Community Prevention and Early Prevention

Final report

European Commission | Regione Emilia-Romagna

Community Prevention and Early Prevention

Final report

Index

Introduction

Broadly, the term 'early intervention' refers to activities, programs and initiatives designed to alter the behaviour or development of individuals specific problem who show signs of an specific discomfort, or who exhibit risk factors or vulnerabilities for an identified problem, by providing the resources and skills necessary to combat the identified risks.

Early intervention includes intervening early in life or at an identified transition phase in a person's development to ensure that they are supported in their most formative years. Alternatively, it refers to intervening as soon as a problem is apparent.

One of the goals of early intervention is to prevent the escalation of serious issues that may require a more intensive response involving the statutory child protection or justice systems.

We are going through a time of financial challenge with government austerity measures significantly impacting on public sector provision. The challenge for Emilia Romagna Region, applicant in this project, is to continually improve outcomes against a back drop of reduce budgets and increasing demand. There is compelling national and international evidence that early intervention of prevention, if implemented properly can work to improve outcomes and deliver cost benefits. We need to build strong partnerships we have developed in Emilia Romagna Region and step up to the challenge of creating a whole-system change to ensure sustained improvements for the Region children & young people and their families.

For the first time we have mapped all early intervention provision, the impact of that provision and expenditure across the partnership in each Country involved in this project. We have identified some examples of good practice and we aim to build upon these and ensure that our models of commissioning and delivery continue to be better aligned and coordinated. We aim to redress the balance between the spending on specialist and acute activity with that on early intervention and prevention. This strategy demonstrates our commitment to supporting families and children earlier wherever possible.

We are committed to embedding an effective early intervention mode of care, underpinned with strong evidence of what works and coproduced with our local communities.

That includes ensuring our universal services; mentoring services, health visiting, general practice, schools and children centres are of the highest standard and are accessible to all with clear pathways to a range of interventions for our most vulnerable families. We need to take our learning and consolidate what we know we are doing well, stop doing what isn't working and invest in new and innovative evidence based initiatives. These are the principal objectives of the project "Early and Community prevention" funded by European Commission - Directorates-General: Home Affair.

This is a real opportunity to change the way we are working and see sustained improvements for residents in each country involved in the project.

Project actions aim to define: the areas and the territorial contexts at risk of deviance (or at high social vulnerability) within the urban areas (such as in suburbs); the beneficiaries (immigrants or young adults for example) trying to monitor such social contexts and territories at risk of deviance (not only related to crime commission but also to scholastic drop out; racial hatred and so on).

Subsequently, the present project proposal will try to define a program of support and assistance (basing on the gathered and assessed information) targeted to identified subjects at risk (such as young mothers or families in situation of economical difficulties or other subjects in situation of disadvantage and/or exclusion) within some specific areas. The criminological research highlights how early intervention in these subjects at risk decreases the likelihood of committing crimes and promotes a major working, scholastic (addressed to sons) and social inclusion (and therefore a minor involvement in antisocial and illegal activities such as bullying).

Early provision and coordination of services for children, young people and their families can assist with giving children and young people a good start in life and can reduce or avoid the need for other services in the longer term, such as mental health treatment, and/or the need for protective action or involvement with the child protection or justice systems.

Prevention and early intervention is the process of identifying and responding early to reduce risks or ameliorate the effect of less-than-optimal social and physical environments. Prevention services are designed to promote the safety, welfare and wellbeing of children, young people and their families and prevent the development or emergence of problems and issues. They may be targeted to specific community groups who have a history or greater chance of developing certain problems or issues due to the existence of known risk factors or vulnerabilities.

This project aims to assess and analyze best practice already in use in the field of early prevention of juvenile crime. These will be benchmarked against risk and protective factors devised both in theory and on the ground. Practitioners and experts will be able to plan pilot programmes that are based on risk factors but adapted to local needs. They will disseminate them to relevant institutions and in doing so promote more efficient crime prevention policies:

- Research and analyse existing models of early and community prevention already in place at local and national levels
- Understand the gaps that exist in these models and design and test new recommended models of prevention
- Train practitioners and other professionals in the field of early prevention on the new model
- Advocacy of the new model by the project partners working at the public sector level in order to affect policy
- Local Experimentation of the prevention model in each country
- Realization of the final report
- Organization and realization of the final European Conference in Bologna

Chapter 1

Early prevention and community policing: Intervening early in life may reduce crime?

There are good reasons for intervening early in life: families with babies and preschoolers who suffer the consequences of poverty, relationship break down and abusive or inept parenting styles are more likely to produce teenagers who participate in crime and substance abuse (Farrington, 2002)

- Collection of existing documentation in the field of early prevention programs regarding the reduction of risk factors for violence. For early intervention we usually refer to a series of preventive actions aimed at reducing social and psychosocial gap of subjects at risk of social exclusion and deviance. Early childhood intervention is used to label a vast body of literature concerned with the study of multidisciplinary services designed to enhance the health and well-being of children aged from birth to five and their families. In the UK we have for instance the program 'SureStart' directed to the needs of families with children under the age of four, especially in disadvantaged communities.

- Collection of existing and past projects and developmental crime prevention programmes. Project Analysis of focus, life phase of intervention (preschool, infancy, antisocial behavior, ecc), participants, duration, ecc.

- Analysis of urban and rural context where early prevention programmes are enacted. Analysis of the model of intervention. Content analysis: family support? Early education?

Teacher and counselor home visiting? Parent training? Child training?

• Analysis of outcomes achieved by prevention projects. Were created success index to evaluate the impact of prevention policies? Has been done a cost-saving analysis?

Definitions of Early Prevention and Community Prevention

Crime prevention has grown as a result of the expansion of modern policing and the ambitions of the modern state. The police force dates back to the 1800s in the UK and since then its role has considerably expanded from capturing and incarcerating criminals, to the prevention of crime itself. The following four types of crime prevention have been defined as a result:

• Criminal prevention – this focuses on interventions carried out by the Criminal Justice Authorities, which include incarceration, incapacitation, and rehabilitation.

• Situational prevention – this focuses on reducing the opportunities for carrying out anti-social behaviour and increasing the risk and difficulties in carrying out anti-social behaviour. This would include CCTV, security fencing etc...

• Community prevention – this focuses on interventions designed to change the social conditions and institutions that influence anti-social behaviour within communities i.e. employment generation programmes.

• Developmental prevention – this focuses on inhibiting the development of anti-social behaviour by designing interventions that target the risk and protective factors that influence human development i.e. crèche services.

With regards to situational prevention a range of theories and perspectives have been used to understand the complexity and inter-relation of criminal activities and human behaviour. This was drawn from Rational Choice Theory and Routine Activity Theory to assist professionals in understanding the ranges of choices and how they correlate with criminality. Also, the external environment has been considered; with the design of social housing being examined in how this can exacerbate crime rates, as certain spaces are owned by 'no-one' (Jacobs, 1961 & Coleman 1985). A critique of the situational prevention approach has been that it does not seek to explain, nor is it interested in the question of aetiology, thus reflecting on causation or origins. Thus, individuals are seen as abstracted from their social or structural context and personal histories (O'Malley,

1992). The problems are 'displaced' to other areas rather than attempts at addressing the root causes. Situational prevention is used in an unequal society and may further exacerbate circumstances, and lead to further inequality e.g. an example of this is the rise in 'gated communities' (new housing developments with outer security fencing and a guarded entrance). Community prevention focuses on changing the social conditions and institutions to influencing offending among social groups and residential communities. The envisaged result is that this strengthens social control within communities and groups and requires less external intervention. This is supported by Hirschi's ideas (1969) that by encouraging the development of social bonds, individuals forgot their selfish motivations and begin to conform to societal rules. Also communities with high levels of criminality have high levels of victimisation, therefore additional resources are needed in that area to support the community to regenerate. Community prevention has been seen as a popular response as it works in a wider framework of 'self-empowerment'. However, this methodology also has its challenges. Community prevention developed in the 1960s as a result of a wider breakdown in traditional social ties and networks. Community programmes often lack any focus beyond improving the locality and the well-being of residents. Community programmes often do not see offenders as a part of the community. Community prevention programmes assume that its members have shared moral values and concepts of order. However, urban communities are cosmopolitan, mobile, and diverse in age, ethnicity, and education to name a few. Hence (dis) order may be differently interpreted and experienced. Within developmental prevention, a focus is made on early intervention in personal pathways. It is based on the idea that offending is determined by attitudes and behaviours learned and produced over a life's course. Developmental interventions attempt to manipulate and influence risk and protective factors at crucial transition points such as early childhood experiences, transition to nursery and early teenage pregnancies. One of the challenges of working with risk factors is determining which risk factors are the cause and which are markers merely correlating to the cause. Using with risk factors as a standalone reason for intervention, can result in professionals labelling of children as potential criminals, and also raises questions on how far state interventions should interweave with our social and cultural fabric.

Risk and Protective Factors

The definition of risk factors is: prior factors that predict an increased probability of antisocial behaviour (Farrington, 2003). Risk focused prevention then, is based on identifying the key risk factors for offending and implementing prevention techniques designed to counteract them.

(Farrington, 2009). Below is a description of some of the risk factors linked to anti-social and delinquent behaviour.

Risk Factors

Biological and individual factors

Biological risk factors begin from as early as pregnancy, which covers the growth of the foetus, the use of substances whilst pregnant, birth complications and low birth weight. These factors all impact the neurological development in early childhood. Individual risk factors include Attention Deficient Hyperactivity Disorder (ADHD), low attainment, low guilt and low empathy. Research in this area has suggested that cognitive impulsiveness was more relevant than behavioural impulsiveness in the early identifying of risk factors early (Pittsburgh Youth Study)

Family interaction and socio-economic factors

There are numerous family risk factors, which have been extensively documented. Parenting is seen as a fundamental factor and varies in style covering inconsistent, harsh or abusive parenting. Research has shown that different aspects of parenting lead to different outcomes. For example, poor parental supervision was recognised as a risk factor for chronic offending and antisocial personality. Poor child rearing was a risk factor that influenced chronic offending but not antisocial personality. Whilst, separation from the parent (usually the father) was a risk factor that influenced antisocial personality and not chronic offending. (Farrington 2000, Farrington & West 1993)

Peer, School and Community Risk factors

Children involved in offending, often associate with other children involved in offending. 75% of chronic offenders had highly delinquent friends at the age of 14 as compared to 33% of non-chronic offenders, and 16% with non-offenders (Farrington 2000, Farrington & West 1993). Due to catchment practices in schooling, certain schools would have a particularly high concentration of children at risk of, or already, offending. This resulted in mistrust between teachers and students, and low attendance and attainment. What is less known about is how schools themselves influence anti-social behaviour by their organisational structure, climate and practice. It has been documented that offenders disproportionally live in inner-city areas, in physical deteriorating and disorganised neighbourhoods. However, longitudinal studies have suggested that they have an in-direct affect on antisocial behavioural as it is experienced through the family structure through to individuals (Rutter, 1981).

The origins of 'risk and protective factors' came from health professionals' working around cancer and heart disease. Due to the empirical body of research that surrounded these diseases, 'risk and protective factors', gained higher acceptance around policy makers and practitioners. One aspect of its acceptance among professionals was that it was

a theory standing with evidence, rather than theory alone. An example of this can be drawn from Farrington's Longitudinal study which 'measured' children from the age of 5 to 50. The risk factor of 'poor parental supervision' was identified as causing a 61% rate of conviction by 50 years, whilst the 'control' resulted in a 36% rate of conviction, a difference of 25% (Farrington, 2005). Suggestions in Farrington's work highlight that the list of 'risk factors' is extensive, and that the focus should be on the ones that can be changed by intervention. While the debate and evidence on protective factors is considerably lower and the impact more unknown. What also makes examination complex, is the fact that risk factors tend to be similar for many different outcomes. This can result in stereotyping and increased xenophobia. For example, single parent families have often been highlighted as a risk factor, especially if from a deprived neighbourhood. The family has a history of substance misuse. The single parent family is of Afro-Caribbean descent. How useful is this information and the assumptions that follow in working with this family? The danger is that stereotype and prejudice is functioning at some level with professionals against people that comply with a number of risk factors, thereby assuming they will fall into certain brackets of behaviour.

Protective Factors

There are many ways protective factors can be described. The simplest has been the opposite of risk factors, i.e. low attainment (risk factor) vs. high attainment (protective factor). However, research has shown that this linear relationship is not supported by the evidence, as high family size has been seen as a risk factor, but small family size has not been evidenced as a protective factor. Another way of understanding protective factors is the interaction they have with risk factors to minimise the risk factor effects i.e. poor parenting (risk factor) can be impacted by a good nursery experience.

Other factors that can also influence rates in crime prevention are people getting married. This often results in a reduction of criminal behaviour. Also, during periods of mass unemployment crime tends to increase. Although these factors are out of the 'early prevention' debate, they do have an impact, which could be considered.

Chapter 2

Mentoring: towards a model of early prevention. The result of local training courses

2.1 Early prevention and Community Prevention in United Kingdom

The aim of the project proposal is to analyse measures related to prevention strategies and intervention already implemented in the partner countries in order to assess their effects. Further to this research will be the creation and management of a database containing all the prevention practices and their implemented preventative interventions. Project actions aim to define: the areas and the territorial contexts at risk of deviance (or at high social vulnerability) within the urban areas (such as in suburbs); the beneficiaries (immigrants or young adults for example) trying to monitor such social contexts and territories at risk of deviance (not only related to crime commission but also to scholastic drop out; racial hatred and so on).
"Early and community prevention: the mentoring model" new development opportunities at the local level of practice-oriented prevention

- sharing of the concepts of "early prevention" and "risk factors", with particular reference to European contexts where these concepts are developed in an integrated and in-depth form;
- individuation, through a reconstruction of the case studies (in reference to the research carried out in local territories in the first phase) which are the characteristics of policies for the prevention of crime and juvenile delinquency, and how these practices differ from those strictly defined as "early prevention";

- individuation of risk factors that are usually taken into consideration in any territorial reality and closely related to the local characteristics;
- building capacities for operators/local stakeholders regarding practices of intervention in relation to prevention that can re-orient the methodological approach from a perspective of integration between community prevention and early prevention

Four types of criminal prevention can be distinguished as:

1. Criminal Justice Prevention: refers to traditional deterrence, incapacitation etc…
2. Situational Prevention: reduce opportunities, increase risk and difficulty of commiting anti-social behaviour
3. Community Prevention: changing social conditions and social institutions
4. Developmental Prevention: to inhibit the development of anti-social behaviour

Mentoring depends on the existence of another concept: Social Capital. Mentoring is a unique relationship involving the use of a diverse range of skills and qualities in order to support others. This course will allow participants to support mentees to overcome barriers in their Lifelong Learning journey. The training will offer all participants opportunities to develop appropriate ways of responding to vulnerable children and adults, within a systemic framework.

- Be able to support mentees in their understanding of the effects of all forms of oppression and how these may manifest in behaviour and a sense of identity.
- To be able to use a range of skills and competencies to ensure accurate understanding and appropriate responses.
- Develop and demonstrate skills to cultivate learning and emotional development.
- Ability to guide career development around the concept of purpose and global citizenship.

- Be able to support learner's preparation for employment.
- Keep reflexive recordings of their thinking, reading and practice in the mentoring role.
- Be able to identity the principals and prejudices that their judgments are based on.
- Be able to balance collaborative and competitive influences in order to work effectively with other professional and voluntary staff.

The content of training corse on mentoring was:

- A diverse range of mentoring and coaching interventions.
- Strategies for developing and sustaining self-awareness through reflexive practice.
- Developing multiple skills and competences for engagement, understanding and

responding.
- Strategies to develop learning capacity of mentees.
- Delivering all interventions within a reflexive and non-oppressive framework.
- The understanding and use of the dependency spectrum.
- The understanding of responsibilities about confidentiality and safeguarding.
- Strategies to deliver career guidance and preparation for employment initiatives.
- Cultivating and collaborating with a supported network of individuals and organisations.
- A diverse range of mentoring and coaching interventions.
- Strategies for developing and sustaining self-awareness through reflexive practice.
- Developing multiple skills and competences for engagement, understanding and responding.
- Strategies to develop learning capacity of mentees.
- Delivering all interventions within a reflexive and non-oppressive framework.
- The understanding and use of the dependency spectrum.
- The understanding of responsibilities about confidentiality and safeguarding.
- Strategies to deliver career guidance and preparation for employment initiatives.
- Cultivating and collaborating with a supported network of individuals and organisations.

The mentoring course encompasses many significant aspects of the National Curriculum KS4 requirements, having strong links to the required competencies in the subject areas of PSHEE, Citizenship, ICT and English. As well as delivering these aspects of the National Curriculum it will also enable students to appreciate the relationship between competencies in different areas of the curriculum and will therefore empower them to apply them more affectively in their Lifelong Learning journey.

The course consists of:
- 20 hours of instruction: 2x6 hours of Face-to-Face delivery and 8 hours virtual delivery
- 16 hours of supervision: 8x2 hours group supervision sessions
- 2x Tutorials per student in order support journal and statement writing.

This is the basic structure for delivery, and can be organised into different segments depending on individual or organizational needs.

Groups targeted by EPY for mentoring/training
- Parents: begin with an empowering request as opposed to judgemental decision
- Family members: participate in process, support, alternative source
- Volunteers from estates and student areas of living, adds to alternative experience
- Specific Groups - African-Caribbean, Somali, Indo-Pakistan, Eastern European, Gypsy, Roma, Traveller, Women amongst others...

- Volunteers from a wider area - undergraduates from local universities
- Serving prisoners nearing their release date, double edged support
- Employers
- Other professional practitioners

Case study 1: Troubled Families

The troubled families' initiative was launched by the UK Prime minister, David Cameron in a speech in 2011, where the figure of 120,000 families with complex issues were identified in England and Wales. They were classed as 'troubled families' as they presented issues to local authorities that ranged from drug and alcohol misuse, to mothers with mental health problems, to no one in the family working. In terms of the origins of this figure, it was the criteria applied in a 2005 study which identified families that were later used as the official figure in 2011. It was assumed that the local authorities were already working with these families. The initiative envisages a holistic approach to supporting troubled families covering all members, young children and parents as well as the extended family. The project does not address a specific life stage, rather, it supports people at the life stage they are at when engaging with the key worker. Therefore, this project is considered as having a 'specific target group', with a specialised service for the individuals involved. A part of the methodology used to support these families is based on the success of a previous initiative called the Family Intervention Programme, which centred around one key worker being assigned per family to provide long term sustained family work to support them in using further services and break the cycle of violence. This has been replicated in the troubled families initiative. The Local Authorities aim to further join up services and resources for families involved in the troubled families initiative. This may involve the voluntary sector services such as CRI (National Drugs and Substance Misuse Charity) or MIND (National Mental Health Charity) or more local level voluntary organizations involved in the implementation of this project. However, Local Authorities in England and Wales are still at the planning stage of how to work with these local voluntary groups and services. The evaluation of this initiative has been awarded to a consortium of experienced, independent research groups, led by Ecorys. The Ecorys UK consortium is made up of 5 organisations, with each leading on different parts of the evaluation:

- Ipsos MORI
- National Institute for Economic and Social Research
- Clarissa White Research
- Bryson Purdon Social Research
- Thomas Coram Research Unit, Institute of Education

At the time of this publication no evaluation report have been published by this consortium. The treasury estimated the cost of these families at £9 billion per year to the public purse, which would be spent on a range of local and national services, working out at £75,000 per family. To run the initiative would cost £448 Million for a period of three years, drawing from a range of central government departmental budgets ministries (such as the Home Office and the Department of Education) as well as local government budgets. The financial blue-print for this initiative is based on a model of payment by results. The programme is led by the Department of Communities and Local Government (DCLG) in partnership with local authorities. In March 2012, the DCLG's *The Troubled Families programme: Financial framework for the payment-by-results scheme for local authorities* updated the description by defining troubled families as those households which:

• are involved with crime and anti-social behaviour (ASB)

• have children not in school

• have an adult on out of work benefits causing high costs to the public purse.

Methodological form

Collect up to five principal experiences of early prevention. The level of each programs could be evaluated following the population on which it is addressed. For example we should outline if the project has a randomized design, where treatment families are allocated randomly to treatment and no-treatment groups or the program is offered to general population or group; In doing this each country should provide a brief description of the project as follows:

a. Short description regarding the problems/causes (local or national) that needed to build the project

The problem this project aimed to address were 'troubled families' within the UK. This was defined and explained on a government website as: 'Troubled families are those that have problems and cause problems to the community around them, putting high costs on the public sector. The government is committed to working with local authorities and their partners to help 120,000 troubled families in England turn their lives around by 2015. We want to ensure the children in these families have the chance of a better life, and at the same time bring down the cost to the taxpayer.' Government data in 2011 estimated that £9 billion is spent yearly on these troubled families. This works out at an average of £75,000 per family each year. Of this, an estimated £8 billion is spent reacting to the problems these families have and £1 billion being spent on supporting these families to solve and prevent problems in the longer term. (Source: https://www.gov.uk/government/

policies/helping-troubled-families-turn-their-lives-around)

This is primarily a Public Sector initiative, headed by the Central Government in partnership with Local Authorities, who conduct a large proportion of the front-line work. The Local Authorities will join up services for such families. This may involved the voluntary sector services such as CRI (National Drugs and Substance Misuse Charity) or MIND (National Mental Health Charity) or more local level voluntary organization involved in the implementation of this project.

This project supports troubled families across England and Wales. Drawing from a recent case study published on these families by the government, it highlights the diversity of families this program was targeted towards:

- Parents who are/have been in jail.
- Children with specific learning difficulties.
- Children on the Risk Register and known to local social services teams.
- Families with a history of domestic violence and substance misuse.
- Single parent families with a history of substance misuse and/or involvement in criminal activity.
- Families known to the Local Authority due to anti-social and criminal behaviour.
- Children involved with the youth offending services.
- Children with extremely low attendance at mainstream school or/and facing permanent exclusion from mainstream Education.

The project envisaged a holistic approach to supporting troubled families covering all members, young children and parents and other family members. The project has no specific life stage it is addressing, rather supporting people at the life stage they are at when engaging with this project. Therefore, as the list above shows it also attempts to address a range of issues within these specific families.

The project was primarily carried out in the homes of these troubled families. However, this also meant working in a range of different settlings (Prisons, Schools, Community Treatment Projects, and Youth Offending Institutes), as per the needs of the individual families. The Project duration is from 2012 to 2015.

Central government will encourage Local Authorities to work with families in ways the evidence shows is more effective, such as:

- joining up local services.
- dealing with each family's problems as a whole rather than responding to each problem, or person, separately.
- appointing a single key worker to get to grips with the family's problems and work intensively with them to change their lives for the better for the long term.
- using a mix of methods that support families and challenge poor behaviour.

Each family was dedicated a single key worker, that would work with the families and other services to support change with the family.

An example of the kind of work the key workers did is highlighted in the case study of a family in Sheffield. The mother, Bridget was in a relationship with John who is serving and 2 year sentence in prison. They have two children Jayden (who has ADHD) and Erin, both were on the risk register. John has a history of domestic violence and offending, which puts the children at risk of offending also. Initially, John was apprehensive about involvement with the service but the worker established a good relationship and built trust with the family who said they appreciated the worker's straightforward, honest, and down to earth approach.

The worker visited John in prison, met the agencies already involved with the family, worked with Bridget and the children at home and then with the whole family on release. The worker talked to John and Bridget about their parenting to agree consistent approaches in advance of John returning home from prison. John attended a programme covering domestic violence, anger triggers and alcohol awareness.

The family was supported for around 10 months and there have been a number of positive results:

- Social services are no longer needed to be involved with the family.
- John has changed his behaviour through one-to-one sessions and counselling. He became a mentor to others in difficult situations, and has completed an NVQ Level 2 qualification, which has led to full-time employment for him. There have been no further arrests to date.
- Bridget has grown in confidence and independence. She has remained in employment throughout.
- The children are in school full time.

As part of the Troubled Families programme, the government will work alongside local authorities to the following outcomes:

- Get children back into school
- Reduce youth crime and anti-social behaviour
- Put adults on a path back to work
- Reduce the high costs these families place on the public sector each year

The government is increasing local authority budgets by £448 million over 3 years on a payment-by-results basis.

Case study 2: Safer School Partnerships

Methodological form

Launched in September 2002, Safer Schools Partnership (SSPs) initially provided a focused approach to address the high level of crime and anti-social behaviour committed in and around schools in some areas – crime committed by and against children and young people. After the pilot phase was completed, SSPs were brought into mainstream policy by ministers in March 2006. This has enabled partnerships to be arranged according to local needs. An SSP is a formal agreement between a school, or partnership of schools and police to work together in order to keep young people safe, reduce crime and the fear of crime and improve behaviour in schools and their communities. This will involve a police officer or PCSO regularly working at a school or across a number of schools on a full time or part time basis.

The SSPs were a joint initiative between the Department for Children, Schools and Families (DCSF – Now called the Department of Education) the YJB and the Association of Chief Police Officers (ACPO), and was the result of the YJB/ACPO proposal to develop a new policing model for schools.

The target groups and stages of this project are:

• Children between 5-18 in schools.

• Teachers.

• Parents.

A wide spectrum of schools already participate in SSPs:

•   primary and secondary schools

•   rural and urban locations

•   high and low attaining schools as measured by 5 A*-C

•   those in low and high crime areas (e.g., as defined by YCAP and TKAP).

The partnership focuses on working within schools, supporting children, their families, teachers and schools in managing issues such as:

• Bullying (including racism or homophobia)

• Prevention of violent extremism

• Transfer of pupils by exclusion or managed moves

• Pupil awareness of specific local crime dangers

• Domestic violence and sexual exploitation

• Substance and alcohol misuse

• Weapons, gangs and group offending

It supports children between the ages of 5-18 within schools.

The project focuses primarily within the school environment, however, due to the nature of its interventions, it does supports children and their families in other settings such as Youth Offending Institutions. This is often as a link worker rather than as a key worker. The project is still ongoing (it started from 2002).

All schools involved in an SSP initiative have a police officer based in their school. The school-based officer works with school staff and other local agencies to:

- reduce victimisation, criminality and anti-social behaviour within the school and its community
- work with schools on whole-school approaches to behaviour and discipline
- identify and work with children and young people at risk of becoming victims or offenders
- ensure the full-time education of young people, (a proven preventative factor in keeping young people away from crime)
- support vulnerable children and young people through periods of transition, such as the move from primary to secondary school and as victims of crime
- create and maintain a safe environment for children to learn in.

SSPs not only address poor behaviour and truancy rates, but improve safety and academic attainment. Communities beyond the school gates have greatly benefited, with reduced levels of anti-social behaviour and improved relationships with young people, the police and other partners. SSPs fall under the umbrella of Neighbourhood Policing (NHP) the Government's vision for a more visible, transparent and accountable police service for the public.

University of York carried out a study on the impact of SSPs on academic attainment at GCSE level and on truancy. They compared 300 SSP schools with 1,000 'like' schools. The findings were that despite a national rise in attainment at A-C grade GCSE, the rise in the SSP schools was even greater. Truancy rates for the SSP schools had improved at a greater rate than that of non-SSP schools.

The police often finance the school-based officer's wages, with premises and IT support being provided by the school or local partners. Increasingly, schools and local authorities are paying the officer's wages, realising the long term benefits and savings to the school.

(Sources: www.justice.gov.uk/youth-justice/prevention/safer-school-partnerships www.yjb.gov.uk/publications/Resources/Downloads/Safer%20School%20 Partnerships%20Evaluation.pdf; www.justice.gov.uk/downloads/youth-justice/prevention/ SaferSchoolPartnershipsGuidancefinal0509.pdf)

Case study 3: Sure Start Centers

The core purpose of Sure Start Children's Centres was to improve outcomes for young children and their families, with a particular focus on the most disadvantaged, so that young children are equipped for life and ready for school, no matter what their background or family circumstances. The centres were targeted at young mothers, parents and young children from disadvantaged families. The centres supported families to access free early learning for 4 year olds and included child-minder networks and sessional and crèche facilities. The initiative was within the Department of Health's portfolio with the Department of Education as a partner, and the Local Authorities working with the central government department. It was placed under the Health Department as the centres also offered integrated child and family health services; to include health visitors delivering the Healthy Child programme, and engagement with midwives and GPs for use of the Family-Nurse partnership. In summary, the programme concentrated on areas of deprivation, but was not confined to poor families. These were to bring together, in a "joined-up" way, core programmes of health (child and maternal), early education and play, and family support for the under-fours.

Sure Start Centres had dominated the national early prevention debate of the previous Labour government (1997-2010). In England it was decided that there would be 250 local programmes up and running by 2001-2, supporting about 187,000 children in the 20 per cent most deprived areas of England. The programme had a specific budget approximately equivalent to £1,250 per child assigned (Johnson, 2011). Programmes were initially planned to be funded by the central government for a period of 10 years. The programme was designed with a specific target group in mind, who would receive generalised and standardised support.

Early evaluations did not find Sure Start Local Programmes (SSLPs) to had been particularly effective, and even the 2008 National Evaluation of Sure Start (NESS) only made vague links to any positive impact the programme may have had, commenting on an increase in its reach, but nothing on the quality.

Some thoughts shared by one of the earlier architects (Norman Glass, 2005) of the initiatives reflect back on some of the reasons for its failure. The programme was an ambitious project, which was expanded too quickly before acquiring some experiences of running such centres first. Also the fact that not all disadvantaged children lived in deprived areas meant that local authorities where finding that some services where over-presented in certain wards. The centres were to be managed on a daily basis by the community, and the time that was required in deprived communities was not framed into the plan. The blueprint of the centres' focus was child development, however, its application was more in the field of 'childcare', due to wider societal demands.

Methodological form

The core purpose of Sure Start Children's Centres is to improve outcomes for young children and their families, with a particular focus on the most disadvantaged, so children are equipped for life and ready for school, no matter what their background or family circumstances. This is the overall aim of children's centres. The purpose around which children's centres should frame their activities is to identify, reach and help the families in greatest need to support:

- Child development and school readiness - supporting personal, social and emotional development, physical development and communication and language from pre-birth to age 5, so children develop as confident and curious learners and are able to take full advantage of the learning opportunities presented to them in school.
- Parenting aspirations and parenting skills - building on strengths and supporting aspirations, so that parents and carers are able to give their child 3the best start in life.
- Child and family health and life chances - promoting good physical and mental health for both children and their family; safeguarding; supporting parents to improve the skills that enable them to access education, training and employment; and addressing risk factors so that children and their families are safe, free from poverty and able to improve both their immediate wellbeing and their future life chances.

