actors; external experts play only a marginal role. Activities take place on different levels. At school level, the first objective is to determine the extent of the problem in the school as a basis for planning further action. At class level, rules for the prevention of violence are introduced. At the same time, an agreement is reached on the penalties for non-compliance. In addition, regular classroom discussions with pupils take place, as do separate interviews with victims and perpetrators, and with their parents. Olweus himself has evaluated his programme and found that these efforts have reduced the problem of violence in schools by half (or in some cases even more). Overall, the school climate has been demonstrably improved, and other forms of behaviour deviating from school standards have been reduced in the context of these activities.

Die Schleuse e.V., 2005; Germany: Geceniene, 2005 Lithuania, see Inventory Nrs. 15 and 24), whilst others send their teachers for a special training for social-cognitive anti-aggressive programmes such as "Second Step." Often, a participative approach is pursued, using role-play, theatre-playing and group discussion (Vanhove & Raynal, 2004).

To summarise, many approaches target the conduct of individual pupils by developing curricula which emphasise peaceful behavioural standards and are directed to the development of pro-social skills and capabilities; they provide behavioural training courses based on the theory of social learning (Klewin, Tillmann, & Weingart, 2001). The focus is on the control of anger and impulsivity and the reinforcement of empathy. Some employ role-playing methods designed to support the learning of peaceful conflict resolution strategies. Research from the United States indicates that these programmes encourage an improvement in social behaviour among pupils and are also valued highly by the teaching staff (Hawkins, Catalano, & Arthur, 2002; Petermann, Jungert, Verbeek, & Tänzer, 1997)

Other preventive programmes are directed at the individual school as a social unit and include school variables such as teacher attitudes, pupil motivation, and the school climate, together with the structural features of the school facility (Klewin, Tillmann, & Weingart, 2001). Often, there is a smooth transition between strategies of violence prevention and general approaches to improving school quality (school climate, learning culture, school life, etc.) (Tillmann, Holler-Nowitzki, Holtappels, Meier, & Popp, 1999) These school-based approaches very often involve mediation programs ("peer mediation"). They are widespread now, especially in Germany, but also in Scandinavia, France and Italy (see Inventory No. 15), and are sometimes employed in conjunction with conflict resolution curricula (Jefferys-Duden, 1999).

Next to those largely school-based primary approaches, in some Western-European countries such as the Netherlands and Scandinavia, early prevention within the family starts with visits by trained nurses or mothers from the community who assist young parents, especially mothers, in developing parenting skills (see Inventory No. 29). This aims to prevent both violence against children, as well as the development of anti-social behaviour by the children. Those efforts are supplemented through supervision and early intervention by paediatricians who concentrate on the early development of the child and work with the family and the community, such as those medical professionals organised in the "German Liga" (Schmetz, 2004).

Other intervention programmes try to reduce violence against children by strengthening children's ability defend themselves, such as the Dutch Marietje Kessel project (see Inventory No. 2). Another promising development, which aims at social inclusion and improved cultural competence, is the growing effort throughout Europe to integrate religious and other respected representatives of immigrant communities in prevention projects (e.g. the German Moschee-Project, see Inventory No. 21, or the Dutch project Moroccan Neighbourhood-fathers (B&A, 2000) as well as the Finnish approach to employ Somalian youth workers in order to reach this population group.

Secondary Prevention

Secondary Prevention measures are, especially with regard to street violence (EUCPN, 2005), largely used with regard to video surveillance and situational prevention, based on a geographical risk/analysis, such as hot-spot policing, banning-orders and a zero-tolerance approach towards alcohol or the carrying of possible weapons.

An interesting approach is the qualitative interviewing of convicted violent offenders, especially robbers, to ask them about their perceptions of current security measurements and police efficiency, an approach which was used in Finland (Takala, 2005), Germany (Feltes, 2004) and England (Gill, 2000). Precious insights into the offenders' perception of prevention can be gained.

Other approaches include targeted social and pedagogical work with youth at risk, such as the young men and violence programme in Northern Ireland (McKenna, 2005), which tackles the culture of masculinity and violence by engaging young men in their communities and gives them opportunities to talk about violence, being male and fatherhood through role plays, digital media and other methods of challenging their culture and perceptions (see Inventory No. 32). Another promising method is anti-aggression training with known violent offenders or with those being at risk of being convicted because of a violent offence, such as the Aggression Replacement Training (ART).

Tertiary prevention

Another important aspect within the EU-member states is the ongoing and increasing reliance on punitive tertiary measures such as imprisonment.

A special situation regarding sentencing and alternative sanctions reigns in the former socialist countries in Central and Eastern Europe (CEE). As Zemlyanska (2005) outlines, those countries, which include the new EU-member states Slovakia, Hungary, Poland and Czech Republic, have a number of common features in their criminal justice system, their criminal policies, their sanctioning as well as public attitudes. Recent research by the International Centre for Prison Studies (Walmsley, 2005) showed that, whilst in the 15 countries of the EU before its extension in May 2004, there was an average 97 prisoners per 100,000 inhabitants, higher rates were seen in some of the CEE states, proving that a punitive criminal sanction system exists which rarely makes use of other sanctions than (often long-term) imprisonment.

Central and Eastern European Prison Population List (Walmsley, 2005)

Country	Prison population total (Nr. In penal institutions incl. pre-trial detainees)	Prison population rate (per 100,000 of the national population)
Czech Republic	18,830	184
Hungary	16,700	165
Poland	79,087	209
Slovakia	8,891	165
Russian Fed.	763,054	532

Since some of the CEE countries joined the EU and the others the Council of Europe, legal reforms which aim to improve the democracy and transparency of the Criminal Justice System have been introduced.

It should be stressed that imprisonment has not proven to be effective in prevention of crime, as can be seen in the high reconviction rates in the England and Wales, where the number of prisoners being sent back to jail after release has nearly trebled in the past five years (Andalo, 2005). The courts reconvict more than half of all prisoners, and a much higher percentage of young offenders, of a new offence within two years of release. The true recidivism rate is almost certainly higher given that many new offences go undetected and hence unprosecuted. Providing another example,

Jehle (2005) found out that the highest reconviction rate of 78% for German offenders (who were subject to a criminal sanction or released from prison and who were observed for a four-year period) followed youth imprisonment, the lowest of 30% followed a fine. Generally, Jehle (2005:53) concludes that "suspended sentences produce better results than executed prison sentences and sentences to youth imprisonment."

Furthermore, another German study (Dünkel, 2003) shows that the recidivism rate is lower, or at least not higher when diversion from prison occurs through dismissal of the case by the juvenile prosecutor or the Judge (sect. 45, 47 Juvenile Justice Act) Diversion includes non-intervention (for petty crimes), dismissal after educative measure (including victim-offender mediation), 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., or dismissal by the juvenile court under certain other conditions. Comparing young offenders who were diverted with those who, for the same offence, due to different regional practice, were sentenced with custody or another "formal" conviction showed that expensive formal and custodial sentences, which expose the offender to a violent sub-culture, have no greater effect in preventing recidivism than educative or restorative community sentences which might even be able to increase social and life skills and to support an offender's re/integration. Other European countries, such as England and Wales (where the Crown Prosecution Service can discontinue the proceeding or the Court can send the young offender to a youth offending panel instead of sentencing him/her), Greece (art. 45 of the Criminal Procedure Act, introduced since 2003), the Czech Republic (where the law reform in 2003 extended the possibilities of non/prosecution in the sense of diversion considerably) or Austria (where the 1988 law reform was a stepping stone for providing restorative justice within diversion) do also use diversion as a cost saving and effective measure which reduces the case load of the Courts and prisons.

In case a prison sentence is - due to the gravity of the offence and the offending history of the offender - indispensable, social-cognitive and behavioural training is likely to reduce the likelihood of reoffending. Illescas et al. (2001) refer to a large-scale European meta-analysis which includes the results of 32 European studies (Redondo, Garrido, & Sanchez-Meca, 1997) that evaluated recidivism during an average follow-up period of 2 years. The improvement in treatment groups was 15% greater than in control groups. Behavioural and cognitive/behavioural techniques were found to be most beneficial in reducing recidivism and programmes applied to offenders against persons (except sex offenders) showed the greatest effectiveness.

2.2 Examples of European contemporary initiatives in general violence prevention

a. CCTV and electronic surveillance

Surveillance by human eyes and ears has been complemented and even increasingly replaced by powerful and anonymous surveillance technology which is implemented in order to prevent crime, but also to facilitate its investigation (Helten & Fischer, 2005). This growth of electronic surveillance which accompanies modernisation and rationalisation is increasingly criticised by social scientists as part of a "Culture of Control" (Garland, 2001) or a "surveillance society" (Lyon, 2001).

Especially within the UK, the large-scale use of CCTV (Closed Circuit Television) has tightened the private-public network of control not only for criminals or criminals-to-be, but also for all citizens who are watched in public places and at work. Remote surveillance is also being extended into private spaces by electronic monitoring, which is used as a tertiary prevention measure and does not only affect the "tagged", but also their family or other cohabitants. However, recent studies provide no definitive support for the claim that remote, electronic surveillance is effective in the prevention of crime.

Welsh and Farrington's (2002) review suggested that car parks, due to a restricted and hence easily surveillable space, are among the sites where CCTV has proven to be effective in the reduction of crime, notably thefts from cars. If the space controlled is a larger area, such as a housing estate, potential offenders become quickly aware of the places which are not covered by the cameras. A control-design study by Sivarajasingam et al (2003) found out that CCTV in public spaces is associated with increased police reporting of violence. However, in CCTV cities, there is a lower rate of emergency department attendance following assaults with a 3% decrease, whilst an 11% increase in control cities was measured. The impact of CCTV was not uniform across intervention sites, and its effectiveness seems to come from preventing (serious) injuries through earlier police intervention whilst the violent incidents themselves are often impulsive, alcohol-related and not deterred by CCTV.

Although in some Western European countries, such as Germany, public concern with regard to the violation of civil liberties through constant surveillance in public spaces is high, most of them, e.g. the CEE EU-countries, follow the UK and US example and concentrate on situational crime prevention by the use of cameras, presumably in order to react to the growing fear of crime amongst their citizens with visible and – at least apparently - convincing means. For instance, in the Czech Republic, two thirds of the money available for prevention is planned to be spent on electronic surveillance (Scheinost, 2005).

The time consuming duty to check constantly the large numbers of cameras by private employees is often restricted to targeted observation of "unruly behaviour" - begging, smoking, brawling – or "suspicious" persons, such as schoolchildren, teenagers, alcoholics, homeless people, foreigners, especially those from southern or eastern European countries (Helten & Fischer, 2005). It seems that privately controlled technical surveillance is not only often ineffective with regard to the prevention of crime, but also enhances societal prejudices and marginalisation of excluded groups.

However, a restricted and targeted use of camera systems, supported by new technological refinements such as GPS systems which are able to follow the path of a suspect through the city centre without interruptions (such as applied in Glasgow), might be, if embedded in a larger crime prevention plan following a thorough geographical assessment and analysis, useful for situational crime prevention. Certain public spaces that are known to be hot-spots become more controllable, as long as trained personnel are used for both additional patrolling on the scene and behind the cameras, in order to react appropriately and efficiently.

b. Electronic Monitoring

Since the 1990s, most industrial societies in Western Europe have been confronted with overcrowded prisons and limited financial resources. Repressive, zero-tolerance crime policies increased the prison sentences for violent crime whilst restrictive reforms concerning parole increased the time actually spent in prison (Haverkamp et al., 2004). Hence, following the US example, many Western European countries started to introduce Electronic Monitoring (EM) at the

beginning of the new century as an alternative to prison, but also as a tertiary means for crime prevention, as those being "tagged" should be kept away from committing any further crime. In the meanwhile, EM is well established in England, Sweden and the Netherlands, and pilots are under way in Belgium, France, Germany (Essen), Italy, Portugal, Spain and Switzerland. At a European workshop organised by CESDIP and the Max Planck Institute Freiburg which took place in Freiburg in 2002, representatives from these countries came together to exchange their experiences. The following table shows the extent of Electronic Monitoring in Europe at this stage:

Country	Begun	Yearly caseload	Average monitoring time span	Completion rate	Daily costs per offender in EURO
England	1989	20,000	48 days	90%	50
Sweden	1994	3,00	1 month	94%	70
Netherlands	1995	390	4 months	93%	n.a.
Belgium	1998	2,100	2 months	90%	35 to 40
France	2000	255	2.4 months	94%	n.a.
CH-Basel	1999	200	**3 to 6 months**	93%	34
CH-Vudu	19999	73	? Months	94%	n.a.
Italy	2001		**Not available**	n.a.	n.a.
Spain (Catalonia)	2000	26	9 months	85%	6
Portugal	2002	39	n.a.	n.a.	14
Germany (Essen)	2000	57	4.5 months	91%	49

(Source: Haverkamp, Mayer, & Lévy, 2004:38).

In England, Sweden and the Netherlands, EM programmes are well-established with the biggest and most ambitious ones implemented in England. EM can be used during the whole period of the criminal procedure, such as release on bail in England, Italy or Portugal. The court imposes the measures in combination with a curfew order in England, or as a condition of a suspended prison sentence in Germany or the Netherlands. EM is used as a method of enforcement of short prison sentences in Sweden, Switzerland and France. Throughout Western Europe, EM is used as an instrument to enforce home detention which forces the offender to stay at home, except for time spent at work, treatment or selected leisure activities.

Yet, there are considerable differences in the enforcement of EM. Whilst in England, electronic monitoring is performed by private security companies, a combination of private business and Probation Service or a team of social workers can be found in the Netherlands, Portugal and Switzerland. In Germany, a team of social workers deals with the person being monitored, while a semi-public enterprise carries out the technical monitoring. In Italy, the police implement the programme, in Sweden the Probation Service is responsible, whereas in Spain, the prison staff is in charge of the programme. Those approaches involving social or probation workers follow an approach that provides various forms of assistance in daily life.

All these countries, except Italy, have been evaluating their projects. Net-widening effects – the growing state control which evokes civil rights advocates' opposition to this approach - have only been taken into consideration in Switzerland, France and in Germany (Haverkamp, Mayer, & Lévy, 2004). European evaluations have shown that EM is generally feasible. On average, the measures take three ¾ months, with the failure rate being quite low in all recent programmes. However, the definition of what is considered as failure varies broadly. According to Haverkamp, Mayer & Levy (2004), the type of offence committed does not seem to influence the success of EM. Others argue that successful completion depends on the offence, offender type and fear of custody (Dodgson, Mortimer, & Sugg, 2001; Mortimer, 2001; Stone, 2002).

In England and Wales 97% of Crown Court orders, but only 68% of Youth Court orders were completed (Lilly & Nellis, 2001). Typical curfewees were young males with a long history of offending (Sugg, Moore, & Howard, 2001). The most common offences were theft and handling (23%), driving whilst disqualified (15%) and burglary (10%). However, the most "successful" completions were with violent offences (90%), public order offences (92%), drug offences (92%) and driving whilst unfit (91%) (I. Walter, 2002).

Re-offending rates of former EM-detainees vary from 10-30% (Dodgson, Mortimer, & Sugg, 2001) to 70-90% (Sugg, Moore, & Howard, 2001), according to definitions and measurement of recidivism. Generally, recidivism rates are lower for older offenders and for those on early release from prison (Dodgson, Mortimer, & Sugg, 2001; Gibbs & King, 2003). However, Bonta et al. (Bonta, Wallace-Capretta, & Rooney, 1999) argue that EM has not significantly reduced the re-offending of low-risk offenders, the main group of monitorees.

So there is no clear evidence yet that EM reduces criminal activities of detainees during or after its completion (Nellis, 2005). Monitorees themselves were sceptical about its ability to prevent them from re-offending (Gibbs & King, 2003). This is even more true if no accompanying programmes are provided which – in the sense of Braithwaite's (2003) re-integrative shaming theory - reinforce social skills and help to develop concrete future plans (Bonta, Wallace-Capretta, & Rooney, 1999).

Another concern is that EM is tailor-made for those offenders who live in a stable social setting, with a home, conventional daily activities, family support and willing to co-operate with the Criminal Justice System. Besides, there is a risk of elevated domestic violence in the home of those offenders, especially those who are "tagged" because of a violent offence. However, its future in Europe seems to be secured due to recent technical developments such as GPS systems, the shift of public attitudes to security and civil liberties following the terrorist attacks in Madrid and London and - above all, the need to reduce prison costs and to place convicted offenders sentenced with custody in alternative settings.

c. Multi-media Violence Prevention.

Following the American example, recent approaches to tackle violence among juveniles also include multi-media approaches.

Bosworth et al's (2000) evaluation study of a computer-based intervention (SMART talk) which contained a number of theoretically driven anger-management and conflict-resolution modules showed that the intervention was successful in diminishing students' beliefs supportive of violence and increasing their intentions to use non-violent strategies. Although no actual reduction in crime could be measured, multi-media might be useful in changing some of the mediating factors associated with violence and hence changing violent behaviour. However, the computer needs to be used as a prevention tool with a strong theory-basis and co-operation with teachers and psychologists.

For example, the German Federal Police Crime Prevention had asked experts from the German institute for pedagogic media to develop a computer game for 8-12 year olds which shows and promulgates violence-free conflict solutions. The game "Luka und das geheimnisvolle Silberpferd[17]" (Luka and the mysterious silver horse) has been developed and made available since November 2005 (Fess, 2005). This tool has scientifically founded educative meanings and is designed to be attractive for both boys and girls (see Inventory No. 17).

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[17] http://luka.polizei-beratung.de/

d. Crime Prevention by Design

Throughout Europe, the prevention of crime in general and public violence in particular has been achieved by the architectural design of city centres and housing projects (e.g. The Danish Crime Prevention Council, 2002).

Undertakings such as the Finnish City Centre model (see Inventory No.9) or the German Project "Soziale Stadt" (Bundestransferstelle Soziale Stadt, 2005) are examples of crime prevention by environmental design. The recent intermediate evaluation[18] of the project (Soziale Stadt), which is a holistic approach that not only includes architectural measures, but is also supported by multi-agency partnerships which try to reach excluded parts of the population, has shown promising impacts (see Inventory No.13).

The UK Designing Out Crime Association (www.doca.org.uk) provides a UK Forum for Crime Prevention Through Environmental Design. Safe building planning is supported by a collaboration of architects, police officers, crime researchers, university lecturers, town planners, community safety officers, landscape architects and crime risk and research consultants. Secured By Design (www. Securedbydesign.com) is another Police initiative which supports situational prevention by designing out crime through the use of effective crime prevention tools such as security systems of houses and car parks – yet, those efforts are mostly effective in preventing property crime.

The British Design Against Crime initiative supports a university-based approach to create products for everyday life that help resist all kind of crimes, especially robberies and "mugging". The design of products such as "carry-safe Screamer" bags should reduce the impact of crime. Design practitioners are being equipped with the necessary cognitive and practical tools and resources (Home Office, 2005).

e. VOM. The example of victim-offender mediation

In nearly all European Countries, VOM is being implemented by law – for instance, Latvia's current criminal procedure reforms include the development of a national victim offender mediation program and other restorative justice approaches to deal with criminal behaviour outside of the court system[19]. And a number of pilot projects, such as in Hungary, or even standardised practice, such as in Austria or Germany, are going on. Generally, both victim and offender must agree to its mediation and it is mostly initiated by the Police or the Prosecution office, but also by the Court, either to finish the criminal proceeding or as part of the sentence. VOM might also be used as a diversion for juveniles (such as in Germany), or alongside the sentence (e.g. in Denmark).

VOM is often used for young people, e.g. in Poland (Wiak, 2005) and France, (Maximy, 2004), and mostly in connection with assault, vandalism or shoplifting (e.g. in Sweden, Slovenia). However, VOM is still used rarely in many places. For instance, the German Ministry of Justice calculated that VOM is actually considered in only 4-5% of possible cases (Schaefer & Holthusen, 2005). In Germany, VOM is actually called Offender-Victim Mediation (Taeter-Opfer-Ausgleich, "TOA"), which puts the focus on the offender. There exist Official TOA-Statistics (www.bmj.bund.de/toa), and since the first collection round in 1993, the caseload of procedures considered suitable for TOA has quadrupled from 1066 to 4831 (Jehle, 2005). TOA is usually initiated in the pre-trial stage (90% of cases in 2002 with the Prosecution Service playing the decisive role in 80%). Offences included are mainly bodily injury (47%) and criminal damage (12%). Among the perpetrators, 70% are first offenders, and 80% are male. 55% are adults (aged 21 and older). A significant pre/condition of TOA is the willingness to reach a settlement on the injured party's behalf. In 2002, in 69.8% of all TOA/cases, one content of the action agreed[20] was an apology, followed by damages (25.1%) and compensation for pain and suffering (13.6%).

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[18] http://www.sozialestadt.de/veroeffentlichungen/endbericht/pdf/DF7136.pdf

[19] http://www.probacija.lv/eng/gen/45

[20] It is possible to agree that more than one action is carried out

Although there are few impact studies[21] that prove its effectiveness in the reduction of recidivism, both acceptance and satisfaction are high among the participants and the victim's opinion is usually positive (European Forum for Victim - Offender Mediation and Restorative Justice, 2005). Especially in Central and Eastern European countries, in accordance with new legislation which guarantees and/or supports the implementation of VOM, the persons responsible are extremely committed and competent in their engagement and activities (Barabas, 2004; Czarnecka-Dzialuk & Wojcik, 2001; Doubravova, Ourendnickova, Urban, & Stern, 2001; Fellegi, 2003), despite an ongoing lack of acceptance of informal, community-based responses to criminal offences, which is more visible in Eastern than in Western Societies (European Forum for Victim -Offender Mediation and Restorative Justice, 2005).

Throughout Europe, there remains the challenge to implement VOM beyond its pilot status and for more serious crimes, as well as to transfer it in the everyday juridical practice as a regularly and adequately used alternative to traditional (and often ineffective) tertiary interventions. Both in the new EU member states and in Western Europe, similar problems regarding the implementation and acceptance of Restorative Justice exist (European Forum for Victim -Offender Mediation and Restorative Justice, 2005) although the levels of these difficulties are usually considerably different. Financial resources and training possibilities for practitioners are often missing. Norway[22] with a long tradition of successful implementation of VOM might serve as an example for the EU states (Paus, 1999).

Generally, as far as serious violent crime such as sexual violence or domestic violence is concerned, many regard VOM as unsuitable. Yet, the problem of refraining from punitive responses that further brutalise perpetrators without appearing to accept their violent behaviour imposes a challenge to our societies and provides a chance for VOM. For instance, Daly (2002) looks at sexual violence and contends there may be a way forward in addressing the problem of responding justly if three things are done, which she explores in this essay: (1) rehabilitate retribution and make it part of restorative justice processes; (2) redefine the harm of rape, other forms of gendered harms, and violence more generally; and (3) recognize the variety of meanings and contexts of sexual violence, domestic violence, and family violence. In the US, a recent project by the San Francisco Sheriff's Department (SFSD) has even implemented a more complete response to the revolving door of repeat offenders, making violence prevention and other programs a priority by systemically building new intervention and prevention protocols within the county jail using restorative justice principles (Schwartz, Hennessey, & Levitas, 2004). In Europe, recent findings of research projects by the Institute for the Sociology of Law and Criminology (Vienna) have shown that in cases of domestic violence, important principles of restorative justice such as recognition and empowerment, can be included (European Forum for Victim -Offender Mediation and Restorative Justice, 2005).

Examples of good practice regarding VOM in Europe include:

UK: The Sycamore Tree Project[23] is an intensive in-prison programme that brings groups of victims into prisons to meet with unrelated offenders. They talk about the effects of crime, the harm it causes, and how to make things right. Prison Fellowship of England and Wales implemented the programme in 1998. The programme is based on involvement and participation, building a safe environment where offenders and surrogate victims (indirect VOM) can talk about the impact of crime in their lives and learn together about the benefits and application of restorative justice.

Poland: The Polish Centre for Mediation, which has 28 mediation centres and, created in 1995, became an independent NGO in 2000, initiated in 2001 a school based competition "Solve disputes without violence – what do you know about restorative justice?" - which involves 37 schools and 7.000 participants in 2003. The last competition started in September 2005 and the initial training hours (6-10) were increased to 35 for children, 35 for teachers and 15 hours for parents. The main objectives of the project, which is supported by the Children's Ombudsman Office and the Ministry of Education and Sports, are to raise awareness among the pupils about how to communicate without violence and to solve conflicts non-violently, to demonstrate the importance of developing the concept of RJ in Poland and how to apply negotiation and mediation in conflict situations. In the first stage of the project, students describe a real or imaginary conflict and its possible solution, whilst the second stage includes training about communication without violence, active

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[21] In the Netherlands, a study about the effects of VOM (around 7 pilot projects are implemented) is ongoing and due to be finished in the near future. The study is being carried out by the Verwey Jonker Institute, on behalf of the WODC.
[22]See e.g. http://www.restorativejustice.org/resources/world/europe/norway
[23] http://www.bbc.co.uk/suffolk/content/articles/2005/08/01/sycamore_tree_feature.shtml

listening, various forms of conflict resolution and the introduction of the main principle of restorative justice and its impact on society as well as on the justice system. The programme is lead by trained mediators who act as coordinators and throughout, a participative approach is followed. Essays written by the students about the topic" What can I do to decrease the amount of physical or mental violence in my school" are sent to the Competition Commission (representatives of the Ministry of Education and Sports, the Children's Ombudsman Office, the PCM Programme Board and active mediators). The process of evaluation showed that children participate with a positive attitude and enthusiasm and their active and creative solutions are often useful lessons. Besides, the children quickly understood the idea of non-dispute resolution based on restorative justice.

Austria: Within the framework of a pilot project, VOM is used in domestic violence cases in Vienna. The project follows a specific method, called "mixed double". It starts with a male mediator who first meets the perpetrator whilst a female mediator talks to the female victim. During the mediation session, the two mediators tell each other the respective stories. Afterwards, the parties are invited to start a direct exchange and to find a way to either agree on the terms and conditions of ending the relationship or on securing a non-violent life together in the future. This process works mainly via the recognition of the woman's experience by the mediators and by backing her up regarding her right to live violence/free in their partnership. Often the mediation is about clarifying the mutual needs and their recognition as well as empowering the victim. The interaction between the victim and the offender shall be improved, whilst the rehabilitation or resocialisation of the offender is not the main goal.

One of the current Hungarian pilot projects on introducing restorative practices in educational settings is also a good example of how complete programme structures can be adopted in a very different sociological and cultural context, as this experiment is based on an initiative of the US-based International Institute for Restorative Justice and the Community Service Foundation, Pennsylvania. In co-operation with a Hungarian psychologist, a day treatment school for troubled youth was established, based on an US-model (European Forum for Victim -Offender Mediation and Restorative Justice, 2005).

3. Specific prevention strategies for the various types of violence

3.1. Domestic and Sexual Violence

i. Domestic Violence

Domestic violence is a general social problem, linked to gender inequalities and involving all European countries. Domestic Violence has always been largely, although not exclusively, an issue concerning women as victims[24]. The awareness of the issue of domestic violence as violence against women has been rising in all European countries and new legislative measures such as restraining orders (e.g. Spain and Austria) were introduced within the last years. Many nations (e.g. Slovakia, Poland, Spain, Finland), have declared their aim to raise the awareness within the population as well as the readiness to report those incidents to the police, which has been instructed to prosecute those cases in a harsher manner. Hence, the official data for reported cases of domestic violence has been rising, which might be regarded as a successful "tertiary" prevention due to its possible (but not proven) deterrent effect.

The provisions of ongoing help, guidance and counselling as well as accommodation and support in everyday matters for female victims of domestic violence have also been implemented in most European countries (Logar, 2004, 2005; Thanet Domestic Violence Forum, 2003; Wiak, 2005). The available research suggests that intervention programmes should follow a careful assessment that takes the offenders' individual situation into consideration. Single approaches – such as anger management – are often insufficient (Gilchrist et al., 2003) and must be supplemented by attitudinal changes. Thus, Andrews and Bonta's (1994) criminogenic-need principle[25], which provides multiple targets for intervention such as dependency, narcissistic traits or psychopathology (Gilchrist et al., 2003) seems promising as long as the dynamic risk factors are determined in careful psychometric testing that takes the offender's life history and social environment into consideration.

It remains essential to accept the heterogeneity of domestic violence perpetrators, who have been classified in three groups by researchers in this field. For instance, the recently, in England and Wales, initiated Duluth-Project (Gilchrist & Kebbell, 2004) focuses on challenging attitudes associated with domestic violence, teaches social skills and tries to enhance victim empathy. This might work with family only offenders and less severe generalised violent anti-social batterers (Farrington, Hollin, & McMurran, 2001), but may not break borderline abusers' (Dutton, 1995) internalised pathological circle of violence or prevent recidivism of versatile antisocial offenders. So a clear basis of evidence, such as produced in the Home Office Crime Reduction Programme and multi-agency approaches such as the Crime and Disorder Reduction Partnerships are indispensable to develop appropriate interventions (Gilchrist & Kebbell, 2004).

The victims and their various needs should be taken care of. This has been recognised in most European States, but is often – due to a lack of financial resources – insufficient (Logar, 2005), see Inventory No. 2..

A recent Welsh approach – the Domestic Violence MARAC (Multi-Agency Risk Assessment Conference) - has been evaluated as effective and is being implemented in Scotland. The conferences are attended by members of 16 agencies including police, probation, local authority, health, housing, refuge and the Women's safety unit. The goals of the meetings are to provide a forum for information sharing and action taking that will reduce future harm to very high-risk victims. Those victims are identified from a special police risk indicator form that responding officers complete at the scene of domestic violence incidents.

An external process and outcome evaluation of the project was carried out by Cardiff University (Robinson & Tregdiga, 2005) and showed that the respondents viewed the MARACs as invaluable and that agencies could assist victims more

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[24] It has also become a concern for men, as shown in McKeow and Kidd (2003). However, they note that the outcome of domestic violence in terms of physical and psychological injuries tends to be considerably more negative for females then for males.
[25] Offender violence (lethality) potential is assessed with measures such as controlling or dominating tendencies, as well as substance (alcohol and drugs) abuse severity and stress coping skills. These factors have been called "criminogenic needs" and have been shown to contribute to risk and recidivism .

efficiently. While all agencies have an important role to play, the work of the Police and the women's safety unit appeared to be particularly significant. MARACs facilitated the accomplishment of many key objectives including information sharing between agencies, contributing to victims' safety, identifying key contacts within agencies and raising awareness about the impact of domestic violence on children. The main barriers that reduced the effectiveness of the MARAC were resource and time limitations and lack of co-operation by the victims. MARACs success was measured by the number of police domestic violence complaints post-MARACs, the number of police callouts post-MARAC and qualitative telephone interviews with the victims. The research showed that 60% of the victims had not been revictimised since the MARAC.

Among the current pilot programmes on domestic violence in Scotland – including a domestic violence court - the adoption (of MARACs) is implemented as a basis for a multi-agency intervention (MacKay, 2005), multi-agency approach is used in parts of France or in Poland ("Blue Cards", see Inventory No. 33), which takes both the persecution of the perpetrators and psychological and legal assistance for the victim into consideration (Ambroise, 2005; Wiak, 2005).

The Austria Anti-Violence Legislation has also a strong focus on domestic violence, as can be seen in the Inventory (No. 2). The recent violence-prevention programmes in the Netherlands and Finland also focus on domestic violence prevention.

In Spain, the influence of the strong women's movement, supported by the incorporation of feminism into state institutions and strong media interest, have lead to a "social ferment surrounding violence against women" (Barberet, 2005) and to the new Gender Violence Law. Government campaigns to encourage women to report domestic violence were proven to be effective (Rechea and Benitez, 1999; Barberet, 2005) and the new Gender Violence Law includes a range of measures which should help to prevent repeated and severe victimisation of women. Its effectiveness is being currently researched by Cerezo (2005). New programmes to combat domestic violence include primary intervention in schools to teach pupils about sexual equality and tertiary support and protection to victims of domestic violence. Restraining orders for offenders have recently been introduced and are also being evaluated (see Inventory No. 35). So far, there seems to be a high rate of non-compliance by both offenders and victims (i.e. victims start to contact the offender).

Another promising approach – as well as sufficient victim support through shelters and other practical and psychological assistance for victims -might be the current initiatives (e.g. in Austria, Spain and Switzerland) to favour separating (if necessary by force) violent couples, preferably by removing the violent partner from the home. This might produce better results than just opening criminal procedures against violent partners (Killias, Simonin, & DePuy, 2005). However, in this case, suitable accommodation must be provided for the perpetrators in order to prevent - often even more violent - recidivism (Barberet, 2005; Cerezo, 2005).

Yet, it still remains a major issue in all European countries to lower barriers to talking openly about domestic violence in public and to improve the recognition and awareness among all related agencies and actors (Piispa, 2005).

ii. Sexual Violence

Problems in dealing with the topic – numbers and definitions

Programmes that deal with the prevention of rape and sexual assault must cope with several implications: There is a heterogeneity of victims, a variety of places where the violent incidents take place and there has to be assumed a very high number of unreported cases. The fact that both the terminology used as well as the victim and/or offender groups examined vary from study to study makes the analysis preventive measures even more complicated.

While some West-German studies for example suggest that approximately 3 % of women aged between 16 and 60 had already been raped once, others which focus on East-Germany indicate rape-rates up to 24% for girls who started to have sexual intercourse at an age younger than 15 (Kury, Obergfell-Fuchs, & Woessner, 2004). Further studies show that if one uses a broader definition more than 50% of the female population in Germany has experienced sexual

violence in some form. These varying numbers might be the result both of a high amount of unreported cases[26] as well as of the difficulties in using the right terminology: "Sexual Violence" could either cover all unwanted encounters of sexual nature or narrow them down to legal definitions such as coercion, force, and intercourse, which then excludes other unpleasant incidents (Hagemann-White, 2001). The difficulties in sticking to the terminology used in criminal records is underlined by narrative interviews with Danish victims of sexual violence: Many women did not want to use the terms "Sexual Assault" or "Rape" because they made people think of sexuality whereas in the women's perception it had nothing to do with their sexuality but was experienced as a violent act. Also the word "victim" was refused because in the view of many women it reduced them to subjects, unable to act (Sidenius and Pedersen 2004).

Another difficulty is to distinguish between domestic violence, and sexual assaults and rape. For example most of the studies covered by Hagemann-White's excellent overview on European Research on the Prevalence of Violence Against Women (Hagemann-White, 2001) focus on violence, sexual assault and rape within heterosexual relationships or families where the borders between "normal" and sexual violence might be blurred. Out of home incidents, such as date rape, are often not covered. Numbers given by Sidenius and Pedersen (2004) indicate that in 23% of cases, the acquaintance of the victim with the offender has been less than 24 hours. In 30% of cases there was no relation before the violent act itself. However, it is estimated that there is a high number of cases that are not reported at all and thus lead to an equally unclear number of sexual offenders.

For these reasons, it is hard to judge who is most likely to become a victim or an offender and should be therefore targeted by prevention programmes. Even though there is a big variety of programmes and precautionary measures, most of them are not evaluated at all and their efficiency is thus unknown.

Starting points in preventing sexual assaults and rape

If one wants to reduce numbers of sexual assaults and rape possible starting points are both with (potential) victims as well as with (potential) offenders.

   (1) Primary prevention with potential victims
Primary prevention with possible victims should make them aware of potentially dangerous situations and empower them mentally and/or physically to be prepared for unexpected attacks (Kury, Obergfell-Fuchs, & Woessner, 2004). One could assume that, due to the heterogeneity of victims, this could be achieved by a variety of measures. However, no innovative programs have been reported during the past years. Within the EU almost every public and major private institution publishes material which seeks to tell women how to avoid dangerous situations. Still popular and offered by many German authorities are classes where women learn self-defence skills, combined with psychological input (Ibid). However, even though those approaches have been used for more than a decade they still lack evaluation regarding their effect.

Scientific evaluation of projects aiming to create safer dating behaviour so far seems to be restricted to the USA. Most programs evaluated there focus on undergraduate women at college. By informing them about sexual assault, helping identifying risky situations, and teaching them specific behaviour which may reduce their future risk for victimization, they aim to create a safer dating environment. Their outcome is split and there could not be shown a clear connection between an increased awareness of potentially dangerous situations or a less risky dating behaviour of the participants of those studies and a lower rape-rate (Yeater, Naugle, O'Donohue, & Bradley, 2004). More promising seems to be Safe Dates, an intervention programme for 8th and 9th graders which aims to reduce dating violence among adolescents. It included school activities (theatre production, classes by health and physical education teachers, posters) and community activities. Even though Safe Dates initially did not seem to be able to sustain positive short-term effects into the first year after the intervention (Foshee et al., 2000), a follow-up four years after the program had been implemented reported significantly less physical and sexual dating violence perpetration and victimization for the experimental group (Foshee et al., 2004).

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[26] A German investigation conducted in 1989 indicates that according to victims merely 11% of incidents were reported to the police (Kury et al 2003, 284). Hagemann-White 2001 stresses the problem that women who are in violent relationships while being questioned are less likely to say so.

(2) Primary and secondary prevention with potential offenders

The comparison of statistical data of all men born in Denmark in 1966 reveals that there are several indicators which make men more likely to become a (convicted) rapist. These differ from indicators of who is likely to become violent in general (Christoffersen, Soothill, & Francis, 2005). However, out of the number of men who are affected by the indicators identified (for example long-term unemployment, growing up in foster care, psychiatric disorder, etc.), only a small number will start a criminal career and even fewer are likely to become rapists. Even though the identified risk factors illustrate a possible prevention program, for example by providing greater support for those who have been in foster care or had to cope either with parental or personal psychiatric illness, the question remains how to reach those most likely to become offenders without wasting resources. Bearing in mind that most sexual offenders develop their disorder at a young age (Heiliger, 2002) it seems reasonable to start prevention work as early as in primary school. Nonetheless, experiences in Germany have shown that prevention work which addresses male adolescents is double-edged. If boys are automatically seen as potential rapists this might undermine their development of a male identity and neglects that boys might also be victims of child abuse. Most promising so far seem to be programs which work against male-solidarity, encourage empathy and stress the importance of accepting individual boundaries for both sexes (Heiliger, 2002). However, there are no evaluations regarding those programmes' effects.

(3) Tertiary prevention in order to prevent further victimization

Evidence in this field is based on the report of Sidenius and Pedersen (2004). Narrative interviews they did with victims of sexual violence in Denmark reveal the importance to regain the ability to act and overcome the experience in contrast to being reduced to subjects exposed to the offender's attack. This includes acknowledgement that even non-resistance might be a personal and situated strategy, the critical discussion of terms used in the work with women who have experienced an attack of sexual violence as well as plasticity and continual changes in conceptualisation.

(4) Tertiary treatment of sexual offenders in order to prevent new incidents

In contrast, the treatment of convicted sexual offenders (which in some countries is automatically imposed additionally or as a replacement for a prison conviction) is well evaluated[27]. In a meta-analysis Lösel and Schmucker (2005) compared 69 reports which were published up to June 2003 and covered 80 different studies regarding the effect of both psychosocial as well as organic treatment. The majority of those analyses, which contained data on more than 22,000 individuals, confirmed the benefits of treatment. On average, treated offenders showed 37% less sexual recidivism than control groups. There was a significantly larger effect of organic treatments (castration and hormonal medication), which might have been partially confounded with methodological and offender variables. Among psychological programs, cognitive-behavioural approaches seemed to be most efficient whereas non-behavioural approaches did not demonstrate a significant impact.

While treatment before the 1970s was clearly ineffective, very recent programmes did not improve their effect in comparison to measures conducted before the 1990s. It is possible that tertiary treatment of sexual offenders has already reached a state of the art which cannot be improved any further. Ambulatory programmes had larger effects than institutional treatment, and voluntary treatment lead to slightly better outcomes than mandatory participation. However, the findings that both evaluations which included self-reports as well as programmes in which the study authors were directly involved seemed to have a larger effect show clearly that also the validity of well-designed programs might be biased by personal judgements.

Another important result is the high risk of recidivism in dropouts which underlines that this group is a core problem in offender rehabilitation and stresses that – if programs are to be improved methodologically – there has to be a close fit between the programme and the offender's needs and motivations.

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[27] This is for example in Germany the case where the "Law Against Sexual and Other Dangerous Offences", passed in 1998, provides that every offender who might benefit from psychotherapeutic treatment, who is treatable and has been sentenced to a term of more than two years, shall undergo a re-socialising treatment. However, the offenders undergo treatment voluntarily (Kury et al 2003, 299)

3.2. Public violence

i. School Violence

Even though prevention programmes against bullying originally started on a national level in Norway in 1983 (Olweus, 1995), American studies have dominated research on school-based violence prevention during the past 20 years. Those programmes, which tend to follow the theory of social learning (Bandura, 1977) conceived by psychologists, conducted rather by external facilitators than by teachers, and both the setting as well as the evaluation of the studies follow a positivistic approach with high methodological standards in quantitative research.

RIPP (Responding in Peaceful and Positive Ways), which has so far been developed for grades 6-8 has been widely tested. Ranging from 12 to 25 sessions and taught on a weekly basis, the program includes team-building activities, mental rehearsal, small group work and role play. The efficiency of the program was measured by self-reported data as well as by the evaluation of rate of disciplinary code violations before, during and after the test-phases. The results of a randomised trial were encouraging, with reductions in injuries, disciplinary incidents and suspensions resulting from violence (Farrell, Meyer, & White, 2001). However, the outcomes were not found in all groups in all the sites where RIPP has been tried. The implementation of RIPP-7 in urban Virginia in an in-school research design underlines the effect of the intervention for children with high pre-test scores regarding aggressive and violent behaviour, but also showed that there was no effect on those who were in a lower risk-group. Moreover, the program's effects seem to diminish in the 12-month follow-up (Farrell, Meyer, Sullivan, & Kung, 2003). The transfer of the program RIPP 6-7 into rural Florida, with a between-school research design, showed that even though students at intervention schools scored significantly higher on the RIPP knowledge test and reported lower rates of aggressive and delinquent behaviour and drug use throughout the test-phase, this did not result in a lower rate of disciplinary code violations (Farrell, Valois, Meyer, & Tidwell, 2003). The program might have changed the students' attitude toward violence, but this did not result in behavioural changes. Moreover – and in contrast to former studies, it showed the problem of attrition effects: those students for whom follow-up or self-report data were not available tended to have higher rates of behavioural problems. This means that the effect of the program on those who might have benefited most of the intervention could not be assessed. One of the approaches the authors suggest in order to strengthen the RIPP's impact on school norms is to involve teachers.

The need to involve teachers, too, in order to create a more peaceful atmosphere within the whole school, is for example acknowledged by PeaceBuilders (Vazsonyi, 2004), a program which especially tries to encourage positive attitude[28] and aims at children from preschool-age throughout primary school. Measured by teacher-reported aggression and social competence scores collected at baseline, the children were divided into low, medium and high risk groups. Similarly to RIPP, the intervention, which lasted for approximately 18 months, seemed to be most effectivet in changing the behaviour of children who were classified at high risk of using violent measures before intervention.

'Creating a Peaceful School Learning Environment', a pilot study aimed equally at primary-school children and their teachers, of a 'social systems/psychodynamic antiviolence intervention' which focuses on the complex relationships among victims, victimisers or bullies, and bystanders or observers (Twemlow et al., 2001). In contrast to PeaceBuilders, which encourages a positive attitude, this program is based on a zero-tolerance policy of condemning behavioural disturbances such as bullying, victimization and standing by during violent acts. Further components are a discipline plan for modelling appropriate behaviour, physical education designed to teach self-regulation skills and a mentoring program which aims to help children and adults in avoiding one of the three preceding roles. Apart from teacher-reported change of behaviour in the children, who became more reflective and less reactive, the programme, which was conducted over four years, significantly reduced disciplinary referrals in the experimental school and significantly improved the school's academic performance.

While the outlined programs expose students to intervention according to the facilitator's schedules, SMART Talk (Students Managing Anger and Resolution together) (Bosworth, Espelage, DuBay, Daytner, & Karageorge, 2000), tries

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[28] The program's five main principles are: '(a) PeaceBuilders praise people, (b) PeaceBuilders avoid put-downs, (c) PeaceBuilders seek wise people, (d) PeaceBuilders notice hurts they have caused, and (e) PeaceBuilders right wrongs." (Vazsonyi et al 2004, 189).

to put students in charge of when and to what extent they want to deal with the question of violence prevention. This computer program, which aims at students from 6th to 8th grade, could be used by an intervention group of this in-school study for 13 weeks independently during class time, as well as during free time. By animated knowledge blocks on anger and anger-management, interactive assessment interviews, games and interviews with celebrities the juveniles were taught non-violent methods of conflict resolution. Even though students exposed to the program showed a slight increase in their intentions to use non-violent strategies and reported that they learned many ways to solve a conflict, the authors admit that further research is needed in order to evaluate whether this change of attitude can also result in a change of aggression rate and behaviour.

Anti-violence programmes within the EU

In contrast to the American studies, which did not define the problem of bullying and school violence and the necessity to deal with it, their European counterparts struggle to find a common definition[29]. Even though in many EU countries bullying is perceived similarly to the American point of view as a verbal, physical or psychological act which occurs over a prolonged period of time and clearly involves an imbalance of power (Baldry & Farrington, 2000), in others, such as for example France, the problem of school violence is mostly seen from the teacher's perspective. According to (Mallet & Paty, 1999), they see themselves as the main victims of 'savage' students, while the problem of peer-violence is widely denied. So, the programmes used within the EU member states differ regarding their starting-point and the measurements taken.[30]

Most of the programmes that deal directly with the pupils and aim to change their attitude towards violence are developed by teachers or social workers and applied on a local or regional level only. For example 7th graders in Lübeck (Germany) focus on a theatre-element were the pupils, together with their teachers and actors discuss and change the outcome of originally violent scenes (Vanhove & Raynal, 2004). Similar creative are primary school students in Valencia (Spain), who in a yearly project make large drawings or collages dealing with topics like Peace and Tolerance which are then exhibited in public. In Helsinki (Finland), where from 2002 on national regulations have demand that school safety is part of the national curriculum, a working party developed common work procedures for schools based on statements from students, teachers, parents and different kind of professionals related to school (Vanhove & Raynal, 2004).

As different as those approaches are, a common element is the lack of scientific evaluation. And even if they are scientifically accompanied, many of them do not follow high scientific research standards (see for example Wernberger & Schaefer, 2000).

While the US-American surveys are likely to aim at individuals or student groups which seem to be especially of risk to behave violently in school, German studies tend to focus on the class as a whole, regardless of their risk-status, and they try to include teachers and parents. Overall their rather practical approach focuses on the strengthening of life-skills and tries to build up children's self-confidence and self-esteem, as well as relational and social skills with the overall aim to make them less vulnerable to sexual assaults, drug addiction and violent behaviour ((Wernberger & Schaefer, 2000; Wiborg & Hanewinkel, 2005).Outstanding both in its scientific design as well as in its results is 'Eigenständig werden' ['Becoming Autonomous'] (Wiborg & Hanewinkel, 2005). This long-term program which aims at children from 1st to 6th grade had originally been developed to prevent smoking and is based on a life-competency approach ('Lebenskompetenzansatz') which combines specific elements (for example the ability to resist social pressure) with the

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[29] In their initial meeting on the subject experts and senior officials from all European Union countries in 1997 were unable to agree on the use of the term 'violence" and retained to the formulation 'promoting safety at school" instead (Debarbieux 2003). Problems to acknowledge the problem of school-violence on a European level are also visible in a Europe-wide project which explicitly meant to comprise different attempts to deal with violence in schools (European Forum 2004): Its definition of *'that was is called 'violence in school' or even 'school violence' practically everywhere in Europe'* stresses that *'designating acts of incivility such as racketeering, harassment, insults, or damage to equipment' [are] 'only the extension or rather the repetition of behaviour of certain young people or youth gangs that occur outside school'* (European Forum 2004, 8). Out of the eight projects described by its European counterparts, only two deal explicitly with the reduction of violence in schools. Most of the other programs focus on adolescents who run danger to be excluded from school due to continuing truancy (quite often combined with criminal or violent behaviour outside school) or try to improve the information flow between parents and schools in general.

[30] As an example Scotland, heavily affected by the Dunblane massacre in 1996, focused on creating a safer environment in schools by both situational crime prevention and developing a safety conscious ethos for students and staff (Criminal Justice Social Work Development Centre for Scotland).

training of general social and personal competencies as well as strategies for conflict resolution. The 42 lessons for each of the first four years are included into the normal curriculum by the class teachers who underwent a 2 ½ day training programme beforehand. Materials for the lessons are provided and they follow a firm structure. While the lessons for the first two years focus on encouraging self-awareness and communication skills, they become more topic orientated (for example 'Mobbing', 'Conflict saving without violence') later on. The sample consisted of 20 classes in the experimental group and 38 classes in the control group. The project was evaluated by teacher reports[31] with a pre-test eight weeks after the start of the first school year and at the end of the year. Their statements show that conflict-solving competencies, social sensible and empathic behaviour, as well as communication skills of students in the experimental group rose significantly after intervention.

While the German approaches normally follow a long-term layout and start from an early age on, a study carried out in Italy shows the impact of an program that addresses older students and concentrates on their cognitive skills. 'Bulli & Pupe' [Bullies and Dolls] (Baldry & Farrington, 2000; Baldry & Farrington, 2004) targets the individual and the peer group and aims to enhance the students' awareness about violence and its negative effects by teaching them empathy and perspective taking skills. During three interactive 3-hour lessons in three consequent weeks the students watched and discussed videos dealing with bullying among peers, domestic violence, and the cycle of violence. Further active methods were role-playing, and focus groups. The study included 237 students in three Roman schools, whose ten classes were randomly allocated to experimental and control groups. The program was evaluated by self-reported questionnaires before and four months after intervention. Bulli & Pupe reduced the level of reported victimization for older students of the experimental group, but increased it for the younger ones, which was explained by their increased awareness for bullying in general.

Quite in contrast to these programmes, the only French approach which could be included in the review did not put the class in focus at all, but aimed to improve the teachers' self-confidence and conflict-awareness (Mallet & Paty, 1999). To focus on teachers and their problems is a reaction the French culture, where the distinction between 'education' and 'teaching' is more important than in many other countries and teachers quite often narrow their self-perception to be a transmitter of academic knowledge who may not be concerned with discipline problems. The two day training, which was used at eight different schools by groups of ten to 25 participants, aimed to provide the teachers with particular knowledge about working with adolescents and help them to develop a more accurate interpretation of violent behaviour in schools. For many of them the exchange of viewpoints and impressions of their work with students was a completely new experience. The programme was evaluated at the beginning of the training and in a two month follow-up. Measurement of perceived stress, the state of anxiety and the participants' behavioural adaptation to stress suggested that the workshop had improved the teachers' situation in class and left them more self-confident. However, what affected them most was to realise by attending the workshop that other participants also had difficulties.

If it comes to good governance in preventing school violence the main problem seems to be that most of the programmes prove to be effective only for a short term. They may achieve a change of awareness or attitude but do not affect behaviour. This shows that violence prevention in school can not be taught during a special intervention program or a workshop during a few hours per year, but must become an integrated part of the students' curriculum as well as a vital element of school rules, which apply to equally teachers, non-academic staff and students.

ii. "Gang-related violence" in Europe

In many European countries, specific population groups, especially juveniles, the socially excluded and often – but far from exclusively – those from an immigrant background are known to form more or less structured groups, which make headlines with their recurring involvement in violent crime. Often, such groups are quite unstructured and their criminal activity is sporadic and spontaneous in nature.
Nevertheless, these incidents are especially prone to create moral panic and to catch the attention of law enforcement agencies, which are put under public pressure to make an immediate and effective reply.

These groups often do not comply with the classic definition of a gang

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[31] Student self-reports are to be introduced from 3rd grade onwards.

"a group of recurrently associating individuals with identifiable leadership and internal organization, identifying with or claiming control over territory in the community, and engaging either individually or collectively in violent or other forms of illegal behaviour."(Miller, 1975:9)[32]

In recent decades, the emergence of traditionally American-based youth gangs in Europe has been increasingly discussed. Some researchers have concluded that European youth gangs do not match the American stereotype (Esbensen & Weerman, 2005). However, media and police attention are still directed towards stereotypical troublesome youth groups, such as ethnic minority youth.

Examples from Europe

Finland

For instance, in Finland, during the summer in 2005, Somalian youths were attacking and robbing Finnish men who were returning home after a night out, often intoxicated by alcohol. Those activities raised high levels of attention and outrage, as the victims reported that they were not even asked to hand over their belongings before being assaulted. These young men had often themselves been the victim of social exclusion and rejection by an otherwise homogeneous society (Heiskanen, 2005; Honkatukia, 2005). Instead of being part of an organised gang-culture, those juveniles committed violence as a situational act in the context of their daily exposure to social exclusion and latent discrimination. And the holistic approach followed by the Finnish police has proven to be successful. They – in co-operation with the Finnish Social Services - approached the Somalian community, including religious leaders and Somalian youth workers in order to reach the families of the perpetrators. This community-based integrative approach has also been successfully implemented in the Netherlands, such as in the project "Moroccan Neighbourhood-fathers" (B&A, 2000).

Germany

Another problem is seen in Germany where group violence is often associated with young Russian-born Germans (Kober & Kohl, 2005; Schaefer, 2002; Schaefer & Holthusen, 2005). A recent study by Zdun (2005) explores the process of inter and intragroup violence among this increasingly stigmatised group. Zdun conducted qualitative interviews within the Russian-German subculture as well as with social workers and social pedagogues. First, he found out that the officially illegal, but internally legitimate rules among the young Russian-borns are based on a violent street-culture, adopted from the countries were they grew up. This street-culture is opposed to the traditional German "Leitkultur" and occurs normally only within areas of social deprivation.