The project involves Public Organisations – Local Authorities in partnership with the Department for Education and Health at a National level.

On the local level the centers create effective local partnerships, particularly between social workers, health visitors and children's centre outreach workers, so that vulnerable families are supported into appropriate interventions.

This intervention is focused on young mothers, parents and young children from the most disadvantaged families.

The Government believes that children's centres should have a clear core purpose, focused on "Improving outcomes for young children and their families, with a particular focus on the most disadvantaged families, in order to reduce inequalities in child development and school readiness;

Supported by improved:

- parenting aspirations, self esteem and parenting skills;
- child and family health and life chances.

The Children Centers primarily focus on early child development 0-5 yrs.

The main activities are carried out nationally across Sure Start Centers. They are located in each Local Authority within the UK and many have more than one center. The project is active from 2002.

The statutory definition of a children's centre includes making available early childhood services. These services for young children and their families (defined in Section 2 of the Childcare Act 2006) are: childcare; social services functions; health services; employment support and information and advice. Children's centres must provide access to these services or have them on site. All children's centres must directly provide some activities for young children, for example 'stay and play' sessions and drop in groups. It will sometimes be appropriate to charge those who can afford to pay for some of these services.

Evidence suggests that the following universal services (ie available to all families who wish to make use of them) make a difference to children and families, when delivered in an integrated manner:

• High quality, inclusive, early learning and childcare, particularly for disadvantaged families or those with particular needs (for example disabled children) or in disadvantaged areas. This includes supporting families to access the offer of free early learning for 2 year olds, support for childminder networks and sessional and crèche facilities appropriate to meet local need. Where early learning and childcare is delivered by the children's centre (or by a third party on behalf of the children's centre), it should be supported by someone with either Qualified Teacher or Early Years Professional status.

• Information and activities for families, so that parents can make informed choices. This will include provision of family activities to improve outcomes (for example, learning through play or healthy eating) and could involve access to wider sources of support for example benefit or debt advice.

• Adult learning and employment support; this may include language, literacy and numeracy support, family learning, access to apprenticeships and volunteering opportunities as steps toward employment and links to Jobcentre Plus. It is supported by good quality, inclusive childcare.

• Integrated child and family health services; to include Health Visitors delivering the Healthy Child programme, engagement with midwives and GPs and use of the Family-Nurse partnership where appropriate.

Although early evaluations did not find Sure Start Local Programmes (SSLPs) to have been particularly effective, by 2008 the National Evaluation of Sure Start (NESS) was able to conclude "For the time being, it remains plausible, even if by no means certain, that the differences in findings across the first and second phases of the NESS Impact Study reflect actual changes in the impact of SSLPs resulting from the increasing quality of service provision, greater attention to the hard-to-reach and the move to Children's Centres, as well as the greater exposure to the programme of children and families in the latest phase of the impact evaluation." In 2010, robust research conducted by NESS

demonstrated significant effects of SSLPs on eight of 21 outcomes: two positive outcomes for children (lower BMIs and better physical health), four positive outcomes for mothers and families (more stimulating and less chaotic home environments, less harsh discipline, and greater life satisfaction), and two negative outcomes (more depressive symptoms reported by mothers, and parents less likely to visit schools for planned meetings).

(Sources: The Impact of Sure Start Local Programmes on Three Year Olds and Their Families National Evaluation of Sure Start Research Team, March 2008; The Impact of Sure Start Local Programmes on five year olds and their families National Evaluation of Sure Start team, November 2010)
The cost of the project: £16 Million in Ealing Borough Council (the borough Europeace Youth operate within) and £2.2 billion across the country in 2008-11 to support Sure Start Centers.

Case study 4: MET Track

Methodological form
Within the UK, there are a range of diversion schemes and programmes, which aim at occupying and diverting young people away from the streets and engaged in activities which will support them to remain off the streets, particularly in areas of economic deprivation, and limited alternative options. MET Track is a policing spin-off of a sports diversion scheme aimed at having fewer young people on the streets, lower levels of anti-social behaviour, and even a reduction in crime and disorder in local communities. Importantly, it gives young people who want to engage, the chance to do something positive with their lives. The idea is not necessarily to unearth Olympic-level talent, but simply to find people who want to get involved - and who knows where it may lead.

The organization involved are Private Organisation – Charitable Trust in partnership with the Metropolitan Police.
Met-Track aims to offer sport as the healthy alternative in life to young people (10-17) who might not otherwise necessarily get the opportunity. It's overarching aim is to reduce anti-social behaviour and offending by young people across London.
The project is focused on young people between the ages of 10-17 and is a early preventative project.
The project is run in a host of venues such as LA schools, Academies, athletic tracks, sports fields and other available open spaces.
This project began in 2005 where it was piloted in the borough of Bexley – London. At present, by 2009 has grown to 22 of London's Boroughs and it looking at expanding to

other parts of the country.

Athletes from British International track and field teams past and present, coach at each borough's 'showcase' event where all the local secondary schools are invited to a day's coaching. Here, their pupils can sample international level expertise for free. Then it is up to the participants if they want to take advantage of weekly squad training 'Met-Track' then provides for the rest of the year, overseen by an international level athlete. They, their friends or family, and in fact anyone aged 10-17 within the borough, are then encouraged to get involved. (Source: http://www.met-track.co.uk/mt/)

The overarching outcomes of this project are:

• Lower levels of anti-social behaviour by young people.
• Reduction in crime and disorder in local communities caused by young people.

However, it is not possible to isolate this project as the sole cause in these oucomes.

Sources of support traditionally emanate from the local Community Safety Partnership, Sports Development funds, or locally-based sources intended to support activities for young people. England Athletics, a branch of the governing body of track and field in the UK, have part-funded the Scheme Manager's post. The Met' have agreed to fund this post with effect from August 2010.

A typical borough scheme with a 3-day showcase event would cost around £9000 for a year's coaching. However, if numbers attending weekly sessions increase, or the borough decide they want more than one session per week, that cost increases on a pro-rata rate of £2500 per session or per coach per year. Subsequent years cost £3500 without a further launch event. With no external sponsorship, however, expansion has slowed significantly as boroughs struggle to afford even this meager budget.

Case study 5: Guns,Gangs and Knives Project

This was a local initiative run by EPY staff in our previous organisation, an independent alternative school, to address the wider aspects of community prevention and early prevention. The project focused on young people, who have been excluded from mainstream education and were attending an alternative education school in West London. They were primarily referred to our school due to emotional, learning and behavioural needs not being met. They mainly came from areas of economic deprivation, and had family histories of disengagement with education, domestic violence, substance

misuse, and involvement with a range of statutory departments, such as: social services, mental health services, and youth offending services. Whilst targeting young people, the project also targeted ex-offenders. The project staff worked with ex-offenders who wanted to channel their experience and learning so as to support young people not to go down similar routes, and through this process re-evaluate their own life experiences to break the cycle of re-offending.

The objectives of breaking the cycle of re-offending as well as that of dissuading young people from initial involvement were met by providing all targeted young people with a holistic package of support and exploration to encourage them to make more positive choices. This model of delivery included home visits: where practitioners worked with the parents and siblings of young people involved in or at risk of gang related violence and provided emotional and practical support.

The programme of group activities covered the following themes:

• Lack of attunement/attachment as the emotional trigger for violence;
• Models for understanding behaviour;
• Emotional literacy;
• The concepts of 'shame' and 'humiliation', and their relationship with gang culture;
• Conflict resolution;
• Developing life autonomy;
• Identity;
• Crime and anti-social behaviour;
• Young people and gangs;
• Making positive life choices;
• Information Advice and Guidance and Career Opportunities.

In order to deliver this project, we worked closely with a category D (open) Prison called Latchmere House to identify prisoners who are coming close to the end of their sentence and had expressed a keen interest in, and were suitable for, training as mentors and support workers. We delivered a 15 hour Mentor Training course over 5 weeks and provided 15 hours of supervision for each mentor ongoing throughout the year. This training course was accredited at Levels 1, 2 and 3 by the Open College Network to all participants. The ex-offenders were also given a similar level of support as the young people throughout this project, as they explored the same themes within their mentoring course, which equipped them with the tools to explore these questions for both themselves and their families. The outcomes for the young people were: increased self-esteem and self worth, confidence, increased life skills especially an ability to reflect on actions and increased

empathy.

The outcomes for ex-offenders included an ability to reflect on their past experiences relating to their early childhood (through Attachment Theory) and their later choices in life. They were also given work experience, references, qualifications and further career support to assist their desire to re-integrate after leaving prison.

This programme worked with specific target groups, offering specialised services for individuals. It was funded by the Home Office through its grants and awards project for local initiatives to address gun, gang and knife crime in communities. There have been no external evaluations of this project. However, internal evaluations have helped develop further work for Europeace Youth by sharing this learning with other EU partners, drawing learning and applying it to other models – e.g. this project and work with Youth Offending Services in Ealing.

Methodological form

We have identified the need for this project through several means. Firstly, Pupil Parent Partnership's (PPP) growing number of experiences of working with young people involved in violence and, sadly, fatalities resulting from violence, together with a desire to continue working with other organisations as partners on this issue, led directly to the desire to continue this project. In particular, evidence from PPP workers, Ealing Youth Offending Service, Connexions and Ealing Police indicates a small but significant number of young people each year among PPP referrals who are, or become, involved with serious gun or knife crime, and gang-related activities.

Our primary research in this area has been supported by a range of secondary research, both London-wide, and specific to Ealing, where our initiative will continue to be located. For example, according to MPS figures, people involved in gang violence are getting younger, and the offences more serious.

The specific prevalence of the problem in London is illustrated by the statistic that more gun-enabled crimes were recorded in London than any other region in England and Wales. In terms of the age-range we intend to support, MPS data reports that 81% of gun or knife crimes were committed by young people aged between 10 and 25. Also according to MPS, South Acton, where the project will be located, is in the highest category for 'violence against the person' crimes, while the Communities and Local Government Report finds South Acton to be within the 10% most deprived areas of the UK in 5 categories, including 'crime and deprivation'.

The organizations involved are: Not for Profit Organisations – Pupil Parent Partnership, Diagrama UK, Ealing Youth and Connexions Services – All based in West London.

The project targets two groups:
- Young people between the ages of 13-16, who are on the verge of crime or involved in criminal activity.
- *Ex-Offenders who show a need to break out of the cycle of violence and re-offending.*

The project also supported the families of the young people and ex-offenders.

The project focused on young people, who have been excluded from mainstream education and were attending an alternative education school in West London. They were primarily referred to the Pupil Parent Partnership due to emotional, learning and behavioural needs not being met. They primarily came from areas of economic deprivation, and had family histories of disengagement with education, domestic violence, substance misuse, and involvement with a range of statutory services, such as social services, mental health services, and youth offending services.

The project also supported Ex-Offenders who wanted to channelize this experience and learning towards supporting other young people from going down the routes that they took, and through this process re-evaluate their own life experiences to break the cycle of re-offending.

The Project was carried out in the following venues:
- PPP Alternative Educational Centers
- Ealing Youth Connexions Service Centers
- HM Prisons – Latchmere House

The Project had a duration from 2009 to 2012.

The objectives of breaking the cycle of re-offending and reducing the level of gun, gang and knife crime, as well as that of dissuading young people from initial involvement was attempted by providing all targeted young people with a holistic package of support and exploration to encourage them to make more positive choices. The PPP programme included home visits, where practitioners work with the parents and siblings of young people involved in or at risk of gang related violence, providing emotional and practical support.

The programme of group activities will cover the following themes:

- Lack of attunement/attachment as the emotional trigger for violence;
- Models for understanding behaviour;
- Emotional literacy;
- The concepts of 'shame' and 'humiliation', and their relationship with gang culture;

- Conflict resolution;
- Developing life autonomy;
- Identity;
- Crime and anti-social behaviour;
- Young people and gangs;
- Making positive life choices;
- Information Advice and Guidance and Career Opportunities.

Through a combination of group and family work around the above issues and intensive mentoring support from rehabilitated offenders to explore choices and consequences, this project encouraged and equip young people to make more positive life choices and therefore reduce their involvement in crime.

In order to deliver this project, PPP worked closely HM Prison Latchmere House to identify prisoners who are coming close to the end of their sentence and had expressed a keen interest in and were suitable for training as mentors and support workers. PPP delivered a 15 hour Mentor Training over 5 weeks and 15 hours of supervision for each mentor ongoing throughout the year. This training course was accredited at Levels 1, 2 and 3 by the Open College Network to all recruits. The prisoners, were also given a similar level of support through this project, as they explored the same themes within their mentoring course, which equip them to explores these questions for themselves and their families.

The outcomes of this project were clearly seen in the provisions that these young people were attending. For example, we saw a 50% increase in students X attendance when he engaged with the support services offered. His engagement in the 'practical' aspects of learning motivated him in getting a work experience placement, which increased his confidence. The positive feedback from the WEX employer has provided him with the opportunity to think about a wider option regarding career choice. The Provision has learnt that spending time breaking down instructions in manageable chunks for students who have had difficulties with education is an investment. Student X will be leaving in July and is considering working within a setting where he can develop his own business using the practical skills he has.

The outcomes for ex-offenders was that they were able to reflect on their past experiences relating to their early childhood (through Attachment Theory) and their later choices in life. They were also given work experience, references, qualifications and further career support to assist their desire to re-integration after leaving prison.

The cost of the Project was £10,000 per year divided between three partners.

This figure includes in the 'Sessional Staff and Volunteer Costs' is the cost associated with delivering 15 hours of contact time on the accredited PPP Mentor Training Course, 15 hours of facilitated group supervision for all trained mentors, as well as 54 hours each of 2

staff member's time leading the activity sessions. Also included within this total are costs associated with volunteer travel and subsistence reimbursement. Operational /Activity costs includes not only the resources and equipment necessary to undertake the Mentor Training Course and the 18 week activity programme, but also accreditation costs for the course.

2.2 Early prevention and Community Prevention in Italy

The analysis carried out by the Italian research group on local policies and best practices within the local community, have created a local definition of early prevention and community, based on several characteristics.

(1) First, a general approach on the early prevention is deeply different from the anglo-saxon one. If the North Europeans models are characterized by the presence of structured programs of intervention, based on systematic longitudinal analysis of risk factors, the Italian approach is based on specific prevention projects, which start from the identification of a personal problematic situation and try to work with pre teens and teens through basically three types of intervention. On the one hand through primary prevention projects (addressed to all members of the community or a social group to remove all those social, cultural and economic conditions that allow to fall into distress), on the other through the use of secondary prevention (to prevent the passage from discomfort to deviance and delinquency by the latter) and tertiary (to prevent recidivism among young offenders). This Italian orientation can be determined either by a substantial absence of problematic severe situation in the field of juvenile delinquency and by the low use of Italian policy in long-term investments and, finally, by the fact that in Italy just recently we adopt visions of deviance based on individual characteristics and predictors families. This specificity may raise concerns about the lack of long-term investments, early analysis of the discomfort and lack of evaluation approaches (ex ante and ex post). As for the community prevention, the Turin area has invested heavily in the decades in the field of local policies of community development. (2) There are plenty multi-level interventions programs, characterized by a plurality of contexts of action and heterogeneous intervention tools (educational, business, legal,...) and regarding juvenile and youth issues. Finally there is great attention to mentoring interventions (by educators, municipal police officers, teachers) and through the involvement of the territories and communities (for example as regards foreigners). (3) The implementation of secundary and tertiary prevention programs in order to develop a larger idea of sustainebles cities (effort particurly important in the Region Emilia Romagna where there i san active think tank security office called 'Ufficio Città Sicure').

2.2.1 The Case of Emilia Romagna

At the regional level is under-developed a real 'culture' of early prevention. Nevertheless there are different experiences carried out at the regional level in terms of 'community prevention'.

These interventions are placed at different levels: some belong to regional policies of social prevention (where you can highlight, among others, the interventions in schools, education, civic partecipation, active citizenship) other on health policies, others on the area of children and family multiproblematic proigrams. In this last case, the appropriate regional guidelines define some basic principles of working with adolescents: integration between services and professionals; implemetation of program continuity and promotion, prevention and treatment; promotion and exploitation of the resources and skills of adolescents and local communities; support to adults of reference. All the socio-educational and health care is moving towards a proactive perspective towards the health of adolescents with activities aimed at improving the lifestyles of adolescents and to increase awareness of their behavior, at a time of life in which there is greater propensity to take dangerous risks and vulnerabilities; for this reason it is necessary to field capacity of early intervention on risk factors and organize interventions for teenagers, even with their active involvement. Among the experiences highlighted and promoted at the regional levelwe could mention: peer education, parenting support, preventing early school leaving, prevention of bullying and peer violence, promotion of a constructive and informed use of new technologies, hosting intercultural counseling education, promotion of spaces of aggregation and educational groups, outreach, prevention and continuity in the course of treatment of adolescents (the range of interventions must include at least: diagnostic evaluation and multi-specialist, individual counseling and family), interventions consulting (and prevention), psycho-educational groups with adolescents. But What are the main target of the projects and institutional contexts of early prevention? In reference to the Social and Health Regional Planning, the 'target' principal is undoubtedly that of adolescents and, secondarily, multi-problematic families. The school is the lead agency, the main 'container' and place where majority of early prevention programs take place.

In Emilia Romagna were identified and analyzed some prevention interventions:

• risk behavior of juvenile delinquency,

• contrast to anti-social behavior,

• support to minors subjected to judicial authorities,

• to support parents and family at risk.

The following table highlights selected projects in social and health area that could be defined as early prevention projects:

Level	Activity
Family	Parental care and counseling Parental mutual aid Home visiting Family support centres Deviant youths and family counseling groups Individual counseling
School	Community counseling School counseling Emotitional and psychological training school for juveniles Emotional and psychological workshops Education to school conflict resolution
Communit	Outreach education Conflict resolution programs Community urban care programs Workshop for drug addition Psychological counseling for youths (range 14-20 anni)
Places	Outreach eduycation for at-risk juveniles Youth support Health, sexual and legality initiatives High risk prevention youth programs

From what emerges from the description in general practices of prevention financed and supported by the Region Emilia Romagna, one of the best practices in the field of early prevention is mentoring.

Mentoring is configured as a relationship between a person in possession of skills and knowledge (mentor) and a person with less experience and knowledge (mentee) who can benefit from the relationship mentor and mentee; mentoring programs are aimed to provide support, assistance and guidance in many aspects of life, school, training, working, etc. Referring to one area of the Italian documentation regarding mentoring, particularly referring to the field social work (Isfol Books ESF, 29-2004, 42-2005, 75-2006), the mentors help people to strengthen their potential, by achieving a clarity of objectives to be achieved and an action plan, in line with the interests of accountability and empowerment of the person. The figure of the "mentor" in Italy has already been effectively used in situation regarding school drop-outs, unemployment, disabled, immigrants, ex offenders, drug addicts. The skills for a mentor are different: educator, social worker, psychologist, street worker/community. The analysis of the documentation produced by Isfol allows to highlight how similar the features found in the Anglo-Saxon experience, US and French mentoring in the social sphere: here the mentor is not only a mediator, but a person who makes the mentee aware of his/her choices and their consequences, and he/she is the liaison between the mentee and the community in terms of increasing mutual trust, proving to be a 'guide' for the person.

They are so varied skills needed to carry out the process/function of mentoring:

- Adaptability
- Self-control
- Work Network
- Knowledge of territory
- Empathy
- Communication and active listening
- Initiative and planning
- Integrity and consistency
- Orientation to person
- Research-Action.

The macro objectives of interventions with mentoring with young people are:
- Accompany and support youths in difficulty;
- to become a stable reference point for the youths, improving and promoting the positive changes and the development of an autonomous life project.

The school is the context where they made the most of mentoring programs. Mentoring in schools offers a concrete and becomes a model of creative action, compared to traditional approaches. At the individual level we try to work on the skills, abilities and resources of the individual, to make it better able to deal adequately with the reports in the different contexts of life and solve problems more effectively.

Description of some local mentoring project

Educational Home visiting project ("Servizio di educativa domiciliare", SED)
The project is implemented in the context of secondary prevention related to a local Social Service Program. It's a project of educational support at home, which aims to prevent the degeneration of family contexts accompanying families in difficulty in a path of empowerment and strengthening parenting skills. Mentoring is activated by the Social Services and provides the use of professional educators for home interventions, as well as a work of coordination and monitoring of the intervention by a team made up of multi-professional educators, social workers and service managers. Are involved in the project need to intercultural mediators, family mediators, psychologists.
The S.E.D. aims to support weakened families, providing an important preventive action and support for parenting skills which should result in the medium term, a reduction in the number of shares of the placement of children outside the family home. The S.E.D. is aimed, therefore, to support the vulnerable parenting. In particular, focus of intervention is the relationship mother-father-child in situations of psychological distress and presenting

one or more risk factors such as social isolation/family, the single parenthood, family conflicts, psychological malaise, suspicion of violence and abuse, immigration/migration trauma, cultural and socio-economic deprivation, the presence of disabled children. Prevention is carried out through early intervention, at the residence of the families considered at risk.

Developmental education mentoring project (l'Educativa di transito per minori a rischio psico-sociale')

The Educational transit stems from the need to provide specific support to children during "transition" and "transit" from the age of childhood to adolescence. It consists of an intervention specifically designed to support some boys in vulnerable circumstances, with an high risk of delinquency: the intervention in support and mentoring of teachers is in fact directed at minors teenagers 14/18 years who experience relationship difficulties. The objectives are to ensure the child protection interventions and recovery of parenting skills; offer opportunities for growth, development and socialization for children; through individual projects, to provide answers directly and indirectly to children and their families; provide orientation to the world of work in collaboration with agencies in charge of the territory; intercept children at risk of addiction and/or early school leaving; reduce deviant behavior and/or anti-social.

School mentoring project ("Educatore di rete" nelle scuole)

The project is working in several programs carried out by professional educators of Educational Service District Navile Bologna schools at secondary schools and local primary schools.

The educator has functions of link between schools, families, social services, land resources. In addition to the design work on individual situations and groups, performing interventions to combat early school in connection with the school and the Municipal Police. The project activate laboratories inside and outside the school during school hours to facilitate attendance of pupils at risk of early school but also measures aimed at the development of emotional and affective skills, children and teens.

Mediation and mentoring project in the criminal justice system (Gli interventi USSM: Messa alla prova e interventi di accompagnamento')

Interventions accompanying part of probation shall be conducted by a social worker and consist in the preparation and implementation of an individualized project on minor offender in charge of social services of Juvenile Justice.

The purpose of the project is to enhance personal resources of the family, the child community, playing and leisure time.

Aggregation Youth: find your way. Juvenile partecipation Mentoring Project ('il progetto nel Quartiere San Donato)

The project 'aggregations youth: find your way' is made in the District of Bologna, District San Donato and develops within prevention interventions in the field of youth partecipation. - Prevent new forms of youth problems that are occurring in some parts of town (phenomenon 'caught' by operators in different sectors including municipal Municipal Police, Educational Services, Social Services), with reference to groups of children involved in vulnerable 'group 'ranging from the "noise" (shouting) to the social provocation (aggression, vandalism and bullying).

The project is finalised in containing the risks of the development of criminal activities more relevant, strengthening protective factors and withdrawal among young people involved, through the strengthening of educational activities;

collaboration. It is a design carried out at different levels: research-analysis (field research and observation) and reflection and action. On the one hand, therefore, during the project, it was possible to investigate the phenomenon of groups of youth gangs (with particular reference to the events relating to the District involved).

2.2.2 Mentoring and early prevention practices in the city of Turin

In the Turin experience mentoring has been identified as one of best early and community prevention practces. Mentoring can be defined as:

• a relationship between a person in possession of skills and knowledge (mentor) and a person with less experience and knowledge (mentee) who can benefit from the relationship mentor and mentee;

• support, assistance or guidance in the planning required to achieve its life goals, training, working, etc.;

• a human relationship not constrictive and not based on power.

From this definition, the research team analyzed all the practices of early intervention.

In particular, the path of mentoring practices in Turin is characterized by:

- Involvement of social workers and/or educators of young people in distress;

- Articulation of intervention in the context of primary prevention, secondary and tertiary;

- Implementation of the intervention at the level of young, family, school and community/ territory.

Among the interventions mentoring and related practices of prevention against youth problems, the research team has identified two particularly innovative experiences and that can contribute to definition of a model in the context of early intervention and

community prevention. Interventions mentoring identified relate to the following projects defined and executed by the Nucleus of Proximity by the Municipal Police of the City of Turin:

1) school drop-out prevention
2) Working on youth problems.

These two activities, which both refer to the Municipal Police of the City of Turin, provide at a glance:

a) Interventions on school
b) Interventions on youth deviance: following reports of crime in schools, implementation of measures to: awareness/accountability in the classroom; recomposition and mediation between victim and author.

Generally speaking and through many meeteings with local stakeholders early prevention practices could be definied as follows:

General View	Project regarding mainly youths Primary and secondary prevention
Intervention models	Network intervention; joint between public and private sector Multifocus and multilevel intervention Intervention versatility Mentoring Community partecipation
Community	Outreach education Conflict resolution programs Community urban care programs Workshop for drug addition Psychological counseling for youths (range 14-20 anni)
Issues	School Youth migrants Restorative justice and criminal justice

Mentoring projects have been developped in the recent past (even until the second half of 2000), when the city faced the presence of some emergency issues: one for all, the phenomenon of unaccompanied minors (especially Romanians and of the Maghreb), which represented a 'important challenge for the territory that has coped by networking services and skills. Today we are witnessing the growing disorientation of youths, their inability to handle situations of frustration and failure: issues that sometimes are faced with anger, antagonism but also with liabilities or acts of self-harm or suicide attempts.

Alongside these prevailing risk factors, respondents tended to emphasize the presence of important resilience factors. Many may in fact be protective factors: the individual skills of the boys (who, for the same routes difficult life, sometimes fail to find inner resources to "change course") to the role of the main institutions of socialization (family and school), by the encounter with "significant adults" that can reorient the path of troubled teens (and play accompanying actions) with conventional peer groups.

But which is the main target of early prevention projects? What is today the state of the policies and programs of intervention on the topic of early prevention and youth? the city of Turin still expresses some interesting policies aimed on the one hand to the promotion of the welfare of children (both with direct actions to them is through support their families) on the other to the early prevention of hardship and deviance (relating mostly pre teens, teens and young). Having to draw a synthetic picture of the network of services dedicated to early prevention in the area these are the main projects:

Field	Existing projects	Not existing	Draft
Family	Family support Youth counseling Child custody Support centres for youth migrants Health prevention and drug prevention	Early violence prevention	Project EY Dimmi
School	Drop out Migrant youth school support Roma youths support Workshop on legality IAPP Courses Financial support Re-orenting projects		
Work	Youth financial support for at risk juveniles Vocational training		
Community	Community partecipation Domestic violence prevention projects Youth empoweerment	Youth drug consumption support Emotional and psychological support for first-time and early motherhood	Pre-adolescence projects
Places	Re-appropriation of public spaces Urban writing and graffiti projects		
Security policies	Local Police school prevention programs Support for juvenile offenders Restorative Justice Foster houses for youth offenders		Domestic violence projects Cooperation between criminal justice agencies

For example the role of the project Nomis (highly articulated and comprehensive) works right on the networking of public entities (such as the Center for Juvenile Justice and the Juvenile Court) and private (local associations that operate on these themes). As well as the Table of Girls, promoted and coordinated by the City of Turin, but which uses a network of private social actors who are confronted on the issues and possible actions.

At the regional level the use of private financing is realized mainly in the massive of many prevention initiatives by the Foundation Compagnia di San Paolo, which has become a bit 'of years the engine of local initiatives not only through funding initiatives but also a role of guidance, orientation and evaluation of interventions in some ways unusual for a former banking Foundation.

One of the most important activity in the field of Early and Community Prevention in Turin is promoted by the Nucleous of Proximity of the Local Police of Turin.

These interventions have their roots in the presence of some problems at the local level:

- A problem of school drop-outchildren, pre teens and teens: in particular, 80% of cases involve children who attend secondary school. A problem that affects not only the kids but also their families, often at the root of the default school;
- An issue of deviance in school, especially in secondary schools. Often the crimes are related to inappropriate use of social networks and new technologies, and there is therefore a need to raise awareness about these issues. In other cases are problems of violence and peer bullying, theft and quarrels. These issues require actions involving young people, their families, schools in a process based on trust, awareness, responsibility. It is essential to try to solve problems before they become crimes or before they can escalate and permanently compromised young people and their families.

In particular, the use of an approach based on listening, attention to relationships with individual and proximity, it seems particularly important to address these issues.

The working method of proximity is proactive; essential tool is the network, the philosophy of "working together" on the specific case, where each participates, for its part, to the construction of a path management of the issue, leading to a common goal. The target of the interventions are the primary school children (6-10 years), pre teens and teenagers in secondary schools (11-18), their families, schools and teachers. The project is carried out in schools, families, local communities and associations. The police officer works with families with an action of mentoring to retrieve the relationship with the school and overcome the problem of non-compliance. In two years of experimentation it was found that this change of method impacts positively on the success of the intervention. The

Nucleous of proximity also leads specific interventions on deviant behavior and crime in schools. These interventions begin when there is a report of a crime in schools (the message can get from the juvenile court or the same schools) involving children and young people aged 0 to 18 years. It may be a case of explicit offense or, sometimes, a message that requires police investigation. After they have been reporting, the agents involved in classes of young people involved and address some issues related to the crime committed. After a while usually the class begins to talk about what happened, to share and discuss the issues and implications. The journey lasts 2/3 classroom lessons and the aim is to reflect together in order to make young people responsible for their actions. The lesson is managed by an operator in uniform and one in civilian clothes. After the lessons in class, the course continues with the victim and the offender. The crime, if the author has more than 14 years could lead to a process and an indictment: to avoid this judicial process, it gives kids the opportunity to mediation activity and repair the damage. Mediation is conducted by agents (specially trained for this) and involves the victim, the author, their families and teachers. Mediation is an opportunity for those involved to discuss what happened, to make the author responsible, to give satisfaction to the victim and to reduce the damage and its consequences. Mediation ends with a symbolic meeting between perpetrator and victim and the offender can then begin a process of repair. Since March 2012, there is a Memorandum of Understanding between the Local Police, Juvenile Court and ASAI (social association that works with young people in Turin): this protocol encoding the opportunities given to young offenders to cancel their criminal liability if they do (with success) it starts a process of repairing the damage.