Because this violence is bound to the street-culture, the antagonists normally always belong to this culture. Hence, other ethnic minorities such as the Turkish immigrants are more likely to be chosen as combatants than Germans, because they are supposed to accept this street-culture, too. This cycle of violence is externally enhanced by social exclusion, and the spatial concentration of ethnic groups ("Russian ghettos", (Kober & Kohl, 2005) and internally supported by sub-cultural rules.

In order to prevent a persistent culture of street violence similar to the countries of origin of those young males, long-term holistic approaches are needed, as well as on-going attempts to support their social inclusion and prevent their social and spatial segregation. Another challenge is tertiary prevention with Russian-born offenders in German prisons, where they also form hierarchical, exclusive groups. In this regard, the youth prison in Adelsheim has developed, together with the University of Heidelberg, a "Just-Community-Model", following Kohlberg's (1987) approach, which supports active communication and a common learning process among the juveniles. Within the prison, an ethnically mixed community with 15 offenders and social workers is established, which creates a "constitution"; a framework for their everyday life, in order to initiate a participative approach of democratic self-administration and social and cultural skill/development (J. Walter, 2002).

Spain and Portugal

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[32] Or the Chicago Police Department's own definition: "A gang is an organized group with a recognized leader whose activities are either criminal or, at the very least, threatening to the community" (Gang Research Net, 2005)

In contrast to other European experiences in the South of Europe, especially Spain, but also in Portugal, new models of mostly juvenile gang cultures emerge which follow American models and include an organised group structure that comes close to the classical gang-definition. The members of those "pandillas"[33] or "maras" overwhelmingly consist of minors of Latin-American origin. Yet, increasingly, new followers among socially deprived Spanish and Portuguese youth are recruited (Calado, 2005; Cerezo, 2005) Those pandillas which aim to gain respect through intimidation have become a serious threat which has raised the fear of crime among residents[34]. In Madrid or Barcelona the different *pandillas*[35] are quite well established and have committed violent crime, rape and other offences. The police have created a special police corps and in eight months have identified, as at the end of 2005, 407 members of *pandillas* in Spain (Foussard, 2005). These street groups try to imitate the "true" street gangs that operate in Central America and the United States by applying "quasi-mafia practices" and extreme aggression. There have been some bloody incidents in the main Spanish cities, especially among the group members. An increasing number of these young people have become inmates of Spanish prisons.[36]

Effects for Prevention

In the regard of those developments, different crime prevention strategies than those aforementioned should be used. Results from scientific "gang research" in the United States are more relevant in this context, although awareness of the different historical, cultural and social background is necessary. The US approach towards gangs, which is mainly based on the tertiary level, such as the recent "Gang Deterrence and Community Protection Act" which foresees a minimum ten-year prison sentence for all "gang crimes" and a minimum twenty-year sentence for gang-related assaults that cause "serious bodily injury"[37] (Chen, 2005). Civil rights groups are afraid that this legislation would further erode the rights of youth in the court system, exacerbate longstanding racial inequalities in the criminal justice system, and in general, neither effectively deter gang activity nor protect communities.

In the US, so called "Gang-management" Programs have a strong tradition (Klein, 1995). Those projects can be broadly divided into three strategies (Kuehnel, 2003):
1. Mobilising resources and organisations at the level of the county and/or city district, which involve a mix of social intervention and improving opportunities for young people within the community, with the help of social workers and municipal government staff.
2. "Gang reform programs" which aim to change the social relationship within the groups and evoke young people's pro-social potential. These social intervention projects rely on clubs or street outreach programs, whose activities mostly relate to sports and other leisure offers.
3. Finally, repression oriented programs are used which are based on deterrence and rely on proactive police activity, arrests and other law enforcement measures.

In this regard, Spergel & Curry (1990) concluded that committing more resources for police intervention and social programmes would not be effective in the longer term. They regarded mobilising the community and devoting more resources to education and the job market as both the most effective and cost-efficient way in dealing with gang problems.

The growing concern about the emergence of youth gangs and other violent groups throughout Europe has resulted in the creation of the Euro gang network (Eurogang, 2005)[38] which is composed of leading European and American

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[33] the word "pandillas" should be used to describe a phenomenon different from the classic gang or group known in Europe (Foussard, 2006).

[34] El Periodico de Aragon News (2005). Pandillas controladas. 03.05.2005, http:--www.elperiodicodearagon.com-noticias-noticia.asp?pkid=180765

[35] such as Latin King, Ñetas, Dark Latin Globers, los Hijos del Verbo, los New People o Latinos de fuego

[36] In 2004, Spain counted 90 murders derived mainly from bands of Colombian narcotics traffickers. Moreover, The number of crimes against life committed by minors -179- before experienced a spectacular increase of 61% with respect to 2002, whereas the attacks against sexual freedom attributed to young people increased to 1,320, as opposed to the 1,187 registered only two years ago (El Correo Madrid (2005). La influencia de los Latin Kings dispara el número de bandas juveniles en España. http:--servicios.elcorreodigital.com-vizcaya-pg050914-prensa-noticias-Otros-200509-14-VIZ-OTR-020.html. Access: 18.01.2005).

[37] It would also make any gang crime resulting in a death -- even if unintentional -- eligible for capital punishment.

[38] http:--www.umsl.edu-~ccj-eurogang-euroganghome.htm

researchers who are about to develop a common framework for comparative research. This Eurogang project aims to build a foundation of knowledge regarding the European socio-economic conditions and institutional processes that foster or curtail the emergence and persistence-dissolution of youth gangs and problematic groups, to create an infrastructure for comparative, multi-method, cross-national research on youth violence in group contexts; and to disseminate and effectively utilise knowledge to inform the development of effective local, national and international responses to emerging youth crime and violence issues. This network could usefully be included in the development of European group or gang-oriented prevention strategies.

iii. Gun Crime

As far as gun crime is concerned, its appearance within Europe is (yet) mostly restricted to exceptional cases of domestic violence and incidents within the youth subculture, with the latter being overwhelmingly restricted to the UK, especially England's big city areas. In this context, mostly tertiary approaches such as the London-based Operation Trident serve to prevent its increase. Operation Trident is a special Metropolitan Police initiative to tackle gun crime amongst London's black communities, with a particular focus on drug-related shootings. (Metropolitan Police, 2005, see Inventory No. 44). The Trident Operational Command Unit (OCU) exists within the London Metropolitan Police's Specialist Crime Directorate. It has a substantial number of officers who carry out proactive operations, gather intelligence on the gunmen and develop closer links with other agencies.

Local community support plays an integral part in Operation Trident. An Independent Advisory Group, comprising senior community leaders, aims to create a positive climate for members of black communities to come forward with information about Trident related criminal activity. On the other side, Operation Trident supports events within the black community. According to the official police figures, this operation seems to be successful. One aim of the campaign is also to reduce the rising fear of crime among the black community. In this context, the possibility to report gun crime anonymously and confidentially in the framework of the Crime-Stoppers programme is provided. Last year calls to London Crime-stoppers resulted in 542 arrests including 17 which were for murder. Over £1 million worth of stolen property, drugs, firearms, vehicles and cash were seized (Stop the guns, 2005). Other approaches to tackle gun/crime (which are overwhelmingly US-based) also rely mostly on concentrated efforts by the local police, with an intensified stop-and-search and arrest scheme (Blumstein, 2003). Any successful police intervention is endangered by the aggressive trade in guns. Legal regulations, such as serial number, background checks on potential purchasers of firearms, including a specific administrative application procedure for a firearm-license (now foreseen in Germany and Austria) and clear restrictive legislation regarding the import of firearms can be applied.

One strategy to detect illicit traffic routes, which, however, needs a cross-national co-operation - is the "gun crime tracing" approach, developed by the ATF's National Tracing Centre and implemented, among others, in the youth Gun Crime Enforcement Act. All weapons used at a crime scene are to be submitted for tracing its trail to the first retail purchaser (Wintemute, 2000). Besides, all crimes with firearms are analysed and categorised in a special database.

iv. Nightlife violence

The link between alcohol and violence is strong and well documented, observed over time and across many cultures. Alcohol use has been associated with homicide, assault and sex-related crimes, family violence, and persistent aggression as an adult (Abbey, Zawacki, Buck, Clinton, & McAuslan, 2001; Rossow, 2001). However, this relationship is complex, involving the interplay of personal and socio-cultural factors, as well as the effects of alcohol itself. In the following section, the role of alcohol and violence in nightlife and effective prevention strategies will be briefly discussed.

As licensed premises such as bars, nightclubs or pubs have shown to be high-risk drinking sites where, with intoxication, the level of aggressiveness rises as well as the risk of assault and injury. Grahams and Wells (2003) ethnographic studies found out that some patrons go to bars looking for fights. Recent interventions have therefore focused on the training of bar staff (Graham, Jelley, & Purcell, 2005).[39] Especially in North-America, programmes such as Responsible Beverage Service where bar staff are trained to recognise and refuse alcohol service to underage or intoxicated customers have been implemented. A recent (process) evaluation by Graham et al. (Ibid) found out that the participating

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[39] The training covers the following 6 areas: 1. Understanding how aggression escalates, 2. Assessing the situation, 3. Keeping cool, 4. Understanding and using effective body language, 5. Responding to problem situations, 6. Legal issues

bar staff showed significant improvements in knowledge and attitudes related to preventing aggression and managing problem behaviour. They stressed that it is especially important to include door staff (bouncers) in the training, because they need considerable interpersonal skills and are confronted regularly with crisis situations. Also, as staff turnover is normally quite high, it would be necessary to develop ways to make training available on an on-going basis to ensure that the changes made from the training persist over the long term.

In a randomised control trial study, severe or moderate physical aggression in experimental bars/clubs fell by 28% following the training in the experimental settings where safer bar training was provided, while the aggression increased in the control bars/clubs.

In Europe, the control of alcohol-related violence in night-life has become a major issue, especially in the UK. A Home Office study of a Cardiff Crime Prevention Project drew on a database of nearly 5,000 police and hospital emergency incident reports and noted that while there were 101 alleged assaults on pub and club door staff, there were 332 alleged assaults by door staff (Maguire & Nettleton, 2003). One policy response in Britain has been the rolling introduction of training and licensing of "door supervisors ", who are required to gain a licence to work in all parts of England and Wales since April 2005 (Room, 2005). Yet, Hobbs et al's (2003) study of the attitudes and behaviours of British bouncers showed that the actual training provided does not give much confidence that the result of this policy will lead to violence reduction. In this context, the Canadian programme and other positively evaluated training programmes could serve as a model. Recent Danish and Swedish approaches – e.g. the City Centre Bar Project, (see Inventory No. 36) - might provide a successful example of violence reduction through a training scheme of bar and restaurant staff. This is now also being implemented in Finland.

The Swedish project is run by the police and local public sector agencies, in co-operation with local restaurant and bar managers. The main focus has been on training for door, bar and waiting staff which is supported through collaboration with police and social services. The physical conditions of the licensed premises are checked more carefully. The consumption of alcohol - especially among minors - and drugs have been targeted (EUCPN, 2005).

 In this context, there is clear evidence (Babor et al., 2003) that the higher the levels of drinking are in a population, the higher the risks of serious consequences such as violence and aggression. This association highlights the need for socially responsible and effective control measures in the matter of alcohol sales and use.

In England and Wales, there exist – following a more restrictive approach - "Pub Watch Schemes" which aim to improve communication between the police and licensees to reduce crime on or near the premises. In Sheffield (Deehan, 1999), for instance, almost two thirds of licensed premises are members and the scheme involves, among others, that bar and door staff use pagers to provide an early warning system, pictures of individuals excluded from local licensed premises are published in a quarterly newsletter for the trade, and the police conduct supervisory visits to certain high risk premises.

v. Hate Crimes

Hate crimes have received much public attention within recent years, and accounts about extreme and tragic cases of xenophobia or other bias crime have shocked local communities and gained widespread attention. However, those publicised incidents are only "the tip of the iceberg" in terms of the extent of hate-motivated incidents in most countries, much of which is undetected and unreported (Shaw & Barchechat, 2002).

Hate crime is becoming recognised as a global issue and countries have begun to react with corresponding initiatives. Governments have begun developing legislation, more systematic data collection, and in some cases national policies and tools to understand, measure, and prevent the occurrence and growth of hate and bias crimes. Studies have established that most hate crime is committed by single or small groups of young males who are unaffiliated with organised hate groups (Shaw & Barchechat, 2002).

Intervention and Prevention strategies

Legal responses on the tertiary preventing level include - following the US-example with the Hate Crime Prevention Act from 2003 which includes further penalty enhancements and criminalisation of adult recruitment of juveniles in order to commit hate crime (Steinberg, Brooks, & Remtulla, 2003)– the tightening of criminal sanctions and a stricter recording of offenders.

As far as primary prevention is concerned, understanding the psychology of hate crime is essential. According to Steinberg et al (2003), the typical adolescent who acts out hate feels rejected and isolated from friends and family and uses hate to compensate for feelings of inadequacy. Beck (1999) even views hate as a cognitive problem, a thinking disorder. Young hate crime offenders demonstrate impulse control problems, thrill-seeking behaviour, bullying, conduct or aggression problems etc. This might be based on low self-esteem (Kirschner, 1992) or even narcissistic defence (Bushman & Baumeister, 1998).

As it has been proven that self-reported attitudes of prejudice begin to form between the ages of 3 and 4 years, with immediate family members having the most profound effect on children's attitudinal development (Steinberg, Brooks, & Remtulla, 2003), primary prevention seems to be particularly promising in this regard and early work within kindergarten, pre-schools and primary schools by psychologically trained and skilled professionals is necessary.

However, so far, prevention is mainly concentrated on the secondary and tertiary level. US-approaches include several day-programmes which expose and sensitise youths to their victims. These include meetings with individual representatives of the communities victimised, a tour of a county jail etc. But, following Farrington and Welsh's (2005) meta-analysis of interventions, these programmes, which are comparable with "Scared straight" interventions, are not promising. More promising, but not yet scientifically evaluated, are primary school and college based programmes which are either implemented in the curriculum or participative youth-led initiatives (Steinberg, Brooks, & Remtulla, 2003)..

In Europe, the prevention of hate and intolerance has also become a major preoccupation within the last decade. In 1993, the EU set up the European Commission Against Racism and Intolerance (ECRI) (1993) which declared its duty to fight racism, xenophobia, anti-Semitism and intolerance across its then 15 member countries and to support corresponding national strategies. In 1998 and 1999, the member countries reported about the extent of the problem and initiatives taken. Employment is one of the major areas regarded as an instrument to enhance social and economic cohesion and to encounter the development of racism. For instance, the French Project ASPECT works with firms and businesses and negotiates anti-discrimination commitments, whilst a sponsorship program has created up to 20,000 jobs for youths in disadvantaged areas, with the majority of them belonging to immigrants and/or ethnic minorities.

Another Europe-wide campaign is the "All Together-All Different" programme which was led from 1996-1998. This initiatives funded over 100 Europe-wide programmes such as youth camps, the European Youth week in Strasbourg, school information programmes, plays, teaching support and neighbourhood based intervention projects (Shaw & Barchechat, 2002). According to the ECRI (ECRI, 2000; Shaw & Barchechat, 2002), this Campaign contributed to a greater communication and collaboration between national and local governments and minority organisations. Another EU-Programme, DOMINO, targets those who work with young people, in schools or in youth groups and provides assistance and guidance in how to develop and implement hate crime-prevention projects.

Besides this, a large variety of national measures exist.

Specific Interventions

In recent years, many countries such as France, the Netherlands, the UK and Ireland have enacted new legislation to prohibit discrimination and to secure the equal rights of immigrants in areas such as employment, housing and education. Specific commissions have initiated public campaigns and initiatives in order to support the compliance with those laws.

The Irish Penal Code prohibits, for example, the incitement of hatred against any person on the basis of race, ethnic origin, religion or faith. As in England and Wales, the police are expected to record racist incidents. The Central European Countries, too, have experienced and realised the problem of hate crime, although its extent and quality might differ from Western European Countries. Mostly, gypsies and traveller communities such as the Sinti and Roma are

concerned and recent initiatives aim to reduce the social exclusion of these groups. For instance, in the Czech Republic, the police have developed a long-term programme for children of traveller communities in cooperation with schools and municipality. It includes a combination of legal training and leisure activities (Gjuicova, Zetkova, Bures, & Raditsch, 2005).

The problem of hate or bias crime is apparent throughout Europe, as even in traditionally ethnically homogeneous countries such as Finland, immigration rates are rising. Common strategies throughout Europe include – as aforementioned – youth work, media-campaigns, target-group oriented interventions, victim-oriented, situational interventions and finally police preventive work.

The problem of hate crime is due to obvious historical reasons a particular sensitive one in Germany (Coester & Rössner, 2004; Rössner, Bannenberg, & Coester, 2004). There, the expression "hate crime" is rarely used. Terms such as "politically motivated violence", "xenophobic criminality", "right wing or left wing extremism" are much more common (Shaw & Barchechat, 2002). Therefore, prevention work is largely focused on the prevention of right-wing extremist violence. Following a series of violent racist attacks between 1991 and 1993, a large number of strategies were developed by practitioners, scientists and politicians – mostly without considering a proper scientific evaluation (Duenkel, 2003). Federal programmes on a national level include action programme such as "Xenos – living and working in variety" or "Civitas"- an initiative which tackles right-wing extremism in the new federal states through democratic and cultural education and supporting moral courage (see Inventory No. 18).

Regarding tertiary prevention, right-wing extremist acts are statistically monitored and analysed. Furthermore, the Police visit – as part of the "action programme against right-wing extremism" - known sympathisers at their home in order to control the right wing scene (Coester, 2003). Tertiary prevention measures also include exit-programmes initiated by the Federal Office for the Protection of the Constitution. Those Programmes have a successful track record in Norway[40] and Sweden. Developed by Bjorgo (2005) the police, its philosophy is that young people gradually adopt racist views because they have become part of a racist group. Joining such a group fulfils unmet social and psychological needs. The aim of EXIT is to assist young people who want to leave such groups and provides them with help in moving away temporarily from the community, facilitating contacts with social agencies and creating individual local support/networks[41] (Shaw & Barchechat, 2002).

Primary and secondary approaches in Germany are often based on social-pedagogical initiatives such as social group-work, integrative work, dialogue-oriented work, anti-aggressive training or adventure education. Target groups are known offenders, pupils or specific groups such as football fans. Projects include (Coester, 2003) "Street football for tolerance", "Intercultural-network of youth social work", an "information, documentation and action centre against xenophobia" or film-projects with a topic-specific content (Fess, 2005). A different approach is Osborg's (2000) confrontational intervention where right-wing juveniles are confronted with the internal contradictions of their ideology, similar to Rokeach's (1973) value confrontation technique. But an evaluation is – as usual - missing.

Another controversial approach is the concept of "accepting youth work" with right-wing extremist juveniles which has been developed by scientists of the University of Bremen (Coester, 2003). Here, the enforcement of self-confidence, the development of a social and norm conscience and new strategies of self-definition without a group-identity are the primary aims, and not the work on the political ideology of the juvenile which characterises most other programmes who work directly with right-wing extremist youth. This approach which is based on non-judgemental work with drug addicts, has been widely criticised. It is argued that this creation of space for these groups would only support the development of a group conscience and provide those juveniles with the possibility to meet each other, stabilise their xenophobic attitudes and to "contaminate" other juveniles. Studies with known hate-crime offenders outline that – after families and school – the peer group has the highest influence on the development of the propensity to commit hate crimes (Poh, 1996; Frindte, Neumann, Hieber, Knote, & Müller, 2001). Frindte et al. conducted qualitative interviews with those

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[40] In the city of Kristiansand, from 1996 unitl 1999, local agencies worked with 38 young members of a neo-Nazi group. By the end of the process, only 3 were still involved in Nazi activities (Shaw and Berchechant, 2002)

[41] As the project works through existing local agencies, professionals such as social workers, police and teachers must be trained and knowledge disseminated.

offenders and found out that youth work interventions might even enhance those tendencies, because they might reinforce the group's cohesion.

Kiefl (1999) evaluated a large scale, governmental initiated media campaign against right-wing extremism, based on poster, computer-games, working papers etc. The campaign started in 1993, and only 2 years later, evaluators from the German Youth Institute were assigned to evaluate it. In 1999, they concluded that it could not be answered whether the central aim – the reduction of xenophobia and violence – was reached. After all, it became clear that the campaign was able to reach those juveniles who were already aware of the problem, whilst those with a high propensity to commit bias and hate crime could not be influenced. Hence, the campaign was more or less a means of "symbolic politics." (Ibid:311).

Another important factor is victim-oriented intervention, which includes training courses which instruct potential victims how to avoid potentially dangerous situations and how to behave in an emergency (Korn & Mucke, 2000).

Recommendations for Primary Interventions

Hate-crime prevention as well as violence prevention in general should be based on a solid theoretical and empirical basis. In this regard, hardly any evaluation studies exist, so that theoretical knowledge from social-psychology is crucial in order to develop at least promising strategies.

In this regard, the enhancement of cognitive abilities can contribute to a more distinguished categorisation of groups and individuals (Wagner, Christ, & Van Dick, 2002). Besides, concrete inter-group contacts might contribute to a mutual understanding in a process of "deprovincialisation" (Pettigrew, 1998) – yet, this has not been empirically tested.

As far as primary prevention is concerned, families play a crucial rule as, according to the social learning theory, children pick up negative attitudes from their parents. Later, they are largely influenced by their peers and mass media. From a social-psychological perspective, effective primary prevention programmes should take the following aspects into consideration (Wagner, Christ, & Van Dick, 2002):
- The training of cognitive abilities
- Supporting a social identity
- Enhancing inter-group contacts
- Providing information about consolidated attitudes and aims and providing explanations for differences
- Deprovincialisation and moral development.

A combination of those approaches can further be supported by "general" anti-aggressiveness training. As far as negative attitudes are concerned, primary interventions should be started as early as possible, within the family and kindergarten or pre-school.

Conclusion on hate crime

General violence prevention or prevention of group-violence strategies are important means with regard to the prevention of hate crime although – as empirical evaluations are largely missing – the interdependency between propensity for violence, biased attitude and situational aspects are not empirically founded (Wagner, Christ, & Van Dick, 2002). Yet, general primary prevention work within schools – where, at least in countries with a lower school exclusion rate than the UK - nearly all potential future xenophobic offenders can be reached, seems to be the most promising approach.

As with violence prevention in general, the field of hate crime shows a lack of scientific evaluation studies. Hardly any meta-analyses have been carried out so far. Currently, the University of Marburg (Germany) is working on such a project. Yet, in order to explore the interdependency of mechanisms and context with this perpetrator group, pre-post quasi-experimental designs are not sufficient, but should be complemented by qualitative methods such as the research currently conducted at the Max Planck Institute in Freiburg (e.g. Brandenstein, 2005[42]).

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[42] http://www.iuscrim.mpg.de/forsch/krim/k_index_e_diss.html

vi. Hooliganism

Football-related violent incidents in European countries have not been continuously and systematically recorded. This lack of empirical data makes assessment of variations and similarities between European countries very difficult. Both the extent and the nature of football-related violence are shaped by cultural, social and economical factors in different European countries. For instance, social class has been a significant factor in England, "religious sectarianism" in Scotland and Northern Ireland, "sub-nationalist politics" in Spain, "historical regional antagonisms" in Italy (Barbagli, 2004; Marsh, Carnibella, McCann, & Marsh, 1996; Sir Norman Chester Centre for Football Research, 2002) However, Marsh et al. (1996) argue that significant cross-national similarities exist: Most countries experience an initial stage of sporadic violence directed mainly at referees and players, followed by a second stage involving violence between opposing groups of fans and against police/security officers inside the stadium, and a third stage with an increase in violent encounters between these groups outside the stadium.

Whilst in some Eastern European Countries, football-related violence is still a predominantly internal problem such as in the Czech Republic (Bures, 2005), in Western Europe, "hooliganism tourism" has become more and more popular and especially British, but also Dutch or German fans travel to European neighbour countries to attend games of "their" club with violence in mind.

The study by Marsh et al.(1996) and the one by Sir Norman Foster Centre for Football Research (Sir Norman Chester Centre for Football Research, 2002) suggested that, apart from the UK with a violent incident rate of 12% of matches, the nations experiencing the most significant problems of football-related violence were: Italy, Germany, the Netherlands and Belgium. Levels of football-related violence in these countries are roughly similar, with incidents occurring at around 10% of matches (or around 10% of supporters classifiable as 'violent').

Austria, Sweden and Denmark also experience some problems with football-related violence, although these appear to be on a smaller scale. In Denmark, a new style of non-violent, carnivalesque fan-culture, promoted by the '*Roligans*' [43], has developed.
France, Spain, Portugal and Switzerland have also experienced episodes of violence - although football hooliganism cannot yet be said to be a major problem in these countries. Sporadic violence has also occurred in Greece (Courakis, 2002), the Czech Republic (Bures, 2005) Albania and Turkey – with the potential to develop specific national patterns.

Football hooliganism is clearly not an exclusively 'English Disease' (Spaaij, 2005), but is nevertheless largely influenced by the British hooligan tradition. Within the last few years, aspects of the "South European Model" (Spaaij, 2005:2) such as Latin chant patterns and musical bands have reached the larger European community (Giulianotti, 1999). Particularly in Germany and Austria, but also in the UK there are some indications that racism among football fans might be a serious issue (Back, Crabbe, & Solomos, 1998; Marsh, Carnibella, McCann, & Marsh, 1996; Spaaij, 2005). In one survey, cited at Marsh et al. (1996), 20% of German fans shall have reported sympathies with the neo-Nazi movement. In many cases, however, racist symbols and slogans might be used purely to shock and provoke, without any underlying political conviction (Marsh, Carnibella, McCann, & Marsh, 1996).

Football hooliganism is also a largely male phenomenon (Williams, 2001). This culture of masculinity is often connected with a capacity for heavy drinking. Not surprisingly, many such offences are related to the use of alcohol. In 2000/2001, for example, 928 or 27% of all arrests at League football in England & Wales were for drink-related offences (Sir Norman Chester Centre for Football Research, 2002). But alcohol does not 'cause' hooliganism in any simple sense (Marsh, Carnibella, McCann, & Marsh, 1996) but is culturally and situation specific. So, Danish, Scottish and Irish football supporters might consume large amounts of alcohol, yet they are among the least violent of all major European football followings (Sir Norman Chester Centre for Football Research, 2002). On the contrary, "Ultra fans" in Italy hardly drink at all but can be very violent (Spaaij, 2005).

Prevention strategies

As far as national prevention strategies are concerned, the British approach has been largely reactive – increasingly sophisticated policing, fencing, identity card/schemes, intelligence gathering, surveillance and monitoring techniques,

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[43] a pun on 'hooligans', from 'rolig' meaning 'peaceful'

segregation of fans and restrictions on travel (Garland & Rowe, 2000). The British Government has also introduced specific legislation to cover acts of 'hooliganism'.