School drop out mentoring

School drop out mentoring is carried out by agents of the Local Police. These 15 agents were selected for their ability to handle problems that involve minors, with great capacity for listening and neighborhood relations. Mentors follow a specific training program to carry out the activities of the Neighbourhood Police and later special training organized by the criminologist intervention in troubled families and the work of the network. The update occurs periodically and includes specific interventions on individual hot spots areas.

- The project works immediately. It does not wait that the abscence recorded as it constitutes an offense, thus allowing preventive action at the level facing the problem that emerges through the symptom of difficulty at school.
- The complaint, however, becomes the last resort but also the feared risk condition for parents.
- Personal contact with the family of the student at their home is definitely an important

element; it characterizes the type of intervention that is designed to ascertain the possible existence of problems that prevent fulfillment school and defines the value that is to attend school regularly.

- Another important element is the willingness to take a path that can, quite naturally, be crossed by difficulties, by uncertainties, by unexpected events.
- Another important aspect is that the intervention of the network with the involvement, if necessary, the local social services, the service that allows Child Neuropsychiatry, with the involvement of public or private social, tackle, manage the 'symptoms' of a difficult relationship with the reality of the school.
- Another point of strength is the formal agreement signed by parents, child and school, to which the operator of PM acts as guarantor, which expresses the commitment of everyone to participate in a profitable way for you to overcome obstacles and difficulties for a return to school regularly.
- The path is not closed just with the resumption of school attendance but with the stabilization time of the change, constantly verified by the owner of the event. The accompaniment becomes available that unfolds over time and become an important reference for the boy

Some also the weaknesses of the intervention, to work on in the future.
- There is no standard operating procedure on such paths that take place in the context of prevention to the non school. To date each agent assigned to the intervention has styles and modes of intervention that have many variables, even within the same design objective. It should, while providing room for freedom and creativity in dealing with the individual case, share a path type that goes then to adapt to the situation

Deviant behavior mentoring projects

Mentors are related primarily with the boys and their families. The work is to accompany them to an awareness of the harm or offense (damage done to the victim, and society as a whole) and the legal implications of what happened. The objective is therefore to raise awareness on the seriousness of the offense and to make known the possibilities of restorative justice to undo the damage done to the offense or, avoiding the judicial process. The focus thus is on individual responsibility and social happens easily if you activate a processing path of the facts in the light of their own history, their own personal story of relations, experiences and meanings.

Through the centrality given to relational aspect, trying with the instrument of restorative justice and conflict management interventions to achieve balanced the seriousness of the acts committed. On the way we try to question the authors of the fact, helping them to ask questions, to questioning and giving them the opportunity to repair any

damage caused, taking responsibility and ownership of what was committed and making a symbolic gesture of attention and recognition in the case of those who have suffered.

2.2.3 Early and community prevention in Sicily: some experiences of mentoring

Part of initiatives that we could more easily assimilate to mentoring is the Educational Service of the Regional Municipality of Palermo. The project Territorial Educational Services was founded in 1996 in Palermo on an experimental and draws inspiration from the surveys of social needs traced together with social services, health and education of the territory related to the need 'to avoid the removal of the child from the family of origin and the 'inclusion in residential as well as' affirm the vital role of education and affective family. The service aims to provide support to children in situations of social vulnerability and their families, through an intervention that has the triple function of widening socio relational and cognitive skills of children, strengthening the parenting skills and provide adequate "engagement "with territorial autonomy to guarantee social users even if not supported by a support socio-educational intervention.

The service is conducted through educational support - for individual children/young people between the ages of 0 and 18 years resident in the City of Palermo. Children younger followed must be reported by Social Services of the City of residence for the definition of individual interventions specific to each child/young. The activities of educational intervention, are realized in different environments boy's life, from his home to the school, the socio-cultural and recreational, sports clubs to libraries, environments voluntary collaboration with other services offered by the cooperative's territory. Individualized educational activities are aimed at balanced growth and recovery capabilities/competencies educating the child to recognize and fielding their own resources. The educational plan for each child born from the assessment of the family context, and relational environment of the child and its specific problems. The single child is at the center of his relational network, identifying its main systems: primary networks (adults of reference), the group (formal groups and natural/friendship), the territory.

The service is aimed at:
• Children belonging to families in difficulty to exercise their educational role;
• juvenile offenders;
• children in school or in the community interested in the processes of family reintegration, or that live outside the family of origin (trust and adoption).
• Families with children 0 to 17 years with psycho-social impairments. The recipients of the educational service are minor and different family, who live in situations of risk that promote the occurrence of relational problems, marginalization, and/or deviance. The project is aimed at families then in a position to social deprivation and psychological.

The main targets of the Socio-Territorial Educational Service are:

a. the child/adolescent: to offer an educational intervention that can prevent and reduce the relevance of risk variables present in the everyday experiences in the family, school, peer group.

b. the family: considered an active subject in interventions to support the child. It is considered essential, in addition to supporting the family and foster the progressive growth of responsibility, understand the demands and engage the parental unit in the same reference to projects set;

c. the social network and the territory: in order to implement effective measures to prevent crises and psychosocial risk, it is considered necessary to develop personal and collective paths identifying the territorial reality external and broader territorial context (youth centers of various kinds) as a resource for the prevention of criticality.

It is believed that the educational service can bring forth the most of its potential if used in favor of the age group 0-17 years (infancy, childhood, preadolescence and adolescence). It should be stressed that the Regional Educational Service is more effective when it is delivered in difficult situations have arisen relatively recently and provided temporary duration. In these situations, the chances of success of the Service are higher because it contributes more quickly to counter and overcome the causes of the discomfort of the child and to make the family self-sufficient in its educational prerogatives. This highlights the importance of early identification of discomfort and take charge of the cases. The service, however, may also be granted in situations of distress consolidated, resulting ineffectiveness of other interventions or the absence of any intervention.

The Regional Educational Service aimed at the lower difficulties, is articulated through professional services to operators and experts, whose diversity of expertise is the guarantee for the taking in charge of the case and to overcome the discomfort detected. It has a value socio-psycho-pedagogical very strong, as it deals with a relational approach the problems of the child, involving all individuals significant for him, whether it be of peers or adults, based on the assumption that the child, the family and the environment, constitute the relational systems that are defined and interact each other through the instrument of an effective communication.

For these reasons, the service is characterized as a prevention tool, recovery or support, with methodology, places and times of action different from each other: one uncomfortable situation may require the application of all three of these connotations, or a alone (this decision is up to the experts involved). These issues underscore the complexity and sensitivity of the service and, therefore, show the great importance taking in its implementation relations between the Municipal Social Service and the

Regional Educational Service on the one hand and the roles and connections between the various professionals involved. The Municipal Social Services, whose task is preferably contact the social worker, plays the role of "filter" in relation to specific questions/needs help users: welcomes questions, conducts a preliminary analysis of the problems-needs, directs and sends the user to the Regional Educational Service proposing a "plan of action", if it considers that the presence of problems that require the intervention of this service. The Regional Educational Service, which uses the figure of the Educator and Professional Psychologist, after agreeing with the Social Service the opportunity of a socio-educational intervention and evaluated with the same goals to be achieved,. In this regard, the two services agree to instruct specific skills found in the Educational Service such as Psychologist and Educator or to make use of other specialists such as child neuropsychiatrist. The areas of intervention of the social and educational support are therefore:

Individual area: educational staff will provide activities that allow a tutoring, with qualified professionals, directly oriented to the child with the aim of encouraging personal development and the relationship with the members of the household and the social and environmental context. The operator will conduct facilitator and mediator within the different forms of involvement of the child:

a. support the development of the autonomy of the child for proper social integration in the region through the inclusion of the minor in fun recreational activities of the territory;
b. support the development of interpersonal skills of the child in different social contexts; through an educational relationship with the qualified operator that aims to inculcate values such as friendship, solidarity, respect for the environment and the social environment, respect for diversity, the importance of comparison and trade off;
c. Enhance psychological well-being;
d. stimulating the acquisition of skills and ability to use its resources through participation in forms of association which entails different from those that develop in reception facilities, such as libraries and sports centers and. promoting recovery school with the goal of strengthening the self-esteem;
f. school support tended to favor the correct placement of the child in school facilities and educational and vocational training.

Territorial area: the construction of a regional network becomes important and essential as it will serve to facilitate passage of information, to protect more fully the individual educational intervention. The network will allow better management of taking charge

of the child as the exchange and the comparison with the other institutions of the local working on the same theme will help to improve the type of intervention.

The activities for the construction of a local network can be summarized:

a) research and promotion of resources for leisure activities (sports association, church groups, etc.)

b) identification and construction of a map of organizational resources, interactions and possible overlaps at the operational level in the area of competence;

Schools: the activities mainly concern the building of relationships with the various stakeholder in the school, in the area of competence of the minor. The activities relate specifically:

a) create the conditions for giving "equal opportunities" at the lower working in collaboration with educational institutions

b) collaborations with the school buildings of the area for the management of small groups outside school hours to facilitate the insertion of the child;

c) creation of targeted projects and integrated with the single through collaboration with teachers of school of the territory involved in the project and the individual child.

The mentoring project held by the Regional service recognizes that the child, to grow, needs a family context that respects his personality, promotes the harmonious development of its potential and help him win over increasing levels of autonomy. Also protects the child's right to be educated in their own family and social environment. The Regional Educational Service, by virtue of its territorial and community work, it must be linked with the formal and informal resources in the area (schools, health services, juvenile court and juvenile justice center, associations, etc.) and assume the methodology of networking, essential to read and understand better the causes of global distress and social and educational needs of the area and for the integrated design of the possible answers. For these reasons, the Regional Educational Service is part of the network of local resources, working with special attention to the places of life of children or where they highlight problems and where resources need to be activated to overcome them (family, peer group, school, leasure time). Goals of the Service can be summarized schematically as follows:

1. to support the child in times of trouble;

2. enhance and strengthen the relationship dynamics of the child within the family, the school and leisure, with the support of local agencies and community resources;

3. support the family in need of education, putting it in terms of recovering his parental role and to work independently;

4. build a network of links between the family unit and the external environment (neighborhood, parish, school and other services);

5. promote the design skills of the child and the family.

Specifically in the Municipality of Palermo and Termini Imerese has favored the activation of pathways and interventions in favor of children and families with social-educational community approach. The need to support the family in various stages of the life cycle has led social services and health and social organization in teams dedicated, in particular for the assessment phase of social and socio-emerging health, maintaining the level of intervention need for individualized projects which also include the socio-educational intervention planning. This approach is expressed as a working tool and institutional cross between Health Services, Municipalities, Centres for Juvenile Justice and private social services.

This methodology involves the intervention opportunities in terms of the effectiveness of interventions to manage not only at home level but also in the territory intended as educational centers and urban spaces available in the towns, centers of aggregation-type sports and culture, integrated and coordinated with educational institutions. The service is intended as a process through which specially trained staff plays a supporting role and help to parenting in the community context in which it is expressed. The opportunity to carry out this service in the domestic responds to several requirements: first, to reach those families likely to switch spontaneously to traditional professional services, either for lack of confidence both for difficulty in perceiving their own needs. The house also is the place of choice to observe the process of development of the child, to support the skills of parents and to encourage the process of reflection and the assumption of the parental role, while enabling the operator to consider the context ecology in which the family lives and trace deficiencies and resources necessary to develop a program that considers the specific work on.

The interactions between parent and child can be affected by many conditions including individual and contextual risk socio-demographic, stressful events such as social isolation, marital conflict, losses or early separations, the quality of mental representations and attachment patterns of the parents, the depressive state maternal and child health, all factors which exposes children from birth to an increased risk of psychopathology.

1. 'Il Baco e la Farfalla (The Bug and the Butterfly)' Mentoring Project

In Sicily, the 5% of the population is illiterate (250,000 estimated) and only 76% of the population reaches the second level of education (middle school), in a country where education is spent on the lowest figure in Europe. In Palermo, in an old town that is increasingly emptying and new neighborhoods increasingly violently expelled from

the city, everyday life is still determined by conditions of poverty, drugs, violence. Children spend their daily lives on the street and young people living in conditions of unemployment, underdevelopment and lack of infrastructure of all kinds and widespread illiteracy. There are different ways of living the road and being on the road.

The road, thus, becomes the place where you are trying to survive, where you often encounter violence and abuse, in which, at times, to survive, you become violent toward themselves and toward others.

This is why those who have a 'home' are often afraid of the road. How many people, in Palermo, does not come out more in the evening, do not allow their children to go it alone in the street… because 'is dangerous'… This attitude, now widespread, contributes, in our city, to make the road the place of violence, no encounter with the other, of solidarity, of life. To overturn this state of things, it is important:

- listening to the needs that emerge from the street, to read, to interpret them;
- sharing, as a way of respect of any person, his liberty, his rights and his freedom, and as an attempt to build all of the answers, making those who struggle, those who live in situations of marginalization, the protagonist of their change, along with those people that form its network of meaningful relationships;
- flexibility. The constant attention to the road highlights the need to build flexible interventions, not defined once and for all, but can respond to the needs that are constantly changing;
- the 'give voice to the voiceless', which means to be mediators of languages to find a way as to communicate with those who struggle to do so, and to revive the messages so that they become intelligible to all and not ghetto.

The project The Bug and the Butterfly is a training program for educators of street-intervention following the model in the pipeline. The training program "launched" in the territory has allowed at first to capacitate 38 operators and to put in place, then, an intervention of outreach aimed at young people aged between 14 and 21 years. Subsequently, the service has been revived, maintaining the dual nature of the training program/intervention, but still able, from the outset, to operate directly in the situation. In the second phase were trained 24 new young social workers with the help of 12 workers Senior formats in the previous experience.

The service, which arises in the context of the interventions of primary and secondary prevention, is realized in close contact with the services of the territory, both public and private, affecting in particular the districts of Falsomiele, Oreto-Earn, Altarello, Partanna, San Filippo Neri (Zen 1 and 2) and Marinella, located respectively in the territories of the III, IV and VII Districts Palermo.

In the project are involved as external partners educational institutions, Local Social Services, Service of Pediatrics, Center for Juvenile Justice, social associations of the third sector, operating in the territory. The work with adolescents is a complex job that should take into account multiple constraints, either epistemological, methodological, psychological and sociological. In a first phase the Il Baco e la Farfalla Project will utilize community leaders and educators.. The number of operators is estimated at 12 street entertainers and 26 street educators.

Target of the intervention are teenagers falling in the age group between 14 and 18 living in hish vunerability and disadvantaged areas.

Goals of the project are therefore:

• Approach/engage youth, young adults, seniors, merchants, (either in groups or individually), in groups and individually.
• Ensure a space of continuous listening to the needs of individuals and groups.
• Prevention of school drop out.
• Contrast phenomena of deviance
• Prevention of illegal employment
• Contrast to family breakdown
• Contrast the use of psychotropic substances

The Baco e Farfalla is a menbtoring project characterized also by some macr-actions of engagement and entertainment such as:
• Street theater
• Cooperative games
• Music of the street with craft tools and not
• Work on glass
• Murals
• Body painting
• Sports activities (football, volleyball, basketball)
• Tournaments and competitions with prizes
• Film screenings in the square
• Musical Feasts
• Major events in the square with performance, networking with local partners available (School, Social Services, Observatory school, Private Social, etc).

2.3 Early prevention and Community Prevention in Estonia

Preface

1.1 National background

Since the collapse of the Soviet Union in 1991 and regaining of independence of Estonia, it took almost 10 years to have our new legislative system fully established and all necessary laws implemented. Therefore, we can start speaking about welfare models appearing in justice only since around 2000. Before that Restorative Justice (RJ) models were not known or, there were no resources for piloting.

Of the so-called second stage of legal and institutional development, there was created specific crime prevention department in the Ministry of Justice and, National Crime Prevention Council started its work. Following the best practices from other countries (especially, the Scandinavian ones, Germany, Ireland etc.), lots of early and community prevention ideas were imported into our country, both onto national as well as community level. Some examples include secure planning for infrastructure and securing of streets in order to make street crime not so easily possible or, how to monitor the streets in the best way.

By now, Estonia has already reached so-called third level of development in this field. We do not speak any more about literal 'crime prevention' but 'prevention of offences', meaning also all kinds of misdemeanors and other unlawful acts that could be avoided. The key coordinating body at the Ministry of Justice is called (National) Council of Preventing Offences. Ten and more years ago, one of key areas of work was tertiary prevention or, fight against repeated of systematic offences by such types of offenders. Now we speak primarily about creating home and school and local community environments that are not tolerating any kind of violence or disrespectful behavior that might lead to offences.

1.2 National strategies

There is a National Development Plan for Reducing Violence as a key strategy in this field. The current one will end soon and next one is running 2015-2010.

The purpose of the development plan, approved by the Government of the Republic is to reduce and prevent violence in its various forms. The development plan deals with violence related to minors, domestic violence and trafficking in human beings. The types of violence and situations that endanger vulnerable target groups – women and children – the most and the risk factors of which are often related to each other (e.g. influence of violence on subsequent violent behavior) are discussed and dealt with.

There was established a comprehensive approach upon the development of the operating strategy against violence, not to focus strictly on the prevention of one type of violence,

and to integrate prevention activities, identification of and provision of support to the victims and also rehabilitation of criminal offenders for that purpose. It is the obligation of the state to protect women and men against violence and threat of violence and to ensure through this that children grow in a safe and fear-free environment.

This development plan was prepared assuming that in order to reduce violence it is important to:
• prevent violence by changing people's values, dispositions and attitude to violence;
• reduce possibilities for the occurrence of situations facilitating violence;
• improve access of victims of violence to assisting and supporting services;
• ensure more efficient intervention of the criminal justice system in crimes of violence and thus reduce repetitive victimization and recidivism of criminal offenders.

Also, some other national strategies are related to this field.

"Main Guidelines of Estonia's Security Policy until 2015" approved by the Parliament define the uniform principles and long-term objectives of the security policy and prescribe, inter alia, measures for increasing the security of the citizens and safety of the environment and for the implementation of more efficient security policy. For example, in order to reduce the number of criminal offences against persons, media campaigns are prescribed in the Main Guidelines for informing of the problems of violence in schools and in close relationships and for avoiding violence; in order to ensure increased security of the state it is important to ensure the ability of the state to identify reliably the persons staying in Estonia and to reduce the possibilities for entering Estonia or staying in Estonia illegally.

Supporting of the development of each student and development of the expertise, skills, values and preparedness in the school system is discussed in the "Development Plan for the General Education System" which prescribes, for example, updating of national curricula, noticing of children's special needs at an early age and prevention of drop-out from general education schools.

1.3 Some operational priorities

In the operational area of actual panning of activities, there have been the following main areas of work, speaking about early and community level, within this project's scope of study and research.

Bullying in schools

Children relate violence mainly to school. Each fourth child has experienced bulling in

school. It became evident from a study where children's interpretations of violence were assessed that children relate violence most of all with school. Children mention violence experienced at home, in the streets and other public places or through media only in passing. Children relate violence primarily with physical violence. However, the children's replies confirmed also that mental violence is widely spread in Estonian schools and that teachers do not respond adequately to signs of mental violence. Bullying in schools occurs somewhat more often in Estonia as compared to other foreign countries.

Violence in child care institutions

Violence is often hidden in child care institutions, there is no exact overview thereof. More than 1000 children stay in child care institutions (reform schools, children's homes, shelters) each year. Some studies have indicated that violence may be rather wide-spread in child care institutions, but it is hidden and there is no exact overview thereof. Lots of children have been sexually abused by another child, from among whom approximately fifty per cent stayed in a social welfare institution or an educational institution with boarding school facilities. The general experiences of and attitudes to abuse of children residing in children's homes, shelters and reform schools have been studied more and it has been found that they have had significantly more contacts with violence in their past life than the youths of ordinary schools. The studies of other countries have shown that disabled children are at a higher risk of falling victim to violence, whereas the risk is higher in case of children with intellectual disabilities than in case of children with physical disabilities.

Falling victim to violence via the Internet

The awareness of both, children and parents, of the risks of using the Internet is relatively low. Many specialists are rather unfamiliar with the topic of risks hidden in the Internet. Estonian children are at the top of the list among European countries as for the use of the Internet (in Estonia 93%, in the European Union the average of 75% of 6-17-year-old children use the Internet); Estonian children are at the top with regard to experiencing the risks relating to the Internet. For example, from among 6-14-year-old Estonian children 31% (15-20% on the average in EU) have encountered teasing, calling somebody names and bullying; 13% of 11-14-year old Estonian children (9% on the average in EU) have actually gone out with strangers met in chat rooms.

Studies (e.g. Eurobarometer) have indicated that Estonian parents have little control over the use of the Internet by their children and they are rather careless about the network risks concerning their children. For example, only fifty per cent of Estonian parents (74% on the average in EU) talk often to their child about what their child does in the on-line environment.

Community-based and family-centered targeted measures for children at risk

There is no widespread system for community-based targeted measures for children at risk. Several trainings have been organised to specialists for early identification of the problems of the juveniles but there is no clear system for early identification of the problems of children. The needs of a family and children in a risk group remain often unidentified in due time and the ability and readiness of local governments to deal individually with children at risk is low.

This problem concerns also young people leaving a child care institution or custodial institution who do not have sufficient support of people close to them in order to cope in practice and who need a separate support system for that.

Therefore, different aftercare and mentoring models were called in and financed by the state, in order to combat all those abovementioned areas.

1.4 Key operators and means of financing

Ministry of Justise is responsible for implementing main policies in this field.

It is done mostly in cooperation with Ministry of Education and Research, Ministry of Social Affairs and Ministry of Interior.

In the Police and Border Guard Department, there are in all police stations specific officers dealing with prevention and young people. Mostly, it is up to the police to encourage all other institutions to work on behalf of safer communities.

What concerns young people, in all regions of the country (in county offices) there are Juvenile Justice Committees that are hearing cases of smaller offences of juveniles and have also their resources for implementing local projects on prevention.

Through the budgets of several ministries, there are sums foreseen for community and early prevention, annually.

For instance, police has significant budget for prevention, for printing matters and making media campaigns and organizing public events.

Other related ministries are providing financial support through open calls for projects, mostly to NGOs and their umbrella organizations or research institutions. These are mostly meant for actual implementation of projects in the preventive or social support areas or, for making necessary analysis and practical or academic research.

Also, significant support is provided through European Union projects and, in last years, through the EEA and Norway Grants system.

Overall, we can state that the financial support for this sector of activities, especially soft/operational activities has been significant and substantial.

Still, there are shortcomings in providing networks of asylum houses for different people

at risk etc. that need mush more investment into infrastructure and stable running of houses of residential care. These are the utmost challenges of next five years, until 2020.

1.5 Examples of best programmes and projects of early and community prevention

Early Prevention and Early Intervention Model for Local Authorities

This project was initiated by the Ministry of Justice and made experimental/piloted in 12 local communities. Since 2009, it has developed a lot both vertical as well as horizontal cooperation.

The only shortcoming of this model – although verified and tested and still in practice – is that it is serving only as a possible reference, not a mandatory part of every community's daily tasks. There are 215 local authorities in Estonia and, it is up to every single one what to do or what not to do. Preventive work, according to the law, is not a task of any local authority.

The key purpose of the programme is to detect dangers in family as soon as possible.

Thereby there are avoided escalating of social problems, dropout from school, offences and other negative influences on the society.

For this project, preventive model of SARA was chosen – Scanning, Analyzing, Responding, Assessing.

Firstly, there is performed MAPPING of families, coordinated by the key case manager.

Case manager will cooperate all necessary partners, according to the casuistic needs of every case/person.

Definitely, there are representatives /inputs from the following institutions:

Local authority, school, social services, police.

Alternatively, there may be lots of other operators to be involved:

NGOs, church, entrepreneurs, sports organizations etc.

After mapping, there are detected needs of the family/person what could be targeted in order to enhance their life quality and reduce possible risks. Out of those, there are shaped services that could be offered or interventions called upon.

Lastly, there will be the evaluation period, both online, during the interventions as well as aftermath.

Mobile Youth Work

The concept of Mobile Youth Work has been in existence since 1970s, from Tübingen, Germany, as MJA – Mobile Jugendarbeit. In Estonia, it was implemented since 2006 in our capital city of Tallinn where there are living ca. 40% of the total population and where

was the greatest need to reach young people where they are – on the streets.

There are 8 districts of the city and the respective numbers of youth work centers. Within the project, youth workers of the community started to approach children themselves on the places of their gathering, i.e. parks, shopping centers, sports grounds. Thereby actual need of youth was better distinguished and mapped, mutual contact and respect was brought into.

The results of the pilot project and followed academic research indicated that more attention and resources need to be turned to preventive work and to earlier recognition and intervention, cooperation and a consistent approach. In the assessment of the respondents, special youth work needs to be more clearly defined and harmonized. In working with youth at risk it is necessary to implement evidence-based methods of intervention, while specialists feel that mobile youth work under todays conditions would be an effective way of reaching out to such young people and thereafter empowering and guiding them.

Mentoring for youth at risk

This pilot project was started by Crime Prevention Foundation (CPF) in 2004, with the support of the Ministry of Justice. Firstly, the aim was to test different models of mentoring, found around the world, in order to find a suitable model for our youth, on all levels of prevention, primary, secondary and, tertiary. After several years, there were found branch models for all described types of youth at risk.

Now, after 10 years of existence, this type of mentoring is active in all regions of Estonia, implemented by several organizations in cooperation or, also independently. Therefore, after consultations with different authorities involved, the mentoring model of CPF was considered the longest and most widespread activity in the area of community and early prevention that should be studied in deep within this project and, it was even more propagated during the training and testing period to the project.

As an outcome of the current project, during 2013-2014, CPF has made a significant shift in mentoring. From voluntary mentoring and remunerated types of activities the organization has started moving towards to fully professional (full-time paid) mentoring, like case management. Voluntary social services remain not so popular in Estonia and there is an actual need for more professionals to be involved in the field.

2. Mentoring Programme of Crime Prevention Foundation

2.1-2.2 Background and targets

CPF mentoring is divided into 3 subcategories:
- early mentoring – for youth who are detected to be at risk

- secondary mentoring – for youth who have already committed some offences but, not very serious ones, i.e without criminal record
- tertiary mentoring – for young offenders up to 21 one years, who serve parole sentence or are institutionalized or are released from institutions (reformatory or prison for young offenders)

Below, mainly the first type of the programme is dealt with, with some references to the second one, too.

According to the law, early and secondary mentoring is 'youth programme' or 'social programme'. Therefore, respective legal demands and consequences are related to the implementation, i.e the mentors and, especially their professional group managers must have some qualifications and must consider personal data protection etc.

There can be fully formal means of referring a mentee to mentoring. In those cases it is legally binding to a mentee to participate in the programme (mostly, by the Juvenile Sanctions Act). Anyway, mostly in early prevention and intervention cases it is voluntary for a mentee to participate and it is up to all network and, of course, the mentor, to motivate and encourage that mentee to go on in the programme, as far as necessary.

2.3 Basic structure of the programme

Recruitment of mentors
Recruitment via electronic means – professional mailing lists etc.
Some background in social work or some other professional area necessary
Scrutiny of the applicants (including police-check)
Personal interviews

Training
Basic training – usually 2-3 days
After that final acceptance to the program, including into a local group
Every 3 months at least one follow-up training of 1-2 days, according to the needs

Local mentoring group
8-10 mentors
Every one working with 1 mentee 4-10 hours weekly, depending on the case
Receive scholarships (around ¼ of ordinary salary when working 10 hours weekly)
1 group leader
½ work or, 20 hours per week, receiving respective salary

1 supervisor

Meets the group usually 1x per month, in case of need available for consulting

Hourly salary

Mentees

In all our programs and groups, there are mentees who are sent for the participation by local authorities or some other institutions or, by the parents of children

Their term of participation is usually 1 year, in order to get over of some particular problems.

Communication and reporting

All official communication is usually delivered through a group leader.

Every mentee's sending institution receives a monthly report from the group leader, in case of necessity there is more frequent communication.

Leader and mentor are at lease once per week in communication, mostly via electronic means (Skype, MSN, Facebook, email, mobile). Mentors write monthly reports to the leader, on bases of what summaries to the institutions are made.

At the end on mentee's participation, a profound final summary is compiled.

Co-vision and supervision

Monthly there are co-vision meetings of every group where all cases are discussed together.

The group supervisor is also present, for making remarks and giving suggestions.

(Always, personal supervision is also available for the mentor.)

Annually, the supervisor conducts one profound interview with the mentor.

2.4 CPF mentoring in practice

Beginnings of the programme and current state of affairs

The KESA initiative was initially modelled after the American Juvenile Mentoring Program (JUMP) developed and referred to by the Department of Justice. JUMP's main goal was to help youngsters who rarely attended school get back into an educational institution. At the same time while focusing on a return to school the student (mentee) would work with a mentor in an effort to developed a rapport, or bond, which we hope will offer constructive positive support in lifestyle choices.

In Estonia the legal system, under the Juvenile Sanctions Act, allows for referrals of young people to a Juvenile Justice Committee (JJC) for low tariff offences. This committee

has the power to apply a range of sanctions. The development of the KESA Mentoring project was aimed to support the JJCs by offering alterative opportunities to apply in accordance with the Juvenile Sanctions Act.

It was important to find a range of ways to support young people, who had committed a small offence, to realize the consequences of their actions and to reduce the risk of another offence.

But, as these were not any kind of serious or repeated offenders, the same model was widened also to youth who had not committed any offence but, according to the opinion of their teachers at school or, social workers in the community, were in danger of falling.

JJC can allocate financial resources for that type of preventive work, too, and here both such target groups are managed via the same means and controlled by the same authority.

Every mentee, who has been referred to the project, receives a trained adult as a mentor. The mentor focusing on generic support curriculum for the mentee, address a range of problems that the young person is experiencing.

The CPF mentoring methodology is to decrease the number of young participants falling out of school, help them to address their problems, support them back into basic education and keep them away from (repeated) minor felonies and crimes.

The CPF mentoring model is currently active in several regions of Estonia, remaining areas are also being explored for mainstreaming opportunities.