Such intelligence-led measures have been taken up elsewhere in Europe, especially by German, Dutch and Belgian authorities, where also a more proactive component has been added (Spaaij, 2005). Yet, intelligence strategies are limited, as they concentrate exclusively on known hooligans and organised groups and fail to prevent spontaneous violence, especially at locations outside the arena (Garland & Rowe, 2000).

On a primary and secondary level, fan projects, based on the co-operation between local government and football clubs, have been organised in Germany, the Netherlands, Belgium and parts of Scandinavia (Spaaij, 2005), with differing focus and structures. The German "Fanprojekte" (Pilz, 2001) aims to improve the relations between fans, clubs and police, whilst Belgian "fan coaching" is based on the prevention of high/risk situations and the provision of alternative means for young football supporters to support their self/development. Dutch fan projects try to strengthen the ties between football clubs and militant fan groups so that.the social skills and career opportunities for known and convicted hooligans can be supported (Ferwerda, 1999).

One example of good practice in the Netherlands is the Groningen project which includes the local government, youth workers, club, police and the Public prosecutor. Former hooligans are trained in order to influence the propensity for violence and to improve the atmosphere and safety at home matches. Furthermore, banned fans are offered alternative activities and they are encouraged to report themselves to the police, which get weekly reports and can hence curtail their banning orders on this basis. Bieleman et al. (2004)'s evaluation found that the intervention of the fan coaches had a positive influence on some (potential) hooligans. Yet, it remains difficult to assess to what extent the project influenced those changes.

Another Dutch project, at Cambuur-Leeuwarden, organises guidance campaigns at elementary schools. Also, project workers accompany banned football hooligans in order to prevent recidivism and to improve their career opportunities in the framework of a so called "buddy-mentor" programme. Participation in this programme is also rewarded by curtailing banning orders (Spaaij, 2005).

Within the last years, initiatives from the major football clubs in Europe have increased, with German clubs being precursors regarding their involvement in the fan coaching schemes (Pilz, 2001). Yet, often, there is still a lack of contact between club officials and the fan groups, especially in Southern European countries where football clubs have even been providing favours to militant fan clubs such as exclusive territory within the stadium, free tickets or travel arrangements (Spaaij, 2005) FC Barcelona's zero tolerance approach which intends to eradicate all violent elements from the stadium, which started in 2003 (Gimeno, 2003) is also misleading as there has been no effort made to distinguish between violent and non-violent members of fan clubs and no conversation with the leaders of these groups have taken place.

A better example seems to be the Curva Jove project at RCD Espanol de Barcelona which explicitly opposes the violent behaviour of an "ultra-group", but unites and stimulates the club's youth support to provide expressive, but violent/free support. This programme is lead by former members of the violent "ultra-group" and promotes a peaceful and non-political fan culture. However, intimidation and physical conflicts between this project and the ultra-group occur regularly.

Since the 1980s, the prevention of football hooliganism in particular and violence in sports in general has become an issue for the EU and the Council of Europe. The two key objectives were to improve the exchange of experience between EU Member States in order to establish common standards of safety and public order and to enhance co-operation at EU level. Following a Council Decision in 2002, a network of national football information points for facilitating international police co-operation and exchanging relevant information was established and several instruments have been adopted by the EU Council of Ministers which affects the following national policies:

- preventing hooligans from leaving their own countries;
- restricting hooligans from entering the host country or expelling them from the host country;
- policy relating to criminal convictions and stadium bans and/or mandatory reporting to the police;
- mutual exchange of information in these areas.

The lead taken by the Council of Europe in the campaign against violence at football games is claimed to have improved the general organisation of such events throughout Europe (Sports Department of the Council of Europe, 2003). Yet, effective uniform preventive activities are still missing, despite European co-operation and initiatives such as the Euro fan association and the engagement of the European Forum for Urban Safety which has turned its attention to preventing hooliganism by organising conferences such as "A stadium inside the city, the city inside the stadium" in June 1999, the exchange programme "Euro 2000 cities against racism" or the Liege conference on "The prevention of violence in football in Europe". However, international strategies should leave space for local practices which must be designed to fit local needs. After all, as Spaaij (2005) concludes, the prevention of football hooliganism requires the participative, continuous and long-term commitment of a variety of institutions and agents, especially local clubs and fan associations.

vii. Workplace Violence

In recent years, work-place violence has become a global matter of societal concern (Bowie, Fisher, & Cooper, 2005; Di Martino, 2005; Di Martino, Hoel, & Cooper, 2003) Although different perceptions and cultural backgrounds create a different understanding and evaluation of various situations, a general, common understanding of workplace violence is emerging, including physical, psychological and sexual violence at work.

Workplace violence can take on serious forms. According to the US Bureau of Labour Statistics, homicide was the second leading cause of death in the workplace following highway fatalities, with police officers, prison officers, private security guards and taxi drivers being the most common victims. In Europe, a Swedish Study (Nordin, 1993) showed that those working in the Health sector are the workforce at the highest risk, followed by Social Services (23%) and Education (7%). These are professions with a large percentage of female workers.

The European Survey on Working Conditions (Paoli & Merillie, 2001) found that in 2000, 2% of workers were subject to physical violence and 9% to psychological violence. Yet, whilst physical and sexual violence was deceasing between 1996 and 2000, psychological violence was rising.

Factors contributing to workplace violence (Di Martino, Hoel, & Cooper, 2003) can be divided into:
1. Individual factors, e.g. the instigator of physical violence is often male, young, has had a history of violent behaviour or suffers from severe mental illness (Mantel, 1994) whilst the victim is mostly young, inexperienced and wears a uniform.
2. Situational factors which include – for physical violence - working alone and working at night, working in contact with the public, working with valuables and cash, working with people in distress and job insecurity.
3. Organisational factors, such as leadership and management (Leather, Lawrence, Beale, Cox, & Dixon, 1998), poor work organisation, economic uncertainty and other changed situations such as tougher competition for promotion, stress, culture and climate and finally the physical work environment (for physical violence).
4. Societal factors such as the general level of violent crime, economic and rapid social changes.

Current Prevention Strategies

The problem of work-place violence has been recognised and increasingly discussed since the late 1990s. Yet, Richards, (Richards, 2003; Wiskow, 2003)[44] argues that, notably in the UK health sector, violence by work colleagues is not given the same priority as other forms of violence. He recommends that local and national employers, organisations and governments should produce guidance policies and procedures which cover the management of victims of violence, as well as risk assessment and preventive measures. Policies should be formed in working parties of staff representatives, victims and appropriate employees. Besides, information on prevention and victim support strategies should be distributed to all employees.

Another difficulty is that evaluation studies in order to determine best practices in Europe are missing, although in recent years, EU-action in the area of workplace violence has intensified and become a topical and priority issue. In 2001, the

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[44] http:--www.icn.ch-SewWorkplace-WPV_HS_VictimManagement.pdf , see also Wiskow, 2003, http:--www.icn.ch-SewWorkplace-WPV_HS_ComparisonGuidelines.pdf)

European Parliament stressed the need for interventions tackling harassment in the workplace to be made a priority, particularly bullying and sexual harassment and in 2000 and 2002, two directives were adopted. The first (Council Directive 2000-43-EC) applied to all situations of racial harassment. The second (amending Council Directive 76-207-EEC) referred to sexual harassment at work.

In several EU-member states, special legislation has been introduced, such as the Swedish Work Environment Act, the Dutch Working Conditions Act, the French law on social modernisation (Loi 2002-73 du 17 janvier 2002) or the Belgium law from the 11th of June 2002 relating to protection from violence, moral harassment and sexual harassment at the work-place. Other European states such as Ireland or the UK use the existing legal framework to combat the problem. The Irish Labour Court uses the Industrial Relations Act, 1990, to hold that bullying affects the employee's contract of employment and can be defined as a trade dispute.

The recent national strategies against violence in Finland[45] and the Netherlands (Ministry of Justice, 2005; Ministry of Justice Finland, 2005) also include workplace violence. The Dutch action plan focuses on personnel in risk groups such as public transport, those working in penal institutions, police officers, special investigating officers, people in health and education as well as those in the social services. Another initiative embraces violence against public servants and against the business community. Employers in those risk sectors are expected to prepare a risk inventory and assessment which shall serve as the basis of an action plan. Besides, a harsher accomplishment with existing Health and Safety agreements shall be enforced. As far as violence against public servants is concerned, a manifesto which contains a code of conduct shall be issued and agreements with the Police and the Prosecution Service is planned in order to notify prosecution and reports of violence against public servants.

In Finland, in the 1990s, approximately 2 people per year died as a consequence of violence at work and approximately 5% of the workforce experience violence either on the way to work or at work each year, with two thirds of those incidents based on threats. The Occupational Safety and Health Act 2002 obliges employers to determine and estimate the risk of violence at workplace and to intervene in order to prevent and remove those threats as well as harassment. A method called 'Kauris' has been used in the public and private sector in order to determine, control and follow up work-related risks including violence. The Kauris method utilises a participative approach, based on the formation of different teams which include foreman and workers. The entire personnel are involved. Each team starts from its own situation and the first undertakes a risk assessment by utilising a questionnaire and a check-list. Training of the personnel is seen as another important part of improving safety at work (Isotalus, 2002).

The Finnish National Programme for Reducing Violence aims to further develop this tool and its use. Furthermore, the reporting of work-related violence is encouraged. An internet-forum which includes an overview of good practices regarding the prevention of workplace violence is planned. In order to improve the working environment, the planning and design of working spaces will include crime prevention aims, such as the creation of large and comfortable waiting areas in hospitals. In order to reduce potentially dangerous situations, technical devices such as CCTV will be increasingly used to support supervision and protection. Furthermore, surveillance by security guards will be increased, if necessary. These personnel shall also limit the entry of drunk, inappropriate or disturbing persons into workplaces. Appropriate training for personnel who are confronted with conflict and potentially violent situations is recommended. Co-operation between companies which are based in the same premises shall be encouraged.

Di Martino et al. (2003) identified a range of examples of good practice throughout Europe. For instance, the Spanish Pandora Project "An end to sexual harassment at work", on a primary level, relied on a press conference and a publicity campaign, followed by a guide to sexual harassment, which was published to be used by management, workers, and trade unions. A Europe-wide network to combat sexual harassment was also established.

The German "FRAPORT Partnership-based Conduct at work" involves a written police statement which promulgates the principle of non-discrimination and equal opportunities. Training, personnel and organisation measures promote tolerance and acceptance of the diversity of employees, for instance through language courses for foreign workers or courses for German workers to gain a better understanding of the needs and culture of foreign workers. Victims have the right to file a complaint for which several contact people and officers are responsible. Those officers advise and support

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[45] http:--www.rikoksentorjunta.fi-uploads-kcesywhphltffr.pdf

those involved, investigate and record the incident, inform bodies and recommend measures. Confidentiality is guaranteed and submission of a compliant should not lead to disadvantage for the victim.

The Dutch project TNO Arbeid relies on crime prevention through environmental design and includes strategies such as target hardening and improved surveillance (i.e. CCTV), aimed at eliminating hazards through redesigning the working place.

Other, secondary prevention strategies include a partnership between the UK Mid Cheshire Hospital and the police, with police presence in the Emergency Department of the hospital - known to be a site of high risk of violence and harassment against staff. As well as the deterrent effect, the employees feel reassured and safe. The Risk Management Department of Dublin Bus in Ireland published and distributed a guide for employees on what to do in potential conflict situations with third parties. This booklet describes 14 general scenarios faced frequently by driving and supervising staff and provides recommendations.

On the tertiary level, the Swedish Kraolinska Institute developed a Violent Incident Form as a practical tool for the measurement of all forms of patient-initiated violence towards health personnel. This instrument has been proven to be satisfactory valid and reliable, supported a regular registration and review of violent events as well as a higher awareness of risk among the staff. 50% more incidents were reported by the intervention group compared to a control group (Arentz & Arentz, 2000). The Austrian Department for Human Resources and Women Promotion founded a Sexual Harassment and Mobbing Advice Centre in 2001 as a first refuge for victims. This free-of-charge and confidential service focuses on debriefing and psycho-social counselling, but also on legal advice and support. Similarly, the RATP Metro Company in Paris established a centre for psychological support of violence victims (IAPPT), responding to the high rate of violent incidents towards its staff from the public. The support is based on a 24-7 hotline for immediate debriefing and middle- and long-term counselling services.

Recommendations on workplace violence

Wiskow (2003), who analysed the main national strategies on guidelines on the prevention of workplace violence in the UK, Sweden, the USA and Australia notes – as does Richards (2003) - that the majority of guidelines address organisations and employers at a management level. Strategies are too general and often neglect co-worker violence. Some of those tendencies are recognisable in the aforementioned initiatives, whilst others take those issues into consideration.

Generally, although it is common sense to recommend a multi-component, organisation-wide strategy based on systematic risk management, risk assessment, risk reduction and reviews of the strategy, there are important points to consider (Di Martino, 2005; Di Martino, Hoel, & Cooper, 2003; Wiskow, 2003), such as

- providing documents with a clear structure
- programme descriptions should include advice on the process of programme planning, organisation and implementation
- guidance and individual programme elements should be more detailed, e.g. protection measures and description of reporting-record systems
- guidance on internal workplace violence (between co-workers) is needed
- guidance should include a clear definition of workplace violence
- guidance for employees (individual level) should complement the recommendations at the management level
- guidelines should be specific, including practical examples for different work-settings
- co-operation with the criminal justice agencies is beneficial.
- cross-national initiatives should be supported
- preventive initiatives should be linked to business and managerial goals at enterprise level (Di Martino, 2005).

3.3. Violence and the Elderly

Violence against and committed by the growing number of elderly people in the changing demographic European landscape has been largely overlooked and imposes another challenge for prevention. Although public awareness campaigns largely focus on their victimisation within the public sphere (robberies etc.), elderly people are mostly – violently and even sexually - victimised in a domestic context, by care personnel or family members (Görgen, 2004, 2005; Landespräventionsrat Nordrhein-Westfalen (Ed.), 2005; Walentich, Wilms, & Walter, 2005) who also find themselves in a difficult situation with changing offender-victims patterns (Hirsch, 2005). Elderly people, too, tend to direct their aggression against those people they are in contact with in everyday life (Kessler, 2005). Regarding this largely taboo topic, new innovative approaches are needed, whereby non-judgemental psychological assistance such as counselling for both offenders and victims should be provided as a first step. However, in the long-run, the prevention of the social exclusion of elderly people who cannot participate anymore in the youth and consumption-oriented culture must be supported by a community-based, integrative approach.

 Görgen (2004, 2005) stresses the following aspects:
1. Respecting the autonomy of the elderly
2. Adequate and "minimal" intervention
3. Primary prevention before secondary/tertiary prevention
4. Orientation on positive aims
5. Violence-assessment
6. Multi-professional approach
7. Integration of resources from the community

As part of primary prevention, the family should be informed about possible difficulties and be made aware about financial, physical as well as emotional consequences. On the other side, it should be stressed that care work might also provide a fulfilling experience and information about local help centres and other assistance from within the community should be distributed. Hence, the provision of such support – including outreach work, practical advice or counselling – should be offered. As a secondary and tertiary measure, a new approach is to provide training for the care worker which includes strategies for non-violent behaviour, following the latest knowledge from educational sciences (Omer & von Schlippe, 2004).

4. Conclusions

Trends in violence

The lack of data (other than on officially recorded crimes) and the lack of congruence between national trends in the available data mean that it is impossible to ascribe any particular trend in violent crime in the European Union for the period 2001 to 2004. However, it would seem, following rises in the 1990s, that violent crime generally remains at historically high levels, when compared to most of the 20th century. The development of effective methods for the prevention of violent crime continues to be important for the safety and well-being of European citizens.

The public health approach

There is increasing recognition that policy on violence 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 violent offending or victimisation, and finally those who have already been the victims or perpetrators of violent offences. The primary level of prevention is implicit in the Scandinavian approach to ensuring social solidarity through a strong welfare system. 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 (such as poverty, harsh and inconsistent parenting, low educational achievement) and to bolster protective factors (such as strong social bonds and good education).

European developments

Recent innovations in European approaches to violent crime include:

- A tendency to create national plans for the prevention of violence, as seen in Austria, Germany, Scotland, Finland and the Netherlands. Such plans offer a framework for useful cooperation between government agencies and other bodies and for a comprehensive approach to the prevention of violence.

- More use is being made of multi-media approaches in violence prevention programmes. These methods offer new ways to engage a generation who are used to picking up their attitudes and preferences from high quality digital media.

- Increasing attention being paid to the design of places and products, which offers real possibilities for the reduction of crime and violence. This seems especially true where good design is married to the provision of high quality services for residents.

- Increased use of closed circuit television (CCTV) to provide surveillance of areas considered to be likely locations for violence. So far, evidence is inconclusive on the effect of CCTV in preventing violent incidents, although it may be effective in preventing serious injuries by enabling swifter responses.

- There has also been an increase in the use of electronic monitoring of low level violent offenders. This may be a useful method of reducing the burden on overcrowded prisons, but has not yet demonstrated effectiveness in preventing recidivism.

- Victim-offender mediation is becoming more widely used with violent offenders, either as a replacement or as a supplement to community and prison sentences. Available evidence suggests that VOM produces high levels of acceptance and satisfaction among victims, as well as offenders. Evidence on its effect on recidivism is inconclusive so far, but it does not appear that it leads to higher recidivism than traditional sentencing. It therefore seems that VOM offers a way to improve the responsiveness of justice to victims of crime and to reduce the costs of imprisonment, without increasing the crime rate.

Legal contexts

It is not possible to state whether any particular legal context is particularly effective in preventing violent crime, as legal contexts and national cultures are too closely bound to enable separate evaluation of the effect of, for example, the penal code compared to the common law tradition on the prevalence of violent crime. However, it is to be recommended that legal structures enable:

- Cooperation between agencies in preventing violent crime. Too rigid an insistence on the duties and responsibilities of individual ministries may delay and otherwise hamper the creation of appropriate multi-agency responses.

- The adaptation of legal and police arrangements to new forms of crime, and new methods of prevention. For example, cooperation on the surveillance of violent football fans who travel between countries has become necessary and may require legal or organisational changes. The development of victim-offender mediation will also require legal innovations in some countries.

- Protection of human and civil rights. Some forms of surveillance and control may conflict with the provisions of the European Convention on Human Rights, so legal protection for citizens needs to remain strong in national and European legal systems.

Recommendations for violence prevention

This report endorses the recommendations of the Council of Europe on the prevention of violence (Council of Europe, 2004). In particular, the development of good practice in preventing violence would be supported by:

a) Improved surveillance of the scale of violence. This could be enhanced by using data sources such as victimisation surveys, hospital and emergency room statistics and insurance claims, as well as official records of recorded crime and convictions.

b) Basing prevention efforts on rigorous analysis of the timing, location and causal factors of the types of violence being targeted. The tools of crime science, including crime mapping technology, can assist this process, although close ethnographic work with groups of offenders and victims should not be neglected.

c) Close cooperation between the various agencies that have influence on these types of violence, their locations and their causal factors. This is hampered when agencies are too busy competing for budgets, power and prestige. It is assisted by the use of pooled budgets, common targets and high level commitment to the process of partnership.

d) Paying close attention to the local and cultural contexts in which the initiatives will be implemented. This is especially true when the target groups of victims and offenders are of ethnic minority origin.

e) Carefully tailoring interventions to the characteristics of the target population, e.g. age, gender, nationality, ethnicity, stage of child, adolescent or adult development.

f) Focusing on the link between masculinity and violence. As most violent offenders are male, programmes in which (especially young) men can express their masculinity without resorting to violence offer scope for violence prevention.

g) Basing prevention efforts on sound and well-tested theoretical assumptions on the links between the problem, the target group, the intervention and the intended effect.

h) Participation of members of the targeted groups of victims and offenders in planning and evaluating interventions, to enable them to ensure that the planned initiatives meet their needs.

i) Provision of ongoing training to personnel involved in violence prevention initiatives on issues such as avoiding the escalation of violent incidents, non-violent means of conflict resolution (including mediation), cross-cultural awareness and the need and methods for analysis and evaluation.

j) Transferring and adapting examples of promising and effective practice (such as those listed in the inventory) between countries, locations and target groups.

k) Ensuring that violence prevention initiatives are exposed to rigorous and independent evaluation. This would build the evidence base on violence prevention that is currently lacking in Europe.

This report includes much useful information on methods that have been adopted in Europe to prevent violent crime. It also contains an extensive inventory of European violence prevention initiatives, which was created from multiple sources in many languages. However, the general lack of rigorous evaluation means that it is very difficult to demonstrate which methods can be described as examples of good practice. In the inventory included in this report, we have described initiatives as promising if they have demonstrated their ability to engage their target group and are based on sound theoretical principles. We have described initiatives as effective if rigorous evaluation has demonstrated their effect in reducing the prevalence or seriousness of violence. Unfortunately, such evaluations are available in only a very few cases in Europe.

European-level recommendations

For this reason, the need for more evaluation comes top of our list of recommendations for action on violence prevention at European level, which are:

1. Invest European funds, and encourage the investment of national budgets, in rigorous evaluations of crime prevention policies, programmes and projects. This could partly be done by strengthening the attention paid to violence prevention in the AGIS and 7th Framework Research Programmes.

2. Create a European database of promising or effective violence 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.

3. Provide support to efforts to increase coordination between countries on violent crimes that cross borders, such as football hooliganism and the international trafficking of women for the sex industry.

4. 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. If, however, economic growth takes place at the expense of social cohesion, then violence could be expected to increase.

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APPENDIX A

Inventory of promising and effective practices in preventing violence in Europe

This inventory includes programmes, projects and other methods for the prevention of violent crime in Europe.

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 violence.

Due to the lack of evaluation in Europe, the 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). Personal communication and information provided at http://www.bmi.gv.at/oeffentlsicherheit/2001/07_08/artikel_8.asp (Access: 12.11.2005)
Name	Out-die Aussenseiter (Out-the Outsiders)
Country	Austria
Group targeted	Juveniles in primary schools, age 8-10
Type of Crime targeted	General violence, bullying, school violence
Level	Primary
Aims	Providing relevant legal information and clarification of norms. Developing a conscience for doing right or wrong. Promoting the sense for wrong-doing. Learning a positive attitude towards conflicts. Development of strategies how to cope with conflicts in a constructive way without using violence. Heighten the level of civil courage.
Approach	Educational programme, social skill training
Method	A movie and a photo-story are used to show a typical conflict-situation in everyday school life: a new pupil is bullied and assaulted by a group of boys. The rest of the class does not agree with this behaviour, but they also do not intervene. Only when the new pupil is seriously hurt, they finally intervene. Every actor in the movie – including the teacher and the parents – does not behave accordingly. After the movie, a discussion is started by the Police Officer and the teacher, and the behaviour of the protagonists is analysed. The Police Officer provides further examples of everyday violence and shows possibilities of how to solve them without using force. A photo-story with a similar content is left with the teachers who work with it in a further session, e.g. in art classes etc. where discussions and exchanges of experiences are supported.
Initiators/Co-operation	Police, schools
Implemented by	By trained Police Officers since 2002
Process Evaluation	Done internally by the Police
Impact Evaluation	Internally, mostly through questionnaires developed by the Police and distributed before and after the programme: 17.3 % of the pupils admitted that they use violence as a conflict solution. After the programme, this number declined to 7%. 30.1% reported that they use verbal communication to solve problems. Among those who took part in the programme, the number has risen to 47.8%. The "moral courage" in the context of bullying rose from 36.8% to 60.2% (only attitudes were measured). The readiness for spontaneous acts of „moral courage" in everyday life rose from 65.1% to 75.6%.
Category Promising/ Effective	Promising
Criticism	Parents should be involved, long-term intervention needed, no impact evaluation regarding

	actual changes in violent behaviour
Potential	Could be the basis of a longer-term intervention, impacts should be measured by external evaluators

2. Author, Year, Title	Logar, R. (2004). New Ways of Intervention to Prevent Domestic Violence in Europe – the Austrian Model of Protection Against Violence. Paper presented at the Conference "Responding to Violence against Women. Models from the European Union". 5-6th November 2004, University of Wisconsin-Madison, The European Union Centre.
Name	Protection against Violence Bill
Country	Austria
Group targeted	Women, Families, life-partners
Type of Crime targeted	Domestic Violence
Level	Tertiary
Aims	Victims of domestic violence receive comprehensive and complete protection against violence as well as extensive support. They shall be able to stay in their own homes.
Approach	Legal protection for victims Psychological and practical support for victims Socio-educational and cognitive behaviour therapy for offenders
Method	- Eviction and barring orders by the Police for a duration of 10 or 20 days. - Longer-term protection by means of a protective Temporary Injunction under Civil Law. - Support for the victims, violence prevention measures and co-ordination of the interventions by establishing Intervention Centres. The Police must assess possible risks in each case of domestic violence. If there is a severe threat for life, health or liberty of the victim, the Police must immediately evict the endangering person for 10 days. After this, a different system of protection begins to operate, with the possibility to apply for an injunction at the Civil Court. Perpetrators are charged even against the will of the victim. In each of the nine Austrian provinces, an Intervention Centre was established. A pro-active approach to contact the victims is applied. The Centres arrange safety planning, medium- and long-term counselling and follow-up measures and support co-ordination and net-working. The Men's Counselling Centre in Vienna organises perpetrator-related interventions, including anti-violence training which follows a social-educational and cognitive approach, based on the Scottish training model CHANGE and the US DAIP program.
Initiators/Co-operation	Austrian Government (i.e. Federal Ministry of the Interior and the Ministry of Health and Women)
Implemented by	Police Prosecutors Courts Youth Office (may apply for Temporary Injunction in favour of children) Bill is in force since 1997.
Process Evaluation	By the Ministry of the Interior (internally) and externally by Dearing, B. and Haller, H. (2000). Das Österreichische Gewaltschutzgeesetz. (The Austrian violence protection law). Wien.

	Statistics show a significant rise (from approx. 1,440 in 1997 to 4,174 in 2003) of eviction/barring orders, administrative charges on grounds of violations (1997: approx. 138, 2003: 633).
	However, in rural areas, the number of eviction is markedly lower than in cities and towns.
	The pro-active approach of the Intervention Centres was welcomed by the victims. Yet, there are considerable financial problems so that in 7 out of 23 districts in Vienna, the victims do not receive support.
Impact Evaluation	Statistics provided by the Ministry of the Interior: Between 2000 and 2003, the subsequent interventions on account of domestic violence decreased from 7.64 to 6.52.
Category Promising/ Effective	Promising
Criticism	There is no sufficient accommodation for men evicted from home. The human and financial resources of the Intervention Centres are not sufficient to deal with the large amount of victims. Yet, evictions and barrier orders by the Police might be counter-productive if they are not immediately followed by support for the victims.
Potential	A holistic approach and a close co-operation between the Police, Social Authorities, social workers and Intervention Centres in combination with a long-term victim support as well as the provision of accommodation and training courses for the perpetrators have the potential to prevent further victimisation.

3. Author, Year, Title	Eurofan (2005) http://www.eurofan.org/eng/presentation/presentation.htm (Access: 23.11.2005)
Name	Eurofan
Country	Belgium, Denmark, England, France, Germany, Italy, Portugal. Scotland, Spain (Switzerland)
Group targeted	Hooligans, football-fans
Type of Crime targeted	Hooliganism
Level	Primary, secondary
Aims	Developing the exchange of prevention good practices against International co-operation within an integrated approach for: Developing the exchange of prevention good practices against violence in sport and seeing to their dissemination. Promoting the phenomenon's study and pooling scientific expertise. Encouraging the transfer of theoretical knowledge to operational actors through specialised thematic training and publications. Encouraging sport organisations and local authorities to develop pedagogical projects and social, educational action strategies. Constituting a resource for public institutions and international sport federations. Supporting organisers of sport competitions and important events as regards preventive supervision of such events.

	Developing a culture against violence, for the promotion of tolerance in sport thanks to trans-national events centred on the exchange of prevention workers and young supporters.
	Promoting the phenomenon's study and pooling scientific expertise.
	Events centred on the exchange of prevention workers and young supporters.
Approach	International, interdisciplinary, multi-agency approach, peer counselling
Method	Organising international meetings (seminars, conferences) based on practice and experience exchanges and their distribution through specialised publications. Pooling university work and collecting scientific research as well as communication to operational actors. Organising international training for the sector's professionals so as to consolidate and enrich field practitioners' action potential. Promoting communication through access to up-to-date information and to a specialised network of professionals and associations via web site. Stimulating the initiation of prevention actions adapted to local conditions, based on quality expertise and experiments in Europe and on other continents. Encouraging sports organisations and local authorities to develop pedagogical and educational youth programmes in an approach aiming at integrating the stadium into the 'city' and the city into the 'stadium'. Promoting exchanges of prevention workers and young supporters in European cities within the framework of pedagogical or sports, cultural programmes against violence. Fuelling European institutions and international sports federations and actively supporting the organisers of big events thanks to a network relying on specialised and varied expertise and experience.
Initiators/Co-operation	The Eurofan project, initiated by the Fan Coaching Association - which aims at the prevention of violence with young supporters since 1990 - relies on partners who have been acquiring a high level of experience in violence prevention in sport at the local, national and international level for several years. At the international level, co-operation on prevention of violence in football, which was initiated by the European Forum for Urban Safety led to numerous international events and exchanges rallying top-level practitioners and scientists: Liège 1996 and 1998, Barcelona 1998, Brussels 1999, Saint Denis 1999, and notably the European Union's 'Euro 2000 Cities against Racism' (Amsterdam and Liège, 2000). At the national level, the Belgian Ministry of the Interior's Permanent Secretariat for Prevention Policy co-ordinates Belgian fan coaching associations' activities. Together with the Dutch Ministry of Health and Sports, it organised the Eurofoot 2000 prevention programme (supporters' Supervisors and Embassies), and took its leadership in Belgium. It contributes to the European Crime Prevention Network's activities and to management of the International Centre for Crime Prevention. The Eurofan project's activities fit within an integrated dimension and a transversal approach. The project enjoyed the high-quality expertise of experienced partners such as Spain's Delegacion del Gobierno en Cataluña from Barcelona, the City of St. Denis, France's Centre National d'Etude et de Formation de la Police, England's Centre for Football Research, University of Leicester and the Institut National des Sciences et de l'Éducation Physique's Sociology Laboratory, the University of Aix-Marseille's Ethno Psychological Department, the

	French-German Youth Office and De Montfort University of Leicester's History Department, the Ministry of the Interior's Security Coordinating Cabinet and the Universidad Técnica de Lisboa from Portugal, the Sportjugend Berlin from Germany, the Université de Technologie of Troyes, the Ecole Centrale de Lyon/Université de Bordeaux II and the LOSC Lille Métropole from France, the Leeds United 'Community', Kick It Out, the University of Aberdeen's Sociology Department from the United Kingdom, the Danish Crime Prevention Council from Denmark, the City of Rome in Italy, the Polish Ministry of Education and Sport, among other partners.
Implemented by	Local authorities, University research centres, national governments and non-governmental organisations, sport organisations endeavour to pool their resources and competencies regardless of national borders.
Process Evaluation	n.a.
Impact Evaluation	n.a.
Category Promising/ Effective	n.a.
Criticism	n.a.
Potential	The European Parliament's 1998 resolutions, the recommendations of the Council of Europe's 1999 conference on sport's social dimensions, the conclusions of the Council of Europe's 2000 report on hooliganism point at the necessity to implement programmes for hooliganism prevention on a worldwide scale and to instigate surveys on this phenomenon in Europe. Following these events, the Brussels 2001 seminar elaborated a series of proposals focusing on the need to implement social prevention action relating to permanent supporters' groups, to ensure the preventive reception of supporters during matches and to encourage the spread of prevention best practices through an international network. The European Commission's Hippokrates programme is based on these different aspects. The European Union and the Council of Europe have been considering the prevention of violence in sport in their work activities since 2002. The international framework will be an important driving force for the future and the implementation of common operational programmes.

4.Author, Year, Title	Politie Info revue (2005). 2-2005. OOk straatbewoners verdienen respect. 2005, pp. 2-6. http://www.poldoc.be/dir/dgp/dpi/document/inforevu/Inforevuenl-02-2005%20pdf
Name	HERSCHAM
Country	Belgium
Group targeted	Homeless people
Type of Violence targeted	Public violence
Level	Secondary
Aims	Reduce drunkenness, begging and public disturbances (which might lead to public violence) among homeless people. Receive a better understanding and control of the problem of homelessness and its source. Create a climate of trust with the street inhabitants and other external partners in order to reduce social nuisance.
Approach	Social work approach (confidential, non-judgemental) Community-based assistance and mediation
Method	2 inspectors of the Transport Authorities look after the considerable number of homeless

people who reside within the tube stations, listen to them and assist them in matters of daily life and mediate/serve as a contact point between the homeless and shop-owners, passers-by and other citizens in case of any conflict.

HERSCHAM
- Delivers certificates for lost or stolen identity documents.
 - Negotiates between third parties and/or homeless people.
- Negotiates with the Prosecutors Office concerning financial penalties to be paid by homeless people, if possible.
- Takes care of the search for some "wanted people".
- Motivates homeless people to legalise their documents.
- Help/encourages homeless people to be part of society again.
- Patrols in subway and railway stations.
- Tries to avoid or reduce the subjective feeling of insecurity for the users of the public transport.
- Works closely with all the social organisations in Brussels.
- Tries to find a shelter for those who are in desperate need (especially the elderly).
- Facilitates the positive contact between Security Services and homeless people (mutual respect and comprehension).

Initiators/Co-operation	Municipality of Brussels, Transport Authorities, Police of Brussels
Implemented by	2 inspectors of the Metro-Transport Authority
Process Evaluation	Internally
Impact Evaluation	Not known
Category Promising/ Effective	n.a.
Criticism	A more holistic, community-based approach would be helpful to change the whole life-situation of the target group.
Potential	Helps to create a bond between the socially excluded homeless and the rest of society.

5.Author, Year, Title	Ville de Liege (2003) http://www.liege.be/fancoaching/accompa.htm http://www.cafyd.com/HistDeporte/htm/pdf/4-16.pdf
Name	Fan coaching
Country	Belgium
Group targeted	Football fans
Type of Crime targeted	Hooliganism
Level	Secondary
Aims	Reducing aggressiveness and the potential for conflict in football
Approach	Peer-mediation. Peer-based behaviour training.
Method	Trained football fans ("stewards") provide information, guidance and mediation for those groups among football fans which are known to be prone to commit violence. Those "stewards" also initiate and support further sports and leisure activities with a pedagogical impact on hooligans. Furthermore, legal assistance is provided.

	The connection between the Liège Security and Prevention Contract and the University of Liège's Criminology Ddepartment made it possible to implement an integrated policy for local prevention through social preventive action against hooliganism – 'fan coaching' – with young football supporters; this action contributed to decreasing violence in the Standard de Liège club's stadium.
Initiators/Co-operation	University of Liege, Eurofan, city of Liege
Implemented by	By trained fans and fan clubs
Process Evaluation	University of Liège
Impact Evaluation	No further information
Category Promising/ Effective	n.a.
Criticism	-
Potential	Peer intervention provides easy access to risk groups. The close co-operation with Eurofan is promising.

6. Author, Year, Title	The Danish Observatory of Violence (2005) Dialogue against violence. http://www.kvinderaadet.dk/Voldsobservatorium/DNV_report_English.pdf
Name	Dialogue against violence
Country	Denmark
Group targeted	Male offenders of domestic violence
Type of Crime targeted	Domestic violence
Level	Tertiary
Aims	Reducing violence against women
Approach	Cognitive theory Bio-psycho-social theory More resources to Ccrisis Ccentres and more structured help for victims
Method	Individual counselling and group treatment Focus interviews Couple interviews Clear setting of goals regarding personal and social control
Initiators/Co-operation	NGO (Askvogaarden) and the Ministry of Social Affairs
Implemented by	NGO Askvogaarden, pedagogues and psychologists Since 2001 in Copenhagen, since 2005 nation-wide
Process Evaluation	Yes, internally through questionnaires distributed among the participating perpetrators who evaluate the sessions. Initial interviews are conducted by psychologists in order to get further information about the offender population.
Impact Evaluation	None

Category Promising/ Effective	Promising (see Potential)
Criticism	-
Potential	Considering efforts to end men's violence towards women, Dobash et al. (2000) stress the need for interventions to incorporate responses at three levels: Individual – work that responds to the needs of individual women and works towards safety and well-being. Institutional – Improves the service delivery response to victims of domestic violence and perpetrators. Social – work towards changing the beliefs and attitudes that underpin violence and allow it to continue. Those areas are covered, there seems to be a potential (Alex – this seems to be incomplete) Those conditions are largely fulfilled within this programme.

7. Author, Year, Title	Mathiesen-Bech, C. (2005) The Road to a safe Nightlife on Preventive Partnership. October 2005. www.trygt-natteliv.dk
Name	Holstebro safe Nightlife project
Country	Denmark
Group targeted	Young people in city nightlife
Type of Violence targeted	Public violence, threats, sexual assault
Level	Primary, secondary
Aims	Make the nightlife clubbing for young people safer
Approach	Multi-agency partnership approach
Method	The core idea of Preventive Partnership is to oblige the partnership players to get involved, commit themselves and have a common approach to how to prevent the nightlife conflicts. In Holstebro, the core of the project has been the training of all the restaurant keepers' employees. The participants have received an introduction to the cooperation with the Police, the handling of conflicts, the meeting with multicultural groups, drugs counselling and first aid for injuries that typically occur in the nightlife. In addition, a Restaurant Keepers' Association has been formed which has helped create a better dialogue and a co-ordinated effort between the Police and the restaurant keepers. The formation of the Restaurant Keepers' Association has been essential to the success of the project. In order to get the young people themselves and the local community involved, a number of talks and debates have been organised on the youth education courses in Holstebro as well as the barracks. The purpose was to make the effort visible and start a debate with the young people about behaviour and experiences from the nightlife. Parents and other adults have received an insert in the local newspaper, distributed door-to-door, with a description of the intervention programme. In addition, a number of campaign materials have been produced (posters, help cards, jackets and T-shirts with the Safe Nightlife logo, etc.) and a homepage with information – www.trygt-natteliv.dk.
Initiators/Co-operation	The main players in a preventive partnership are the local SSP (School, Social Services and Police) cooperation, the Chief Constable as well as the town's Restaurant Keepers' Association. The parties represent employee groups which are all in close contact with the young people in the nightlife. Other important parties can join, too. This could be educational institutions, (sports) associations, Night Owls, abuse consultants and parents - they can also help influencing the attitudes to the clubbing life among the youngsters.

Implemented by	Restaurant and bar keepers, their employees, the local Police, parents, youth associations, educational institutions, abuse consultants etc.
Process Evaluation	Externally The Holstebro project has uncovered a range of elements which can further support the efforts: - Reporting of illegal incidents at the restaurants. - Formulating an inebriants policy for restaurants and other places which organise parties for young people (youth education, sports societies, hall balls, etc.). - Formulating a clear staff policy at the restaurants. - The restaurant keepers can work together on keeping troublemakers out..- The restaurant keepers can enter into agreements in order to avoid aggressive serving. - Combating drugs. - Considering gender-specific initiatives, as girls and boys react differently to nightlife experiences. - Not letting minors into the public houses. - Training of restaurant staff should take place with local resources, as they are familiar with the local community and conflicts. - The possibilities of intervention are many and varied, and therefore it is good to set up a framework for the intervention in advance
Impact Evaluation	Externally The project has had a positive effect on the nightlife culture in Holstebro. The restaurant keepers have experienced a sharp fall in incidents of violence and aggressive behaviour during the period after the intervention programme. The number of minors in the nightlife has been reduced. According to Holstebro Police, the restaurant keepers are keeping stricter control in respect of letting minors into the public houses, zero tolerance of illegal inebriants and an increasing number of reports if the restaurant keepers experience sale of drugs. Policing the nightlife and interest in the course of the project have been important factors. Both the restaurant keepers and the Police assess that their mutual co-operation has grown closer, which has had a positive impact on the nightlife.
Category Promising/ Effective	Effective
Criticism	Young people themselves could have been more involved (participatory approach).
Potential	A similar approach is used in Finland. The basic concept is easy to implement, but must be adapted to local situations: Recommendations to other Safe Nightlife Projects: Before initiating an intervention programme, it is a good idea to map out the existing problems in the local nightlife. How do the young people behave when they go clubbing, and which conflicts carry the greatest weight? By having a precise knowledge of this, the preventive effort can be targeted in the best possible way. It should also be clarified whether the "going-out-on-the-town behaviour" is an "out-of-town behaviour", as this affects the form of intervention. For instance, if young people from the suburbs go clubbing in Copenhagen. As a basis for the intervention programme, it is necessary to formulate a clear description of the following, among others: the goal, the target group, an action plan and a time schedule. The organisation of the intervention programme is essential to the success of the project. Clear agreements on the distribution of responsibility and tasks between the parties involved must be made. In addition, it must be clear how the intervention programme should be made visible, who should be informed (and when) and how the intervention programme should be evaluated.

8. Author, Year,	Heiskannen, M. (2000). Violence at work in Finland: trends and prevention. Paper Presented at

Title	the annual conference of the ESC, Eurocrim, Cracow, 1.-3.09.2005.
	Heiskannen, M. (2005). Personal conversation. HEUNI. Helsinki, 17.10.2005.
Name	Prevention of work place violence
Country	Finland
Group targeted	Working force, especially male workers as those commit 83% of violence against male victims and 71% of violence against female victims. High risk occupancies are nurse, medical staff, Police Officers and social workers.
Type of Crime targeted	Work place violence
Level	Secondary
Aims	To reduce the high level of work place violence ("incidents where persons are abused, threatened or assaulted in circumstances related to their work, involving an explicit or implicit challenge to their safety, well-being or health").
Approach	- Risk-control (Improved Kauris-model). - Increased (technical) situational prevention and information on prevention for private and public sectors. - Protection through environmental design.
Method	As part of the general Programme of Reducing Violence in Finland (in which violence was divided in 6 categories, among them work-place violence, a Task Force group for each category reported the current situation and presented recommendations for prevention which were finalised by the Council of Crime Prevention), the following recommendations were issued and are being currently implemented: A new method to control the risk in private and public sectors is being developed. Violence at work should become more systematically reported. Increasing safety education for workers at risk and key workers. Providing on-line information, good practices on prevention for different branches. Creating a strong negative atmosphere against violence at work and supporting a stronger commitment among employers and employees. Safety-oriented work environment planning. Removing unnecessarily provoking factors out of the workplace. Increasing protection and control of the property through technical surveillance, controlling the entry of drunk and other "inappropriate" people, consider personal guarding. Supporting safety co-operations among firms.
Initiators/Co-operation	Ministry of Justice, Council of Crime Prevention and the HEUNI Institute
Implemented by	October 2005, by Ministry of Justice
Process Evaluation	n.a.
Impact Evaluation	n.a.
Category Promising/ Effective	n.a.
Criticism	Focus on situational crime prevention.
Potential	It has been realised that the problem must be tackled according to the different settings of the individual work-places. A stricter control (total prohibition) of alcohol at the work-place in general is promising due to the alcohol-related violence culture in Finland. Altogether, the programme consists of an holistic approach which integrates contemporary prevention strategies such as protection by environmental design.

9. Author, Year, Title	EUCPN (2005). Finland – City centre: a nest of immorality or a safe living room? Paper presented at the EUCPN best practice conference in London, Whitehall Place. 6th-7th of December (2005?).
Name	Living City Centre Association
Country	Finland
Group targeted	General public
Type of Violence targeted	Public violence, robberies
Level	Primary
Aims	Create actively used, multi-functional and stage city centres
Approach	Crime Prevention through Environmental Design
Method	Safety planning of new city developments and designs, considering knowledge of how to avoid the construction/development of "unsafe" areas
Initiators/Co-operation	Citizens, authorities, property owners, business, members from the cultural sector
Implemented by	Architects and environmental designers
Process Evaluation	n.a.
Impact Evaluation	None
Category Promising/ Effective	n.a.
Criticism	-
Potential	Can be enlarged to the construction of schools and other public places

10. Author, Year, Title	STAKES (2004) http://www.stakes.fi. (Access: 08.10.2005) Piispa, M. (2005). Personal Conversation at the Ministry of Justice, Helsinki, 17.10.2005
Name	Pake
Country	Finland
Group targeted	Victims of domestic violence
Type of Crime targeted	Domestic violence
Level	Secondary/tertiary
Aims	- Assistance for victims of domestic violence to encourage them to end the relationship and to file charges against the perpetrator. General background (in accordance with the nation-wide STAKES programme against violence against women, prostitution and trafficking): to strengthen public attitudes against violence, to make violence visible and to make the public aware of its extent and impact on the society, to reduce the incidence of violence, and to ensure that easily accessible services are available for the victims and the perpetrators.
Approach	A tool to record intimate violence and individual, ambulant non-judgemental counselling whilst securing. Co-operation Police and health care
Method	PAKE is more a tool than a method.

	A detailed two-sided form is filled out by nurses of the Accident and Emergency Unit of the hospital in Malmi (having the patient's consent). Photos are taken for an eventual court proceeding. Within the report, medical terms are avoided. Simultaneously, an interview, lead by trained health care workers, is held with the victim, providing non-judgemental assistance with formal and informal proceedings.
	If the victim agrees, the report is handed over to the Police.
	Health workers (nurses, doctors), policemen and prosecutors attend a training which involves information about partnership violence, approaches to handle it, how to fill out and use the relevant forms and about the further legal and other proceedings.
	A hospital social worker contacts the victim for further assistance after she has been dismissed from hospital.
Initiators/Co-operation	Nurses, doctors, other health care professionals, Police, judges
Implemented by	By hospital attendants and nurses, 2003 in Malmi, now extended throughout Finland.
Process Evaluation	none
Impact Evaluation (incl., if applicable, method used, sample size, control group, results, discussion	none Internal statistics show that in 15 out of 58 cases, the Police made an offence report.
Category Promising/ Effective	Promising
Criticism	Only a minor part of the registered cases have been proceeded with to the Prosecution Office, process and impact evaluations are missing.
Potential	Promising co-operation between health agencies, social workers and the Criminal Justice System, rising awareness for the sensitive issue of domestic violence. In case the victim decides to proceed with the case, the evidence is secured more effectively. Otherwise, the victim's General Practitioner had to write the statement for the courts, based on the case records made at the hospital.

11. Author, Year, Title	Vanhove, A; and Raynal. M. (2004). Securities: Violence and Schools. European Forum of Urban Safety. Paris: Perolle
Name	A new approach to preserving peace in schools
Country	Finland
Group targeted	Pupils in comprehensive schools
Type of Crime targeted	School violence
Level	Primary
Aims	- Creating a safe learning environment. - Improving safety in comprehensive schools, from the point of view of both staff and students. - Preserving the safety of all those visiting schools, e.g. parents, people having business in

	schools.
Approach	Multi-agency, community-based cooperation
	Educative measures
Method	Co-operation between different players and the schools.
	The context of teaching and education is related to safety issues.
	The general atmosphere in schools should be improved.
	First, experts' viewpoints are considered, with experts being the students themselves, the teachers, parents and the pupils' maintenance group. The latter is a multi-professional group which consists of different kinds of professionals related to schools. There may be a teachers' representative, a psychologist, a social worker, a youth work official and even somebody from the Police or the maintenance staff. This group concentrates on a certain problem and tries to solve it. Clear procedures for handling various matters are provided.
	Safety is also made part of the national curriculum. Schools must have common work procedures and a general preparedness to solve conflicts through:
	Common order regulations and action procedures.
	Different kinds of programmes to ensure safety.
	Consistency of actions.
	Managing the school and the role models given by the adults.
	Ggood co-operation among teachers and shared responsibilities.
	Good co-operation with homes and the surrounding community.
	All curricula shall also define the students' maintenance group and its objective.
	In all Helsinki schools, follow-up investigations will be carried out regularly, and the audition procedures are aimed at safety issues.
Initiators/Co-operation	City of Helsinki Education Department
Implemented by	Teachers, parents, pupils, the pupils' maintenance group.
Process Evaluation	None
Impact Evaluation	None
Category Promising/ Effective	n.a.
Criticism	Scientific evaluation is missing.
Potential	Participatory approach, early intervention

12. Author, Year, Title	Ambroise, F. (2005). Protocole d'accompagnement et de suivi des femmes victims de violence, Département de la Somme (unpublished)
Name	SOS violence
Country	France
Group targeted	Victims of domestic violence
Type of Crime targeted	Domestic violence
Level	Tertiary
Aims	Immediate intervention and protection of female victims.
	Reducing the level of recidivism among male batterers.

	Re-integration of the female victim into society.
	Raising the public awareness.
	Supporting multi-agency work.
Approach	Community-based counselling
	Multi-agency co-operation
Methods	Creating a 24-hour victim support and a smooth co-operation between the different agencies within a non-judgemental approach.
	Psychological, social, financial, legal and medical help is provided (and combined) in an efficient, unbureaucratic manner for female victims.
	A close, wide-ranging network is constructed to tackle the different needs (financial support, housing etc.) for the victims and also to find quick re-housing for the perpetrators.
	Immediate removal of the male perpetrator from the home.
Initiators/Co-operation	A variety of different local actors work together: municipality, Criminal Justice representatives, Probation Service, Police, NGOs, hospitals, women organisations, hotel and housing associations, barrister associations, education services, child protection centres etc.
Implemented by	Initiated by the local Probation Service.
Process Evaluation	Internally by the Probation Service and by the Police (no published figures)
Impact Evaluation	none
Category Promising/ Effective	n.a.
Criticism	Theoretical background is lacking, no accessible evaluation.
Potential	The multi-agency approach helps to tackle the multitude of needs which emerge in case of (repeated) victimisation.

13. Author, Year, Title	Soziale Stadt (2005). Soziale Stadt. Bundstransferstelle. http://www.sozialestadt.de/programm/Access; 31.12. 2005
Name	Soziale Stadt (Socially integrative city)
Country	Germany
Group targeted	All
Type of Crime targeted	Public and street violence
Level	Primary and secondary
Aims	To counteract the widening socio-spatial rifts in the cities.
	Stabilising the physical living conditions and the economic basis within the communities.
	Providing life skills and training in order to enhance the chances in life.
	Improve the image of certain communities/districts.
Approach	Crime prevention through environmental design
Method	<u>Iinternational</u>
	Federal-Länder Programme "Socially Integrative City"
	In 1999 the Federal and Land Governments extended urban development support by adopting the "Districts With Special Development Needs – the Socially Integrative City" programme (or Socially Integrative City for short). Its goal was the programme fosters participation and

<table>
<tr><td></td><td>cooperation and represents a new integrative political approach to urban district development. Further information:
Translation of parts of the final report of the initial implementation phase (autumn 1999 to autumn 2003): German Institute of Urban Affairs (ed.), <u>Socially Integrative City Strategies</u>, Berlin 2003, commissioned by the Federal Ministry of Transport, Building and Housing (BMVBW).
Translation of parts of the three-year appraisal: German Institute of Urban Affairs (ed.), <u>Socially Integrative City</u>, an initial appraisal of the federal/Länder programme "Districts with Special Development Needs - The Socially Integrative City, Berlin 2002, commissioned by the Federal Ministry of Transport, Building and Housing (BMVBW) for the congress "Die Soziale Stadt - Zusammenhalt, Sicherheit, Zukunft" in Berlin, 7-8 May 2002.
The integrative approach of Socially Integrative City is reflected in the fact that measures and projects are realised in all policy areas and often cover more than one policy area at the same time. Realisation of measures and projects in substantive activity areas of Socially Integrative City demands the establishment of effective co-ordination and efficient management of multilateral participation in instrumental-strategic fields of activity.
Strategic fields of activity:
Resource pooling
Integrated action plans
Neighbourhood management
Activation and participation
Evaluation
Monitoring
Substantive activity areas:
Employment
Qualifications and training
Accumulation of neighbourhood assets
Social activities and social infrastructure
Schools and education
Health promotion
Transport and the environment
Urban district culture
Sports and recreation
Integration of diverse social and ethnic groups
Housing market and housing industry
Living environment and public space
Image improvement and public relations
Realisation of measures and projects in all fields of activity and walks of life also involves mergers of women's and men's interests (gender mainstreaming).</td></tr>
<tr><td>**Initiators/Co-operation**</td><td>Bundesamt für Bauwesen und Raumordnung (Federal Ministry for Building and Spatial Structure) in co-operation with counties and communities.

Implementation of the complex and ambitious Socially Integrative City programme requires a great deal of experience sharing, knowledge transfer, cooperation and PR work. That is why the Federal Ministry of Transport, Building and Housing (BMVBW), represented by the Federal Office for Building and Regional Planning (BBR), commissioned the German Institute of Urban Affairs (Difu) to support the programme for the initial implementation phase (autumn 1999 to autumn 2003). Central elements were setting up a nationwide network, providing on-site programme support in the 16 Socially Integrative City pilot districts and designing a programme evaluation system.
<u>Programme support elements</u>:
The founding of the "Socially Integrative City" exchange in December 2003 has ensured the continuation and further development of nationwide sharing of information and experience</td></tr>
</table>

	between all players and participants in the scheme.
Implemented by	ARGEBAU public building co-cooperation "Bundestransferstelle Soziale Stadt" (Federal Transfer-Centre Social Integrative City) which provides the exchange of information and experience among all participants and partners. The programme started in 1999.
Process Evaluation	Externally, German Centre for Urbanistik (ongoing). 330 programmes are implemented in 230 communities.
Impact Evaluation	Yes, ongoing. The intermediate evaluation shows that the organisational structure is effective and innovative projects are being realised.
Category Promising/ Effective	Promising
Criticism	The programme's actual effects in reducing criminal behaviour are missing?
Potential	The strategy is part of European Co-operation. Similar approaches are tested in other European countries such as Sweden, UK, France and Italy, and a regular exchange of experiences and information occurs.