Cooperation with Juvenile Justice Committees

JJCs work with young people from 10 to 17 years of age (minors) and apply the Juvenile Sanctions Act. This act refers also to criminal offences and misdemeanors committed by minors under 14. At this age Administrative and Penal codes may be applied to a minor in Estonia. When a guilty youngster is 14-17 the case may have hearing in courts or Committees, depending on the seriousness of the case. Referrals are made to the committee by the Youth Police, school directors, social workers, legal representatives of minors, child protection officials, prosecutors and officials of environmental supervision agencies. The Committees are comprised of seven members who are approved by the County Government. Members are professionals from the fields of Education, Police, Probation, Social Welfare or Health Care.

The following sanctions may be imposed on a minor by the JJC:

1) Warning;

2) Sanctions concerning organisation of study;

3) Referral to a specialist;

4) Conciliation;

5) An obligation to live in a specific place or foster-home;

6) Community service;

7) Surety;

8) Participation in youth or social programmes or medical treatment programmes;

9) Referral to reformatory.

Mentoring falls under category 8 – youth or social programme.

And, as said above, the JJC can use their resources for mentoring not only in cases of formal referral but, also out of preventive needs, if such are detected.

Formal Structure and Governance of the Mentoring Programme

CPF has profound cooperation agreement with juvenile justice system for different social and sportive activities on behalf of youth in trouble. Some financing of the programme comes annually from the ministerial budget and, the rest is paid directly by those authorities that are making the referrals into mentoring.

The mentoring programme is delivered by working in partnership with a range of professionals that mirror the make up of the JJCs. Most programme referrals come from the committees. But, also, in lots of cases the referrals are made by social services of the local authorities. Then, the cost of the participation is covered from municipal budget.

The programme provides feedback and updates to the Committees on the progress of the young person. Accountability for delivery lies with the Mentoring Programme, but the reporting back structure is via the JJCs.

Formal participants and network

Those involved in the mentoring project are as follows:

Mentor – providing regular support to the mentee.

Mentee.

Mentee's family – the mentor must be in contact with the mentee's family. The mentor is also obligated to make home visits; this supports a greater understanding of the mentees living and social conditions

School – the mentor should be in contact with the school and homeroom teacher.

This is important to understand the problems the mentee has in school. Often the mentee and his/her homeroom teacher see problems differently. The mentor may act as a mediator in this respect. Some schools are part of a chain of Electronic Schools. With these schools the mentor can trace the mentee's educational progress via the internet in

daily basis. It is possible to observe how the mentee attends classes, what marks he or she gets, how the teachers comment on his/her behaviour and what homework he/she gets. If the connection between the school and the mentor is trustworthy, information about the mentee's behaviour is exchanged both ways. This gives an opportunity for open discussions about the addressing the mentee's educational needs. Sometimes home education can be considered instead of forcing the youngster to attend school.

Youth Police – plays an important role in referring young people directly to the programme, and in training the mentors in the judicial elements and context of the mentoring programme.

Mentors are given training in the relevant legislation, and understand the consequences for mentees who continue to commit offences. Study visits are provided to different Police establishments. The mentor is also given the facts of the mentee's offences, if such exist.

The children welfare/social workers – cooperation with the social worker provides information about social welfare needs within the family. This information may influence the focus and approaches of the mentoring relationship. The Social Worker may also access additional funds for special boarding schools, or attendance at a camp/outward bound activity.

The Probation Service – Some young people will also be supervised by probation.

According to criminal law the court can send minors to a behaviour control or social programme. The Probation Service delivers these programmes. They are limited in Estonia, but are growing. Some mentees come directly through the Probation, without JJCs.

Supervisor – the supervisor's role is to support and motivate the mentor.

Meetings with the supervisor are held once a month. Supervision evenings are also called "evenings of problems and successes", the various cases are discussed in a round-table meeting, all professionals involved in the network attend and input. Additionally the supervisors role is to advise mentors so they won`t be burned out under the stress of various issues.

Programme Manager – the one who usually makes some contact to the mentor, once a week, and leads all the activities.

Volunteers – not only mentors but also other additional resources who help to conduct common outings like camps, out-door activities etc.

Recruitment of mentors

The Estonian Mentoring model recruits mentors to the project on a voluntary basis. This was seen as an important element of the programme since undertaking voluntary work meant that the mentors had inner motivation to work with troubled young people.

The mentors do receive a small scholarship which covers the monthly expenses for transportation and communication (e.g. cell phone conversations). In addition they are reimbursed for the cost of activities (e.g. cinema), although most activities are organized for free by the CPF.

CPF advertised for mentors via the internet on email lists, forums and university websites. The programme sought out mentors who have a professional background in social, justice or military fields.

One typical advert:

CPF is seeking for mentors, who are:

1. Male or female
2. At least 22 years old
3. Have worked in the field of youth work, social work, system of justice or military, paramilitary organizations.
4. Are motivated to work with problematic children
5. Are ready to work for at least 3 hours per week

The future mentor will have:

- A 3-day basic training
- A good team
- An opportunity to participate in working out a new methodology
- Active events
- A small scholarship

Applicants were expected to return a CV and references. Both male and female mentors were recruited, and a gender match with the mentee was attempted in most cases.

About the mentors

Some facts about one group, recruited in spring of 2014, within this project

Oldest 41 years

Youngest 20 years

Average age 26,7

11 males 27 females

Master's degree 4

Bachelor's degree 15

Students 17

Police 5

Youth worker 4

Teacher 6

Probation service 3

Private security 1

Training of mentors

The Mentor training programme includes basic training about mentoring and its activities, visiting schools and specialist training. The preparation of mentors starts with three days of basic training. Basic training is followed with different courses. The themes of continuous training are negotiated with the mentors. Specialist training has included child psychology and narcotics, aggressive behaviour, anger management, manipulation and communication.

The most frequently requested trainings are:

• The development of the teenager

• Advising

• How to handle oneself in case of failure

• Social pedagogy, social work, psychology

• Role plays

• The laws concerning children

• How to motivate people

• Aggressive behaviour and how to handle it

Rules for mentors

CPF has established a code of conduct that sets out clear expectations towards the mentor.

1. Mentor has to be available to the mentee by phone/e-mail;

2. Mentor doesn't have to make public his/her home address to the mentee;

3. Mentor cannot send to the mentoring meeting someone else in his/her place;

4. There should not be any family members or friends involved of the mentor or mentee;

5. Mentor has to have regular contact with mentee's parents;

6. Mentor is not allowed to give money to the mentee;

7. Mentor should not buy presents to the mentee (except birthdays and Christmas);

8. Mentor is not authorized to share confidential information beyond the programme.

The Mentor's definite rights within the mentoring relationship:

a) To get any relevant information about the mentee;

b) To ask and get any help from the programme manager;

c) To make suggestions about the programme;

d) To get compensated for ticketing expenses of common activities with the mentee;

e) To resign from the programme.

Key mentoring activities expected

1. Make contact with a mentee's guardian(s) and give them information about mentoring programme, about the work they do with the youngsters and about the activities taking place. In most cases the first meeting between mentee and mentor would take place at the mentee's home.

2. Make contact with the mentee's homeroom teacher. Frequent issues facing mentees were education related (not attending classes, violating school regulations, problematic relationships with classmates and teachers). Communication with the school has been one of the most important things in the mentoring programme. Usually, the mentor is also in regular contact with the school's social worker, psychologist or the head teacher. They are supposed to let a mentor know if his/her charge (mentee) doesn't attend classes or has raised issues of concern.

3. The appointments between mentor and mentee take place minimum for 3 hours a week. The duration of the meetings is approximately one and half to three hours pending on the activities.

The main activities of the mentors and the mentees have been:
• visiting of museums and exhibitions;
• going to cinemas, theatres;
• doing homework together;
• sporting activities;
• conversations, conversations, conversations...

In addition to these everyday activities, CPF organises regular joint activities, both for youngsters and mentors and, for mentors only. These are meant to provide active social inclusion possibilities and getting better acquainted.

4. Give regular monthly reports.

5. Meet regularly with the Programme Supervisor – participating in monthly supervision and on-going training.

6. Inform the Programme Manager of any problems – this includes, being unable to meet the mentee, specific issues of concern and the mentoring relationship ending unexpectedly.

Monitoring

Mentors are expected to complete monthly reports and submit these to the Programme Manager from KESA. These cover:
• Meetings with youngster (time, place, activity);
• Other contacts with youngster (in what reason, who initiated);

• Communication with youngsters network (with whom, when, why, summary);
• Arisen problems (description, possible solutions);
• Changes in youngster's behaviour (in what way, what could be the reasons);
• Subjective estimation about their relationship (how they get along, youngster's attitude towards mentor, their future plans).

Mentees – the target group of early (and secondary) prevention sub-programme

The target group for the mentoring programme consists of youngsters between 10-17 years. Key reasons for referral to the programme include:
• School problems (attendance, violence, harassing, aggression);
• Relationship problems (family problems, some definite dysfunctional);
• Police records (offences);

Referral Routes

The key partners of the CPF mentoring project are the JJCs that are present in all counties and in larger municipalities. Main functions of the JJCs are: coordination of criminal prevention work done with the youth in their area, reduction of criminal factors and intervention with juvenile delinquents by implementing sanctions and improving youth supervision.

If the youngster joins the programme by being sent from a JJC for his/her offence committed, it is his/her obligation to contribute. If that doesn't happen, the youngster ends up back in the juvenile committee and another sanction, usually more strict than the previous one, is placed upon him/her to fulfil. Usually, the participation will be commissioned for up to one year.

Additional common referral routes are the Municipality or School or parents. In 2014 the mentees have been sent to the project through a JJC (60%), schools (10%), municipality (20%) and by parents (10%).

Volumous personal files

To get proper and holistic information about the youngsters sent to the programme, there was a need for some sort of questionnaire giving key information about the young people. The questionnaire has been developed in collaboration with JJCs. A report from school detailing studies and behaviour is also reviewed. A brief summary of the earlier hearings of a certain juvenile or advisory opinion of the child protection officer has proved to be an important source of information. The use of these documents for assessing the needs of the young person has been important to work with the mentee effectively and help them realise the consequences of their act and to reduce the risk of (another) offence.

Programme Support and Supervision

Every group (there are usually about 12 mentors in one group) has their own supervisor to whom they can turn in need of advice and support. These supervisions take place both during group meetings and individually. Group sessions take place once a month. These sessions are very supportive and there is a chance to share learning and experiences including difficult and happy situations encountered. Individual supervisions take place twice during one period of mentoring (one year). Mentors can also address the supervisor more frequently as needed. In more complex mentoring relationships the supervisor may offer support as an additional mentor.

Supervisors are usually highly educated specialists on their own field, with knowledge of supervision support.

Supervisors noted that young people referred to the mentoring programme were very complex cases. The possibility to consult with supervisors in such cases has been most helpful to mentors. On suggestion of supervisors, there have been made replacements in mentor-mentee pairs.

The supervisors also noted that most mentors were young upwardly mobile professionals, many working full time. It is admirable what kind of motivation these young professionals have inside them to find some extracurricular time for mentoring also. It is understood that what motivates the mentors most, is to gather expertise they not yet have accomplished. At the end of each period, supervisors provide feedback on every mentor to CPF, for profounder personal evaluation of mentors.

2.5 A case study: mentor Mart and mentee Margus

The following case study offers information about young people mentored through the project, the nature of the relationship developed and activities undertaken.

Applicant: Tallinn XX Gymnasium

Fact(s) of misbehaviour, time and place:

Constant absence from school. In danger of not completing the class this year.

Also smoking. Sometimes drinking.

As M is already 17, he has got some fines from the police for the last.

Homeroom teacher is constantly in contact with the minor's mother. Discussions over matters in school have taken place between the mother and the son and a school representative. Visits to the school psychologist have been unsuccessful.

Applicant's suggestions are: The minor is in need of constant supervision in the terms of school attendance. He also needs support in doing homework ad may need an individual plan due to the backwardness in basic curriculum.

School proposes that Margus should be directed to educational counselling and carry on

with the mentoring programme. This might avoid his further problems with the police.

Mentor's 1st monthly report
(After 1 month of mentoring, a regular report to CPF.)
Mentor: Mart Mentee: Margus Period: January 2014

1. Meetings with the mentee: time, place, activity.
06.01.2014 16.00-18.00 We met M in a cafeteria near his home. M said that he had not done anything during his winter holiday from school. He said that now he has some new friends, who do not have trouble with the police. He also found a girlfriend who is 16 years old and her name is Regina (through the new friends). He said that they have been a pair for a long time already (one and a half week). They meet on daily basis and hang out. We talked about "Pop-Session" (BMX competitions). He said that it is too expensive (7 euros to participate) and instead he will get his ear pierced for a new earring.
10.01.2014 16.00-17.30 First schooldays after the holidays. He said that he attended most of the classes. Now he had a new earring already. Still he regrets that he didn't go to the "Pop-Session" we talked about. It seems that his girlfriend is having a positive influence on him. We talked about important things like school, (girl)friends etc. We agreed that now is the right time to start a discussion how to manage his home assignments.
13.01.2014 15.30-17.30 At his home. We studied geography, biology and mathematics. He has no problems in understanding the exercises but has a lack of learning discipline. His mother said that she is surprised to see M learning at home because she hasn't seen it for a very long time. M was pretty happy because he managed to experience his first notion of success.
20.01.2014 16.00-17.30 At his home. M had lied to me; I talked with his teacher and it became obvious that he has been missing classes again. We talked about trusteeship and lying.
21.01.2014 I met with his teacher in the schoolhouse. We talked about the mentee's absence from school and what might be the reasons. We checked in what subjects he had trouble with and what classes he didn't attend. We talked about other teachers whom he might be afraid of. As I discussed these matters with M, he promised to attend classes more often from hereon.
26.01.2014 15.00-18.00 At his home. He said that he had not gone to school after a long and thorough discussion of lying and staff. I tried to figure out what would make him go to school. I thought that perhaps his girlfriend could help but it didn't worked out that way. He is not keen of the idea being `uncool` – that's what happens if you attend classes at all times – you may become a nerd.

2. Other contacts with the mentee (the description of the contact, who was the initiator, reason of the contact).
Numerous calls to the mentee. Many times not answered.

3. Communication with the mentee hook-up (when, where, why, with whom exactly).
17.01.14 I talked to his teacher on the phone to ask if he has attended classes correctly.
24.01.14 His homeroom teacher called to say that M has not attended several classes.

4. Arisen problems (description, variation of solving the problem).
The biggest problem is lying and cheating.
The other is that I have not found a motivator to make him learn.

5. Changes in mentee's behaviour (exactly what kind of changes, in which direction, what might be the reason).
He has not been lying for some time now – if one pushes a little he confesses.

Semi-annual report
(Written by a mentor, confirmed by the KESA programme manager.)
Mentor: Mart Mentee: Margus
Period: December 2013 – June 2014 (Compiled 10.06.2014)

Meetings with the mentee
The first months we met twice a week at his home in order to give him a secure feeling. Then we had long pauses because of the mentee's illness and not wanting to meet the mentor. Mainly we talked about school problems, his network etc. We did not learn very often together.

Communication with the mentee's hook-up
I met his mother when I visited M home. Sometimes we also talked over the phone.
The contact with his teacher was mainly by email or cell phone. In April and May I was in contact with the school psychologist. M resisted to my wish of meeting his friends.
The contact with the mother was positive. Although, she was tired of his son. But as she saw some minor changes in the boy's behaviour she was very happy.

Arisen problems
The main problems through the time were not keeping promises and avoiding of contacts. We have not got over the problems completely but there have been big steps towards improvement.

We have not conquered the problem of studying. But as we can see he has had problems for two years already so we cannot presume that we can solve the problem so quickly – I think that a school change could be highly helpful.

Changes in mentee's behaviour
Changing the school – M is willing to give it a try. He believes that the other school would be okay to catch up with the learning. He wants to finish 9 grades (primary school) and then go to the vocational school. Although I share his dreams I do not believe that his plan will come true perfectly because of all the problems during our relationship. One of the most positive things has been that he has taken part of many free time activities – camping, for example.

Valuation of the relation between mentor and mentee
When I think about M attitude and behaviour I think that our relationship was below normal. He is a pretty talkative person. I feel that he is afraid of changes. He himself said that he does not want to be followed by anybody. As he is only fourteen years old his attitude is normal. He also has problems of understanding adults. The youngster is interested in continuing the relationship.

Other remarks, observations, suggestions
As M has decided to change the school it is important to continue with the mentoring programme. And we also have not solved most of the problems concerning his behaviour. Also his mother has found a new boyfriend and they are thinking of moving in together. M will probably have some new problems with a new adult at their home that the mentor might help to overcome.
In my opinion M has all the qualities to improve himself but they have to be helped to get out during a longer time of support.

Mart's mentoring summary
Above you had an example of the first mentoring case that our mentor Mart had to handle. The mentor himself is a 25-year old probation officer who formerly used to work in secondary school as a social worker. He has a higher education in social work and had gained some earlier knowledge on working with problematic youngsters.
The mentor was aimful and managed to engage the mentee positively, overcoming periods of being ignored by the mentee along the way. During the programme no offences were committed by the youngster and, also 6 months afterwards. (We made a police-check for that while compiling this report, in November 2014.) The mentee also managed to find a school more suitable for his educational needs. From time to time he

still gets in touch with his former mentor. The mentor continues his pursue of gaining more knowledge about juvenile delinquents in the programme.

For him, mentoring is working in both ways – through giving oneself one can make gains. And one can learn from any experience – this is CPF's mentors' general conclusion.

A Mentors' Self-Evaluation

Positive Elements of the Program:

• Extreme experiences from the outward bound camps

• New practical knowledge of mentoring

• A good feeling of helping someone in need

• Seeing positive change

• A good teamwork experience

• Learn how to reflect oneself and give feedback to others

• Satisfaction

• A secure feeling of what I want to do in the future

• An emotional growth

• Lot of practice

• The idea

• Positive team

• You can see the change if you concentrate on parts of the `big picture`.

• Meeting a lot of interesting people

• One-to-one mentoring work

Negative Elements of the Program:

• You cannot see concrete results

• I couldn't reach the aims in all times

• There were times when the work done seemed worthless

• Trouble with timing – mentors were mostly occupied with full time jobs

• Losing contact with the child

• If the child is not interested, there is no result

• Relatively small experience of the mentors

• Money (wish to be paid to some extent)

A Mentee's evaluation on his Mentor

"We met Mart in the city, we got acquainted, he said that he is my mentor and I said that I am Martin. After we talked about the „formalities". We walked in the city and talked about everything – life, school and women. Mart is a very cool person, we always have a lot of fun, he is friendly and helpful and that really means that he's cool.

Mart and I have done a lot of camping and hiking together. There are those military camps or M-camps almost every week sometimes, you know. We have visited many museums and they all have been very educational. Once we went to see old weapons and that was really nice. From the museums I have learned very many things that I did not know before. Once me and Mart and some other boys even went to Muhumaa (an island in western Estonia) were I have never been before.

Since the time I have had a mentor, my life has changed drastically. I do not hang out with gangs anymore and do not cause minor trouble. I think that mentoring is good for guys like me, because then one can really see how much our life changes. But sometimes one really has to have a strong will power to change something. I know a guy Max, who also has a mentor. And trough that time I have really seen how much he has changed through mentoring.

If there would not have been Mart I would not have found my new hobby – that is shooting, which is really interesting. Through that time in mentoring a lot of things have happened and I have done so many things and been to very many places in Estonia. And if there would not have been Mart – I would not have found a new school to attend."

2.6 Conclusions: Key principles and benefits for the participants

For mentoring coordinating organisations
New ideas implemented
Through proving or disproving of the ideas, evidence-based conclusions
More people participating in networks

For the communities
More trained people thinking and acting pro-socially
At least some positive impact on human recourses (the mentees)
Thanks to the evidence-based data, better decision-making for future public money usage

For the mentors
Growing together, even one-to-one mentoring is teamwork
New friends, interesting experiences
Good material for academic works (BA or MA) or future professional career

Programme Results and Evaluation
Results observed in the KESA mentoring programme have been extremely encouraging.
• Mentees' absence from school has decreased and for the most part ended;
• Some mentees have been supported in continuing their studies at home. This has been

developed to address issues of ill health and other complex factors

- Several youngsters have started their studies in more suitable schools – in adult gymnasiums or different special/vocational schools;
- In many instances school performance has improved. There are two main reasons. Firstly, there was somebody who was helping them with their homework. Secondly, that is even more important, thanks to the mentors' activity; the schools' readiness to help those youngsters has increased;
- Relations between a child and his/her parents have improved;
- Several mentees have accessed necessary medical service and counselling (personal counselling and family counselling);
- Lots of mentees have had a chance to be involved in different kinds of extracurricular activities.

2.4 Early prevention and Community Prevention in Spain

Actually, in Spain there is not a national chronologic plan for crime prevention, and the initiatives that are underway, are those of local authorities, which take advantage of the positive part of the failed previous experiences, setting up in their territories initiatives of this nature, which aim preventing or reducing criminal indices. For this reason, we believe it is important to dedicate a portion of this work to the last and at the same time only experience at the national level carried out in Spain, which can be useful analysing the causes of its failure.

A general principle held in criminology studies, supports that must be met four key elements to consider that a crime has been committed: The existence of a criminal, a victim, a conductive situation for the commission of the fact, and finally the absence of a watchman or guard so that fact had been consummated, in Spain - as in others countries with influence of Roman law - has always affected on the existence of a watchman. That is to say, falls all the weight on the first prevention and the subsequent repression, in that figure, while in modern criminological trends are heading in the direction of the watchman or guard should be one more player in the process of achieving that security, but not the only one or the most important.

As justification for this belief held in Spain, we will make a brief analytical study on the development of the project "Policía 2000" implemented in Spain, considered the only valid institutional initiative in criminology taken until then, and in it we'll see the impact that is made on the figure of the guard.

Community Police

Although the project "Policia 2000", intended to be a comprehensive security project

aimed at achieving safety from prevention to investigation and prosecution, its message to the public opinion, was "Community Police", whose model was based on the fact that the police officer was "close" to the citizens, in all their daily facets, becoming in fact, their interlocutor, not only for a strictly security matters, but also involved in their problems of any other kind such as immediate assistance, solution of personal conflicts, etc.

To implement the model, they proceeded to a preliminary selection among volunteers from those agents that could met certain personal characteristics, such as ease communication, empathy and good character which were empowered by a prior and specific training, which stressed on professional issues and especially personal assistance to the neighbourhood, and once trained, place them within a particular neighbourhood - always the same - dividing sectors of the city in which they acted, with the idea to became "one more neighbour".

The police officer also received in his work, external support regarding the role to play, which consisted on teams of professionals who taught talks to the groups of citizens whit which they worked and about the issues that most concerned citizens.

The aim of the program was to turn the agent, despite its singularity and as stated above, "as one more of the neighbourhood", that could identify their problems, seek solutions and could handle any kind of request, were or not related to the security problems.

In order to contribute to their work, were made between citizens, trainings to become "social mediators" in order to -always with the officer- help to solve minor conflicts, reduce the level of tension in any neighbourly conflict situation, helping victims of violence, etc.

Such social mediators, who were mostly women, were primarily involved in abuse issues within the family sphere, conflict between parents and children and neighbourhood discussions, being supported in their work by the police officers, who were integrated into the urban environment.

To check the formula "citizen proximity-police", the agents were submitted to controls where their work was analysed: emerging and points of conflicts, solution of problems and above all, evaluate that the police officer was fully integrated in the local environment, for which the agent performed regular visits to the shopkeepers, neighbourhood associations, schools, etc.

This "almost care" work was precisely one of the reasons that caused the failure of the model, because, although the proximity to the police would be seen in a favourable way by neighbours, his work was limiting police operation, and that, in many cases, the police work was became social work and not covering strictly police citizen needs, far from its mission of prevention, which created suspicion among police responsible leaders who saw misappropriated a large number of effective tasks that, at the end, were not showing an impact on operating results – that on the other hand, were required in the development of "Policia 2000".

Meanwhile, on the other hand, the political program architects, had an excess of confidence in police officers, in which was based almost of the entire system, because all the activities, necessarily had to pass through it, subtracting their agility at the same time, stopping the necessary citizen interaction to seek a solution to the conflict, as in almost all cases, they saw the police as the only responsible for resolving them, which meant inhibition of the citizen in the conflict, they thought that "it was not his thing " and overloading the agent.

Program failure causes

Although the role of the proximity police was kind, at the end emerged a series of drawbacks, as we will analyse next.

First of all, and as we have said, those responsible for the program, did not see justified the huge cost of staff posed the figure of these agents, whose continuity and permanence in the assigned sectors, it was cut short in cases of holidays, illness, etc, so during such periods, if the vacant was not covered, it resulted in a loss of connection with the citizens, as one of the requirements of the method, it was that the contact was always with the same person.

On the other hand, the work of proximity was orphan of the judicial element, essential for immediate corrective measures, in the sense that the program was launched in 1999, when had not yet been implemented the so-called "quick hearings or justice of proximity", which came into effect on 2002, under which certain behaviours, not too serious but causing public alarm, could be judged immediately.

This immediacy in the judicial sanction, it would certainly meant reinforcement to the action to control crime, because in many cases the application of the regular judicial system, when the sentence was dictated, was counterproductive and certainly was losing its effect of promptness and efficacy.

Moreover, the program was enormously expensive, since it involved the division of the city in confined spaces, in order to be able to provide close attention to citizens, which had an indirect impact on the number of agents and mobile units, so, gradually, the division of the districts or neighbourhoods was reduced or expanded their action, reducing their areas of action, which involved in fact less efficacy.

However, we think that the most important causes of failure in addition to those already targeted, was due to the demand on the police exclusively influence about maintaining the program, which on one hand, demotivated the officers who saw himself become a kind of "social mediator" away from his professional duties and overwhelmed by other problems and secondly not integrating enough citizens into the common project, so, they still saw this as something alien to them whose duties corresponded only to the officers.

The legacy of the "Policía 2000"

Despite the withdrawal of the program, the figure of the community police officer has remained with other features but with similar philosophy in the so-called "neighbourhood police", inheriting this communication initiative nationwide, which has been adopted by local councils, with varying degrees of success by placing officers in those areas of special conflict, either by criminal causes, vandalism, etc., but somehow, the formula used by the program "Policía 2000" goes on and the causes of this failure are perpetuated.

It is our belief that a more "community" approach to prevention should be taken in the future, to prevention crime, vandalism, troubled youth, degraded areas, etc, by engaging the citizens in detection, treatment and solution of problems, through identification and commitment that get them involved in the recovery of degraded areas, environmental planning, stopping violent activity or vandalism groups in certain areas, etc, so citizens may feel part necessary for their achievement and at the same time participating as an actor, not as a viewer, of its achievements.

Operators involved and financing means

Operators involved

To determinate the operators involved in this type of prevention, we have to take into account the socio-political Spanish reality, which is a country in which coexist different administrations, the central, autonomic and local, all involved in resolving crime related issues.

Since our aim is to study the regional and local reality, then we will focus on such institutional authorities.

Where more crime prevention practice should put into practice is at local municipal level, because are closer to the citizens, receiving a higher local pressure in their demands, particularly in what we call "minor crime", as thefts, burglaries, vandalism, lack of urban care, cleaning, lighting etc, and therefore, are these local operators that show the greatest interest in correcting such problems and having immediate plans of prevention.

Despite being the operator who have a greater number of citizens demands for security, which is paradoxically the one who have fewer tools to control it, because its rules must be enacted by municipal agreements which are lower administrative level, and cannot exercise any criminal or administrative rulemaking.

Institutionally, at local level, the council members of Public Security are responsible for carrying out plans in this area, which must have to count with the municipal police, their own social agents and citizens collectives to cooperate or help by detecting "black spots" of coexistence, drugs selling points, street violence, etc as they really know where problems are located.

At the regional level, there is also - in addition to their own plans in this area - a coordination regarding the work done by the councils or municipality police, who are assisted by police in cases where the problem is serious, but its action, is purely repressive and far from prevention crime.

As at the national level, there is the "Security Observatories" integrated at the "Police Institute Studies", a part of the National Police, in which are monitoring violence or offenses of any nature, in order to orient once detected, the relevant public services, how to control, performing counselling work, and even sending technicians that will collaborate with authorities for correction.

Such security observatories, exist at national, regional and local level, although its importance and constitution is different in each case, aiming the same purpose in their areas of competence.

Different models of early crime prevention (ECP)

We believe, that criminologist performance model, should be based on prevention, and can take three levels to be carried out, whether social, community and situational, depending in each case on their circumstances and that we will discuss next.

Social prevention

The aim of social prevention, is basically eliminating or at least reducing those elements or factors that influence occurs, which in turn - according to the range of measures that can be taken – can be very simple or called primary, which intend to do things such as the achievement of compulsory education of young people to prevent them wandering around on public spaces, and in general, all those measures who intend to overtake the problem by attacking the roots of conflict, even before they start, or the implementation of important measures, which are directed to the offender or the victim, depending the case, through placing such people in rehabilitation shelters, measures restraining the perpetrator, etc.

Community prevention

The difference in this case with the previous one, is that here the aim is to involve the community in resolving the conflict or the risk factor in question, the measures will of course be directed to neighbourhood groups, associations, clubs, business entities, etc, which are or may be affected by the incident.

In this case is justified as necessary, the existence of social mediators, which can act as tutors or mentors, without specifying if these are institutional figures, they can be citizens with sufficient preparation to perform these tasks, because they are closer to the problem,

or members of NGOs or other organizations that do not represent the administration, whose work will certainly be much easier, because the groups do not identify them with the political power that in many cases the people can be mistrustful.

In this system of prevention, could be effective carrying out work on the benefit of the community, involving a clear improvement for the people involved, such as for example damage restoration in public parks, erasing paintings on facades, gardens repair, that would motivate the neighbourhood and seeing tangible results, they would be involved in this type of prevention.

Situational prevention

Finally, situational prevention, aim to hinder the opportunity to commit crime, for example, in a deficient or poor illumination area, where frequent assaults or vandalism occur, placing street lighting, will almost immediately reduce the number of incidents by the mere fact of placing a single physical element.

From an economic and legal perspective, situational prevention is the most expensive, because changing the street lighting or streets with abandoned buildings, requires a significant budget by public authorities, or in the event that a person needs to be away from his abuser, to locate this person in a shelter is a major expense, since it will be necessary to have such center and have the economic capacity to keep it, etc.

In this aspect the existence of an appropriate legal regulation becomes necessary, meaning laws that allow the implementation of these measures, including arms control on public roads or existence of procedures that allow the location of offenders or dangerous subjects for which a judicial order is required.