14. Author, Year, Title	Ballance (2006). http://www.ballance2006-rlp.de/. Access: 12.01.2006
Name	Balance 2006
Country	Germany
Group targeted	Young football fans
Type of Crime targeted	Hooliganism and Youth Violence in relation with football
Level	Primary/secondary
Aims	Prepare a peaceful and fair world-cup in 2006 in Germany
Approach	Sport-based social skill-traning
Method	A variety of activites will be provided to young people. It will be taught that fairness and tolerance are the preferable alternatives for conflict solution. Ein Bündel von Aktivitäten wird jungen Menschen hierzulande und in den Partnerregionen die Erfahrung vermitteln, dass Fairness und Toleranz die bessere Alternative darstellen als Randale, Diskriminierung und Gewalt. Schools are integrated in football-tournaments in order to experience social competence in a playful way. The pupils are trained by specially trained coaches, social workers and referees. International meetings and workshops shall support the development of social and intercultural competence.
Initiators/Co- operation	Ministries of the Interior (Counties), German football league, regional and local football-clubs and co-operations, NGOs
Implemented by	Trainers, social workers, referees
Process Evaluation	Internally
Impact Evaluation	Not foreseen
Category Promising/	n.a.

Effective	
Criticism	Should be based on a long-term, holistic approach
Potential	International partnership will be established on different project levels. Besides the activities of "streetfootballworld European Network," Ballance 2006 trains international multipliers against youth violence and racism in sports including the following partners: Ligue de Football de l'Aquitaine, France. Marshall office in Posnan and Wielkopolska Football Association, Poland. National Association for the Care and Resettlement of Offenders (Nacro), England. Istituto per la storia della Resistenza e della società contemporanea in provincia di Reggio Emilia, Italia. Within this programme, multipliers and project staff from Poland, Bénin and Senegal will participate.

15. Author, Year, Title	Die Schleuse e.V. (2005). Trainings- und Schulungsprogramm zur Gewaltpraevention. www.dieschleuseev.de (Access: 24.11.2005)
Name	TSG: Trainings- und Schulungsprogramm zur Gewaltpraevention (Training- and Education programme for violence prevention)
Country	Germany
Group targeted	Children and adolescents in elementary, primary and secondary schools, parents
Type of Crime targeted	Violence in general
Level	Primary/secondary
Aims	Training of social and emotional competence and coping with the escalation of violence
Approach	Community-and school based social skill and anti-aggression training. Parental training. Mediation.
Method	Two areas are concerned: 1. Gender-specific training programmes for children and juveniles. 2. Further education and supervision for trainers of juvenile help centres, pedagogues etc. Mediation, self-experience, games, rituals are used in order to improve participants' social skills. Steps: Get to know each other. Improving self-confidence. Learning how to communicate and to co-operate. Gender-based interaction. Non-violent conflict-solutions. Project plan for training: Within the first 3 months, motivation and need within suitable institutions (schools, pre-schools, youth-services) are checked. Within the next 3 months, the practical structures are implemented. The first experiences are evaluated, further training is provided, a better structure is implemented. Evaluation.
Initiators/Co-operation	Schools, Municipalities, NGO "Schleuse" e.V.
Implemented by	Special trained pedagogues and psychologists of "the Schleuse e.V.", a private network which

	works in the field of youth services since 2003.
Process Evaluation	Internally
Impact Evaluation	none
Category Promising/ Effective	n.a.
Criticism	Evaluation is missing
Potential	Gender-specific approach

16. Author, Year, Title	Vanhove, A.; and Raynal, M. (2004). Secuc(r?)ities. School and Cities. Paris.
Name	"You can do it differently"
Country	Germany
Group targeted	7th-grade pupils (13-14 years)
Type of Violence targeted	School violence, violence in general
Level	Primary
Aims	To increase sensitivity about violence; to increase awareness of the dynamics of interrelations in violent situations; to understand the role patterns of the people involved; to learn by example of alternative conflict/management.
Approach	School and community based social skill training
Method	The project has got 4 elements: 1. The theatre element. 2. Teacher training. 3. Presentation of material for lessons. 4. City really. A professional theatrical company presents scenes on violence. In work-groups, pupils work in new endings, teachers support and help in conflict management. Then the actors perform the scenes with the new endings. Pupils, teachers and actors discuss this solution. Teachers learn how to deal with normal conflict situations in daily school life. The topic is Conflict Management instead of avoiding conflicts, in order to realise that conflicts, arguments and fights are useful integrating parts of human relations. Pupils are taught that social behaviour and conflict management must be dealt with through dialogue. The teachers receive didactic/material on this subject, such as the theatre/forum and role-play. There is also a model for the prevention of sexual violence against boys and girls. Here, pupils learn in gender-specific or mixed groups "how to say "no", to ask for help, to react to unpleasant touching". Every project has to offer presentations of helping instructions for incriminated children and youths. The last element is a city/rally where the different governmental and non/governmental institutions present their various offers in conflict management. Pupils and teachers have the possibility of speaking to the social workers, asking questions and talking about violence-management in general. After this day, the teachers have to work on the experiences the pupils had and the questions they might have.
Initiators/Co-operations	Schools in Luebeck, Municipalities, Tribuehne-Theatre
Implemented by	Teachers, social workers, professional actors, pupils

Process Evaluation	Internally
Impact Evaluation	Internally: suggestions that the level of information amongst the pupils and teachers about violence prevention was relatively high and the teachers wanted to continue to work on the topic.
Category Promising/ Effective	n.a.
Criticism	Scientific evaluation is missing and a long-term follow up is necessary
Potential	Participatory approach

17. Author, Year, Title	Polizeiberatung (2005). Luka und dass geheimnsivolel Silberpferd. http://www.polizei-beratung.de/presse/pressemitteilungen/2005/luka/. Access: 09.01.2006 Fess, A. (2005). Personal Conversation. October 2005, Stuttgart.
Name	Luka und das geheimnisvolle Silberpferd (Luka and the mysterious silver horse)
Country	Germany
Group targeted	Children aged 8-12
Type of Crime targeted	Youth violence
Level	Primary
Aims	Showing alternative ways of conflict solution
Approach	Social-skill education through multi-media
Method	A new PC game has been developed based on scientific knowledge about how to educate children to adapt to alternative conflict solutions. The player is Luka - either a boy or a girl according to the players' preference - who helps either a princess or a knight from mediaeval times to get back in the past. However, first, contemporary difficulties and problems, represented by daily-life scenarios such as verbal aggression, bullying, vandalism etc. must be encountered on a different place such as schools, playground, neighbourhood, etc. The situations are adapted to the daily life of the children who are provided with different possibilities how to react. The players are confronted with the consequences of their decision and are hence not only passive recipients, but active players who are encouraged to discover non-violent solutions.
Initiators/Co-operations	The Federal Police Crime Prevention Unit
Implemented by	Police and experts from the Institute for media pedagogic
Process Evaluation	Internally, ongoing
Impact Evaluation	none
Category Promising/ Effective	Possibly promising
Criticism	Scientific evaluation is missing
Potential	Effectiveness regarding attitudinal changes proven in the U.S. Participatory, gender-sensitive approach

18. Author, Year, Title	Duenkel, F. (2005), Praeventionsprogramme gegen Rechtsextremismis und Fremdenfeindlichkeit: Was hat sich bewaehrt? (Prevention programmes against right wing

	extremism and racism: Which have proven to be effective) In: Arnold, J., et al.(Ed.): Menschengerechtes Strafrecht. Festschrift fuer Albin Esser. Muenchen: Beck, p. 1293-1309
Name	CIVITAS
Country	Germany
Group targeted	East German citizens
Type of Crime targeted	Hate crime
Level	Primary/secondary
Aims	Reducing (hidden and open) institutional and non-institutional discrimination against foreigners, right-wing body of thought and finally racist motivated attacks
Approach	Community-based democracy training, political education. Victim support.
Method	Implement local help and information teams and Victim support agencies. Local initiatives to support civil-societal, democratic structures within the community.
Initiators/Co-operation	Municipalities, schools, NGOs, Federal Ministry of Families, Women and Senior Citizens
Implemented by	Social workers, teachers, NGOs, etc.
Process Evaluation	Yes, by external evaluators. It became clear that due to structural differences in rural and urban areas, a flexible approach is needed which is able to take local differences into consideration. Intensive exchange of the different local experiences among the actors is crucial. The working conditions of those implementing the project must be taken into consideration.
Impact Evaluation	Is being done by independent researchers, 250,000 Euro are foreseen for this evaluation. http://www.birgit-rommelspacher.de/media/Text/N_Civitas.pdf not completed, but a growing awareness for threats for a civilised, democratic society has been measured.
Category Promising/ Effective	Promising
Criticism	A multitude of projects have been implemented in rural and urban areas, and a continuous co-operation and exchange of experiences must be improved.
Potential	The exclusive focus on the offender is changed by introducing victim support. It is an innovation that the problem of hate crime is not only seen as a problem of juvenile offenders, but the problem of society as a whole or as a political phenomenon.

19. Author, Year, Title	Hahlweg, K.; and von Wilfen, Y. (2002). Universelle Praevention als Mittel gegen Verhaltensauffaelligkeiten. Sackgasse Gewalt? Erziehung, Praevention, Auswege, Loesungen. Deutsches Forum Kriminalpraevention, Bonn. Sanders, M.R. (1999). The Triple P-Positive Parenting Program: Towards an empirical validated multi-level parenting and family support-strategy for the prevention and treatment of child behaviour and emotional problems, Child and Family Psychology Review, 2, 71-90 www.triplep.de
Name	Triple P (Positive Parenting Programme)
Country	Germany, (Switzerland)
Group targeted	Parents, esp. those from socially excluded areas
Type of Crime	Violence, aggressive behaviour

targeted	
Level	Primary/secondary
Aims	Increase parental skills in order to prevent deviant behaviour in children
Approach	Parental training/Functional Family Therapy
Method	5 levels of intervention: Large-scale information about education and parenting (movies, manuals etc.). Information and counselling for social problems in parenting and education, contacts with experts and short programmes (1-4 sessions (15 min) about how to cope with concrete behaviour problems). Information and counselling for specific problems in parenting with active participatory training (e.g. role-plays). Group work, individual counselling, intensive skill training, focused on child-parent interacting, augmentation and generalisation of parenting skills. Behaviour-therapeutical family intervention (intensive programme including stress-management, home visit, partnership-counselling).
Initiators/Co-operation	Developed by Sanders, 1999
Implemented by	Educated trainers, pedagogues, paediatricians, psychologists. In Braunschweig (Germany), the TU (Technical University) trained psychologists, pedagogues and teachers as Triple P group trainers. Since 2002, the programme is implemented in Germany.
Process Evaluation	External: University of Braunschweig (see Impact Evaluation)
Impact Evaluation	1. University of Brisbane (Sanders, 1999) Regarding level 4, n=1 673 families participated and the percentage of deviant children from socially excluded families was reduced by 50%. Furthermore, depression among mothers decreased significantly. 2. An evaluation being done for Germany since 2002 by the TU (Technical University) Braunschweig http://www.tu-braunschweig.de/psychologie/medienecho/triple-p All parents of a large kindergarten in Braunschweig were approached and 31% (n=100) agreed to participate. An experimental control design was used (2 x n=50). Before implementation, 1 and 2 years after the start date, parents were visited at home, interviewed and filled out questionnaires. In some cases, the interaction between mothers and children were filmed. The study is not complete, but there is a tendency that parenting has improved significantly. Control group parents report a higher rate of satisfaction and a better partnership-stability. Their children showed less aggressive or deviant behaviour.
Category Promising/ Effective	Promising
Criticism	Often, socially excluded families cannot be reached, as participation is voluntary.
Potential	Promising research design and strong theoretical basis

20. Author, Year, Title	Holtappels, H.G.; Heitmeyer, W.; Melzer, W.; Tillmann, K.-J. (HG (1997): Forschung über Gewalt an Schulen. Weinheim und München.

Klewin, G.; Tillmann, K.-J.; Weingart, G. (2001). Gewalt in der Schule. In: Heitmeyer, W.; Hagan, J. (HG): Handbuch der Gewaltforschung/ handbook of research on violence. Opladen/ USA: Westdeutscher Verlag/ Westviewpress

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Name	Villigster Deeskalationstraining
Country	Germany
Group targeted	Pupils in primary schools
Type of Crime targeted	Violence among children and adolescents
Level	Primary
Aims	Reducing violence amongst children. Taking the local particularities under consideration. Enhancing an intensive co-operation among different social agencies. Reducing aggression, segregation, discrimination, concurrence among pupils and supporting helpfulness, satisfaction and the teacher-pupil relations.
Approach	Multi-agency partnership Multi-level approach Social learning-theory Participatory approach Social skill training
Method	The basic concept was developed between 1993 and 1998 under participation of children, juveniles and adolescents in order to make the programme attractive for this group. At the same time, a multiplicator-training for people working as educators/teachers was developed. The whole concept was published in 1999 under the title "Mehr bewegen" ("Moving more…"). In addition to the training, in 2000, for pupils of elementary schools, a puppet-show was developed which broaches the use of interaction and social competence. Modifications of the first multiplicator-approach "mehr bewegen" lead to the establishment of a network of education, which makes sure that parents (first under supervision, afterwards autonomously) teach the children in weekly classes (which are a permanent part of the curriculum) elements of social learning and social competency (such as co-operation, constructive conflict-solution and community-caution). This project has now been implemented

	in 35 primary-school classes.
Initiators/Co-operations	Teachers, the Church, social workers, Police, parents
Implemented by	Special trainers and trained teachers since 1999 (locally, in the district of Guetersloh)
Process Evaluation	Done by Molske et al. 2002. The results of this evaluation were used to improve the programme. The evaluation showed that within the area of prevention in schools, continuous theme-oriented impulses are necessary in order to receive long-term changes. Those impulses must be provided by people who are permanently present (such as teachers).
Impact Evaluation	By Molske et al. (2002) and Walter-Scholler (2004) The programme has proven to change the behaviour of the children who became less aggressive; however, a continuous input is needed.
Category Promising/ Effective	Promising
Criticism	-
Potential	Potential factors of the success are being explored in ongoing research, and co-operation with the Israeli "Centre for the Study of Violence in Israel" has been established recently.

21. Author, Year, Title	Polizeiliche Kriminalpraevention (2004). Kooperation von Polizei und Moscheeverein. www.polizei-berating.de/presse Fess, A. (2005). Personal conversation, Stuttgart, 26.10.2005
Name	Kooperation von Polizeidienststellen und Moscheevereinen (Co-operation between Police and mosques).
Country	Germany (so far, in the regions Berlin, Essen and Stuttgart)
Group targeted	Muslim communities
Type of Violence targeted	Intercultural violent conflicts, riots
Level	Primary/secondary
Aims	Improving the intercultural competence and mutual understanding in order to support social inclusion
Approach	Learning of intercultural competence. Community-based continuous intercultural exchange. Citizen-oriented, preventive police work.
Method	The Police initiates a dialogue among themselves, municipalities and religious Muslim leaders in order to enhance the mutual knowledge about cultural similarities and differences, which is supported by continuous meetings and common work on different projects such as language courses for women, vocational training, integration-courses in schools and preventive work (e.g. traffic education) with children etc. In Berlin, existing contacts with the Turkish/Islamic association were used to get in contact with religious leaders. In Essen, the construction of a new mosque gave an opportunity to establish contacts, although a trustful relationship was only built when the Police offered traffic-education for Muslim children.

	In Stuttgart, the Police gained access to the Muslim community through some informative sessions about how to prevent fraud and how to protect children from drugs and violence, which were received with great interest by Muslim families. A so-called "alliance for integration" was established.
	The model project took place for 18 months and finished in a conference in Stuttgart in 11/2005, where Police representatives and Muslim leaders presented their experiences.
Initiators/Co-operation	Police, municipalities, NGOs, mosques
Implemented by	Local Police and religious leaders
Process Evaluation	The internal process evaluation (done by the Police and presented at the conference in Stuttgart) showed that concrete aims are necessary, as only collective work and engagement on certain projects is promising.
Impact Evaluation	None
Category Promising/ Effective	Promising
Criticism	A theory basis and an external evaluation of the projects are missing.
Potential	Guidelines how to initiate an integration project on the local level have been published at http://www.polizei-beratung.de/file_service/download/documents/Broschuere+TIK+(Auszuege).pdf

22. Author, Year, Title	Heidelberger Präventionszentrum (2005) Faustlos. www.faustlos.de (Access: 20.10.2005)
	Grossman, D., et al. (1997). "The Effectiveness of a Violence Prevention Curriculum Among Children in Elementary School." Journal of the American Medical Association, 277, 1605–1611.
	McMahon, S. D., et al. (2000). "Violence Prevention: Program Effects on Urban Preschool and Kindergarten Children." Applied and Preventive Psychology, 9, 271–281. Schick, A.; and Cierpka, M. (2003). "Faustlos: Evaluation eines Curriculums zur Förderung sozial-emotionaler Kompetenzen und zur Gewaltprävention in der Grundschule." Kindheit und Entwicklung, 12(2), 100–110. Van Schoiack-Edstrom, L.; Frey, K. S.; and Beland, K. (2002). "Changing Adolescents' Attitudes About Relational and Physical Aggression: An Early Evaluation of a School-Based Intervention." School Psychology Review, 31, 201–216.
Name	Faustlos or "Second Step"
Country	Germany, UK
Group targeted	Children at kindergarten and in elementary school (3-10)
Type of violence targeted	General
Level	Primary
Aims	Enforcing empathy, impulse control and coping with anger and rage. Social and emotional competence is trained.
Approach	Built according to the US programme "second step". Educational group-training of social and emotional skills.
Method	The foundation of the Second Step curriculum rests on three essential social competencies. They are:

	Empathy
	Impulse control and problem solving
	Anger management
	The Second Step programme teaches children how to deal with emotions, resist impulsive behaviour, resolve conflict, solve problems and understand the consequences of their actions. Children experience growth in self-confidence and a readiness for academic learning. Children learn these skills through modelling, practice and reinforcement throughout the day.
	Germany:
	In school: implemented in the curriculum.
	Teachers are trained by the Heidelberger Prevention Centre which is the only German centre which is authorised to conduct Faustlos-training by the Seattle Committee for Children.
	The teachers shot photos which are projected on the wall and which show children in different social situations. According to the manual, there is a preparation stage, a story with questions to discuss and a role-play part, next to other possibilities to apply the newly taught social skills.
	Kindergarten: according to a training manual and a hand-book, the educators work with photo-material which shows children different situations.
	Two hand-dolls (a dog and a snail) are presented as the main actors.
Initiators/Co-operation	Specially trained teachers, headmasters, specialised Prevention Centres
Implemented by	Teachers, after a special training course.
Process Evaluation	Germany: Heidelberger Prevention Centre England: a guide for internal evaluation is provided (http://www.cfchildren.org.uk/ssf/evaluation)
Impact Evaluation	Heidelberger Prevention Centre found the preventive effect of the programme which supports the development of the children's social competence. Grossman, D., et al. (1997) examined the impact of the Second Step programme on aggression and positive social behaviour among primary pupils. Results showed that second- and third-grade pupils (Years 3 and 4) who were taught the curriculum became less physically aggressive and increased their positive social interactions. The behaviour of the control group (children not receiving the programme) worsened. An evaluation of the Second Step curriculum was conducted by McMahon et al. (2000) with 109 pre-school and kindergarten (Nursery to Year 1) children from low-income urban families. The children demonstrated an increased conceptual knowledge of social skills and a decrease in observed levels of physical aggression, verbal aggression and disruptive behaviour. A 21-school study of the "Faustlos" programme by Schick and Cierpka (2003) showed significant declines in anxious, depressed and socially withdrawn behaviour among primary-grade participants. In contrast, children in the control group experienced increases in anxious-depressed behaviour. Van Schoiack-Edstrom, Frey and Beland's. (2002) evaluation of the Second Step Middle School (Secondary) curriculum examined the programme's effects on adolescents' attitudes about physical and relational aggression. This study of 714 pupils showed that pupils were less likely to view aggressive behaviour as justifiable.
Category Promising/ Effective	Promising
Criticism	Parents should be informed and integrated; it depends on the schools or the kindergartens whether and how far the programme is implemented or not. The training costs 105 Euro per teacher and the material costs 498 Euro.
Potential	Early intervention

23. Author, Year, Title	Kemper, K. (2004) "Mensch ärgere Dich." (Man, get upset!) http://www.kriminalpraevention.de/aktuell.htm. (access: 23.11.2005).
Name	"Mensch aergere Dich"
Country	Germany
Group targeted	Pupils of the 8th grade (13-15 years)
Type of Crime targeted	Violence and aggression, in and outside schools
Level	Primary
Aims	To confront juveniles with their aggressions and teach them how to handle them constructively. To learn how to communicate and use alternative skills to solve conflicts. To experience forms, implementation and boundaries of "legitimate" force.
Approach	Educative (partly residential) social skill training, legal training
Method	Within 2 months, the project is implemented in 3 phases: Phase 1: adventure-sports and pedagogic: Several games and workshops should enforce the community feeling and strengthen the self; the juveniles should be confronted with their own aggressions. 2 young Police Officers participate in those games. Phase 2: Refers to a fight between a foreign and a German pupil, the NGO „res novae" and the youth authorities are responsible for the implementation. The classes are divided in groups, role-play (director, teacher, pupil…). Solutions should be found for the faked conflict. Communication among and between is engaged. Phase 3: Within the Police academy, role plays are held during 2 week-ends. Situations from the Police's everyday work are played and the juveniles are confronted with everyday forms of violence. The pupils have got to cope (dressed in Police uniforms) with the faked situations (junior Police Officers are the actors). At the end of each session, a discussion is held and feedback is given by teachers and Police trainers. The pupils are accommodated within the Police Academy for the week-end and brought back home in police buses.
Initiators/Co-operation	Police, youth services, NGO, Police Academy, schools
Implemented by	Police Officers, teachers
Process Evaluation	Internally, results: high grade of satisfaction, positive image of the Police is promoted
Impact Evaluation	None
Category Promising/ Effective	Promising
Criticism	External evaluation missing
Potential	Bridges are built between juveniles and the Police. The programme takes place over a longer period of time and a trustful relationship between the implementations and the pupils can be built..

24. Author,	Farin, K.; and Günther, M. (2004). Jugendkulturarbeit: Prävention pur? (Youth culture work –

Year, Title	plain prevention?). Interview with the publicist Klaus Farin. Forum Kriminalpraevention. 3/2004, 23-25.
Name	Culture on the Road
Country	Germany and Austria ("kids united")
Group targeted	Juveniles, especially in Eastern Germany schools Teachers Parents
Type of Crime targeted	Hate crime
Level	Primary/secondary
Aims	Encourage the individual competencies, social and life skills of the juvenile and boost their assertiveness
Approach	Peer-based social skill and life skill training
Method	The network addresses schools or public services/NGOs in the field of youth work and offers 1-2 project days. There are information workshops about youth cultures and right-wing extremism as well as practical workshops such as "skateboarding", "Slam poetry", "Dancehall/Reggae", "Punk, "Hop-Hop", etc. Gender-specific "girl" workshops are offered. The peer-educators, who are experts in their fields, such as well-known DJs, teach the juveniles practical skills, whilst stressing the multi-cultural components of youth cultural activities and promoting – without being patronising – tolerance and abstaining from violence. At the same time, teachers are receiving advanced training and parents are informed about the programme and given further information at parental meetings.
Initiators/Co-operation	A network of experts working in the field of the prevention of hate crime.
Implemented by	Trained peer-educators which dispose over a good reputation within the youth cultural context such as DJs or other "scene-experts".
Process Evaluation	Internally A high participant rate (80%) among the pupils could be measured, next to a high acceptance and respect towards the peer trainers.
Impact Evaluation	None
Category Promising/ Effective	Potentially promising
Criticism	Impact evaluation is missing, only very short intervention
Potential	Peer education. Referring to youth-subculture theories, the concept seems to have a high potential to influence the behaviour for young people by providing them with highly respected role models. Furthermore, their socialisation is taken into consideration and parents/teachers are integrated in the concept.

25. Author, Year, Title	Michael Hamschmidt (2005), Gesundheit und Prävention in Schulen. http://www.praeventionstag.de/content/10_praev/doku/hamschmidt/hamschmidt.pdf (access: 23.11.2005)
Name	Health and Prevention in schools
Country	Germany, Denmark
Group targeted	Pupils in secondary schools

Type of Crime targeted	Violent crime, aggressive and anti-social behaviour
Level	Primary
Aims	Changing the way of life, nutrition, sports etc. in order to improve the capability to deal with stress, to enforce the self-consciousness and to reduce aggressiveness and the potential for violence.
Approach	Healthy-setting approach, co-operation between a German and a Danish community
Method	Classes are held in which nutrition, sports, relaxation are taught in order to prevent over-weight and postural deformities. Among the two health services and schools, a continuous exchange occurs, of knowledge, workers and students.
Initiators/Co-operation	Public Health Community Services, schools in Luebeck (Germany) and Storstroem (Denmark)
Implemented by	Teachers, public health workers since 2003, foreseen until 2006
Process Evaluation	Done internally, continuous exchange of experiences. Institute for Social Medicine, University of Lübeck and University Hospital of Copenhagen.
Impact Evaluation	Institute for Social Medicine, University of Lübeck and University Hospital of Copenhagen, no published results so far.
Category Promising/ Effective	Promising
Criticism	-
Potential	The project supports the co-operation between 2 neighbour countries, follows the public/health approach and gives new impulses. It has been awarded the 2004 German crime prevention award.

26. Author, Year, Title	Geceniene, S. (2005). Report Lithuania. Unpublished grey literature.
Name	Violence against children and crime prevention, cooperation of Police and social sector.
Country	Lithuania
Group targeted	Pupils in Vilnius.
Type of Crime targeted	Violence and sexual violence
Level	Primary/secondary
Aims	This project aims to help Juvenile Affairs Officers Group to prevent sexual, physical and emotional violence against children and drug addiction in schools in Vilnius.
Approach	Education Multi-agency approach
Method	To encourage co-operation between various institutions that work with children in risk groups. To help Juvenile Affairs Officers carry out the prevention of sexual, physical and emotional violence against children and drug addiction. To improve the contact of Police Officers with the juvenile criminals and their victims. To teach various specialists to recognise children who need help (put-upon children, juveniles using drugs and other). - To educate children and families of risk groups about the danger of violence and drugs and provide them with the vital knowledge about the existing help system.
Initiators/Co-operation	Schools representatives (social pedagogues and psychologists), Juvenile Affairs Officers, the employees of "House of Child" and the Lithuanian AIDS Centre.

Implemented by	Social workers, teachers Took place in 2003
Process Evaluation	None
Impact Evaluation	None
Category Promising/ Effective	n.a.
Criticism	Complete absence of evaluation
Potential	Families are involved. Due to the universal approach, there is a non-stigmatising covering of both children in risk and those who are not.