In this sense, the Spanish Penal Code introduced as a safety measure, the ability to detect abusive or dangerous people with electronic devices, such as a small bracelet or similar which allow to know his location at all times.

To summarize, we can say that throughout the study, we will put forward from a practical point of view, the implementation of these measures in the field to be analysed.

2. Prevention community actions in Catalonia

2.1. Legal and institutional context
- Recommendation CM/R(2008)11 of the Committee of Ministers to member states on European rules for juvenile offenders subject to sanctions or measures, by 5 November 2008.
- Organic Law 5/2000, of 12 January, on the criminal responsibility of minors.
- Royal Decree 1774/2004 of 30 July, by which the Regulation of Organic Law 5/2000,

of 12 January, governing the criminal liability of minors is approved.
- Law 27/2001 of December 31, juvenile justice
- Law 14/2010, of 27 May, the rights and opportunities for childhood and adolescence

Placement centres and educational institutions

Internment in a placement centre is a custodial measure depriving freedom, which obliges the minor or young offender to stay in an institution for education or therapy, or at his house, during the time imposed in the sentence.

Types of measures:
- Close regime custody: The minor or young person makes all activities of the educational program within the centre.
- Semi-open regime: the minor or young person can do some of the activities of the educational program outside the centre.
- Open System: the minor or young person makes all activities of the educational program outside the centre.
- Internally therapeutic: the minor or young person is hospitalized in a health centre where he receives treatment for a specific psychological disorder or dependence on toxic substances.
- Retain weekend (in an educational centre or at home) the minor or young person should be up to 36 hours in a centre or at home, between Friday evening and Sunday night.

Educational centres:

"Els Til·lers" (Mollet del Vallès) therapeutic unit: Dedicated to the care of children and young people who require a specific intervention, either by psychic alteration or for dependence on toxic substances.

"L'Alzina" (Palau-solità i Plegamans) Intended for performance measures and interim placement firm in any of the aforementioned scheme.

"Montilivi" (open unit) (Girona): Aimed at the implementation of firm measures and precautionary in semi-open and open regime.

"Folch i Torres" (Granollers) Aimed at the execution of firm and precautionary detention measures in semi-open and open regime.

"El Segre" (Lleida): Aimed at the execution of detention measures firm i precautionary in any type of regime.

"Oriol Badia" (Guardiola de Font Rubi. (Barcelona): Aimed at the implementation of firm internment measures and precautionary in semi-open and open regime.

"Can Llupià" (Barcelona): Aimed at the execution of detention measures firm and precautionary in any type of regime.

Population Evaluation of youth between 2009 and 21012*

Field	2009	2010	2011	2012
Population 14-17	3921	3691	3621	3488
Population 18-21	3299	3403	3262	2934
% Annual population 14-17	55,3	53,6	56,5	54,3
% Annual population 18-21	44,7	46,4	43,5	45,7
Men	6003	5882	5641	5294
Women	1217	1212	1247	1128
% Men	83,1	82,9	81,9	82,4
% Women	16,9	17,1	18,1	17,6

*Source: Department of Justice. Generalitat de Catalunya. * Last publisher statistics.*

Intervention programs

The General Directorate of Penal Enforcement to the community and youth justice of the Department of Justice of the Government of Catalonia, through the service centres, establishing the common lines of intervention programs carried out in educational centres in Catalonia, implementing and supervising its execution.

Every child or minor has assigned an individualized program that includes educational activities and/or action to be carried out. Intervention programs may be general for all the interned, or specific, only for those young people who have specific problems.

a) Reinforcement program in family context: Is based on the belief that the social reintegration of children and young people requires the involvement and support of their family environment since the family is usually the main factor of protection of the child or minor.

It is Intended that the family take an active role in the process of implementation of the measure of detention as well as improving family relationships (communication, values and skills) in those cases in which this relationship can be a protective factor: parents can identify those aspects of problem behaviour and to define objectives of change according to their own situation and according to realistic possibilities. Ultimately seeks that parents can improve their ability to set standards of behaviour clear and consistent with regard to their children, as well as its monitoring capability, improving the strategies of problem solving in education.

b) Programme of cultural mediation and diversity: seeks to facilitate interactions between groups and their integration into a social environment: that young people and minors integrate the core values of coexistence (respect, solidarity and tolerance) and understand the rules to preserve values among which is respect for difference.

The program also aims to combat those stereotypes and prejudices that make it difficult for coexistence, such as racism, xenophobia and discrimination.

The programme also aims to provide information to young people about a satisfactory social participation: rights and duties of the Spanish citizens, legal aspects, immigration laws, documentation at different levels (labour, health, training, housing…) as well the network of social resources available and how they work.

c)   Mentorship program: minors and young adults placed in the centres require individualized regular and constant intervention during throughout their internment, that provide them a space for thinking on their own educational process itself and that work as reinforcement to any intervention which is done in the Center. This individualized intervention is established in the Spanish law 5/2000 and in the Catalan law 27/2001 and those aims to involve minors and young people in its individualized treatment program, motivating them to a process of change towards social reintegration, strengthening the general intervention and specialized of the centre.

d)   Program "límits": Well-drafted proposal on preventive intervention, aimed at groups of families of young people who at some point go through the juvenile justice system, strengthening the educational function of families, to avoid and limit the use of drugs and the transgression of rules by the minors. It seeks to train families (mothers and fathers) in educational skills. The period of the program are eight sessions that are held for two months in working groups of twelve to fifteen people who run specialized monitors.

This program aims to improve the quantity and quality of family communication, as well the relationship among their members and at the same time reduce the frequency and intensity of conflicts. Also seeks to empower parents to establish rules of conduct for them children, clear and consistent rules; to improving their capacity to supervise the conduct of children, improving their ability to use of positive discipline methods.

e)   Program to treat violent crime: Seeks to get involved in global and specialized way with minors and young people who have committed violent crimes against persons, to prevent reoffending and to become future adult offenders.

The program intervention, stand up with young people but at the same time with their families (teach them to recognize the problem, identify risk factors and to accept the advice offered), building spaces that allow pro-social development in children and youth: basically, including recognition of the facts so that they can be responsible for aggressive acts that have been committed and increasing their motivation to

intervention and treatment.

The lasts of the program may vary but is at least six months with a weekly hour of intervention.

f) Program for treatment of drug addiction and other addictions: the adolescence could be a time to initiate contacts with drugs; thus the program arises from a global perspective: minors and young people and their families and closest reference environment.

Primary prevention is aimed to promote healthy lifestyles to prevent or delay the emergence of issues related to drug consummation (health education).

The second and more specialized refers to those groups that have already come into contact with drug (actions aimed to damage reduction).

Treatment or more direct intervention for those cases where the pattern of consumption is more established.

The duration of the programme is flexible and depends on the needs of the minors or young, but the established minimum duration is one month, with an hour of weekly intervention.

2.2 Socio-economic context of the territory where the intervention program will be developed: town of "el vendrell" (tarragona)

The town of "El Vendrell", capital of the coastal region of Baix Penedès, forms part of Tarragona (Catalunya), which is 28 km away. It has an area of 36,82 km2 and a population of 36.750 inhabitants whit a density of 998 hab/km2. On their socio-economic situation we should emphasize that one of the main indicators on their difficulty is the unemployment rate, taking into account that has one of the highest rate in Catalonia. The evolution of unemployment continues to rise (2013), raised at 4.240 people (August), equivalent to 40% of the total number of unemployed in the region, higher than the same period of the previous year. The profile of unemployed is male (51.1%), aged 35-54 (54%) and belongs to the services sector (63.4%). Regarding the immigrant population, in 2013 remained in 913 people (65% Nord African and 21% of European), between them, most are unemployed of the construction sector (25%) and in total account for 21.5% of the total unemployed population.

The unemployed from "El Vendrell" follow some general characteristics: they are long -lasting unemployed, 48% (more than 1 year in unemployment), still slightly above the percentage of unemployed women in this situation (51%), mostly come from low-skilled jobs, industry or construction (52%). The situation is also worrying in the sector of population unemployed over 45 years old, as 60% are long-lasting, and in the case of over 55 years of age reach 72%.

In terms of the social context, closely connected with this program, we must mention

the existing social services, education and attention to youth. Regarding to local social services, there has been a considerable increase of interventions (3.937 in 2007, 11.108 in 2012) primarily based on three basic issues: economic by insufficient income and debt family, unemployment mostly without economic benefits and health (physical illnesses and mental, Alzheimer's disease and drug addiction) and strictly social (family breakdown and intra-family conflict, criminal and antisocial behaviours, social rejection). At educational level it is worth mentioning that the number of students enrolled in public schools between 0-18 years has steadily increased, the number of students was about 4,700 in 1992 and grown into 7,000 in 2013; the incidence of students of foreign origin, is relevant as it represents the 15%, of which in the year 2012-2013 a 64% were from immigrant families from Morocco, 9% from Latin America and Eastern Europe (mainly Romania) 8%. It's Important to mention the performance at school, measured as qualifying factor of integration and prevention of future risks of antisocial behaviours; in this sense, we take the four centres of secondary education in the town of El Vendrell, which two of them steep down from the Catalan middle rate school success (83,19%), stood up to thirty points below. There are as well eight schools of primary education and the majority of cases of failure are focuses on one of them, located in one of the districts with intervention projects. Finally, we would like to mention the attention to the youth and adolescence focusing in the Local Plan for Youth (2012-2015), that allows us to have a very interesting diagnosis which highlights some conclusions:

- El Vendrell has experienced a demographic increase above from their capacity of social care services.
- The youth population (15-29 years) are the 17% of the population (6,200)
- Detected a significant deficit of sense of belonging to the town, which is identified as a dormitory town.
- Poor and deficient public transport offer.
- The youth leisure areas are outside the town.
- The sport is seen as a means of positive socialization.
- An adult adapted classroom is needed to promote adult learning.
- Socio-cultural levels are clearly low.
- Once young people have been displaced from the educational circuit (by expulsion or absenteeism) there are many difficulties to re-enter.

2.3. Application of the mentoring programme in the territory. Concept and justification
The Mentoring project, aims to be useful to young people and adolescents performing their first anti-social and criminal conduct, in order that does not become the critical point of a rising criminal career that runs out in age adult, and therefore, when the difficulties

of re-socialization and re-education are more difficult. That's why the early prevention measures acts when is detected a serious risk of criminality,

The experiences which are exposed, answer back all the defining concept of mentoring applied to prevention youth crime and arise efficient good practices, achievable and with measurable results.

The general context in which are develop is locally (municipality of El Vendrell), with a demographic and socioeconomic characteristics to be implemented, since a significant part of its adolescent and young people especially located in depressed neighbourhoods, have risk of starting racing criminal or anti-social behaviour.

The team of mentors who develop the 5 different initiatives acted from the respect to a multidisciplinary intervention on young people from different competent public operators (Municipality, Diputació Provincial, Catalan Government) and private non-profit entities, very active and sometimes pioneers in the work of community integration in the line of a well-established associations.

Its role is clearly education to prevention, since they work in acquisition and consolidation of social habits, the values of respect and individual effort, empathy, and learn to develop their own capabilities in terms of learning or the professionalism and flexibility in relations with others and in conflict resolution. It is essential to provide to the tutored youth or those participating in different projects, opportunities and realistic expectations that allow them to consider a positive future, useful for society with themselves and with their environment. Mentors properly trained in social education and juvenile justice should take into consideration:

- Personal and family deficits to an adapted intervention
- Give more importance to the needs than the expectations from both, mentors and the involved administrations.
- Have the ability to network through a good relationship and continued with other public and private operators through an fluid exchange of information without infringing the rights of confidentiality and privacy.
- Do not confuse roles or incurring a relationship of paternalism and diminish antisocial symptoms or criminal background.
- The involvement of families and the respective teaching field in projects involving minors.

2.4. Relationship experiences on prevetion of antisocial conducts and criminal behaviour: five proposal for social integration

2.4.1. Preventive experience 1.- "Support programme for the prevention of youth delinquency and comunity mediationin el vendrell"

Project Managing Center:

The project is an adaptation of the program of Youth Justice Department of the Generalitat de Catalunya by the Town Hall of El Vendrell.

General objective:

Its aim is to prevent youth delinquency taking out action to prevent anti-social behaviours, avoiding those to become a learned and internalized. Thus, the main problematic on which is intended to give response is multiple:

- Infringing the municipal regulations (Ordinance of Coexistence and Civility of El Vendrell)
- School absenteeism
- Consuming toxic substance in public spaces
- Integration of the immigrant population
- Increase the perception of public safety

Objective:

Aims to stimulate the creation of participation initiatives and strategies of preventive action to deal with the conflicts created by adolescents in the municipality. There is a proximity approach avoiding the tendency to deal with it from a strict point police and judicial point. Therefore, there are social policies to perform actions for prevent crime and antisocial actions, to normalize integration of young people in exclusion risk. The focus of the intervention is the use of community mediation agents as is intended to give a quick response and a close relationship to the more disruptive transgressions of the community order, in a clear sense of responsibility for the young in relation to their actions. We opted for mediation as enabler of solutions, based on voluntary agreement and not in punishment, thus avoiding negative reactions arising from resentment or fear towards social and community integration. Also intends to build trust by helping to stimulate in the youth a culture of citizen participation in the resolution of conflicts.

Age range intervention:

The project target group is composed for conflictive young and adolescents between 14 and 18 years old.

Context in which the project is developed:

In general young people who have antisocial behaviour are a minority but they can generate a level of concern and insecurity which can be very relevant to the population. Intends to act in four areas:

- Violations of the municipal regulations: anti-social behaviour consisting in graffitis, thefts of minor acts and vandalism, street fights, regular consumption of hashish or other toxic substances, abuse in consumption of alcohol, presence in the street until the early hours causing noise and neighbourhood unrest and aggressive response against neighbours. Is Intended to fight the feeling of impunity, that encourages the growth and the on these types of anti-social or even criminal conduct.

- School absenteeism: a common phenomenon among the young of 14-16 years of age, due to various factors as low motivation toward study, school failure not addressed, lack of family resources or the parents inability to reconcile work and family life. School expulsions for bad behaviour increase the problem because young people end up in the street, without any parental or institutional control and at the mercy of groups or criminal bands in which can end up joining as a result of a negative modelling.

- The consumption of toxic substances: Increase in the consumption of drugs by the population of the project, especially hashish and at increasingly early ages, the problem obviously worsens when in addition, cocaine and psychotropic substances are consumed. Given this scenario, there is no parental response, due to the lack of abilities or ignorance of the problem.

- The integration of young immigrants: The massive increase immigrants and concentrate in short time in the town as in others in Catalonia has been an emergence on difficulties of integration. Thus the concentration of immigrants and their quantitative increase have configured a risk of xenophobic attitudes and latent social rejection situation.

Timing:

The project takes place between September 2013 and December 2014.

Actions:

From a participatory approach in all areas and public services that care for minors of the municipality, intends to involve the community, sharing the reality of the population and considering proposals from the consensus. The interventions are as follows:

- Commission of interdisciplinary work: creating and stimulates a commission composed for professionals in all areas related to the intervention with minors. Its aim will be to make a diagnosis of the situation of young people from the point of view of the

actors operating in the community; identify existing resources, present needs and shortfalls detected; develop a work plan on priorities set by the City Council and the professionals; capitalize existing resources and proposing the creation of new ones.

- Guidance for technical managers: The prevention team performs a task mainly as consultancy, gathering information on the situation, projects and expectations, the main priorities action and the ones that are already developed.

- Punctually advice to professionals and policy makers: the prevention of juvenile crime by the team may consist of a specific advice depending on a concrete demand.

- Mediation in social conflicts of great importance: the prevention team can act as a mediator in specific conflicts through a specific intervention in relation to conflicts that can seriously affect community coexistence.

Expected results:
The results expected with the implementation of the project relate to:

- Qualitative and quantitative reduction of youth in illegal or antisocial acts.
- Re-education in relation to lack of school attendance
- Consolidate the community mediation as an instrument of positive conflict resolution

2.4.1. Preventive experience 2.- "Coexistence and security in the public space"

Managing entity:
The project is an initiative of the Department of Citizenship and Coexistence and local police of the El Vendrell.

General objective:
It aims to improve coexistence, citizenship and social cohesion in troubled neighbourhoods, with the objective to enhance integration in the town and as well as develop actions that tend to solve the problems of coexistence.

Specific objective:
The project aims to deal with multiple problems (social, health, civic, public safety and legal) that derives from activities of abuse of public space and distortion of the peaceful and secure coexistence in some neighbourhoods of the town (Les planes/Ca l'Escori and the old town), and it is marked as specific objective to build trust and synergies between

of public and private entities, working to resolve three major conflicts that contribute to the degradation of those neighbourhoods:

- Sale and presence of users of narcotic substances;
- Conflicts of cohabitation in squares and public spaces.
- Conflicts of coexistence between communities and/or neighbours.

Age range intervention:

The project applies to an entire neighbourhood, a community that can be classified as at risk by the above factors.

Context in which the project is developed:

It seeks to address the problem arising from the perception of insecurity experienced in certain areas of the municipality, areas in which the generation of anti-social conflicts, criminal and anti-social behaviours increase general social alarm. The study area (Les Planes and Ca L'Escori) have a population of 6,500 people, living in 2,000 homes with a high density, the prominent increase of immigrant should be taken into account in the last ten years. It also intervenes in a target population that suffers from an unemployment rate very high, higher than the medium national rate of Catalonia.

A significant part of the population develops its activity in the underground economy and presents a low educational level. It is considered that the increase of the dispersed population in the territory implies a high risk of social exclusion and therefore concentrates the largest number of people with serious social problems, including specifically the low cultural integration into host territory.

Timing:

The project takes place between September 2013 and December 2014.

Actions:

- Reinforcement of mediation in coexistence through the empowerment of figures such as cultural mediators and street educators.
- Elaboration of an alternative program to the municipal penalties for anti-social or similar activities.
- Creation a body of civic agents
- Creation of a monitoring committee and dialogue with the receptors of the project and the potential ones as well.
- Program to reduce the perception of insecurity with a joint action of the local police.

Expected results:

The results expected with the implementation of the project refer to:

- Improving the perception of insecurity by the neighbours.
- Qualitative and quantitative reduction of youth in illegal or antisocial acts.

2.4.3 Preventive experience 3: "project to support local social entities who care for coexistence"

Managing entity:

It is a joint project between the City Council through the Municipal Council for Coexistence and Civics and all the local public and private entities and associations that in their work promote coexistence, integration, prevention and social cohesion.

General objective:

Intends to respond to the challenge of managing immigration and intercultural coexistence because there is a citizen perception that this phenomenon may lead to new focus of crime and a failure to adapt socially for many reasons, which can include uprooting, the economic crisis with the lack of opportunities, the perception of over-use of social public services by the immigrant population and the labelling on the same the authorship of the anti-social acts.

Specific objective:

The aim is to implement actions to support institutions, associations and social agents whose activities are focus or are the center of some aspects related to the cohabitation with immigrant communities living in the town and having a specific problem of lack of integration and social cohesion. This deficit can be detected in areas such as sports, educational or cultural and is a priority intervention in conflict prevention.

Age range intervention:

Given the multiplicity of possible conflicts, they are involved all age ranges that belong to immigrant communities, that present risk situations in terms of social cohesion, improving coexistence and civility. Awareness of rights and duties of citizenship by the fact of living in community is applicable to all members of the community.

Context in which the project is developed:

The project aims to train local entities, such as cultural, sportive and educational, which work directly in actions and activities that promote community integration and conflict prevention.

Timing:

The project takes place between September 2013 and December 2014.

Actions:

- Workshops and training seminars for staff of organizations on specific issues of coexistence.
- Awareness-raising actions aimed at all citizens to promote solidarity and awareness of rights and duties.
- Actions to prevent cultural conflicts.
- Actions for integrate and strengthening the immigrant community.
- Training, advice service.
- Exchange of experiences and good practices of entities.
- Projects of neighbourhood mediation in the field of coexistence and the civics.

Expected results:

Obtaining positive results to strengthen social cohesion and coexistence in the municipality giving to the entities and associations instruments that allow them to carry out tasks in favour of the integration of the immigrant community, breaking routines and decreasing labelling.

2.4.4. Preventive experience 4.-"Get hooked on el vendrell"

Managing entity: is a project of joint management between the Town Hall of el Vendrell in collaboration with five non-profit entities operating in the municipality (Cáritas Diocesana, Cruz Roja, La Lira Vendrellenca, L'Embarcada and the Sports Council of the Baix Penedès).

General objective:

The economic crisis affects to many segments of the population, some of which fail to have their basic needs covered, which could have a direct impact on domestic crime risk (domestic abuse, family abandonment) and social disorganization in a broad sense. A large percentage of children from families with severe shortages and high permanent financial difficulties presented an added problem that can result be in a risk of social exclusion, being left without any real possibilities of integration in the normal functioning of the rest of society.

Specific objective:

It is intended that no child in the town be aside from the basic activities that develop institutions on the municipality as a factor of social cohesion, coexistence and integration, so the child can perform extracurricular activities such as cultural, educational and sports.

Age range intervention:

The social group to which it is intended to give response refers to children between 6 and 16 years of age, who suffer from serious economic and social difficulties. Prerequisite is to be registered in the municipality and considering factors as the income level of the family unit, the number of unemployed persons and other variables, should also be taken into account. It is essential to apply monitoring and accompanying measures.

Context in which the project is developed:

The project is strictly community through institutions involved as well as in the field of education.

Timing:

The project takes place between September 2013 and June 2015.

Actions:

- Cultural and diversity awareness workshops.
- Knowledge of diversity though cultural workshops
- Promotion extracurricular physical exercise and sporting activities.
- Activities for a civic and participatory entertainment.
- Complementary educational activities and training workshops.

Expected results:

The results expected with the implementation of the project refer to:

- Promotion of the social, cultural and civic inclusion of minors and indirectly from their parents.
- Ensuring access to the participation of children and adolescents in civic activities at the municipality.
- Stimulate the sense of responsibility and community to all the general population.
- Promoting experiences and relationships of solidarity and coexistence.
- Improve the social skills of children at risk of social exclusion by offering a community support network for the promotion of socio-personal progress.
- Increase in basic educational skills.

2.4.5. Preventive experience 5-"let's be a team: project of integration through sport"

Managing entity:

The project is a joint initiative of the City Council, and public organizations, such non profit and the association of parent of students and their school teachers.

General objective:

The aim is to ensure the complete schooling processes, taking as a motivation and cohesion of minors the practice of the sport. For his approach has taken into account the high rate of immigration, since in some classrooms the percentage reaches the 90%. To this, should be added the low involvement and support of the families which children have difficulty to achieve basic skills, and the increase in the number of school failures.

Specific objective:

The beneficiaries of the project are the children and their families living in a vulnerable environment because of the social uprooting (immigration difficulties of integration, family breakdown, origin values inconsistent with the predominant in the host society) and weak economic conditions (high unemployment, black economy, administrative irregularity, contacts with the world of crime). School failure derives both from the outlined description and from a lack of motivation of the minor in striving in their socio-educational integration. And this sport arises as a motivational tool important to complete and improve the process of compulsory schooling through a comprehensive program in terms of its educational support.

Age range of intervention:

It focuses on children between 6 and 11 years from a single public school, located in a degraded local area characterized by a high rate of immigration, economic insecurity and social fragmentation.

Context in which the project is developed:

The project will be developed into an educational centre of the municipality characterized by a very high percentage of students from immigrant families (90%) living in a depressed neighbourhood, vulnerable environment and with poor socioeconomic conditions which can have a high risk of school failure and futures probabilities of low social integration, marginalization and eventual risk of antisocial behaviour.

Timing:

The project takes place between September 2013 and December 2014.

Actions:

- School support workshops: creating a space for boys and girls who cannot perform their extracurricular work can have the support necessary to resolve doubts and systemized follow-up order to reach the average level of the classroom.
- Workshops of school integration: intends that children progress adequately in the acquisition of basic knowledge with a special focus on attitudes, values and habits to reinforce his personality as well as the feeling of belonging to a group.

- Practice sport: as a complement to the introduction of children activities in school, intends to show a formal space where a sport of their choice can be perform, that allow them to internalize habits, healthy values and pro-social values.
- Education area in leisure or introduction of the children in recreational activities with an educational background.

Expected results:

The results expected with the implementation of the project refer to:

- Ensure the success of the mandatory school process of children through a comprehensive educational programme giving special priority to the sport as the core of motivation and group cohesion.
- Improve the skills of the children in terms of personal progress and self-esteem.
- Promote the social, cultural and school inclusion for the children.

Model of comunity intervention and early prevention

ÍTEMS MACRO		ANSWER
Describe your definition of:	**Early Prevention**	Risk prevention before the commission of a crime or antisocial act
	Local Comunity Prevention	Response from the community to carry out this prevention, including public and private local entities.
	Target Group	Young people and adolescents in social risk.
Describe	**Territorial Context and Justification**	Depressed neighbourhoods in El Vendrell (Tarragona)
Describe the prevention concept		Measures and actions aimed to reduce exclusion risk and antisocial acts.
Is Your model clinically oriented?		Yes, as programmes and interventions, although groups have in mind the characteristic of the subject.
Is your model oriented to a local community way?		Yes. The programs involved a specific groups of a local entity.
Project Evaluation	**Monitoring Evaluation**	Periodic and continuous contacts with the Responsable (education and social services)
	Assessment	At the end of the project (2014): rates of reoffending, school absenteeism and victims surveys.
This model tends to early prevention	**A specific programme**	A Project aimed at improving children and young people in exclusion risk articulated in different programs of action
	A specific programme	
Agents involved		Educators, social workers, criminologists and local police.
Management (Governance)		Local Authority
Financing		European funds, Generalitat de Catalunya, City Council of El Vendrell

Chapter 3

The experimentation phase

3.1 The case of London, United Kingdom

1) Training aims reached

Training	Objectives	Total hours:
Consultation with Undergraduate Psychology Students and Changing Lives Charity.	The objective of this consultation with a group of undergraduate students from Bedford University, is to enquire how a mentoring course would develop their skills as practitioners within their local community. This is community prevention strategy, as the students will use their developed skills within their communities to support younger people facing difficulties. Prevention of fundamentalism will also be covered during the course. Potential risk factors addressed during this meeting include: poverty and environment, education, migration and identity.	1.5 hours x 5 sessions
Consultation with Mothers from the Gypsy, Roma Traveller background	The objective of this consultation is to gather evidence from a minority group on how mentoring could support them to support their children in engaging in education, raise attainment, enter the world of work, and tackle issues of violence, oppression and identity. This consultation addressed early development and prevention, as it focused on developing their parenting skills to support their children. Potential risk factors addressed during this meeting include: poverty and environment, education, family, unemployment and identity.	3 hours x 3 sessions
Consultation with Swedish practitioners from a Somali background.	The objective of this consultation was to share organisational experiences of working with vulnerable and socially excluded groups and how mentoring can be used to support them. We had the opportunity to compare and contrast the experience of Somali students and their families in the UK and Sweden. Both organisations were able to share examples of good practice around early and community prevention. Potential risk factors addressed during this meeting include: poverty and environment, education, migration and identity.	5 hours x 3 meetings
Peer Mentoring Course at Alec Reed Academy	Europeace Youth delivered a peer mentoring course to 14 students aged 16-17, who then supported Year 8 (12 year olds) students in their school. The young people were selected based on the fact that they were disengaged with education, had not qualified to enter college and were at risk of becoming NEET (Not in Employment, Education or Training). This course supported our belief that mentoring can be used as an effective early prevention strategy.	3 hours x 5 meetings
Free School Application – Gypsy Roma Traveller Free School	The objective of the meetings are to establish a Free School that would cater to the needs of vulnerable students, primarily from a Gypsy, Roma and/or Traveller background in West London and Kent. The school will be an example of early and community prevention as it is targeted at the most vulnerable and will use mentoring models to support and develop the social and behavioural learning of students.	2 hours
Free School Application – vulnerable learners and their families in West London	The objective of these meetings is to establish a Free School that would cater to the needs of vulnerable students and their families in West London. This intervention can be seen as an early development and community prevention strategy, as it is working with the families and the communities of the vulnerable learners. Mentoring models (peer and adult) will be used to develop the learning of students in this school.	2 hours x 5 meetings

Keywords that have characterized the training pathway
Education
Prejudice
Committed
Open/Sincere
Self-Awareness
Re-engagement

2) Structuring of the course

Meeting with undergraduate psychology students and Changing Lives Charity:	Meeting with Mothers from GRT background in Southall, London and People of the Road:	Free School Meetings (People of the Road and Diagrama)	Free School Meetings (EPY London Borough of Ealing and Hounslow)	Meeting with Vastaras – Practitioners from Sweden working with Somali school children.	Meeting with Peer Mentoring Group at Alec Reed Academy:
14th May 2014 21st May 2014 28th May 2014 4th June 2014 11th June 2014	29th April 2014 4th May 2014 1st July 2014	27th March	18th February 14th March 17th March 25th April 8th July	21st May 22nd May 23rd May	3rd February 10th February 17th February 24th February 3rd March

3) The involved operators

Changing Lives: This charity started in September 2003 as an innovative project to cater for the psychological needs of students attending Tower Hamlets College in East London. The success of the project led to its establishment of a registered charity in September 2005 and ever since the organisation has been providing support to individuals, families and communities in the boroughs of Tower Hamlets, Hackney and Newham and Luton town.

People of the Road: People of the Road is a Gypsy, Roma and Traveller (GRT) community-led, grass roots organisation dedicated to the emancipation of GRT peoples and the promotion of racial harmony and of cultural exchange.

Diagrama UK: Diagrama Foundation is a charity for children and young people who are experiencing social difficulties and are at risk of exclusion. Diagrama works across a range of sectors in the UK from health and education to care and justice. They are in partnership with People of the Road in establishing a Free School in West London.

London Borough of Hounslow Children's Services: We work closely with Hounslow Children's Services in delivering a range of projects and services. Europeace Youth has been working with Hounslow Borough to develop the Free School application to address the educational and social needs of vulnerable learners, their families and communities

within west London.

London Borough of Ealing Children's Services: We work in partnership with schools and the local authority to support vulnerable young learners and their families. This includes devising a range of bespoke support programmes for young learners struggling in mainstream education.

Vasteras Government Administration: This is a department within the local government in the city of Vasteras that works with children and families. In this project they are working with Somali children to remain and succeed in mainstream schools. The local schools are provided with a trained practitioner that supports teachers to engage and more effectively work with students from a Somali background. This includes changing perceptions around education for all involved (teachers, parents and student), and recognising and challenging cultural practices where appropriate.