27. Author, Year, Title	Svetlana Geceniene (2005). Report Lithuania. Unpublished grey literature
Name	PEEP'E.
Country	Lithuania
Group targeted	Children in primary school and younger
Type of Violence targeted	Violence in general
Level	Primary
Aims	Teach children how to resist various forms of violence
Approach	Social learning Participatory Approach Special training for teachers and educators
Method	This project is the continuation of the project "Children in Institutions at high risk: educational project for prevention and assistance of sexually abused and exploited children" that took place in 2002-2003. In the course of this project, children themselves will solve various situations of violence and in this way will learn to effectively resist various forms of violence. The learning will be based on observation rather than listening. In this way children will communicate among themselves and get emotionally involved in the situations. Children will be shown that even taboo topics can be easily discussed. The project is dedicated for children. Over 100 children will take part in seminars. Seminars with theatrical and game elements will take place. During seminars, children will themselves act and also learn how to solve various critical situations. This project has also been developed for teachers. Personnel involved with foster children will also participate in the PEPP'E project which educates the personnel how to talk to children about violence. Children themselves will select workers whom they trust and whom they want to see as participants of this project. In total, it is expected that about 1,000 children will participate in this project.
Initiators/Co-operation	NGO "House of Child"
Implemented by	Pedagogues, Psychologists
Process Evaluation	Not known

Impact Evaluation	Project is currently being undertaken, no further information.
Category Promising/ Effective	n.a.
Criticism	n.a.
Potential	n.a.

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 (Access: 20.11.2005).
Name	Marietje Kessels Project
Country	Netherlands
Group targeted	Children 10-13 (groups 7 and 8 primary school)
Type of Crime targeted	Sexual violence, abuse
Level	Primary
Aims	Increase resilience of children
Approach	Preventing abuse of power through increasing children's resilience through educational and social skills therapy (help to self-defend).
Method	The project is a structural component of the education given to all groups 7 and/or 8 years old and shall prevent the abuse of power by: Increasing the children's knowledge of, and insight into, the domain of intimidation, sexual abuse and child abuse. Teaching children to react effectively to confrontations with intimidation, sexual abuse and child abuse. Teaching children to respect their own limits and other people. Parents are supported too, i.e. through parental meetings. The project consists of twelve lessons, given weekly, each one hour long. The basic skills taught are: Recognition of feelings: knowing what you feel. Expressing of no-feelings: say it when there is something you do not want. Having your body express itself in this no-feeling. First talk and/or warn. Asking for help when you can not do something by yourself. Offering help when someone needs it. Imagine oneself in another: notice when you hurt someone. The first five skills have to do with self-defence. Children learn how to protect themselves by using 'four steps': 1. Saying 'no' clearly, 2. Getting angry, 3. Warning, and 4. Carrying out the warning (verbally (screaming) or physically (self-defence)). Implementation: The primary target group of this project are children in the last two years of primary school, ranging from 10 to 13 years old. The schools involved are not just schools with an 'average' student population, but also schools for children with learning difficulties. However these schools work with an adjusted programme. The secondary target group of this project are the teachers and the parents of the participating students. The lessons are given by a prevention worker from outside the school, but the

	teacher has to be present and be supportive. The teacher can stimulate the children beyond the lessons to be more defensive. For parents, a parent evening is held, where they get information about how to stimulate their children in taking up a more defensive attitude. Parents are also invited to be present at the closure of the project.
Initiators/Co-operation	Regional Municipal Health Services Welfare Organisations (NGOs)
Implemented by	Several projects with different names (such as "Stand up for yourself") in schools by prevention workers (men for boys and women for girls), who are employed by NGO, Youth Care Organisation, School advisory service or a Municipal Health Service.
Process Evaluation	Interviews with teachers who judged the programme as a valuable addition to the curriculum. In general, the teachers were happy with the project, but some of them did see some point of improvement. The duration of the project is said to be too short. If the teachers get a training as well, they can carry the project through, beyond the actual twelve weeks. But some teachers think the duration of the project is too long. Especially teachers from schools with children with learning difficulties think the project is too long, and the children do not get involved enough. The approach needs to be adjusted: less talking and more activities. Some parents questioned the role of the project in the development of their child. The children (10-13 years) are at an age that they develop quickly. Parents argued that other factors also were of an influence on their children's defensibility. The improvement that was mostly suggested was repetition of the project. Some parents wanted this to happen after 6 months or a year; other parents wanted this project as a set programme in primary school. Half of the children indicated that they liked at least three of the five subjects handled in the lessons. Only five percent said they did not like three or more subjects. The subjects asked about were: acting exercises, defence exercises, group discussions, doing homework and keeping a homework diary. In evaluation of the lessons there is no difference between boys and girls. The girls mostly liked the acting exercises, while the boys preferred the defence exercises. Nearly all children indicated that the project affects their attitude and behaviour. They say they have got more confidence, are more willing to help others, and know better what to do when they get into an unpleasant situation.
Impact Evaluation	Externally, by Bun, 1998; Smit et al., 2003; van der Vegt et al., 2003. Pre-post evaluation, experimental design. In total, 71 schools participated in the project, roughly as much project schools as control schools. But after the second and especially the third measurement the participation dropped to 25 schools. Since the content of the lessons for boys and girls is different, the effect was evaluated separately. Effects within the experimental group: - Knowledge about sexual abuse has increased. Among girls, the intention to show adequate resilient behaviour in situations of sexual abuse has increased. Among girls, the sense of self-efficacy has increased. Boys' attitude with respect to macho behaviour and "he-man" behaviour had favourably changed.
Category	Promising

Promising/ Effective	
Criticism	No traceable impact regarding decreasing victimisation
Potential	Rising awareness and gender-specific approach

29. Author, Year, Title	Olds, D.L.; Eckenrode, J.; Henderson, Jr. C.R.; Kitzman, H.; Powers, J.; Cole, R.; Sidora, K.; Morris, P.; Pettitt, L.M.; & Luckey, D. (1997). Long term effects of home visitation on maternal life course and child abuse and neglect: 15-year follow-up of a randomized trial. The Journal of the American Medical Association, 278, 637-643.
Name	Home visits by nurses
Country	The Netherlands, Germany, Sweden
Group targeted	Mothers during pregnancy and post-natal period
Type of Crime targeted	Violence against children, child abuse, later aggressive behaviour in children
Level	Primary/secondary
Aims	Preventing poor intellectual development of children. Preventing poor child care, child abuse and post-natal depression. Improving child-parent attachment and good parenting skills.
Approach	Parenting/health education programme
Method	Trained nurses visit pregnant women, mostly from low-income areas, during pregnancy and after childbirth. They teach them child-caring skills and have an open ear for their concerns and problems.
Initiators/Co-operation	Health Services, Municipalities
Implemented by	Trained nurses
Process Evaluation	Internally
Impact Evaluation	Evaluated in US-American studies such as the longitudinal study by Olds et al., (1997) which describes the effects of the pre-natal and infancy nurse home visitation intervention on the life course of participating women and on child abuse and neglect in the 15-year follow-up of participants in the Elmira, New York clinical trial. Women had fewer subsequent pregnancies, greater spacing between pregnancies, fewer problems associated with alcohol and other drug abuse, less involvement in the criminal justice system, and fewer months receiving public assistance. There was a significant reduction in substantiated child abuse among families which participated in the programme.

The programme has helped reduce rates of child abuse and neglect by helping young parents learn effective parenting skills and deal with a range of issues such as depression, anger, impulsiveness, and substance abuse.

Old et al.'s study (1997) showed in a randomised control group experimental study that the participation in the programme was associated with a 79% decrease in State-verified cases of child abuse and neglect among single mothers with a low income. |
Category Promising/ Effective	Promising
Criticism	- A European impact evaluation is missing. - Counselling regarding other problems such as alcohol abuse or partnership problems should be included.
Potential	Qualified support is provided for both mother and child, and simultaneously, informal control is guaranteed.

30. Author, Year, Title	Justitite. NL (2002). "Helden rond de Velden"http://www.justitie.nl/english/press/press_releases/archive/archive_2002/helden_rond_de_velden_project_of_cambuur_wins_the_hein_roethof_prize_2002.asp. Access: 11.01.2006
Name	"Helden rond de Velden" (Heroes around the pitch)
Country	Netherlands
Group targeted	Young people and others at risk to commit vandalism and acts of violence during football games.
Type of Crime targeted	Hooliganism
Level	All
Aims	The reduction of football crime, the creation of a pleasant atmosphere in and around the stadium, and the prevention of young people with a stadium ban from re-offending.
Approach	Situational Community-based social skill education
Method	Cambuur's method of tackling football vandalism is not limited to repressive measures such as camera supervision and the deployment of Police and stewards. Since March 2000, it has carried out a social-preventive supporters project, that is, among other things based on national guidelines and research into football vandalism. The implementation of this collective project of Cambuur, the Midden Friesland Police and the Municipality of Leeuwarden is in the hands of "Het Buro", that specialises in the intensive coaching within programmes of young people with problems. The woman football fan coach plays a central role in the approach, tackling young people about their mis-behaviour during the match. She also holds talks at schools. "Het Buro" targets young people who have received a stadium ban, and if so desired, coaches them to find work, schooling and social help. 'Heroes around the pitch' is a project with a comprehensive approach. It operates along three lines simultaneously, which together form one coherent whole. The key figure in the project is the fan-coach, who acts as intermediary between (potential) high-risk supporters, the Police, the Municipal Authorities and Het Buro. She is present at every BVO Cambuur match, both home and away, where she chooses to mingle with the high-risk supporters. She is also in charge of prevention projects with secondary school pupils as well as organising activities for the supporters' club. The fact that this fan-coach is a woman, who has herself played football at a high level, means that her appearance and actions meet with recognition and acceptance. **Line 1: Reinforcement of the juvenile policy at BVO Cambuur** In the 'Heroes around the pitch' project, the attraction of football and the charisma of the club and the players are used to reinforce the standards and values of the youth. In group 8 (the final year) of the Leeuwarden primary schools, the fan-coach of BVO Cambuur shows the children a video depicting unacceptable behaviour. After the class has discussed the video, the children are picked up from school by the Vandalism Bus (a bus exhibiting examples of various types of vandalism) and taken to the Cambuur stadium. The fan-coach then leads a group discussion between the children and a number of the players and/or the Team Manager at Cambuur on the subject of standards and values, unacceptable behaviour and football hooliganism. There is also the opportunity to ask the players 'normal' questions. After the group discussion, the players take the children through the stadium to the sports hall for the football clinic, where fair play is one of the subjects to be dealt with. The class is also invited to watch one of the first team matches from the kids' terraces. The aim is to install a positive attitude to professional football into the children in group 8, who will soon form part of the group of high-risk supporters.

	Line 2: Recognising and being recognised
	Before, during and after every match, the BVO Cambuur fan-coach mingles with the high-risk supporters. She makes contact with the supporters and confronts them with their behaviour. The fan-coach also keeps an eye on the formation of new supporters' groups to detect connections with the high-risk supporters at an early stage. The fan-coach maintains close contact with the bureau HALT (an agency involved with Community Service Orders for juveniles), the stewards, the Police and Het Buro. In this way, the project is in alignment with the 'Leeuwarder Sluitende' approach to juveniles between the ages of 12 and 23, a project in which youngsters are helped individually to deal with their problems. The fan-coach organises various activities with and for the target group (for example, a sports tournament), in collaboration with Het Buro, the BV Sport Leeuwarden and Youth Work Leeuwarden.

The 'buddy-mentor' approach has been developed during the course of this project. In this approach, supporters with a stadium ban are supervised individually in their return to the stadium. Youths whose stadium ban is due to expire are invited by Het Buro, on behalf of BVO Cambuur, to come and discuss the possibility of an earlier return to the stadium under strict conditions and with extra supervision by way of guidance in the direction of work, education or welfare services, wherever necessary. During the period of the project between March 2000 and April 2002, a total of 14 juveniles have been supervised in this way. None of these supporters has re-offended.

Line 3: A friendly, safe atmosphere

The supporters' club has a considerable influence on the atmosphere surrounding the football matches. Encouraging the supporters' activities has a positive influence on their attitude and therefore also on their behaviour in and around the stadium.
The current supporters' club does not attract the younger supporters. These youngsters have therefore taken the initiative to set up their own new supporters' club group, which has been active since the start of the 2001-2002 season. This group is not only the point of contact for BVO and the project partners with regard to activities, but also in terms of behaviour during matches. A number of supporters who have themselves been subjected to a stadium ban are members of the Cambuur supporters' club. These supporters are now closely involved with club activities after having successfully taken part in the buddy-mentor project. They have a say in the future of the policy with regard to supporters at BVO Cambuur. They have been given a clear role task and responsibility at BVO Cambuur. In turn, these people are now helping create a positive atmosphere within the group of supporters.
A kids' club has also been set up. Children may join the kids' club, which organises all kinds of activities for the very youngest fans. |
| **Initiators/Co-operation** | Football Club Cambuur, Municipality, schools, Police, NGOs |
| **Implemented by** | Het Buro, fan coach, stewards |
| **Process Evaluation** | Externally by DSP-groep (www.dsp-groep.nl).

The following success factors play an important part in the project:
It can be said of all the participating organisations that the right people have provided the right kind of co-operation.
Although the participating organisations are very involved, their individual interests and limitations are observed by all concerned.
The efforts of the fan-coach as an intermediary between the supporters (group) and BVO Cambuur, the Police and the stewards.
'Recognising and being recognised' is the project's motto. All the stewards, Police Officers, project leaders and staff have invested a lot of time and energy in getting to know all the high-risk supporters. This has proved highly beneficial in terms of being able to address the |

	individuals concerned.
	The mid-Friesland Police have invested in the realisation of an intervention team and co-operation with the stewards.
	The setting up of the supporters' club has resulted in a direct line (of communication) between the project partners and the high-risk supporters.
Impact Evaluation	Externally by DSP-groep (www.dsp-groep.nl).
	The final project evaluation, carried out by Van Dijk, Someren and Partners in April 2002, showed the following developments in supporters' behaviour:
	supporters' behaviour positive change
	football vandalism in the stadium decreased
	football vandalism outside the stadium decreased
	hooligans around the stadium unchanged/decreased
	vandalism at away matches decreased
	verbal violence decreased
	Police presence unchanged
	number of 'problem' supporters unchanged
	degree of involvement of 'problem' supporters at BVO increased
	alcohol and drug abuse unchanged
	The last fine imposed on BVO Cambuur by the Royal Netherlands Football Association was in the 1999-2000 season, during the end of season promotion/relegation matches. There have been no fines during the seasons 2000-2001 or 2001-2002.
	The incidence of apprehensions and bans is showing a positive trend, according to the Central Football Vandalism Information data. There were 57 cases during the 1999-2000 season. This figure dropped to 35 in the 2000-2001 season, and during the last season (2001-2002), there were just 21 apprehensions/bans, of which 5 of the supporters concerned are now taking part in the buddy-mentor project. It is expected that at the start of the 2002-2003 season, there will be just 9 supporters with a stadium ban.
Category Promising/ Effective	Promising
Criticism	No comparison group
Potential	Strong theoretical basis, multi-level and multi-agency approach

31. Author, Year, Title	EUCPN (2005). Tackling safety and quality of life at Hoog Catharijne and the Station District – a summary (grey literature), London. www.utrechtn/stationsgebied.
Name	Tackling safety and quality of life at Hoog Catharijne and the Station District (Utrecht Project)
Country	Netherlands
Group targeted	Violent or "anti-social" drug users
	Violent or "disturbing" youths and other homeless people
Type of Crime targeted	Violent (and other) crime in public spaces
Level	Secondary/tertiary
Aims	- Improving the security and the quality of life, reducing the fear of crime among residents and station users.
	- Reducing nuisance and crime rates and improving the living circumstances of addicts in Utrecht.
Approach	Combination of prevention, care and repression.
	Situational crime prevention (CCTV, hot/spot policing).

	Broken-windows theory. Zero tolerance. Social, residential and community-based care.
Method	Supervision and enforcement, zero tolerance: a so-called "junkie tunnel" was closed and spending the night at Hoog Catharijne (Strain station) was prohibited. Strict Police law enforcement on drug abuse, dealing, receiving and loitering. Habitual offenders are banned and appear in court within 2 months. They do receive strict sentences, often imprisonment. The use of CCTV is enlarged, using public and private camera systems. Co-operation between Police, Security Services and business, property/crime (violent and not) is tackled and a contingency plan is drawn. Care and Shelter for addicts: 24/7 care for all 350 homeless addicts in 2 Care Centres, social/medical addiction care, meals, clothes exchange, syringe exchange, intensive guidance of addicts to care and shelter, heroin and methadone issued under medical supervision. Tackling the nuisance caused by young people: publication of house rules, strict supervision and enforcement by Police and control of disturbing behaviour, violence and theft, appointment of youth workers and Moroccan neighbourhood fathers, guidance to youth services. Set up, management and maintenance: overhaul of bus stations for all town and district buses, refurbishment of the location, replacement of old furniture and elevators. Strict bicycle parking enforcement and removal of bicycle wrecks. Public and private areas are kept spotlessly clean.

Individual measures contain the following:
Shelter for 350 drug addicts in 3 user facilities.
Closure of the 'junk tunnel' in the Stationsdwarsstraat.
Strict enforcement policy against drugs dealing, fencing and loitering.
Multiple offenders will be barred from the area, will appear in court within 2 months, will be punished more severely and will be put in prison.
Vredenburg Square added to inner city camera monitoring.
Some 300 (addicted) multiple offenders are partly taken off the streets and coached.
The Mediamarkt and Hennes & Mauritz have improved the attractiveness of the Gildenkwartier.
Vredenburg square, Vredenburg North, Smakkelaarsveld, Jaarbeurs grounds, the entrances to Hoog Catharijne and the Vredenburg passage have been done up, nearly all escalators have been replaced.
The public and private public space is cleaned thoroughly. Bicycle wrecks are removed each day. |
Initiators/Co-operation	Municipality, Police, private businesses, Public Prosecutor's Office, national railway services, residents, bus companies, offices
Implemented by	Police, shop-owners, security guards, volunteers
Process Evaluation	Internally
Impact Evaluation	Internally, relying on Police statistics. The most important results are:

The co-ordinated redevelopment has resulted in 60 percent fewer offences in Hoog Catharijne and to more than 50 percent less inconvenience in the entire Station area.

The sense of safety of passers-by, residents and employees in Hoog Catharijne and the station area has increased by 4.5%. The percentage of residents that feel safe has increased from 30% to nearly 60%. The number of incidents that have occurred has decreased. There is a decrease in the number of robberies, threats, purse snatchings and theft.

Multiple offenders are prosecuted within 2 months and punished more severely. Approximately 30% of the multiple offenders are placed in detention. All of Utrecht's 350 homeless drug addicts visit the user facilities. The living conditions of drug addicts have improved. There is no |

	pulling effect. The half-year figures of the Police show that drugs-related inconvenience in the entire city has decreased by 11% and the number of crime reports by 20%. These figures are said to indicate that pushing back the inconvenience in Hoog Catharijne does not lead to extra inconvenience elsewhere in the city (waterbed effect).
Category Promising/ Effective	Effective
Criticism	The results are positive, but fragile. At some locations, things have to be improved even more. That is the reason for additional measures. During the renovation of the station area, management and safety play a major role. External scientific impact evaluation is missing.
Potential	Combined approach which uses public and private sources as well as existing effective crime prevention tools. Furthermore, an improved social care is provided for the addicts. Learning from the present in order to benefit from it in the future became a motto, and the experience gained in the station area have been used for the Station Area Master Plan that is now ready and that forms the basis for the changes that will be taking place here. The management and safety experts of auxiliary services, local authorities and private parties were actively involved in compiling the Master Plan.

32. Author, Year, Title	McKenna, M. (2005). Working with young men. http://www.mensproject.org/mendir/ya.html and http://www.youthaction.org/ Crozier, M. (2001).Young Men and Violence: From Theory to Practice. Unpublished grey literature
Name	Youth Action NI: Work with Young Men Unit
Country	Northern Ireland
Group targeted	Marginalised groups of young men (18-25) in inner city and rural areas of Northern Ireland
Type of Crime targeted	Inner-group violence Public violence
Level	Secondary
Aims	Combating the existing masculine culture of violence and masculinity in Northern Ireland by: Encouraging young men to talk about real issues in their lives and explore issues of common concern. Addressing key topics such as self-esteem, self confidence, communication skills, relationships, masculinity and sexual health. Supporting young men in addressing the violence in their lives and related issues. Ddeveloping an understanding of the relationship between young males and violent behaviour within contested societies in Northern Ireland and so initiate programmes which address the needs of young males and the consequences of male behaviour.
Approach	Peer-based social and life skill training Peer mentoring Social learning
Method	YouthAction offer support, training and resources to local workers and community groups working with young men. The primary focus of the work is to encourage youth work approaches that provide young men with opportunities to talk, discuss, and reflect upon issues important to them. This includes creating learning environments where young men can share their experiences about being young and being male whilst supporting them to better

	understand their role and involvement within their local community by: Training (e.g. role play) Support Resources Consultancy Research Citizenship Community Involvement YouthAction's Young Men's Unit core activities aim to support and encourage young men from different communities throughout Northern Ireland to reflect upon issues affecting them; to challenge stereotypical masculine behaviour; to explore options and alternatives; to become more actively involved in their communities and to be more tolerant of the views of others. The programme also aims to help young men acquire new skills and confidence and accept greater responsibility for their own lives. In addition, the project works with volunteers and peer educators, and offers young men progression routes for becoming youth-community leaders. It also provides training to part-time and full-time workers, and supports the establishment of appropriate infrastructures within youth work by providing networks, information and resources. A YouthAction's Young Men's Forum has been created which consists of young men who have demonstrated a concern for their local communities and are seeking to work within communities to help other young people. YouthAction provides a mechanism through which these young men are supported in developing specific peer work with other young males in their own community.
Initiators/Co-operation	YouthAction Northern Ireland, NGO (Rank Foundation)
Implemented by	Trained key workers and peer educators
Process Evaluation	Internally
Impact Evaluation	Internally
Category Promising/ Effective	Possibly promising
Criticism	External evaluation missing.
Potential	Has a strong theoretical basis (see Crozier, 2001) and clear, structured approaches.

33. Author, Year, Title	Prevention Department of Crime Force Tactics (2005). Domestic Violence / Preventive Actions / overall look and solutions. Warsaw. Unpublished report.
Name	Blue Cards
Country	Poland
Group targeted	Offenders and victims of domestic violence
Type of Violence targeted	Domestic Violence
Level	Secondary and tertiary
Aims	Facilitation for the Police to keep records and to have reliable documentation. Providing the victim with legal information and information about assistance. Motivation for victims of domestic violence to report the incidents and look for help. Facilitate the supervision of families at risk and to arrange co-operation with other public

	services. Police and Prosecutor should use documentation during the criminal process. The documentation should also be used by Social Services eg. child abuse. Identifying the quantity of quality of domestic events in order to develop adequate special prevention.
Approach	Police-based intervention, victim support, awareness rising, multi-agency approach.
Method	Police officers fill out special documentation forms and initiate further assistance for victims as well as closer supervision of the offender in the future, see aims.
Initiators/Co-operation	Police, Social Care Ccentre, family care centres, Municipality, health care facilities, educational facilities, NGOs
Implemented by	Police Officers, social workers
Process Evaluation	Internally The Police realised that it is necessary to create local coalitions and interdisciplinary teams whilst implementing the "Blue Card" procedure.
Impact Evaluation	Not known
Category Promising/ Effective	n.a.
Criticism	n.a.
Potential	Good starting point for special interventions, multi-agency approach.

34. Author, Year, Title	Vanhove, A.; and Raynal, M. (2004). Securities(?). Schools and Violence. Paris: Perolle
Name	Living together in the city
Country	Spain
Group targeted	Pupils, adolescents and the general public
Type of Crime targeted	School and public violence
Level	Primary
Aims	Introducing dialogue, debate and reflection on school and public violence and becoming aware of daily situations with lack of communication, aggressiveness and violence. Helping people to learn values such as Tolerance and Peace.
Approach	Public awareness campaigns Educational measures
Method	Actions are taken in schools, particularly primary schools, and the public. Pupils are asked to make large drawings or collages, or to create small texts or slogans concerning different areas (the home, school, neighbourhood, sports centres etc.). The students' work is exhibited an entire month during a festival in various places throughout the city which should encourage dialogue and democratic co-habitation and permit an intense debate among the pupils and the public.
Initiators/Co-operation	Municipality of Valencia
Implemented by	Teachers, supported by technicians and community leaders. The students themselves and their parents.
Process	Internally:

Evaluation	The project was more difficult to carry out with students in the upper levels (16-18) than with younger students. Moreover, a reticence on the part of some School Principals in recognising the existence of acts of violence in their establishments, particularly in private schools, was observed.
Impact Evaluation	Internally: Massive student participation (averagely 4,000 a year) and considerable enthusiasm among them. The taboo that surrounded tackling the theme of violence in school could be lifted and communication was established.
Category Promising/ Effective	n.a.
Criticism	Seems to be Promising, but external evaluation is missing.
Potential	Participatory approach

35. Author, Year, Title	Cerezo, A. (2005). Evaluation of Domestic Violence Restraining Orders in Spain. Paper presented at the annual ESC Conference EUROCRIM in Cracow, 1-3 Sept (2005?).
Name	Domestic Violence Restraining/Protective Orders
Country	Spain
Group targeted	Perpetrators of Domestic Violence
Type of Crime targeted	Domestic Violence
Level	Tertiary
Aims	Preventing further, and aggravated, victimisation such as Homicide
Approach	Legal implementation of Court designed orders to prevent violence or misconduct by reducing the possibility of repeated offending. There are Criminal Protective Orders (Preventive detention, stay-away or no contact orders, gun-confiscation orders, and prohibition to come back orders) and Civil Restraining Orders (Prohibition to access or use the house, child protection and custody regulations). Legal intervention. Social Bond Theory.
Method	In 2003, the Domestic Violence Restraining Orders Act was implemented as part of a multifaceted response of the Government to the growing prevalence of domestic violence in Spain. The orders apply to every inter-familial relationship and co-habitees. Applications for orders can be made to the Court, to the Police and to the Victim Support Service. There are Temporary Restraining Orders (while the case is pending) and Permanent Restraining Orders (as part of the final conviction). The Order is worded to fit individual circumstances and breaching the Order might result in imprisonment.
Initiators/Co-operation	Government (Ministry of Justice)

Implemented by	Courts Police Victim Support Services
Process Evaluation	By the Andalusian Institute of Criminology. In 2004, 28,000 restraining orders were issued (before, only 5.000 were issued within a year), 77,15 % of them were exclusively Criminal Orders. A Restraining Order (civil) can be obtained in 72 hours and hence faster than a Criminal Order. A number of inadequacies were detected, such as an overuse of Orders, their inappropriate use (alternatives might have been more effective), difficulties with the serving of the orders or inconsistencies on addressing breaches, lacking co-ordination etc. Furthermore, judges seem not to distinguish appropriately among different risk situations.
Impact Evaluation	Is currently being conducted by the Andalusian Institute of Criminology. Preliminary results: no prevention against homicides, as 14.2% of domestic homicide victims had a Protection Order against the perpetrator at the time of the killing. Respondents with a prior criminal history are more likely to violate the Order than those who did not.
Category Promising/ Effective	Promising for the prevention of less severe and short-term incidences of domestic violence.
Criticism	Partially inappropriate use.
Potential	Next to the legal intervention, a more holistic approach (victim support, perpetrator interventions, alternative accommodation for perpetrators etc.) is mandatory.