Alec Reed Academy: The Alec Reed Academy is secondary school based Northolt in the London Borough of Ealing. Europeace Youth has been working in partnership with this school and has completed a peer mentoring programme. The school is a partnership between the UK Government and a founding sponsor Sir Alec Reed, who is known for his entrepreneurial and philanthropic work both in the UK and Internationally.

Andy Newsam, Serious Youth and Gang Violence Strategy Manager at the Youth Justice Board: Andy has been an external expert that the EPY has been able to consult on the benefits of mentoring within the Juvenile Justice System.

Organisations of the participants
Please see outlines of organisations above

4) The contents

What has been the content of these meetings and how can it be linked to national policy if possible or how does it reflect on national policy?

The contents of these meetings have been:

- Linking the needs of communities to support young people towards positive choices and beating terrorism. Link to national policy: Counter Violent Extremism – "Communities beat terrorism" – Speech given by the Foreign and Commonwealth Office. In this speech, the UK's crime prevention strategy was outlined, with three key objectives: (1) To respond to the ideological challenge of terrorism and the threat we face from those who promote it. (2) Prevent people from being drawn into terrorism and ensure they are given appropriate advice and support. (3) Working with sectors and institutions where there are risks of radicalisation. Our project supports the national strategy to counter violent extremism.
  Source: www.gov.uk/government/speeches/counter-violent-extremism-communities-beat-terrorism

- *Recognising the specific challenges that children from a GRT background may face, and how the free school can address these matters.* This has become apparent in the development of the ethos and curriculum of the school. There is a greater focus on strengthening concepts of identity, recognising blocks to learning, integrating vocational training and qualifications at an earlier stage which address risk factors including: biological and individual, family integration and socio-economic and peer school and community. This is a primary crime prevention effort as it working with social conditions and the physical environment. The meetings with mothers from a GRT background links with the aims of the UK Roma National Integration Strategy. The Alternative Provison Free School would meet the educational aspirations outlined in this strategy such as tailored support provided by local authorities to meet Roma and Traveller children's educational needs and raising educational aspirations and attainment of Roma and Traveller children. One of the recognised gaps of this strategy document has been that it has not incorporated a lifelong learning approach, early childhood education and vocational training in addressing the educational needs of children from a GRT background.
Source: http://ec.europa.eu/justice/discrimination/files/roma_country_ factsheets_2013/uk_en.pdf]

- *Recognising the specific challenges to children with learning and behavioural difficulties, special educational needs, social exclusion and isolation.* Europeace Youth has been working with a range of partners to establish an Alternative Provision Free School in the London Boroughs of Ealing and Hounslow. This Free School aims to address the learning needs of the group described above and the interventions are an example of secondary crime prevention. The Free School also addresses: situational prevention intervention, by keeping young people engaged in school; community prevention by working with local communities of Ealing and Hounslow; and developmental prevention as it will tackle developmental gaps that have not been addressed previously such as Attachment and Nurture. In terms of links to National policy this addresses the UK Department of Education's policy for improving education for children outside mainstream education. The Free School will provide full-time education for pupils who are unable to attend mainstream education and will meet statutory guidance recommendations that Pupil Referral Units (PRUs) should be converted to Academies, and that Free Schools and Academies replace PRUs as a route for opening new alternative provision.
Source:
www.gov.uk/government/policies/improving-education-for-pupils-outside-mainstream-school/
www.gov.uk/government/uploads/system/uploads/attachment_data/file/268940/ alternative_provision_statutory_guidance_pdf_version.pdf]

4.1) Comparison between the mentoring model developed by the project and local practices mentoring (methods, approaches, tools, results)

The Mentoring Model:

There are currently around 3,500 mentoring schemes operating in the UK, with a large proportion of them being youth mentoring programmes[1]. A report on youth mentoring written by Richard Meier from the Centre for Policy Studies (2008) raised some important questions and suggestions around the role of mentoring that our project could benefit from considering:

- Goal-orientated aspects of mentoring versus the relationship-focused aspect of befriending. Does the mentoring want to address specific goals (educational, judicial or economic) and/or social and relational goals? The report highlighted how focusing on different goals could undermine the relationship between mentee and mentors and the need for these goals to be established and agreed on by both parties from the outset.
- The lack of consistency and quality assurance for such a large number of mentoring programmes coupled with the publicity around them, means that many have failed to match up to expectations. This could leave the mentees disappointed with the experience of being a part of these programmes. Therefore, it is important that we ensure quality assurance and consistency in the mentoring model we adopt.
- Risks are high for young people being involved in mentoring relationships that end within the first three months.
- Staying power, commitment, the ability to provide encouragement in the face of knock-backs and disappointments – these are the qualities which all mentoring scheme should offer mentees.[2]

Youth Mentoring is:
The process of matching mentors with young people who need or want a caring, responsible adult in their lives. Adult mentors are usually unrelated to the child or teen and work as volunteers through a community, school, or church-based social service programme.
The goal of youth mentoring:
Is to improve the well-being of the child by providing a role model that can support the child academically, socially and/or personally. This goal can be accomplished through school work, communication, and/or activities. Goals and settings within a mentoring program vary by country because of cultural values.
Comparison between the proposed mentoring model from the project and the local operating model

---

1. Drawn from a report called: Youth Mentoring – A Good Thing? by Richard Meier, Centre for Policy Studies 2008
2. Herrera, Carla; Grossmen, Jean; Kauh, Tina; McMaken, Jennifer (January–February 2011). "Mentoring in Schools: An Impact Study of Big Brothers Big Sisters School Based Mentoring". Child Development 82 (1): 346–381

Mentoring model proposed by the Project	Mentoring model developed at the local level	mentoring model to be increased locally (such as additions/improvements to be adopted)
Risk-focused prevention paradigm: the goal of prevention activities should be to reduce risk factors by strengthening protective factors	**Inspire Mentoring Programme Ealing**	• What is the aim of the mentoring programme? Is it a buddying support programme only? If this is to be used as an example of crime prevention, it would need to have a greater sense of purpose and be linked to other interventions so as to delve deeper into the root causes and risk factors for offending. • What kind of training do the mentors get? For how long? What is the on-going support of mentors? • The protective factors need to be more long term in terms of length of the programme and time per week in order to fully address the risk factors. • How are the young people selected to take part in the programme? Does it exclude the hardest to reach who are more vulnerable and potentially more at risk?
Crime prevention issues, community prevention issues and early prevention issues	Community Prevention	
Multidimensional approach		The programme is based on a team of volunteer mentors that support and guide young people on a weekly basis for a period of up to 12 months. Mentors are matched to a young person from a similar background with shared interests. Mentors are provided with initial training and on-going support throughout the year. The mentoring scheme aims to provide selected young people with a consistent positive role model for a few hours a week to help the young person reduce their risk of offending or reoffending. The four key aims of the mentoring programme are to: 1. Increase young people's involvement in education, training and employment. 2. Improve the ability of young people to engage positively in education. 3. Improve the ability of young people to manage family relationships positively. 4. Improve the ability of young people to attend new activities.
Multilevel (target group: teenagers at risk of becoming involved in crime -or involved-) Calls into question how active part in the interventions also the family, school, and community network		- Teenagers (13-18yrs) who have offended or re-offended. - It is an example of community prevention but it would benefit from including parents in the intervention and also schools
Multidisciplinary: involves various professions: teacher, social worker, psychologist, social worker /street /community of public and private social services, local police officers		Community members & Local Authority Youth Services
Utilizes the responsability and the **empowerment** of the person, the development of **social skill, the network (that means also the community engagement)**		Yes – development of social skills and community engagement
The interventions are planned and implemented **at the Micro/local**		Local Level

Comparison between the proposed mentoring model from the project and the local operating model		
Mentoring model proposed by the Project	Mentoring model developed at the local level	**Mentoring model to be increased locally (such as additions/improvements to be adopted)**
Risk-focused prevention paradigm: the goal of prevention activities should be to reduce risk factors by strengthening protective factors	**Community Service Volunteers (CSV) Allies – Mentoring and Befriending young people in Hounslow**	• Good focus on long term support work. Needs to outline what type of training the mentors will get and what support throughout the time they are a mentor so that they are providing the best service to the young person. • Does the young person have access to other services as a result? Again this is important if it is to tackle crime prevention • Good focus on young people who are in the care of social services so more vulnerable and with a greater need for protective interventions as they are more likely to fall through the net.
Crime prevention issues, community prevention issues and early prevention issues	Community Prevention	
Multidimensional approach		A major problem for many young people is a lack of consistency in their relationships with adults as parents, foster carers, social workers and residential unit staff come and go. By offering guidance and friendship to a looked-after young person or to a vulnerable young person you could help provide stability. Mentor commitment at least 18 months to a young person.
Multilevel (target group: teenagers at risk of becoming involved in crime -or involved-) Calls into question how active part in the interventions also the family, school, and community network		This befriending project is working with young people (aged 6-18) facing challenging circumstances (including in care).
Multidisciplinary: involves various professions: teacher, social worker, psychologist, social worker/ street/community of public and private social services, local police officers		Community members, Charity Sector and Social and Youth Workers
Utilizes the responsability and the **empowerment** of the person, the development of **social skill, the network** (that means also the community engagement)		Yes – development of social skills and community engagement
The interventions are planned and implemented **at the Micro/local**		Local Level

Comparison between the proposed mentoring model from the project and the local operating model		
Mentoring model proposed by the Project	Mentoring model developed at the local level	**Mentoring model to be increased locally (such as additions/improvements to be adopted)**
Risk-focused prevention paradigm: the goal of prevention activities should be to reduce risk factors by strengthening protective factors	**Community Service Volunteers (CSV) Allies – Mentoring and Befriending young people in Hounslow**	• Good focus on long term support work. Needs to outline what type of training the mentors will get and what support throughout the time they are a mentor so that they are providing the best service to the young person. • Does the young person have access to other services as a result? Again this is important if it is to tackle crime prevention • Good focus on young people who are in the care of social services so more vulnerable and with a greater need for protective interventions as they are more likely to fall through the net.
Crime prevention issues, community prevention issues and early prevention issues	Community Prevention	
Multidimensional approach		A major problem for many young people is a lack of consistency in their relationships with adults as parents, foster carers, social workers and residential unit staff come and go. By offering guidance and friendship to a looked-after young person or to a vulnerable young person you could help provide stability. Mentor commitment at least 18 months to a young person.
Multilevel (target group: teenagers at risk of becoming involved in crime -or involved-) Calls into question how active part in the interventions also the family, school, and community network		This befriending project is working with young people (aged 6-18) facing challenging circumstances (including in care).
Multidisciplinary: involves various professions: teacher, social worker, psychologist, social worker/ street/community of public and private social services, local police officers		Community members, Charity Sector and Social and Youth Workers
Utilizes the responsability and the **empowerment** of the person, the development of **social skill, the network** (that means also the community engagement)		Yes – development of social skills and community engagement
The interventions are planned and implemented **at the Micro/local**		Local Level

Comparison between the proposed mentoring model from the project and the local operating model		
Mentoring model proposed by the Project	Mentoring model developed at the local level	**Mentoring model to be increased locally (such as additions/improvements to be adopted)**
Risk-focused prevention paradigm: the goal of prevention activities should be to reduce risk factors by strengthening protective factors	**Europeace Youth Mentoring Model**	The aim of mentoring in this instance is to be run with a firm sense of intervention and with support to surround it as well as a strong sense of purpose. A range of specialised professionals will be involved for the young person to access to target their needs and address the root causes of behaviours.
Crime prevention issues, community prevention issues and early prevention issues	Community Prevention and Early Prevention	
Multidimensional approach		Mentoring is a unique relationship involving the use of a diverse range of skills and qualities in order to support others. This course will allow participants to support mentees to over-come barriers in their Lifelong Learning journey. The training will offer all participants opportunities to develop appropriate ways of responding to vulnerable children and adults, within a systemic framework.
Multilevel target group: teenagers at risk of becoming involved in crime -or involved-) Calls into question how active part in the interventions also the family, school, and community network		Schools, Family and Community.
Multidisciplinary: involves various professions: teacher, social worker, psychologist, social worker/ street/community of public and private social services, local police officers		Teachers, social workers, youth workers, community members local authorities and families
Utilizes the responsability and the **empowerment** of the person, the development of **social skill, the network** (that means also the community engagement)		Yes – crime prevention through self-awareness, understanding, building relationships, developing skills, accessing a broad network of support and community engagement
The interventions are planned and implemented **at the Micro/local**		Local Level, National and International

Measuring Mentoring Models at UK National Level:

The Mentoring and Befriending Foundation (MBF) provides services which aim to increase the effectiveness and quality of mentoring and befriending as methods of enabling individuals to transform their lives and/or reach their full potential. It is keen to support Schools that are currently using peer mentoring models to support the growth of their students. MBF found that many of these programmes lacked a formalised method to measure and collect outcomes linked to the peer mentoring. As a part of the outcomes measurement programme, conducted by the MBF, there was a focus on 4 outcomes, which were used to measure the effectiveness of peer mentoring interventions, which are:

• Attainment
• Attendance
• Behaviour

- Well being

The MBF also has a range of training programmes for mentoring and befriending. Prof Carl Parsons, as a part of an earlier pilot mentoring project (National Peer Mentoring Pilot) created an outcomes measurement tool, which was used to capture the effectiveness of peer mentoring based on the above 4 outcomes. This tool could be used to support us in creating an evidence base for the Early and Community Prevention project mentoring model. [3]

Resource at the National Level around Mentoring: Just Mentoring Project

Another resource we have identified in the UK is the just mentoring hub (http://www.justmentoring.org.uk) that has been developed with funding from the National Offender Management Service (NOMS). This hub aims to improve access to information about mentoring for those working within the criminal justice system. The website brings together partners interested in developing quality mentoring services e.g., criminal justice agencies, potential commissioners of services, mentoring providers. This could be a resource to dissemination our mentoring model and identifying potential future partnerships.

The most **innovative** aspect considered is...

- The Europeace Youth Mentoring mode provides 30 hours training to volunteers, professionals and families as well as on-going supervision and an accreditation
- Mentoring is carried out alongside other targeted interventions so as to understand and tackle the root causes of behaviours. It therefore, understands the individual risk factors and provides a range of services that include protective factors.
- Incorporates academic theories that consider risk factors including early pregnancy, violence, poverty, unemployment, lack of attainment, drop outs, substance misuse and uses them in practice through nurture, attachment, understanding and developing relationships.

4.2) Risk factors and protection risks of young people...

The definition of risk factors is:

Prior factors that predict an increased probability of antisocial behaviour (Farrington, 2003).

---

3. http://www.mandbf.org/wp-content/uploads/2011/02/Peer_Mentoring_in_Schools.pdf

Risk focused prevention then, is based on identifying the key risk factors for offending and implementing prevention techniques designed to counteract them (Farrington, 2009). Below is a description of some of the risk factors identified in existing literature linked to anti-social and delinquent behaviour. It is important to identify and incorporate the learning from factors into the design of our mentoring model. Whilst some of the risk factors are beyond the scope of the mentoring model such as biological factors, it would be worth acknowledging them within the model, to support and develop that capacity of local stakeholders working at the grass roots level with the issue of juvenile crime.

Biological and individual risk factors: Biological risk factors begin from as early as pregnancy, which covers the growth of the foetus, the use of substances whilst pregnant, birth complications and low birth weight. These factors all impact the neurological development in early childhood. Individual risk factors include Attention Deficient Hyperactivity Disorder (ADHD), low attainment, low guilt and low empathy. Research in this area has suggested that cognitive impulsiveness was more relevant than behavioural impulsiveness in identifying risk factors early (Pittsburgh Youth Study)

Family interaction and socio-economic risk factors: There are numerous family risk factors, which been extensively documented. Parenting is seen as a fundamental factor and varies in style covering inconsistent, harsh or abusive parenting. Research has shown that different aspects of parenting lead to different outcomes. For example, poor parental supervision was recognised as a risk factor for chronic offending and antisocial personality. Poor child rearing was a risk factor that influenced chronic offending but not antisocial personality. Whilst, separation from the parent (usually the father) was a risk factor that influenced antisocial personality and not chronic offending. (Farrington 2000, Farrington & West 1993)

Peer, School and Community Risk factors: Children involved in offending, often associate with other children involved in offending. 75% of chronic offenders had highly delinquent friends at the age of 14 as compared to 33% of non-chronic offenders, and 16% with non-offenders (Farrington 2000, Farrington & West 1993). Due to catchment practices in schooling, certain schools would have a particularly high concentration of children at risk of, or already, offending. This resulted in mistrust between teachers and students, and low attendance and attainment. What is less known about is how schools themselves influence anti-social behaviour by their organisational structure, climate and practice. It has been documented that offenders disproportionally live in inner-city areas, in physical deteriorating and disorganised neighbourhoods. However, longitudinal studies have suggested that they have an in-direct affect on antisocial behavioural as it is experienced through the family structure through to individuals (Rutter, 1981).

4.2.1) From the literature to the 'face' of young people of...

One of the greater challenges we have is converting the vast range of literature and theory on the subject of mentoring to the 'practice' of youth mentoring. Europeace Youth's experience of working with vulnerable young people has found the application of Attachment and Attunement theories as fundamental to our delivery of services. These two theories provide a gateway for measuring and assessing how the professional (in this case the mentor) is impacting on the lives of young people.

4.2.2) Risk factors for young people in the London Borough of Ealing:

A way of understanding Risk Factors for young people in Ealing can be through following youth crime figures particular to the Borough. Below is a list of Youth Crime figures for Ealing Borough Council:

1. 1379 incidences of robbery of personal property
2. 593 incidences of youth violence
3. 504 incidences of knife crime offences
4. 203 incidences of serious youth violence
5. 105 incidences of gun crime offences

(Source: Head of Children's Services in Ealing)

There is a lot of correlation between the emerging issues around gangs and the youth crime figures within Ealing such as:

• Newer gangs emerging; consisting of males U18's.
• Young people involved in gangs have been frequently reported as missing persons and police activity indicates trafficked out to Bracknell and other areas to drug deal.
• Punishment beatings and stabbings take place to ensure loyalty or where younger members have lost money or drugs.
• Limited evidence of girls forming gangs or being members of male gangs.
• Increasing concerns regarding the vulnerability of girls/ young women who associate with gang members' e.g. domestic violence/sexual exploitation.

This gives us an understanding of the social context in which we will be working with the mentors to affect the mentees. By understanding the types of threats that young people are facing, prepares the mentors betters in relating to young people and their situation. Knowledge and information around gang culture can also assist the mentor to observe and understand behaviour of young people and use this understanding in building the relationship with the young person.

Risk Factors of young people in Ealing - Responsiveness to "Risk and Protective Factors" identified by...
Community Risk Factors
Family Risk Factors
27% of children in Ealing are living in poverty. The worst wards for child poverty are East Acton (38%), Norwood Green, Southall Green and Northolt West End (All 36%)
The challenge remains of ensuring new arrivals such as East European, Somali and Afghan communities are integrated with already established BME communities
Southall High Street, Ealing Broadway and Northolt have been identified as Crime Hotspots in Ealing
Ealing has a fast growing population. It is the third populous borough in London, with a 30% increase in birth rate in last decade
Young people (under 25 yrs) make up 30.6% population of Ealing
For those under 20, peak days are Monday Wed and Saturday with Peak hours between 10pm and 12am. For "all ages" peak days are Saturday and Sunday between the hours of 9pm and 1am – closely linking with the night time economy
School Risk Factors
82% of children and young people in schools are from BME communities. BME communities face greater barriers in accessing employment, housing, and education
Within the Ealing Children's Services barriers faced by some long established communities, such as young black males to achieve, is also acknowledged and prioritised
Young people (under 25 yrs) make up 30.6% population of Ealing
Peer/Individual Risk Factors

other **RF unrepresented and instead the ones relevant** to the youth of the territory

Risk Factors of young people and mentoring
2The prevalence of Youth Gang Culture
Risks are high for young people being involved in mentoring relationships that end within the first three months
Goal-orientated aspect of mentoring versus the relationship-focused aspect of befriending
Mentoring as a single intervention without a defined purpose or other range of services alongside

4.2.3) The protection Factors of young people...

There are many ways protective factors can be described for young people. The simplest has been the opposite of risk factors, i.e. low attainment (risk factor) vs. high attainment (protective factor). However, research has shown that this linear relationship is not supported by the evidence, as high family size has been seen as a risk factor, but small family size has not been evidenced as a protective factor. Another way of understanding protective factors is the interaction they have with risk factors to minimise the risk factor effects i.e. poor parenting (risk factor) can be impacted by a good nursery experience. Local protective factors include:

• Accredited training programmes for volunteer mentors and on-going supervision and support

• Strong partnerships between youth offedning team, local authorities, schools, private

sector and third sector with good communications and sharing of information and assessment to best support the young people

• Peer mentoring and student involvement
• Family work
• Community engagement and training
• Links with social services, health services and housing
• Apprenticeships and links with employers

4.2.4) Conclusions to improve the mentoring intervention with young people of...

Our mentoring model will need to develop empirical evidence around its impact, as it will need to show results that can be related to the impact of this intervention. This corrolates with Meier's report stating that at present, the evidence base that mentoring benefits vulnerable youths is poor and concerns have been raised by academics about the gulf between political enthusiasm for mentoring and the research evidence to support it. Again, the need for mentoring to be used alongside a range of targeted interventions must be considered when using mentoring as a tool for early prevention of crime as opposed to a buddying system.

Farrington's work highlight that the list of 'risk factors' is extensive, and that the focus should be on the ones that can be changed by interventions. What specific risk factors does our mentoring model aim to address?

4.3) How to improve preventive practices and mentoring from a construction/operation of the risk factors... to testing at the local level

Our mentoring model needs to include protective factors in its design and delivery to support the journey of the young person, their family and the professionals working with them. Therefore, the quality of the relationship is key to supportings change in behaviour and attitudes of the young people. The work of John Bowlby's Attachment Theory is important to incorporate into the understanding and design of the mentoring model. Also, the work and learning of the Nurture Group would be important to incorporate into this model as it supports children from an early age and considers attachment patterns, which may lead to anti social behaviour.

What makes examination complex is the fact that risk factors tend to be similar for many different outcomes. This can result in negative stereotyping and scapegoating. For example, single parent families have often been highlighted as a risk factor, especially if from a deprived neighbourhood or if the family has a history of substance misuse, or if the single parent family is of Afro-Caribbean descent. How useful is this information and the assumptions that follow when working with this family? Will the potential risk factors pigeon-hole groups of people rather than supporting them as individuals.

This is an aspect that the mentoring training will need to consider. Therefore, the use of non-oppressive practice and reflective in the training model to support mentors working with young people to better understand risk factors and the pitfalls of them as well as the types of protective factors available.

5) The results of the pathway and recommendations

A Mentoring Model that would consider the following:

- A diverse range of mentoring and coaching interventions.
- Strategies for developing and sustaining self-awareness through reflexive practice.
- Developing multiple skills and competences for engagement, understanding and responding.
- Strategies to develop learning capacity of mentees.
- Delivering all interventions within a reflexive and non-oppressive framework.
- The understanding and use of the dependency spectrum.
- The understanding of responsibilities about confidentiality and safeguarding.
- Strategies to deliver career guidance and preparation for employment initiatives.
- Cultivating and collaborating with a supported network of individuals and organisations.

5.1) The point of view of participants (... on the model of mentoring;... about the risk factors relevant at local level and that does not emerge from the comparison with RF considered in the literature;... on testing at local level ..)

Mentoring brings benefits all round!

- Mentors: reflect on their own motivation, improve their understanding of themselves and their mentors, develop their range of learning styles and build new networks.
- Mentees: assess their current status, are provided with a development plan including options for continued education, become more self-reliant and are included in networks.
- Organisations: get to know/promote/tap the full potential of their staff, set up pools of volunteer support

Mentoring inspires young people's networks!

- Providing young people with support and understanding to explore the root causes of disengagement, offending and other individual difficulties and equipping them with relevant tools to deal with them
- Motivating young people to access a range of support services from education, social and health services and employment opportunities
- Improving family relationships and involving community members for sustainable change

• Peer support and involvement of young people

5.2) Local operational recommendations and recommendations to be shared at European level

• The relationship between mentor and mentee is the main vehicle for change and an unplanned breakdown in this relationship can have a devastating effect on the emotional wellbeing of the mentee. Therefore, this relationship needs to be carefully nurtured and effectively supported throughout the period of the mentoring contract.

• The training of prospective mentors needs to be clearly focused on the desired outcomes to be achieved by the mentoring contract. This training should be of an appropriate duration and quality and informed by a coherent theoretical model. The Europeace Youth framework provides an ideal vehicle for this training and for the on-going support of mentors.

• Recruitment of mentors should be imaginatively configured to include groups who might not otherwise be considered suitable, e.g. the experience of working with mothers from the Roma community showed how with high levels of skilled and empathic support these women could be helped to use their experience to add value to the mentoring of young children at significant risk.

• The ending of a relationship needs to not reflect the other types of endings they may have had in their lives. Mentoring schemes need to ensure that the mentor-mentee relationship does not break down, and when they do, they are effectively managed, so that the mentee's emotional needs are met. Relationships that break down in the first three months can have a very negative affect on the young people involved.

• Mentoring projects have suffered in the past from a lack of consistent monitoring and evaluation. The various tools developed for this purpose (e.g. Parsons) should be reviewed for application to this project.

3.2 The Case of Italy

a) The formation and sensibilization path: the experience in San Donato Neighbourhood (Regione Emilia-Romagna)

1) Objectives

The training course "Early prevention and community: the mentoring model" new perspectives of local development practices geared to prevention, made in Bologna (Emilia-Romagna), was developed through opportunities for training and lab subgroup, for a total of 19 hours, reaching the following goals, shared nationally and among the partner countries of the Project:

1. Share the concepts of "early prevention" and "risk factors", with particular reference to European contexts;
2. grasp, through a reconstruction of the case studies (in reference to the research carried out in the local territories in the first phase) what are the determinants of policies to prevent crime and juvenile delinquency, and evaluate how these practices differ from the ones more strictly defined as "early prevention" practices;
3. identify risk factors, in each local context and closely related to the community characteristics;
4. Capacitating operators/local stakeholders on mentoring and early prevention.

Intervention and formative keywords
Early prevention and community prevention
Risk and protective factors
Mentoring program model
Integrated approach

In following meetings (14 april and 7 may 2014), Analyzing the territorial practices 'selected' in the phase of local search (practice of mentoring, interventions also in support of the family, operational work with young people at risk...), we elaborated some workshops in order to identify risk factors (RF) and protective factors (PF) characterizin at-risk youth in the District San Donato.

The two workshops have contributed actively to an update on the cultures and practices of intervention in relation to the prevention, soliciting ideas and proposals on the methodological approach to be used, in a perspective of integration between early prevention and community prevention. This allowed the identification of a model/local instrument of mentoring.

The formation involved:
managers/directors/officers of public services directly involved in the issue of prevention: referent Educational Services Territorial of San Donato, referents ASP minor Bologna, responsible USSM responsible Municipal Police: operators and figures operating on the territory: Educators of Educational Services Territorial Q.re; Street educators; Operators social and educational services in the district administration, Social Workers USSM, Operators Municipal Police

In the first meeting we discuss mentoring in general and at local level:

Mentoring is:

A relationship between a person in possession of skills and knowledge (mentor) and a person with less experience and knowledge in that area (mentee), which can benefit from the relationship mentor and mentee;

Support, assistance or guidance in the planning required to achieve youths' life goals, training, working, etc .;

A relationship not always coercive and not based on the power

In reference to target young people, "mentoring" is practiced in different territorial levels: home, school and social life, eg. contexts and places of life and aggregation of the young. It is also used as an intervention in the context of probation of minors in charge of social services.

All the participants agreed that The most innovative aspect considered is the basis of his knowledge, analysis, interventions and evaluations on "Risk-focused prevention paradigm."

The application of tools that detect risk factors on the young population could certainly encourage the development, at the local level. It is important to have a solid knoweledge of models of risk assessment and identification of predisposing factors For these reasons, most of the workshops have focused on risk factors. In particular, the comparison was done on risk factors recognized by the Communities That Care Program (CTC), in reference to prevention interventions and support to adolescence.

The main risk factors are represented by:

Family Risk Factors
Poor parenting
Poverty
Domestic conflicts
Parental mental health

Community Risk Factors
Ecological factors (neighborhood disorganization)
Drug use
Social seclusion
Parental mental health

School Risk Factors
Drop out

Peer/Individual Risk Factors
Low coping ability
Impulsiveness
Antisocial behavior
Drug abuse
Internet and IT abuse

Evaluation of Rish factors discussed during the mentoring meeting by participants
Community Risk Factors
Low neighbourhood attachment and lack of social commitment
School Risk Factors
Low commitment to school
Peer/Individual Risk Factors
Early initiation of problem behaviour
Anti-social behaviour
Favourable attitudes toward anti- social behaviour
Interaction with anti-social peers
Sensation seeking

Finally, it has been identified, for each professional involved in the path (and therefore for each membership service) which domain are mainly supportin the mentoring project. The representation that emerges confirms the need, recalled during the discussion on the model of mentoring local, to strengthen the multidimensional aspect, first the connection between services and operators.

Finally, some protective factors have been isolated:

- The presence of integrated services, eg. between schools and social services
- The presence of significant adults on the territory;
- The presence of significant emotional ties with family and community...);
- The opportunity of involvement/participation in decisions affecting young people at the local level.
- Coordination between schools and local services
  Coordination of preventive services
  Community involvement
- Teachers involvement and active participation in mentoring projects

- Coordination between justice system and social services
- Active involvement of local police

The Experimental activity in San Donato Neighborhood (October and November 2014)
The training took place in the period March-May 2014 in Bologna in San Donato Neighborhood, Emilia-Romagna. The finaslity was: to share the concepts of "early prevention" and "risk factors"; identify risk factors that are taken into account, in each local context and closely related to the local social characteristics.

During the testing phase (October-November 2014), it was possible to work jointly to construct improvements to preventive practices and mentoring, using a reading approach based on risk factors and protection: through the establishment of a working group multidisciplinary (composed of some participants the training) in three meetings (for a total of 12 hours), were examined:

- What factors of risk and protection must be taken into account to identify, manage and evaluate interventions to contrast youths vulnerability and juvenile crime, with the creation of a glossary of common reference;
- Which operational tools, to develop locally, are able to enhance the contribution made by the Risk-focused prevention paradigm

The experiment allowed the formulation of a social diagnosis tool (identification of FP/FR and the risk profile of the young), and a useful tool in the process of programming the resources inj the fielòd of genral youth protection and prevention. These tools were useful and were elaborated utilyzing a general method (based on risk-focused prevention paradigm).

The workshops involved 11 players and figures operating on the territory: 2 Educators of Educational Services Territorial; 2 Educators street (Open Group); 4 Social workers USSM Justice Ministry, 2 Operators Municipal Police, one referent ASP minor Bologna.

These tools were elaborated to facilitate the social and personal 'diagnosis' of the minor. These tools were an added value of this Project. The followinf formi s just one of the tool elaborated to standardize the different mentoring practices in the community.

1) Multidimensional form for Risk and Protective

"Risk and Protective Factors" based on Communities That Care Youth Survey (2005) the SOCIAL DEVELOPMENT MODEL- with some local integrations	Yes	No	?
Community Risk Factors			
1. Low neighbourhood attachment and lack of social commitment			
2. Community disorganisation			
3. Personal transitions and mobility			
4. Community transitions and mobility			
5. Laws and norms favourable to drugs			
6. Perceived availability of drugs			
7. Unenmployment			
8. New youth culture values			
Family Risk Factors			
9. Poor family management			
10. Poor discipline			
11. Family conflict			
12. Poverty/unenployment			
13. Poor housing			
14. Poor cultural comunity resources			
15. Unavailability to utilize community cultural resources			
16. Family history of substance use			
School Risk Factors			
19. School disorganisation			
20. Academic failure			
21. Low commitment to school			
22. School policy inadequacy to face cultural youth transformation			
23. Inadequacy of school teachers			
Peer/Individual Risk Factors			
24. Early initiation of problem behaviour			
25. Anti-social behaviour			
26. Favourable attitudes toward anti- social behaviour			
27. Favourable attitudes toward drug use			
28. Perceived risks of drug use			
29. Interaction with anti-social peer			
30. Friends' use of drugs			
31. Sensation seeking			
32. Rewards for anti-social involvement 33.Language performance			

Protective factors	Pres	Ass	NR
a. integration between social services and school			
b. presence of figures of attachment			
c. presence of emozional relationships and friendships			
d. neighboprhood social capital			
e. Social skill, positive attitudes (problem solving skill, resilience, sense of self efficacy)			

The experimentation phase in the city of Turin

Introduction

The Training Sensibilitization Training is the result of some workshop training modules held in Turin from april to may 2014 (15 hrs workshop), followed by the experimentation phase ('Preventing violence: the mentoring model': The experimentation phase in the city of Turin, Sep-Nov 2014).

During the training the operators were confronted on prevention practices existing and potential, identifying, in the light of the ideas offered by the approach of early prevention and community prevention, a series of recommendations and points of attention.

The phase of local experimentation proposed a working track that involved young people in situations of potential risk, in a perspective of integration between early prevention and community prevention.

The formation took place from September to November 2014 and involved about 70 boys.

Central issue was to verify as a path of prevention aimed at young children living in urban and metropolitan and trying to elaborate a different way of dealing with the perceptions and awareness on violence and its use, particularly in youths' acting out behaviors.

The activities developed have involved young people, their teachers and their families, in a dimension of integration and mutual reinforcement. The most attention has been paid to children who participated in four workshops of two hours each, to discuss and explore, with different operators the issue of aggressiveness and violence. Following this workshop, on a voluntary basis, the boys were invited to participate in a workshop of martial arts, to experience the power and its use on a practical level.

Risk factors and protective factors: a comparison between the views of the operators and the profile of youth involved

During the confrontation between the various actors in the training phase, were identified risk factors that may affect antisocial behavior and delinquency in adolescence, such as:

Individual	Violent Behavior
	Impulsivity
	Deviant Behavior
Cultural	Cultural anomia
	Acceptation of a culture of violence
	Crisis of feminine way of living
Familiar	Family rupture
	Monoparental families
	Parents with antisocial behavior
	Families inserted in contexts of lawlessness
	Families little present and emotional void
	Witnessed violence within families
	Absence of rules
	No accountability in the face of anti-social behavior of children
	Inability of young people to distinguish "what is right from what is wrong"
	Low socio-economic status
	Low educational level
Social and ecological	Economic problems
	Compulsive use of new technologies
	Degraded areas, with few opportunities for socializing
Relational	Deviant peer group
	Minority affiliation
School	Lack of involvement
	Drop out

In addition to the above risk factors numerous protective factors have been identified decreasing the likelihood of implementation of aggressive behavior and/or deviant.
Among them, the operators have indicated some of the factors and mechanisms that contribute to the structuring of processes of resilience:
- Capacity individual boys (intelligence, problem solving, outside interests, ability to self-control, self-esteem, self-efficacy)
- The presence of significant adults in an environment characterized by affection, emotional stability and support
- The meeting with a group of peers with whom to develop a climate of sharing and interactive media.
- The ability to experiment, and to act and relate (even assuming positions of responsibility) in contexts other than those in which they live and in which somehow are "stigmatized". According to the operators, it seems to have a positive impact on

their critical sense and the ability to rebuild their self-esteem, essential basics to think about a change of direction in their lives.

- The presence in the area of quality services both social and health, appear to have a direct role on the development of those individual attributes useful to activate mechanisms of adaptation and resilience.

The experimental path: strenghts and weakeness critical points

The experimentation has made it possible to confirm the recommendations and points of attention detected by mentoring and early prevention operators. It can be said that in order to implement a mentoring and early prevention programs it is important:

1) The school as a place of excellence to deal with the boys prevention paths.

2) Adoption of multi-modal approaches (classroom meetings Martial-arts laboratories working with families and work with teachers) in a direction of reinforcement and mutual integration.

3) The testing of different contexts in which the students can see each other in different contexts and play different roles, in the direction of strengthening their identity and their self-esteem.

4) The activation of the Network - involvement of resources in the area, in a dimension of effective integration between skills and different roles.

5) The involvement of families and teachers who work closely with the guys, in a dimension of common agreement in which the actors of an educational community contribute to promote the welfare of children and provide them with significant references.

6) The assessment as a tool to measure how our interventions have changed the perception of boys.

If many were the strong points of this trial, however, we want to point out some problems in a redesign that will be taken into consideration.

Here, in summary, the final recommendations that emerged from the experimental path in Turin.

a) What kind of prevention?

Regarding the general approach to the topic of early prevention, the path that led us to identify some common axes on which it is appropriate to work in the future to improve the capacity of intervention with young people is:

A common language as a pre-requisite for intervention

In fact, despite years of work of collaboration and exchange, is still necessary to invest in a common language between services (since often different codes continue to aggravate cooperation); between services and families and between services and boys.
The work on language also requires the ability to "call things by their name," not being afraid to use terms such as juvenile delinquency, crime, and making the clarity the essential matrix of a common code of communication.

Early intervention

With a look at the Anglo-Saxon experiences, but mainly from a critical assessment of how difficult it is to intervene once the situation is already compromised, you shared in Turin route recommendation to anticipate the possible interventions going to work with older age groups early compared to what has been done. In particular:

• invest in primary prevention, pre-school and working on the group to avoid stigmatization;

• work on secondary prevention, particularly from middle school when the boys can be protagonists of their own choices.

Prevention as proximity

The appeal for technology and digitization threatens to overshadow the need to relate, to meet and bond between people. The effect of depersonalization may be one of the results of these processes and is one of the factors that facilitate or even determine the violent act. The approach of proximity (used for police intervention and for projects that intend to strengthen the relationship between citizens and institutions) focuses on the proximity of each intervention, the search for the solution to the problem through the involvement of those who are involved, the preparation of interventions which develop according to a design drawing, at different times, with continuity and determination. The most satisfactory results with minors, according to market, are obtained precisely when the intervention methodology is of this type.

Prevention as a contract

Early prevention works very well when operators are able to involve young people and their families in a pact that enshrines mutual commitments, clear goals, and shared responsibility crossed and ability to activate growth paths, as well as development of

a critical and overcoming the difficult time. The recommendation is therefore to help the boys through a relationship of power and coercion but, in line with the approach of mentoring emerged, activating a free report can motivate the kids.

Community prevention

Community prevention is the key: every prevention proyects should be locally based.

b) Intervention of prevention: where?

The experiences of intervention on the problems of discomfort and juvenile delinquency, bring those involved in the local context to consider it essential to continue to invest primarily in two contexts, the family and the school.

Family prevention

Where absent, "not educating" or even violent, the family raises exponentially the risk exposure. Where the contrary is proved able to meet its educational tasks and affective turns out to be a protective factor central. For this we need to enhance and strengthen the capacity of families, involving them in a substantive, not formal in the paths of early prevention, for example by including them in that covenant that we have seen to be considered at the base of the prevention work. For example, the Turin experience (and not only) of the project PIPPI - that was analyzed in the research and training local - has been an important stimulus to reflect on how their early involvement of families and supporting parental activity as crucial in the prevention of institutionalization paths or discomfort in children.

School and vocational education

Even educating contexts are considered highly protective. Despite the years has invested a lot on this front, you need to open more schools to cross-cutting programs and "raids" extracurricular (let that experience and professionalism within the space of the school).
It is recommended to work in the spaces in and "on the threshold" of the school, intercepting the youth even in moments of leisure and crossing school/home. While taking into account the economic difficulties, but also motivational, cultural and redesign faced by educational institutions at this time, we must work to support the school in the difficult task of education and prevention which is called. As noted in many moments of distance traveled, the resources must move if discomfort occurs and enter the school certainly facilitates the emergence of discomfort. In this sense we must also exceed the availability of the individual teacher or the individual school principal, trying to involve

broader institutional bodies (such as the Ministry of Education) who embark on a comprehensive pact on these issues.

c) Which prevention tools?

Educational tools

It means:
• mentoring: utilize the role of significant adults;
• empowerment and strengthening of critical thinking;
• active citizenships;
• formation and sensibilization of local stakeholders

Evaluation tools

It is important to evaluate the effectiveness of prevention policies.

Need for a real network

It is needed a real 'early prevention' network with famiglie, criminal justice agenzie, schools, local police, local social services.

The experimentation phase in the city of Termini Imerese
The Training Sensibilization Training is the result of some workshop training modules held in Termini Imerese, near the Palermo city, from June to July 2014 (19 hrs workshop).
The aims, same at the other city in Italy, was:
1.   share the concepts of "early prevention" and "risk factors";
2.   sharing concepts of "early prevention" and "risk factors", with particular reference to European contexts where these concepts are developed in an integrated and thorough;
3.   grasp the determinants of policies to prevent crime and juvenile delinquency, and what these practices differ from the more narrowly defined as "early prevention"
4.   identification of risk factors
5.   sensitize operators/local stakeholders on the cultures and practices of intervention in relation to the prevention that can re-orient the methodological approach in a perspective of integration between early prevention and community prevention.

In these four workshops attended forty five operators:
- n. 4 social workers of the Juvenile Justice system;

- n. 5 policemen of the Municipality Police of Termini Imerese
- n. 25 educators
- n. 6 social workers of the Social Service of the Municipality of Termini Imerese and Palermo
- n. 5 policy makers (politicians, directors of public department)

First of all the policy makers have stressed that our shared commitment to children and young people is underpinned by the value we place on their families and their contribution to the optimal development of children and young people. Families are important to them now and their successful progression into adulthood and will remain involved with them long after our assistance to them has ended. We know there are increasing numbers of children and young people becoming involved in statutory systems and the impact this has on their lives both now and in the long term. Together, w e need to do everything we can to prevent children and young people from coming into contact with child protection or youth justice services and support them and their families to lead successful and productive lives. For these reasons the activities of early and community prevention at the local level are more important respect at the specific programs of intervention.

Broadly, the term 'early prevention' is used to mean activities, programs and initiatives designed to alter the behaviour or development of individuals who show signs of an identified problem, or who exhibit risk factors or vulnerabilities for an identified problem, by providing the resources and skills necessary to combat the identified risks.

The exchange within the workshop with operators allowed to identify the main prevention programs and early intervention programs together operate across the full continuum of service supports. They include programs that assist and promote the necessary conditions for a child or young person's healthy development. Early intervention includes intervening early in life, early in the developmental pathway, and/or early in the life of the problem. For the purpose of this service model, early intervention refers to services and programs to support children, young people and their families designed to prevent entry or escalation into statutory youth protection services or care in the residential community.

The Prevention and early intervention services can be classified into two main groups:

1) Universal/primary interventions: offered to all families and generally preventive in nature.

2) Selected/secondary interventions: target at risk families, based on single or multiple risk factors, such as poverty or parental mental illness.

With all the participants of these workshop was identified the second group as priority for the specific characteristics of the territory of Palermo and as specific model of intervention: the mentoring. Youth mentoring is an active social intervention associated with a wide range of beneficial outcomes for young people. Supportive relationships with non-parental adults can have a powerful and positive influence on the course of young

people's lives. As part of the Children's Action Plan - D.A. n.560/2012 released in October 2012[4], the Region of Sicily committed to ensuring that existing providers of child and youth mentoring initiatives have safe volunteer mentoring systems, practices, procedures and protocols in place, in order to achieve positive outcomes for young people through mentoring. These safe practice guidelines have been developed to support providers to ensure their programmes are safe for both young people and volunteer mentors, so that youth mentoring relationships have the best chance of success.

The principal risk factors individuated are in relationship with the context and can be listed in:

Area of Family: Antisocial Behavior Among Familiar Adults, Poverty, Domestic conflicts, Violence intrafamiliar, Parental mental health

Area of Community: Ecological factors (neighborhood disorganization), Drug use, Criminal Organization, Social esclusion, Drop out

Area of peer: Early Initiation of Drug Use, Favorable Attitudes Toward Antisocial Behavior, Interaction with Antisocial Peers, Antisocial Behavior

The experiences of intervention on the problems of discomfort and juvenile delinquency, bring those involved in the local context to consider it essential to continue the specific programme that consider the following aspects:

_____
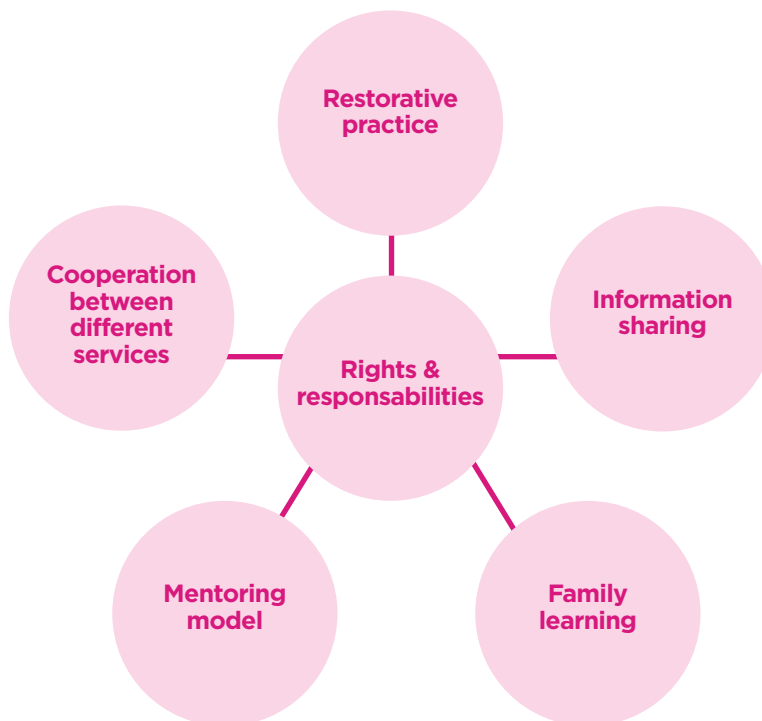
4. http://pti.regione.sicilia.it/portal/page/portal/PIR_PORTALE/PIR_LaStrutturaRegionale/PIR_AssessoratoSalute/PIR_DipPianificazioneStrategica/PIR_Areainterdipartimentale2/PIR_Tutelaminori

In order to remove the barriers that prevent improved outcomes for children, young people and families, the operators who participated at the workshops,
have identified the following needs:

- A multi-agency approach to address the needs of the children, young people and families that present the most significant challenges to agencies.
- A multi-agency approach which enables potentially vulnerable children, young people and families to improve their life chances and raise their aspirations through the provision of enhanced levels of health visiting, parenting, skill development, childcare and employment.
- Schools (and other agencies) to focus on improving ages of children and young that their life chances are improved.
- Common tools for agencies and organisations to use that help provide early identification of the needs of children and young people and strategies to address these.

In child and family welfare family engagement is described as "a series of intentional interventions that work together in an integrated way to promote safety, permanency and well being for children, youth and families". Strength-based, collaborative, early intervention approaches to child welfare involve young people and families in decisions regarding their welfare and wellbeing, and engagement is an essential component of effectively supporting families to identify and achieve their goals. Key elements include:
- Listening to each family member
- Demonstrating respect and empathy for family members
- Developing an understanding of the family's past experiences, current situation, concerns, and strengths
- Responding to concrete needs quickly
- Establishing the purpose of involvement with the family
- Being aware of one's own biases and prejudices
- Validating the participatory role of the family
- Being consistent, reliable, and honest

The course took place from September to November 2014 and involved about 120 boys. The organization is running their own school located in the neighbourhood of Palermo. We work among these children/young under the specific project of the Municipality with support of qualified operators. The operators are mainly focusing on the ways needed for the upliftment of these children/young to prevent:
1. their school drop out;
2. involvement in organized crime.

We accomplish this with the help of the class teacher and the volunteers. Sports and games are conducted to develop their social context. We also make them aware of the importance of health, hygiene and nutrition, which is helpful in working towards a better living standard and to rehabilitate themselves in the manner as other school going children do so. Basic amenities needed for the street children to prepare themselves for school going are provided by the Municipality.

Subject of such tests was to verify as a path of prevention aimed at young children living in urban and metropolitan structured taking into account the suggestions and recommendations that emerged in the course of training for operators, is able to change the perceptions and awareness on violence and its use, particularly in acting out behaviors of the boys. You have chosen to focus on the issue of violence as violence appears to be the most common factor in the crimes committed by children. It is therefore considered a fundamental lever on which to imagine the impact of the existential paths of young and interruption of antisocial behaviour and delinquency. The activities developed have involved young people, their teachers and their families, in a dimension of integration and mutual reinforcement.

In this local mentoring activity are involved as external partners: the educational institutions, the Social Services, the Service of Pediatrics, Center for Juvenile Justice, social associations of the third sector, operating in the territory.

To overturn this state of things, the way, understood not as a physical place, but as a place of meeting with people, with their lives, with their labor, has become ground work, place of work changes, place where exercise:

- listening: the need as operators of private social and voluntary sectors, but also of the public to be able to listen to the needs that emerge from the street, to read, to interpret them;
- sharing: as a way of respect of any person, his liberty, his rights and his freedom, and as an attempt to build all of the answers, making those who struggle, those who live in situations of marginalization, the protagonist of change, along with those people that form its network of meaningful relationships;
- flexibility: the constant attention to the road highlights the need to build flexible interventions, not defined once and for all, but can respond to the needs that are constantly changing;
- the 'give voice to the voiceless', which means to be mediators of languages to find a way as to communicate with those who struggle to do so, and to revive the messages so that they become intelligible to all and not "ghetto".

The road can be understood then how attention to the territory, namely: on the one hand the impossibility of building intervention standardized and exportable everywhere, on the other attention to the network of formal and informal relations in the area.

3.3 The case of Estonia

Training aims reached

Every training was 3 days, i.e 2 and ½ days of work, 20 hours each, 60 hours altogether. The training was held **1ˢᵗ session - 06.-08.03.14 at Sargvere; 2ⁿᵈ session – 20.-22.03.14 at Jõhvi; 3ʳᵈ session – 01.-03.05.14 at Sargvere**

Objectives specifically:

1ˢᵗ session: to introduce ideas of restorative justice and early prevention, how can early actions to be taken at community level, with participation of local networks.

2ⁿᵈ session: review of the mentoring implemented in Estonia during 10 last years. Feedback and analysis of aims reached, efficaciousness and improvements into the programme, management, referral as well as training sides.

3ʳᵈ session: refining of training toolkits for mentoring, for initial training as well as consecutive ones and methods of case management as well as supervision. Releasing final toolkits for mainstreaming in local communities, by all possible operators of mentoring groups.

Keywords that have characterized the training pathway
Strong local authorities representation
Interest in improving the mentoring programme
Reaching a very well developed model of early intervention

2) Structuring of the course

During all 3 sessions, there was generally used one model of training:

1st day:

- introduction by CPF – 2 hours (everywhere, academic hours are used)
- practical experience from the field – 2 hours (usually, some mentors or referring agencies)
- comments of external expert – 1 hour
- practical workshop – 3 hours (moderated by expert)

2nd day:

- results of the workshops – 1 hour (expert)
- overview of researches and statistics and best practices (2 hours, CPF)
- analysis of current state of affairs in Estonia (2 hours – contributions from everyone)
- practical workshop – 3 hours (moderated by expert)

3rd day:

- results of the workshops – 1 hour (expert)

- common work on compiling and amending the structural and training programme of mentoring (3 hours)

3) The involved operators

No of participants: 1st session – 14, 2nd session – 19, 3rd session – 16. Altogether 49 nominal participations.

Out of these, 9 people participated in all meetings, 3 on two meetings and 16 in one meeting only – i.e 28 different persons were involved (besides the CPF staff and external expert).

Local authorities and operators – 14 persons (including social workers, child welfare workers and staff from schools)

Juvenile justice commitees – 5 persons

Police, prosecution and probation – 4 persons

Ministry level and policy-making level – 3 persons

Other NGOs operational in the field – 2 persons

4) The contents

4.1 - What has been the content of these meetings and how can it be linked to national policy if possible or how does it reflect on national policy?

This year, new national strategy and its implementation plan for reducing violence is under work.

These restorative justice, early prevention and intervention ideas are discussed and furthered in the strategy.

Mentoring was already mentioned in the current strategy as one of methods and tools for preventing and reducing offending, and so it will be also in new strategy, even much more stipulated.

For the policy-makers, it was important to receive feedback about the successes (as well as failures) of the programme and to understand its cost-effectiveness.

Youth Mentoring is:
An established tool in social cooperation of youth at risk
Means of preventing and/or reducing offending
Social programme for providing social skills

4.2 - Comparison between the mentoring model developed by the project and local practices mentoring (methods, approaches, tools, results)

During the project, current mentoring practices were much more developed and trainings as well as the structure were revised, over lots of years. Therefore, it can be stated: this project enabled to enhance the systematic approach to mentoring in Estonia and make assessment of the programme.

comparison between the proposed mentoring model from the project and the local operating model		
Mentoring model proposed by the Project	**Mentoring model developed at the local level**	**Mentoring model to be increased locally (such as additions/improvements to be adopted)**
Risk-focused prevention paradigm: the goal of prevention activities should be to reduce risk factors by strengthening protective factors	Mostly, re-active to the risks already deducted and, oriented at fighting with reoffending	Early intervention at local level, holistic approach to social issues, that might also include mentoring, when necessary
Crime prevention issues, community prevention issues and early prevention issues		
Multidimensional approach		
Multilevel (target group: teenagers at risk of becoming involved in crime -or involved-) Calls into question how active part in the interventions also the family, school, and community network		Depending on the law, different levels can be involved voluntarily or, mandatorily (like on lots of Scandinavian welfare models)
Multidisciplinary: (involves various professions: teacher, social worker, psychologist, social worker/street/community of public and private social services, local police officers		Mostly, two types of mapping is used for prospective networking: family mapping and wider social mapping (mainly, school or career, depending on the circumstances of the person concerned)
Utilizes the responsability and the empowerment of the person, the development of social skill, the network (that means also the community engagement)		Community members, Charity Sector and Social and Youth Workers
The interventions are planned and implemented a**t the Micro/local**		Some programmes may have umbrella level and, it might be possible to plan interventions (especially those that are more costly or not very often used) that are provided or coordinated from more general levels

When a mentoring group has been established and it has been working for a while (i.e. there are mentees under the programme who have made comparable development or, have similar issues to be targeted), there has been efficacious to use some elements of group mentoring too. That provides peer-to-peer aspect or, possibilities of sharing like during the co-visions.

Nevertheless, group mentoring should be considered as only one part of the general programme because it might cumulate the risks, if mentees with similar problems (that are still unsolved) will become too much acquainted.

Generally, all new contacts that a programme creates pathways towards, should be with people who can provide significant enhancement of values or practices.

4.3 - Risk factors and protection risks of young people...

Concerning the main risk factors and means of reducing the risks or improving, the structure of the forms proposed was not understandable for us and, therefore, a different way of presentation is below.

These are the topics discussed during our training meetings.

Risk factor	Means of avoiding or reducing
Community Risk Factors	
Quitting before due time	Besides the mentor, also programme manager or some other person should be involved. Motivational interviewing and (re-) assessment of the aims of this relationship.
Not improving	If the aims set are not reached at all and, other means are not available or have not assisted (i.e. changing the mentor, finding other means of work), the mentoring should be ended. It is not helpful for anybody to maintain some "just promising" relationships, mentoring must be very clearly targeted and oriented.
Developing beyond the rules	Some mentoring relationships tend to become too familiar or "cosy" (i.e. choosing the activities that are very convenient to do but, not aimful). Regular co-vision and supervision must turn very clear attention to what activities are carried out and, what type of relationship is there between the mentor and the mentee.
Fraudulent approach etc.	If the mentee is definitely trying to play his/her won game with the mentor or the programme (usually, trying to have some benefits out of it), the relationship should be terminated.
Mentors	
Quitting the programme	On recruiting as well an maintaining the mentors, programme manager must evaluate as well as possible, how long could that particular mentor contribute. Main reasons are usually: studies, changing of work, establishing a family or changes in family situation. These should be foreseen, as much as possible, from the management level.
Acting not as expected	In those relationships where manager and mentor communicate often enough and co-visions are regular (and, the supervision, too), the mentors are not likely to act on their own. Leading of mentors should avoid bot ends, negligence as well as paternalism.
Burning out	When mentors reveal signs of tiredness or loosing of initiative, there should be assessments and interventions made ASAP. Sometimes, it helps when they are provided with other mentee who is more suitable for them. Otherwise, professional counselling (firstly, the programme supervisor) or temporary withdrawal from any mentoring relationships should be sought for.
Wrong roles	During all trainings and co-visions it is important to recall who IS the mentor and who he/she IS NOT. More often, relationships tend to become too close but, sometimes, they remain too formal. Mentors are to follow the intervention plan established and aims set.
Programme operators	
Not clear setting of aims	There is need of external assessment of the programme at organisational level, suggestible at least once a year, in order to have clear vision of aims the means of reaching them.
Too loose administration	Especially, when mentoring has been long in practice within one organisation, the key persons (group or case managers) tend to fall into routine – therefore, all staff involved must undergo supervision, suggestible in every 6 months or, at least in 12 months.
Networking inadequacies	It is up to programme level to find new networking opportunities, other agencies involved that might assist mentors and mentees in their work. The management should communicate actively with the network in order to keep them interested in responding when their help is asked for.
Reporting inadequacies	Programme management has to follow the established rules, if there are such (especially, in cases where mentees are referred to the programme via official means). Reporting to the referral agencies and other communication with them must be regular. (Usually, monthly or bimonthly.)
Short prospective	Lots of programmes remain short-term because they are dependent on project-based financing or due to other reasons. Therefore, for organisations, it is important to set long-term aims from the very beginning. Otherwise, people are trained or involved relatively uselessly and, short enterprises do not allow proper assessment of the results and creating of evidences.
Improper action plan (for mentoring relationships)	Before establishing any mentoring relationship, a clear action plan must be done. What are the aims and means for reaching those. Naturally, it must be revised, during the implementation. Nevertheless, always all parties involved (especially, manager, mentor and mentee) must be always aware that they are working within the plan that they have all agreed to. All amendments must be done only with mutual acceptance.

5) The results of the pathway and recommendations

Our tested pathway has lead to several structural organisational conclusions, concerning the operational running of the programme:

- co-vision meetings of the mentors (of one small group, usually built up on locality or target-oriented principle) should be regular and, supervision of mentors must be available at good intervals, in order to avoid burning out of mentors (especially those who work with mentees of multidimensional risks or, with some special needs)

- during all trainings of mentors, there should be turned constant attention to the role of mentors – who they are and who they are not (i.e. they are friends, not family members). Especially, during longer term mentoring relationships, those sights and aims are tending to be lost, once in a while.

5.1) The point of view of participants (...on the model of mentoring;...about the risk factors relevant at local level and that does not emerge from the comparison with RF considered in the literature;... on testing at local level ..)

- lots of risk factors cannot be intervened with as quickly as possible because even when they are detected, the law does not allow interventions, even when there is a danger of escalation

- initial risks be turn into criminal consequences especially in those communities where there is not enough social workers or child welfare workers. What concerns young people, there should be very active communication between three most important social institutions: family, school and the municipal authorities (social services).

- there should be several types of mentoring existing hand-in-hand within one organisation: voluntary mentors bring in their new enthusiasm and ideas, whereas paid or full time mentors ensure greater professionalism and offering of stable services – it is up to the group leader or case manager to decide and re-decide, what mentors are involved with specific mentees, for a particular period of time

5.2) Local operational recommendations and recommendations to be shared at European level

It should be considered, in what conditions it s more sensible to use different types of mentoring:

(speaking about one-to-one mentoring, not peer mentoring or group mentoring)

- voluntary mentoring
- semi-paid or partially remunerated mentoring
- full-time or professional mentoring (also, case management)

In our evaluations over 10 years, it has appeared that fluctuation of personnel (mentors) in voluntary or semi-voluntary mentoring can be very high and lots of mentors do not remain for long to be occupied.

But, in order to provide stabile and quality service, professional case management system, with constant support from full-time mentors, could be more an option.

3.4 The case of Spain

1) Training aims reached

total of hours, objective....