36. Author, Year, Title	EUCPN (2005). The City Centre Bar Project. Presented at Best Practice Conference. London, 6-7th of December 2005, Whitehall. Wallin, E (2004). Responsible Beverage Service. Stockholm: Karolinska Institute. http://diss.kib.ki.se/2004/91-7349-763-0/thesis.pdf (Access: 18.01.2006)
Name	City Centre Bar Project
Country	Sweden
Group targeted	People active in the nightlife
Type of Violence targeted	Alcohol-related violence at licensed premises.
Level	Secondary
Aims	Reducing serving alcohol to intoxicated persons and violence inside and outside licensed premises and hence to decrease alcohol-related violence.
Approach	Training of bar staff Situational prevention Hot-Spot policing Public/private partnership
Method	Restaurant owners, door staff and serving staff have been trained in responsible serving of alcohol. The Police has intensified their collaboration with door staff through regular visits, joint review meetings, exchange of experiences, more active surveillance and foot patrol activities. The environment outside bars and restaurants has been improved, e.g. better lightening. Social Services field workers are focusing actively on restaurants and bars and carry out

	controls for under-aged youths who are not being served alcohol. Stricter control of the restaurant and bar workers' licences. The Police work more actively by intervening against alcohol consumption in public places, especially regarding under-aged youths.
Initiators/Co-operation	Local collaboration among the Police, Social Services and bar/restaurant owners, local Crime Prevention Council.
Implemented by	Qualified trainers from the Local Authority, social workers, Police, restaurant and bar owners, bar and door staff.
Process Evaluation	Project is based on the experiences from a national pilot project.
Impact Evaluation	Yes, externally by Wallis (2004). The levels of violence associated with bars and restaurants decreased during the first year of the projectby 29% (Wallis, 2004, who used a time-series quasi-experimental design within a project area and a control area), but increased in 2004 and 2005. This increase might be due to a better co-operation between security staff at the premises and the Police which might lead to a higher report rate. Qualitative research shows that the model serves to prevent heavy drinking and hence in some cases street violence The collaboration between the local actors is also successful.
Category Promising/ Effective	Promising
Criticism	-
Potential	Has recently been implemented in Finland, too.

37. Author, Year, Title	Glick, B (2003). Aggression replacement training-A comprehensive intervention for aggressive youth. In: Schwartz, Barbara K (Ed), Correctional psychology: Practice, programming, and administration. Ylisuvanto, A. (2004) ART and skolan. Norrkoeping. http://www.edu.linkoping.se/strut/filer/filer/ART%20i%20skolan%20den%20R%C3%A4tta1.pdf Expo (2005) http://www.expo.se/www/download/exit_motala_case_study_sweden.pdf Amity (2005) http://www.amity.pl. Andersson and Hansen, (2004), ART (Anger Replacement Training-A resource inschools?http://www.edu.linkoping.se/strut/filer/filer/ART%20i%20skolan%20den%20R%C3%A4tta1.pdf Arnold P. Goldstein; Barry Glick; and John C. Gibbs (1996) Aggression Replacement Training A Comprehensive Intervention for Aggressive Youth Barnoski, R. (2004). Outcome Evaluation of Washington State's Research-Based Programs for Juvenile. Olympia, Wash.: Washington State Institute for Public Policy. Coleman, M.; Pfeiffer, S, and Oakland, T. (1991). "Aggression Replacement Training With Behaviour-Disordered Adolescents." Unpublished manuscript. Austin, Texas: University of Texas, Special Education Department. Curulla, V.L. (1990). "Aggression Replacement Training in the Community for Adult Learning-Disabled Offenders." Unpublished manuscript. Seattle, Wash.: University of Washington, Special Education Department. Glick, B. (1996). "Aggression Replacement Training in Children and Adolescents." The Hatherleigh Guide to Child and Adolescent Therapy 5:191–226. Goldstein, A.P.; and Glick, B. (1994.) "Aggression Replacement Training: Curriculum and Evaluation." Simulation and Gaming 25(1):9–26.

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Goldstein, A.P.; Barry Glick; W. Carthan; and D.A. Blancero. (1994). The Pro-social Gang: Implementing Aggression Replacement Training. Thousand Oaks, Calif.: Sage Publications.

Goldstein, A.P.; Barry Glick; and J.C. Gibbs. (1998). Aggression Replacement Training: A Comprehensive Intervention for Aggressive Youth (revised ed.). Champaign, Ill: Research Press.

Goldstein, A.P.; Barry Glick; M.J. Irwin; C. McCartney; and I. Rubama. (1989). Reducing Delinquency: Intervention in the Community. New York, N.Y.: Pergamon.

Goldstein, A.P.; Glick, B.; Reiner, S.; D. Zimmerman; and T. Coultry. (1987). Aggression Replacement Training. Champaign, Ill.: Research Press.

Goldstein, A.; and Glick, B. (1994) Aggression Replacement Training- A Curriculum and Evaluation. http://www.behavioralinstitute.org/ART%20Research.pdf (Access: 23.11.2005)

Name	Aggressive Replacement Training, also known as ART, is a multi-modal, psycho-educational intervention technique that targets ultra-aggressive youth. It focuses on a curriculum of pro-social conduct and anger control in an effort to teach youth and empower them to change their own behaviour through learned skills.
Country	Poland, Sweden
Group targeted	Children, adolescents, adults, main focus on juveniles (Sweden and Poland)
Type of Crime targeted	Violence in general
Level	All
Aims	Learning alternatives for violent behaviour or avoiding aggression by improving social skill competence, anger control, and moral reasoning.
Approach	Cognitive-behavioural intervention. Educational social skill training based on social learning theory. Skill-streaming training. Anger control training. Moral reasoning training.
Method	Aggression Replacement Training (ART) is a multi-modal psycho-educational intervention designed to alter the behaviour of chronically aggressive adolescents and young children. The goal of ART is to improve social skill competence, anger control, and moral reasoning. The programme incorporates three specific interventions: 1. Skill-streaming 2. Anger-control training. 3. Training in moral reasoning Skill-streaming uses modelling, role-playing, performance feedback, and transfer training to teach pro-social skills. In anger-control training, participating youths must bring to each session one or more descriptions of recent anger-arousing experiences (hassles), and over the duration of the programme they are trained in how to respond to their hassles. Training in moral reasoning is designed to enhance youths' sense of fairness and justice regarding the needs and rights of others and to train youths to imagine the perspectives of others when they confront various moral problem situations. Aggressive Replacement Training has two intermediate objectives that must be implemented in order for this intervention technique to be successful. The first of these two objectives is the

concept of skill-streaming; the other is anger control training. These two objectives must be met before Aggressive Response Training can move forward to its third stage of moral education; the teaching of those skills having to do with fairness, justice and equality.

Those who provide the training should be trained according to a strict training guide by The International Centre for Aggression Replacement Training, ICART.

The programme consists, for instance, of a 10-week, 30-hour intervention administered to groups of 8 to 12 juvenile offenders thrice weekly. The 10-week sequence is the "core" curriculum, although the ART curriculum has been offered in a variety of lengths. During these 10 weeks, participating youths typically attend three 1-hour sessions per week, one session each of skill-streaming, anger-control training, and training in moral reasoning. The programme relies on repetitive learning techniques to teach participants to control impulsiveness and anger and use more appropriate behaviours. In addition, guided group discussion is used to correct anti-social thinking. The ART training manual presents programme procedures and the curriculum in detail and is available in both English and Spanish editions. ART has been implemented in school, delinquency, and mental health settings.

Initiators/Co-operation	Developed by Goldstein et al., and implemented at schools and other educational institutions . Training is provided by specific centres such as Amity in Poland.
Implemented by	Teachers, educator, psychologists etc. e.g. in Sweden in an elementary school (http://www.edu.linkoping.se/strut/filer/filer/ART%20i%20skolan%20den%20R%C3%A4tta1.pdf)
Process Evaluation	Several, i.e. Ylisuvanto, 2004
Impact Evaluation	Only for the US: There, ART has been evaluated successfully in numerous studies. In general, the studies were comprehensive and used acceptable evaluation designs, psychometrics, and data analysis techniques (Goldstein et al., 1994; Goldstein et al., 1998; Barnoski, 2004). A recent Swedish study (Andersson and Hansen, 2004) used semi-structured interviews with participatory observations in order to gain insight into the methodology of ART training and its application in daily activities. Most pupils stated that they could notice the positive effects of ART, and also predict benefits from using it in the future. The teachers and trainers describe ART as very concrete and based on reality, and perceive it as an advantageous complement to regular lessons. The importance of using positive situations as examples for the pupils is emphasised. Both pupils and teachers perceive the training sessions as helpful. Many participants see positive effects of ART both in the present and in a long-term perspective. Trainers regard ART as a long process where they may not see the results themselves; perhaps, ART can be seen as a lifelong education. Yet, based on these interviews and observations ART, despite being based upon voluntary participation, is a beneficial resource in schools.
Category Promising/ Effective	Effective, i.e. regarding costs-benefit analysis by AOS (2003).
Criticism	Very expensive training for trainers. Some US studies did not provide a demonstrated effect on violent behaviour or on other conduct problems 1 year or longer beyond baseline.
Potential	Timely approach which addresses the difficulties for adolescents in the "modern society of risk" (Ylisuvanto, 2004:4).

38. Author, Year, Title	McKay, A. (2005). Personal Conversation.16.12.2005, Glasgow. Strathclyde Police (2005). Operations and Initiatives.

	http://www.strathclyde.police.uk/index.asp?docID=2552
Name	Campus Officers
Country	UK (Scotland)
Group targeted	Pupils
Type of Violence targeted	School Violence
Level	Secondary
Aims	- Reducing school violence. - Providing an information and assistance point for pupils. - Providing assistance and advice for teachers in order to tackle violent or anti/social ("Bullying") behaviour
Approach	- Situational. - School-based hot-spot policing. - Based on the Scottish "Public Health Approach".
Method	Specially trained Police Officers are continuously based -on a full-time basis - at the campus of some "hot-spot" schools.
Initiators/Co-operation	Violence Reduction Unit which works with local authorities and schools to develop proposals to take this forward.
Implemented by	Violence Reduction Work Group
Process Evaluation	The Force now has eight Campus Police Officers – five in Glasgow and three in North Ayrshire. Feedback from teachers, pupils and parents has been positive. The Police Officers have become central figures in the school and provide additional moral authority. They get to know the young people and build up real trust. There have been many examples of pupils coming to the Campus Officers looking for advice on everything from bullying to drugs.
Impact Evaluation	Is being carried out by external researchers from the Universities of Glasgow/Aberdeen.
Category Promising/ Effective	Promising
Criticism	Extension of state control
Potential	Further action is being taken, integrating the Campus Police Officers. For instance, a short play will be performed by a group of actors along with school Campus Officers and members of the Community Safety Department. (see the following).

39. Author, Year, Title	Strathclyde Police (2005). Its just for Protection- Knives Drama Project, Glasgow.
Name	'It's Just for Protection' - Knives Drama Project – Glasgow
Country	UK (Scotland, Glasgow)
Group targeted	Young people at school who are using knifes
Type of Crime targeted	Knife crime
Level	Primary/secondary
Aims	The project aims to educate young people on the serious consequences of knife-carrying.
Approach	Participatory, interactive school-based educational intervention
Method	The interactive drama project shall allow youngsters to explore the issues and consequences associated with carrying knives. The project uses a 'forum theatre' format. This method of drama is regarded as ideal for

	encouraging discussion and debate on any given issue.
	During the workshops, a short play will be performed by a group of actors along with school Campus Officers and members of the Community Safety Department. During these performances, the main character will face serious consequences after being caught by the Police with a knife.
	The audience will then go on to explore the issues raised and try to find moments during the play where the main character could have made a different choice. The play is then run again with the changes put in place. The aim is for the audience to see that choosing not to carry a knife always results in a better outcome.
Initiators/Co-operation	Strathclyde Police, East End Community Arts and Glasgow City Council
Implemented by	Artists, teachers, Campus Officers during 2005 in different settings, such as for S1 and S2 students in high schools throughout the East End during February and March 2005 or in 11 secondary schools throughout Glasgow during October and November 2005.
Process Evaluation	Not known
Impact Evaluation	None
Category Promising/ Effective	n.a.
Criticism	Evaluation is missing.
Potential	Participatory approach

40. Author, Year, Title	McKay, A. (2005). Personal Conversation. 16.12.2005, Glasgow. Strathclyde Police (2005). http://www.strathclyde.police.uk/index.asp?locID=885&docID=-1. access: 02.01.2006
Name	Operation Vine
Country	UK (Scotland)
Group targeted	Young men carrying knives
Type of Violence targeted	Knife crime
Level	Secondary
Aims	Disrupt and detect groups travelling into Glasgow city centre on Saturday afternoons/early evenings, who it was believed were responsible for acts of violence, with a particular focus on knife crime. Detect and disarm young men carrying knives. Reducing fear of crime and providing public reassurance. Gathering intelligence on those persons involved in violent crime, including travel information. Developing partnerships and sharing of information in respect of the travelling criminal fraternity.
Approach	Hot-spot policing
Method	Operation Vine targets people who carry knives and other weapons on public transport, travelling into Glasgow city centre on Friday and Saturday nights. Those being caught are arrested and considered as high priority cases. A part of their bail conditions might be being banned from city centres.
Initiators/Co-operation	Violence Reduction Unit, Strathclyde Police, British Transport Police, First Bus, FirstScotrail.

Implemented by	Strathclyde Police. 4 Operations from April 2005 onwards, follow up operations in September/October.
Process Evaluation	Internally
Impact Evaluation	Internally Over the course of the operation, the following results were reached: Knives recorded :1 Drugs detected:15 Arrest for disorder: 8 Arrests for violence: 1(serious assault) Warrants Executed: 2 Missing Persons traced: 1 Analysis of figures for the duration of the operation shows a 44% reduction in violent crime involving a knife within the city centre compared to the corresponding weekend periods of the previous year, and a 39% reduction compared to previous weekends. Five young men caught during Operation Vine have now been banned from entering the city centre during key periods as a condition of their bail. Furthermore, the damage on property for the transport enterprises was considerably reduced (78% less damaged seats, 33% reduction in serious incidents requiring the attendance of the Police).
Category Promising/ Effective	Effective
Criticism	Extension of state control
Potential	Due its success, it is planned to role it out across the whole Strathclyde area. It has also led to a broader strategy which tackles youth's access to alcohol.

41. Author, Year, Title	McKay, A. (2005). Personal Conversation.16.12.2005. Glasgow
Name	Knife Amnesty
Country	UK (Scotland)
Group targeted	Knife owners
Type of Violence targeted	Knife crime
Level	Secondary
Aims	Encourage people to hand in their knives which might become dangerous weapons in a fight.
Approach	Reducing the possibility to commit knife crime by disarming knife carriers on a voluntary basis.
Method	Part of the "Safer Scotland" initiative, the campaign allowed people to leave their weapons in specially designed containers at Police stations in the region without being legally prosecuted for possessing the knives.
Initiators/Co-operation	Police
Implemented by	Police. Volunteer organisations. First campaign in 2000.
Process Evaluation	None
Impact Evaluation	Internally The campaign has presumably led to a significant drop in the amount of violent crimes committed with weapons. Gordon Farman (2005), Grampian Police, Crime Prevention Unit, pointed out: "During the last

	quarter of 2000, there was one serious assault, compared to five a year before.... Not only has the number of assaults involving knives been reduced, but 60 blades have been taken off the streets."
Category Promising/ Effective	Promising
Criticism	Deeper attitudinal changes are necessary as a knife might be replaced quickly. No further support for knife crime victims and offenders is provided. External evaluation is missing.
Potential	Should be repeated regularly, as part of a broader anti-violence concept which involves the changes of attitudes (which is being done in 2005/6 throughout Scotland).

42. Author, Year, Title	Brent Network Community (2005). Brain. NAD campaign. http://www.brentbrain.org.uk/brain/brainzones.nsf/0/4681ECD912649D1480256E2900510D07?opendocument&Z=6 (Access: 17.01.2006).
Name	Not Another Drop
Country	UK (Brent)
Group targeted	Whole community
Type of Violence targeted	Gun Crime
Level	Primary
Aims	Informing and educating the community, reducing the fear of crime. Minimising the impact of gun crime in the neighbourhoods. Changing the sub-culture that legitimises the carrying of hand guns to stronger values which recognises that carrying makes someone less of a man. Building stronger communities to enable them to feel confident to stand out against gun crime.
Approach	Awareness campaign Multi-agency approach Community-based education and intervention Situational prevention (Automatic Number Plate recognition etc.)
Method	Launched in January 2001, Not Another Drop aims to prevent gun and gun related crime. The campaign raises awareness and supports a range of community projects through: Direct and ongoing work with community groups, encouraging local people to get involved. Ppioneering gun crime research. Personal safety education projects in infant, junior and senior schools. Work with young people, who may have been involved in criminal activity, on gun related art projects. The use of the No.18 bus as a canvas to promote anti-gun crime messages. Support for Victim Support counsellors trained in murder / gun crime matters. Work with the police on initiatives such as Automatic Number Plate Recognition. Working in partnership with local youth projects to provide diversion activities for young people in music, arts and sports. Peace dances. Brent gun crime conference. Responding to the media and ensuring that the facts about gun crime related incidents are accurate. Working with other boroughs, Trident, Peace Alliance. Other initiatives around the Not Another Drop campaign include: Annual peace march. Athena Sports, who are working with Not Another Drop to promote the sport of Road Tennis.

	School workshops to de-glamorise gun crime, run by Brent Victim Support. Local artists who are playing a prominent role in sending out an anti-gun crime message and working with local youngsters to provide positive alternatives.
Initiators/Co-operation	Community representatives, Primary Care Trust, Metropolitan Police, Community Safety Unit and other local authority services areas as well as input from Police Advisory Groups and regional civil service officers.
Implemented by	Borough Police Service, the local authority and other local public agencies
Process Evaluation	Internally NAD has become a central plank of the Crime Reductions Partnership's strategy against gun crime, where it is one of their seven priorities. The campaign has also received national acclaim over the years, but there is a need to work on all areas of the campaign to improve on this recognition.
Impact Evaluation	Not found
Category Promising/ Effective	n.a.
Criticism	-
Potential	Strong partnership and community based approach

43. Author, Year, Title	Home Office (2005). Mobile Industry Crime Action Forum. London: Home Office
Name	Mobile Industry Crime Action Forum.
Country	UK
Group targeted	Mobile-phone robbers
Type of Crime targeted	Robbery (i.e. mobile phones)
Level	Primary, secondary
Aims	Reduce mobile phone robberies and thefts on the street
Approach	Multi-agency partnership, international Police-cooperation, public-/private partnerships. Technical and Situational prevention.
Method	The National Mobile Phone Crime Unit (NMPCU), brings together staff from five Police services and analysts from the Home Office and telecoms industry to target those involved in the stolen phone trade. Of the 4,000 street crimes in London every month more than half involve the theft of a mobile phone and in 1,200 cases the victims are targeted for their handset. The key of this intervention is the close partnerships between government departments, the mobile phone industry and law enforcement agencies. Actions taken are the creation and establishment of: A shared equipment Identity Register (SEIR). The Mobile Telephones Act 2002 (re-programming of stolen phones was made a criminal offence). The National Mobile Phone Crime Unit as a special Police force, launched with a specific remit to tackle mobile phone theft on all levels and to share best practice in the UK and around the world. The National Mobile Phone Register. Public awareness campaigns. Contacts with European colleagues to address the illegal trade in mobile phones. All UK network operators share an Equipment Identity Register (EIR) which enables them to block stolen phones on their own networks. To ensure that stolen phones are not then used on

	other networks, the providers share information with each other over the SEIR. One of the keys for this joined-up industrial action was the Mobile Industry Crime Action Forum which co-ordinates industry action with government and law enforcement agencies.
Initiators/Co-operation	Home Office UK, Department for Trade and Industry, all UK network providers, law enforcement agencies.
Implemented by	National Mobile Phone Crime Unit
Process Evaluation	Not known
Impact Evaluation	Ongoing (Home Office Research Unit)
Category Promising/ Effective	Promising
Criticism	-
Potential	Based on private-public partnership, international co-operation and specifically trained people.

44. Author, Year, Title	Operation Trident (2005).Stop the guns. http://www.stoptheguns.org/background.php. Access: 20.01.2006 MET Police (2005). Operation Trident. http://www.met.police.uk/trident/(Access: 20.01.2005)
Name	Operation Trident
Country	UK
Group targeted	Young black gun-owners
Type of Violence targeted	Gun violence
Level	Secondary/tertiary
Aims	Arresting and prosecuting anyone involved in shootings within the black community. Reducing the fear of crime among London's black communities. Increasing community confidence.
Approach	Public awareness campaigns
Method	Targets known criminals and disrupts their activities. Investigates gun crime. Prevents gun crime. Supports victims and witnesses of crime. Works together with the IAG and communities. One method is to co-ordinate resources and intelligence for local Officers investigating shootings across the capital. Operation Trident supports area investigations, acting as a central intelligence resource for Officers working in the Serious Crime Group's reactive and proactive teams. The London wide intelligence collates and co-ordinates and is used to disrupt the criminal activity of those responsible for serious offences of drug related violence in the capital. Operation Trident focuses on ensuring an accurate and up to date flow of intelligence which will assist Officers on the ground. Since Trident began, publicity has been a key element of the strategy. It is recognised that the Police can only defeat this type of crime by working with the community. So, in conjunction with the Independent Advisory Group, various advertising and publicity work has been undertaken to communicate the messages of Trident to those who most need to hear them.

Initiators/Co-operation	Metropolitan Police, in formal partnership with leading members of the black community (the Independent Advisory Group).
Implemented by	Operation Trident was set up in March 1998 as an intelligence-based initiative in response to a series of shootings and murders in and around the areas of Lambeth and Brent. In August 1999, following a continuation of the shootings and murders, Operation Trident was implemented on a London wide scale. Over 300 Police Officers and 70 support staff are dedicated to Trident, supported and informed by Trident's Independent Advisory Group.
Process Evaluation	Internally. High success rate is said to be due to: 1. More proactive operations targeting gunmen, drug dealers linked to gun crime and gun suppliers over the last year. 2. Working closely with communities, the Trident IAG and the Metropolitan Police Authority. 3. The willingness of members of the community to come forward, which has also played a major part in helping Trident to solve more murders than ever before. Community support was identified at an early stage as being vital. The Trident Independent Advisory Group was formed to harness the support of the community and to help police operations to be better informed. It has remained at the heart of the Trident strategy.
Impact Evaluation	Trident solved 12 murders in 2004/2005 making an overall success rate of 67%. Trident is also encouraged by the sentences being handed down by London courts. Trident criminals were sent down for a total of 709 years in 2004/2005 (4 life sentences, 1 25 years, two 16 years each). Other Trident statistics 2003-2004 and 2004-2005: 420 firearms seized. 1,839 rounds of ammunition seized. 217 kilos of class A drugs seized. £586,024 in cash seized.
Category Promising/ Effective	Effective
Criticism	-
Potential	Trident's successes have been brought about due to its formal partnership with leading members of the black community (the Independent Advisory Group) as well as robust, intelligence-based policing, proactive crime prevention and increased quality of detection.

45. Author, Year, Title	France, A.; Hine, J.; Armstrong, D.; and Camina, M. (2004). The On Track Early Intervention and Prevention Programme: from theory to action. Home Office Online report 10/04. London: Home Office
Name	ON TRACK
Country	UK
Group targeted	4 to 12-year-olds and their families in 24 high crime, high deprivation areas in England and Wales.
Type of Crime targeted	Violence and anti-social behaviour in children.
Level	Primary/secondary
Aims	Reduce children's risk of offending and involvement in anti-social behaviour by targeting early interventions at the risk factors known to be associated with anti-social behaviour and crime. Building safer communities and tackling social exclusion.

Approach	Evidence-based, multi-modal and multi-agency approach, founded on risk-assessment.
	Various projects on community level have been developed and combined.
Method	As part of the Crime Reduction Programme, a series of projects was commissioned which aimed to identify the risk factors associated with the early onset of offending and assess the effectiveness of early intervention programmes in reducing or preventing offending by children and young people.
	The interventions were either done directly with children (using a non-stigmatising universal approach) or indirectly, through support and training to parents and professionals.
	The Intervention categories were: Home Visiting Pre-School Education Parent Support and Training Family Therapy Home School Partnership Specialist Interventions Direct work with children takes part in groups or individual, individual behaviour, communication, health and other problems are tried to be ameliorated. The education involves parents, classes and individual support. Further activities included Breakfast Clubs, After School Clubs, Homework/education, Break Activities, and Holiday Schemes.
	The indirect work with children embraces: Work with parents: Support (e.g. self/help , drop-in, Home visits). Education (e.g. Behaviour management). Work with family (i.e. Family therapy, domestic violence, pre-school education). Work with professionals (e.g. training, support).
Initiators/Co-operation	On Track was established by the Home Office in 1999. In April 2001 the programme was transferred to the Children and Young People's Unit (CYPU). The management of the evaluation remained with the Research, Development and Statistics Directorate of the Home Office until June 2002.
Implemented by	Municipalities, social workers, psychologists, pedagogues since 2000.
	Foreseen for 7 years.
Process Evaluation	A series of studies has been conducted in relation to the set-up and delivery of On Track. The University of Sheffield was commissioned in June 2000 to design and implement an evaluation framework. A national evaluation of the programme examined what the On Track projects had delivered and who had received the service during the first 18 months of set-up and looked at the early signs of impact. Further studies identified the implementation issues associated with setting up large-scale crime reduction initiatives and examined how service providers in a sample of On Track areas defined and consulted 'hard-to-reach' families and delivered services to them. The research by France et al. (2004) identified the following problems regarding the implementation of the programme:
	Project implementers did not always understand the evidence they should include in the developing interventions. In transferring theoretical constructs into practice, the local understanding of the programme aims varied. A number of pre-existing interventions were "re-badged" for On TRACK.

	Professionals developing new local interventions discovered that the needs of service users were different to those identified within the five core categories during the construction process. Interventions that in the initial stage reflected programmes of work within the 5 categories disposed over localised additional components or evidence from two or more categories were integrated into a single intervention, so that a more multi-dimensional model emerged, which crossed the boundaries of the Home Office categories.
Impact Evaluation	Is being conducted. France et al. (2004) identified violent or aggressive behaviour in 89 children before the programme was implemented. 23 (3) showed improvements after intervention (further details are not provided yet).
Category Promising/ Effective	Promising
Criticism	A more identical implementation at the local level should have been guaranteed.
Potential	First results indicate that the programme has got the potential to reduce future offending.

APPENDIX B

Glossary of crime prevention terms in four European languages

English	French	German	Spanish
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