Training	Objectives	Total hours:
Students from the Faculty of Law. Degree in Law and Criminology of the University Abad Oliba-CEU San Pablo, in Barcelona	a) presentation of the mentoring model b) discussion about the topic of primary prevention, and community risk factors. c) create a first glossary of terms shared on the theme of "Early and community prevention"	**6 hours x 1 session**
Students from the Faculty of Law. Degree in Law and Criminology of the University Abad Oliba-CEU San Pablo, in Barcelona	a) presentation of the mentoring model b) discussion about the topic of primary prevention, and community risk factors. c) create a first glossary of terms shared on the theme of "Early and community prevention"	**6 hours x 1 session**
Autonomic police, local police and social workers.	a) presentation of the mentoring model b) discussion about the topic of primary prevention, and community risk factors. c) create a first glossary of terms shared on the theme of "Early and community prevention" d) local recommendations able to upgrade of the local politics of intervention. Personal experiences	**6 hours x 1 meetings**

Training:

2) Structuring of the course

Phase and data 2014

15th May 2014 – 16th May 2014 – 16th June 2014

3) The involved operators

Final year students specializing in criminology, University Abat Oliba-CEU, Barcelona.

Mossos d'Esquadra de la Generalitat de Catalunya. (Autonomic police of Catalonia): Police

Local Police. (city of Barcelona police): Police

Local Police of El Vendrell. (city of El Vendrell police): Police

El Vendrell City Council: social workers and street workers

Departament de Benestar Social i Familia de la Generalitat de Catalunya (Department of social welfare and family of the Generalitat de Catalunya) social and street workers, head of social services.

4) The contents

a) presentation of the mentoring model

b) discussion about the topic of primary prevention, and community risk factors.

c) create a first glossary of terms shared on the theme of "Early and community prevention"

d) local recommendations able to upgrade of the local politics intervention. Personal experiences.

4.1 - What has been the content of these meetings and how can it be linked to national policy if possible or how does it reflect on national policy?

The seminars have been held in two main areas: academic (University Abad Oliba-CEU San Pablo, in Barcelona, with students from the Faculty of Law degree in Law and Criminology) and professional (police). In the first seminar were discussed the criminological and legal framework in which the actions are developed. On the second, the point of view of public health officials and local politicians (local and regional police, local councillors responsible for public security) was expressed. All contributions were obtained through different points of views expressed in relation to the five experiences in prevention crime. Their connection with national policies and their implementation is based on the following assumptions:

a) The police welcome the prevention experiences beyond police and judicial response.

b) The involvement of social institutions on the experiences helps to create a preventive criminal policy based on social participation and community vision (Proyecto POLICIA 2000 and Public Safety Act) reinforcing the democratic principle of citizen contribution in public policy.

c) May possibly been transmitted a local level the rehabilitation models on juvenile justice developed by the relevant public institutions (Department of Justice, Government of Catalonia).

d) The community prevention model complements the classic preventive model of repression of crime (action/reaction).

Youth Mentoring is:

A way of transferring knowledge and practical skills through activities, guidance, advice and encouraging young people themselves or third parties working with them in mediation and social education to achieve the objectives of social rehabilitation and integration in the local community, respecting the law and making a positive contribution to society (safe leisure, volunteering, employment, training, education, culture and sports). In our case it is intended to prevent crime or antisocial behaviours which can lead to have a criminal career.

4.2 - Comparison between the mentoring model developed by the project and local practices mentoring (methods, approaches, tools, results)

Comparison between the proposed mentoring model from the project and the local operating model		
Mentoring model proposed by the Project	**Mentoring model developed at the local level**	**Mentoring model to be increased locally (such as additions/improvements to be adopted)**
Risk-focused prevention paradigm: tthe goal of prevention activities should be to reduce risk factors by strengthening protective factors	The different actions performed, reduce criminogenic factors (social uprooting, school failure, drug addiction, alcoholism, antisocial behaviour) through educational activities and cultural integration, against the lack of public respect and promoting useful leisure. Have been improved as protective factors the involvement of social organizations, the school and the local authorities.	• Promote sports and cultural activities as factors of integration and cohesion. • Improve spaces for community participation in crime prevention (definition of security policies). • Involve social and neighbourhood organizations in crime prevention tasks (organization of sports and cultural events, involvement in volunteerism)
Crime prevention issues, community prevention issues and early prevention issues	This is to prevent crime and anti-social or antisocial behaviour (experience 1 and 2); and the social uprooting and the failure of integration of youth in the community (Review 3.4 and 5)	Create opportunities for interdisciplinary work to detect target population. Enable advice to technicians and responsible to design better public policies Gather information on existing needs (needs map) Enhance conflict mediation Raise the need for a workforce of civic/street educators agents Improve the perception of public safety
Multidimensional approach		
Multilevel (target group: teenagers at risk of becoming involved in crime -or involved-) Calls into question how active part in the interventions also the family, school, and community network		Adolescents and conflictive young with age range 14-18 years
Multidisciplinary: (involves various professions: teacher, social worker, psychologist, social worker/street/community of public and private social services, local police officers		Social educators, social workers, local police officers
Utilizes the responsability and the empowerment of the person, the development of social skill, the network (that means also the community engagement)		The involvement of civil society to prevent conflicts and the capacity of integration of the individual.
The interventions are planned and implemented a**t the Micro/local**		Al local level (experiences 1, 3 and 4) and micro (neighbourhood level) experiences 2 and 5

The aspect more innovative is..... ...

1) Involving young people from different national origins and cultures through sports, school tutoring and mediation to do safe leisure and get civic responsibility as a factor of cohesion and positive empathy with the community environment and the city.

2) The involvement and co-responsibility of cultural and local entities is an improvement

that has been perceived positively.

4.3 Risk factors and protection risks of young people…

The definition

Criminogenic risk factors are any individual, social or environmental influence that can facilitate or increase the possibility of committing, worsen or maintain antisocial behaviour (disorders, antisocial acts or offenses) and they could be exogenous (for external influence) or endogenous (by personality traits of the individual himself). Among the exogenous factors favouring youth crime is the school failure, friend's offenders, family criminal modelling, lack of parental control, or social uprooting. Other factors include mental health (such as antisocial personality disorder, extreme lack of self-control, hyper-aggressively), also the negative socioeconomic conditions can favour a feeling of lack of future and the environment or relational system that may result hostile or in rejection. Not often act alone but in a stable group, to a greater and broader exposure to these factors, the greater the probability of a deficient child/youth development.

Regarding protective factors against crime, these balance the last ones and would be in the existence of a family or a positive social environment (a network of support and referent), favouring integration through formal education (avoiding school failure), the sport (stimulates group cohesion and values of coexistence), culture (involvement in local civic life, local events) and involvement in local community life (volunteer). They also are relevant the personal skills of children and young people to adapt positively to the environment despite the difficulties and the negative influences and the risk factors.

In particular, the comparison was performed on recognized risk factors

4.3.1 From the literature to the 'face' of young people of…
- Criminal friends
- Criminal environment in the neighbourhood
- Dependency to toxic substances (alcohol and drugs)
- Aggression and inadequate management of emotions (antisocial personality disorder and others)
- Performance and/or school dropout
- Low self-esteem
- Family breakdown and lack of control elements
- Family criminal records (not moral or ethical values)
- Belonging to social minorities (ethnic, national)

- Stressors in the minor that influence in his development or have a negative impact on health, academic performance or adaptation to society.

4.3.1) From the literature to the 'face' of young people of...

Risk Factors of young people in Ealing - Responsiveness to "Risk and Protective Factors" identified by...
Community Risk Factors
Very high rate of youth unemployment (above 50%)
High number of immigrant population
A population increase far beyond the capacity of public social services
Lack of local belonging
Lack of youth leisure equipment's in the municipality.
Clearly sociocultural deficient level.
Family Risk Factors
High levels of household debt and need the social services intervention.
High unemployment rate within the family.
Criminal records within the family
Uprooting and social rejection (immigrant)
Breakdown and domestic conflict
School Risk Factors
Concentration of immigrant population in some schools and specific neighbourhoods
Concentration of school failure on two secondary schools
High dropout
Peer/Individual Risk Factors
Problems of drug and alcohol consumption
Young people with behavioural disorders
Low cultural and educational level
Lack of perspectives
No respect for public space
Difficulties to return to the educational circuit once abandoned

Results of the comparison

There are a number of common risk factors among the ones exposed by the literature on the subject and specifically detected in experiences carried out in the municipality of El Vendrell. So stand within common or existing risks identified in previous studies:

- The risks of problems arising from alcohol or narcotics abuse.
- Aggressive attitude (antisocial personality disorder and others)
- Poor school performance and/or dropout
- Dysfunctional family-background
- Belonging to social minorities (ethnic, national)

other **RF unrepresented and instead the ones relevant** to the youth of the territory

Risk Factors of young people and mentoring
Criminal friends
Criminal environment in the neighbourhood
Lack of control elements
Family criminal background

4.3.3) The protection Factors of young people…

In general terms, the resignation of crime as criminological literature is based (LAUB and SAMPSON, 2001 "Understanding the desistance from crime") in three key reasons: Personal growth processes (physical and mental changes) unlikely among teenagers as they experience an evolutionary and growth period; the experiences of the life cycle or inclining points that modulate the process of abandonment of crime (marriage, parenthood, getting into the labour market) and it is therefore necessary to establish daily routines that structure the lives of young people (strengthening the emotional link and social support through family and community); Finally, the theory of rational or own choice as the individual values the personal costs and benefits of an antisocial life (concepts come into play as social disrespect, personal shame and regret).

Regarding the protective factors against crime that would act in the different experiences of mentoring in El Vendrell, would be found:
- Well-structured family and/or with capacity for adequate parental control.
- Positive social environment and many cultural and sports facilities in the municipality in which
  the youth can participate (football club, music school, castellers del Vendrell, etc.)
- Involvement of the parents association in the school.
- Highly professionalized and efficient social care assistance despite limited resources and high demand.

4.3.4) Conclusions to improve the mentoring intervention with young people of…

The experiences carried out in El Vendrell have a temporal scope of application. In this sense, it is early to quantify conclusions, particularly why the scope of the different experiences not end until the end of December, except the experience 4, which lasts until June 2015.

The city council has provided objective data that has meant the construction of a new Youth Centre, close to the town centre, this space is considered appropriate for implementing Experiences 1, 2, 3 and 4. This new equipment has been widely used by more of the 50 per cent of the youth in the city since its opening (from an average of 40

users per day to 65).

4.4) How to improve preventive practices and mentoring from a construction/operation of the risk factors... to testing at the local level

From a local action plan framework designed by the social services of the municipality and with the participation of social entities involved (associations, cultural and sports institutions).

It would also be recommended an adaptation to local regulations to provide a flexible application of mentoring, simplifying procedures and adequate a reasonable budget and with a reasonable periodic application.

It would be important to promote and create a specialized training team of professionals who could give continuity to the mentoring experiences (street educators or civic agents and/or conflict mediators).

5) The results of the pathway and recommendations

5.1) The point of view of participants (... on the model of mentoring;... about the risk factors relevant at local level and that does not emerge from the comparison with RF considered in the literature;... on testing at local level ..)

Most of the participants in the seminars considered that the implementation of mentoring could be positive but they were very cautious of its practical effect. Generally, considered that the municipalities would not provide the program with a budgetary on-going basis and it would be difficult to get the professionalization of the different agents. Also, considered highly unrealistic in a crisis context with collapsed social services and police services with insufficient resources would not use the new funds to prevention tasks with not proven results or long-term results.

It should be added that most participants (both at academic level or police officers) considered very positive the involvement of the social organizations in crime prevention duties, as police/judicial response may not be enough. Regarding risk factors present in the literature compared to the relevant ones that have been detected locally, and in which intervenes through mentoring model, the participants underlined that while recognizing the existence of these risk factors, those could not mitigate individual responsibility in committing antisocial or criminal acts. In addition, the fact of spend resources in prevention if there were priorities needs viewed as main concern like the fight against unemployment or caring for the vulnerable, especially because of age reasons.

5.2) Local operational recommendations and recommendations to be shared at European level

- It is recommended **to continue the mentoring or similar actions** that allow preventive intervention. Especially in individuals at risk who are in the **age of adolescence** because the influence of protective factors decrease as teens get older.

- It is suggested raising **programs and actions that aim to reduce some risk factors** (which always exist) strengthening protective factors for the young looking for a balance or progressive improvement. There is a tendency to accumulate risks to commit crime in adolescence (and pre-adolescence), if not being balance with pro-social elements will be difficult to solve, resilience must be worked out since childhood.

- **Insist in programs and intervention plans in schools and community integration**, there are two key elements to work on: avoid high frustration (not visualize a future) and get a positive attitude towards school rules and norms in civic society. The primary agents of socialization (family, school, pro-social friends) should be reinforced.

- **The intercultural factor** mismanaged in a severe economic crisis, help the appearance of criminogenic risk factors and social conflicts that require specific **crime and conflict prevention programs in the community in a context of social crisis.**

- Finally from the city council of El Vendrell, explained that one of the most innovative and interesting aspects in implementing the mentoring is the **networking**, combining the synergy of different administrations and civil society.

Chapter 4

Recomendations and conclusions

This reports highlights that none of the modalities of prevention have worked successfully on their own. This suggests that a more merged model is required to address crime prevention thus incorporate a range of aspects from each modality.

There are a wide range of literary resources that explore early prevention and community prevention. A range of risk factors and examples of how they do and don't interact have been detailed in this report. What is less known about is the nature, type and impact of effective protective factors. The literature has references to protective factors, however due to a lack of extensive evidence and evaluation (in comparison to risk factors), little is known about their impacts on interventions and outcomes. They are often linked to risk factors and how they can be used to counter the effects of risks, rather than seen as stand-alone criteria. What would an intervention be like that focused on enhancing protective factors?

The case studies have highlighted a range of practices at national and local levels. The challenges have been how politically driven interventions (such as Troubled Families and Sure Start Centres in UK) can have the same level of cooperation with their 'clients'. Interventions should be developed in accordance with the 'needs' of the local areas. Blanket programmes have been effective in health initiatives, however as crime is linked to so many more variables such as personal histories, early childhood, education and social hierarchy, more specialised interventions are required.

In terms of implications on our project, this report would recommend that:

- Interventions need to be a specialised service for individual and families. This is because there are multiple needs not being met and there is often a historical legacy of neglect.
- A key worker or mentor needs to be the bridge between the individuals and services. The Troubled Families Programme and the Guns Gangs and Knife Crime Mentoring

project used a key worker as the vehicle for change in UK, but also in Italy in San Donato Project of Regione Emilia Romagna. This allows a therapeutic working alliance to be established between a professional and client, which is consistent and reliable.

• Interventions needs to focus more on how protective factors are understood, used and measured. This is an area that needs much more attention as professionals and policy makers have been focused primarily on 'Risk Factors' and how best to mitigate them. Thus, protective factors have become more of a 'blind spot' in literature reviews and practice.

These factors should be considered when developing the training model for this project. A recommendation already suggested and agreed by the partnership is the development of a mentoring programme based on the experiences and knowledge of the partner countries that have implemented this support measure at national level.

The Mentoring model as a model of Early and Community Prevention can be the preventive tool able to put together different stakeholder, a new 'lens' by which it is possible to read deeply the new emerging youths needs. It is important to chenge the path and moving towards a de-instituzionalized environment.

Doing and thinking mentoring means having a network philosophy, and believing in the idea that it is possible to reconstruct the social capital of a specific neighborhood. So these projects of early prevention look implicitly also to the approach of community prevention, according to which it is in the neighborhood or in the community of reference that they will create the conditions for the development of criminal behavior and deviant.

It is important in the next future implement the widespread diffusion of such mentoring and early prevention practices and trying to compare them to traditional way of dealing with for example juvenile delinquency or aggressive behavior among youths.

The participant in the project recommend to implement this collaborative partnership sto other european countries especificaklly in the field of juvenile offenders prevention policies.

Glossary

Community crime prevention: community crime prevention includes those measures which are aimed at involving citizens and communities in the prevention of criminal and deviant activities. Community crime prevention aims at mobilizing the strengths of a given community against crime.

Community policing: it is a policing strategy strongly relying on community resources to reduce and prevent crime. It aims at achieving more effective and efficient crime control, reduced fear of crime, improved quality of life and improved police services. In order to do so, organizational strategies supporting the systematic use of community partnerships and problem-solving techniques are promoted, to proactively address conditions conducive to crime, social disorder and fear of crime.

Conflict resolution: way for two or more parties to resolve disagreement among them by reconciling opposing arguments, so as to find a peaceful solution and protect at the same time everyone's rights. It adopts methods such us problem solving to find out a common solution; compromising; smoothing, by focusing on points of agreement rather than on those of disagreement; withdrawing from conflict.

Cost-effectiveness evaluation: cost-effectiveness analysis (CEA) is a form of evaluation which compares the relative costs and outcomes (effects) of two or more interventions, programmes, policies. The objective of a cost-effectiveness analysis is to identify the economically most efficient way to fulfil an objective. Given a certain effect (outcome), the cost-effectiveness analysis assesses the costs incurred or to be incurred by different interventions, programmes, policies to generate it. This in order to understand which

measures is the most economic advantageous. Cost-effectiveness analysis is different from cost-benefit analysis, which assigns a monetary value also to the measure of effect.

Developmental psychology: is the scientific discipline dealing with the changes occurring in human beings throughout life. The rationale behind its development is the idea that all individuals constantly change. Pioneered by Sigmund Freud (1856–1939) and Jean Piaget (1896–1980), it was initially concerned with child development. The discipline now encompasses, more broadly, the study of all the changes (e.g. biological, physiological, cognitive, emotional, social, moral) occurring at different stages of the life span.

Early prevention: early prevention refers to interventions which are deployed at a very early stage of the life of an individual in order to prevent the development of future problems such as emotional, behavioural and social disorders, drug and alcohol abuse, criminal behaviours, and also to promote the conditions for an healthy development. Early interventions may target at-risk individuals and/or their families.

Environmental criminology: criminological approach focusing on the significance of the environment in crime causation. It was pioneered by work by Shaw and McKay (1931), who hypothesized that environmental factors - especially the social disorganization affecting certain neighborhoods - play an important role in generating delinquency. Mapping supports environmental criminology in visualizing crime patterns and relating them to environmental variables such as traffic, urban design, land usage, etc.

Hotspots of crime: geographical areas with an higher than average crime/disorder concentration, within a given region of interest (e.g. county, district). Variations of the word are useful to describe crime/disorder concentrations at different levels. In particular, the term hotpoints refers to precise locations (e.g. houses) where a large share of incidents happens. Hotplaces are, instead, less precisely defined, larger, areas attracting a disproportionately high number of crime or disorder events (e.g. a street corner/a park), while hotroutes are those paths where crime concentrates (e.g. a given street). The term can also be used to refer to goods that are more frequently crime targets (hotobjects) and to the types of people most likely to be victims of crime/disorder incidents (hotpeople).

Mentoring: is a partnership/training system involving a senior, more experienced, individual (mentor) and a junior one (mentee). The mentor is required to advise and guide the mentee to find solutions to career issues, by boosting his/her self-confidence and capacity to take responsibility for his/her life. It is a system relying on mutual trust and respect, as well as on empathy, since mentors already went through similar experiences. Primary crime prevention: primary crime prevention is intended to identify and reduce or eliminate criminogenic conditions in a given physical or social environment. Primary crime prevention measures are put in place before any crime risk signal is evident and are aimed at working on general criminogenic conditions, not on at-risk individuals, categories, groups, places.

Protective factors: protective factors are pre-existing individual, family, school, relational, peer, societal factors which may reduce the likelihood of an individual engages in criminal or deviant behaviours. Protective factors make people more resilient to crime. Boosting protective factors is the key in many prevention programs, in order to prevent future crime occurrence.

Quasi-experimental design evaluation: quasi-experimental design evaluation is a form of evaluation which assesses if a particular impact can be attributed to a particular intervention, such as a project, program or policy. Like experiments, quasi-experiments estimate how (or if) an intervention affects the treated group or area. The difference between a experimental design and a quasi-experimental design is that in the former the study subjects (or groups) are randomly assigned to a group that receives the intervention (study or treatment group) or to a comparison group that does not receive the intervention (control or non-treatment group), while the latter, since in this cases randomization of subjects or groups is neither practical nor feasible, only approximate randomized experiments: they use an intervention and comparison group, but foresee an assignment to the groups which is non random.

Risk factors: risk factors are pre-existing individual, family, school, relational, peer, societal factors which may negative influence the likelihood of an individual engages in criminal or deviant behaviours. Targeting individuals at risk of crime is of great interest for crime prevention programmes, so as to promote mitigating interventions.

Secondarily crime prevention: secondarily crime prevention comprises measures which identify particular situations, individuals, groups, places as at risk of developing persistent problems of crime and deviance and which target them by eliminating or mitigating conditions of risks.

Situational crime prevention: according to the definition of professor Ron Clarke, situational crime prevention comprises opportunity-reducing measures that (1) are directed at highly specific forms of crime, (2) involve the management, design or manipulation of the immediate environment in as systematic and permanent way as possible, (3) make crime more difficult and risky, or less rewarding and excusable, as judged by a wide range of offenders or reduce provocations which may lead to the commission of a crime, as judged by a wide range of offenders. According to situational crime prevention "opportunities" make the criminal, and potential criminals responds to the environment in a rational way. Thus this approach attacks immediate environmental opportunities which may influence the rational decision of committing a criminal act.

Social crime prevention: social crime prevention includes all those measures aimed at preventing crime and deviance by attacking their social and economic roots. Social crime prevention encompasses interventions which seek to reduce or eliminate structural crime factors and which usually take time to deploy their intended goals. A transformation or

an improvement of social and economic conditions of a community, a district, a given school environment may decrease the likelihood of certain crimes being committed, since this interventions reduce the social factors which are responsible of certain criminal or deviant acts. Crime is a product of the society and not of the individuals.

Thirdly crime prevention: secondarily crime prevention regards measures that target actual or ex offenders and whose goal is to incapacitate, reform, rehabilitate them. This kind of prevention is put in place when the criminal event is already been committed.

Bibliography

UK National Bibliography:

Anti-Social Behaviour Briefing, The Police Foundation, Feb 2010.

Safe Schools Briefing, The Police Foundation, Nov 2011.

National Report: Prevention & Reduction: A review of strategies for intervening early to prevent or reduce youth Crime and Anti-social Behaviour, Department of Education & CAYT, May 2010.

Early intervention and Prevention in the context of integrated Services: Evidence from C4EO and Narrowing the Gap, C4E0, Aug 2010.

A review of good practices in preventing juvenile crime in the European Union, European Crime Prevention Network, 2006.

Time for a fresh Start: The Report of the Independent Commission on Youth Crime and Anti Social Behaviour, Independent Commission - The Police Foundation, Jul 2010.

Prevention and early intervention in the social inclusion of children and young people, University of Birmingham, 2004.

Ealing Serious Youth Violence Strategy, Ealing Borough Council, Feb 2009.

Toward A Youth Crime Prevention Strategy, Youth Justice Board, Mar 2007.

ASB Family Intervention Project, Department of Children, School and Families, 2010.

Monitoring and Evaluation of family intervention services & projects between Feb 2007-March 2011, Department of Education, Dec 2011.

Family Intervention projects: a classic case of policy based evidence, Center of Crime and Justice, 2010.

Troubled Families – Case Studies, Community & Local Government, 2012.

Youth Justice: the Scaled Approach – A framework for assessment and interventions, Youth Justice Board, 2009.

Coleman, A. *Utopia on Trial,* London: Hilary Shipman, 1985.

Farrington, D., *Explaining and Preventing Crime: The Globalization of Knowledge,* 38 (1) 1-24, 2000

Farrington, D, *Early identification and preventive intervention: how effective is this strategy?* Journal of Criminology and Public Policy 4, (2) 237-48, 2005

Farrington, D., *Advancing knowledge about the early prevention of adult antisocial behaviour.* In Farrington, D.P. and Coid, J.W. (Eds.) *Early Prevention of Adult Antisocial Behaviour.* Cambridge: Cambridge University Press 1-31, 2003

Farrington, D., *Crime Prevention.* In J. Millrt (Ed) *21st Century Criminology: A Reference Handbook.* 628-37. Sage Publications, London, 2009

Farrington, D & West D, *Criminal, Penal and Life Histories of Chronic Offenders: Risk and Protective Factors and Early Identification, Criminal Behaviour and Mental Health* 3 492-523, 1993

Glass, N., Surely *Some Mistake?,* 2005

Available online at: www.theguardian.com/society/2005/jan/05/ guardiansocietysupplement.childrensservices

Jacobs, J., *The Death and Life of the Great American Cities,* New York, Random House, 1961

Johnson, S., *Impact of Social Science on Policy: Sure Start Case Study.* Hull, University of Hull, 2011

Hirschi, T, *Causes of Delinquency, Berkeley,* CA, University of California Press, 1969

O'Malley, P., Risk*, Power and Crime Prevention, Economic and Society,* 21 (3): 252-75, 1992

Rutter, M., *Maternal Deprivation Reassessed* London Penguin, 1981

Websites for further information on Case Studies and Longitudinal Studies

Troubled Families Initiative:
https://www.gov.uk/government/policies/helping-troubled-families-turn-their-lives-around

http://www.drugscope.org.uk/Resources/Drugscope/Documents/PDF/Policy/TroubledFamilies.pdf

Sure Start Centres:
http://www.esrc.ac.uk/_images/sure_start_final_report_tcm8-20116.pdf -Johnson, 2011

Pittsburgh Youth Study:
http://www.wpic.pitt.edu/research/famhist/pys.htm

ESTONIA Bibliography

Action Plan against Domestic Violence 2008-2011. Turning Point, Norwegian Ministry of Justice and the Police.

Overview of the activities of juvenile committees, Ministry of Education and Research. Tartu. 2009-2013.

Police Board: Department of Analysis and Planning. Comparing Children's Online Opportunities and Risks Across Europe, June 2009.

Kimmel, M. S., *Male Victims of Domestic Violence: A Substantive and Methodological Research Review,* Tallinn: Ministry of Justice, 2001

G*uidelines for Development of Criminal Policy until 2018,* Tallinn: Ministry of Justice, Crime in Estonia 2013, 2009

Action Plan for Economic Growth and Jobs 2008-2011

Impact analysis on Council of Europe Convention on the Prevention on the Protection of Children against Sexual Exploitation and Sexual Abuse, Faculty of Law of the University of Tartu, Ministry of Justice. Criminal policy studies 5. Tallinn 2007, 2008

National Programme for Reducing Violence in Finland, 2006

Population Health Development Plan for 2008-2020
Available online at: www.valitsus.ee/failid/Rahvastiku_tervise_AK_2009_2020.pdf

Report of the international research network EU Kids
Available online at: http://eukidsonline.ut.ee/?cat=6

Stekenee, M., Moll, M., Kapardis, A. (eds.), *Juvenile delinquency in six new EU memeber*

states. Crime, risky behaviour and victimization in the capital cities of Cyprus, Czech Republic, Estonia, Lithuania, Poland and Slovenia, January 2008

Stevens, A., Kessler, I., Steinack, K., *Review of Good Practices in Preventing,* 2006

Types of Violence in the European Union, Report prepared for the European Commission, Contract Number JAI/D4/2004/04, Ministry of Justice, Criminal Policy department
The organisation of Human Trafficking, Swedish National Council for Crime Prevention, 2008
General Education Department. UNODC (2009a). *Good practices and tools in reducing the demand for exploitative services.* UNODC (2009b). *Global report on trafficking in persons,* Ministry of Education and Research
Available online at: http://www.unodc.org/documents/human-trafficking/Global_Report_on_TIP.pdf

Working Together for a Safe Society. The National Crime Prevention Program, Ministry of Justice of Finland, National Council for Crime Prevention, 2000

Our Collective Responsibility. A National Programme for Crime Prevention, Ministry of Justice of Sweden, National Council for Crime Prevention, 1997

Sherman, L.; Gottfredson, D.; MacKenzie, D.; Eck, J.; Reuer, P.; Bushway, S., *Preventing crime: what works, what doesn't, what's promising. A report to the US Congress,* Department of Criminology and Criminal Justice, University of Maryland, 1997

We must talk about it! The crime preventive talk, The Danish Crime Prevention Council, 2004

Võgostsky, L.S., *Mind in Society,* Cambridge MA: Harvard University Press, 1978

SPAIN Bibliography

Lipsey, M.w. Y Derzon, J,H, *Predictors of violent or serious delinquency in adolescence and early adulthood: A synthesis of longitudinal research,* 1997

Redondo Illescas, S., *Desviación, delincuencia y control social, Colección Justicia y Sociedad. Publicaciones del Centro de Estudios Jurídicos y Formación Especializada* (CEJFE) del Departamento de Justicia. Generalitat de Catalunya, Barcelona, 1998

Redondo S., Stageland P. Y Garrido V., *Principios de Criminología*, Editorial Tirant lo Blanch, Valencia, 2005

Blasco Romera, C., *Descripción y análisis de los factores protectores de adolescentes en la prevención del delito: el perfil del adolescente desistente y las competencias emocionales asociadas,* Colección Ámbito Social y Criminológico. Publicaciones del Centro de Estudios Jurídicos y Formación Especializada (CEJFE) del Departamento de Justicia. Generalitat de Catalunya. Barcelona, 2011

ITALY Bibliography

(1) The discomfort and juvenile delinquency, problems, risk factors and protection, the role of early prevention programs

Barbagli M., Gatti U., *Prevenire la criminalità. Cosa si può fare per la nostra sicurezza,* ed. Il Mulino, Bologna, 2005

Ciappi S., *La nuova punitività,* ed. Rubbettino, 2000

Corradini A. (a cura di), *Progettare futuri,* ed. EGA, 2005 - contributions to the conference "Designing Future", sponsored by the Services and Opportunities of the Municipality of Reggio Emilia (2004).

Costantino D., Santamaria F., *Giovani a rischio nelle aree metropolitane,* ed. T.E.R., 1991

De Leo, *La devianza minorile,* ed. Carrocci, Roma, 1998

Istituto degli Innocenti (a cura di), *La prevenzione del disagio nell'infanzia e nell'adolescenza. Le politiche e i servizi di promozione e tutela, l'ascolto del minore e il lavoro di rete.* Atti e approfondimenti del seminario nazionale, Firenze, 2002.

Palidda S., *La "questione giovanile" e il nuovo ordine sociale,* in Dal Lago A. e Molinari A. (a cura di), Giovani senza tempo, ed. Ombre Corte, Verona, 2001

Researches of SIP related behaviors and lifestyles of pre-teens and teens on various aspects: use of the media, family relationships and friendships, sexuality, values and other aspects detailed from time to time. Along with the latest research (2011), was also conducted a specific survey of Turin. http://sip.it/notizie/osservatorio-sip-sulladolescenza

Venuti P., D e Falco S. (a cura di), *Scommettiamo sui giovani,* ed. Manuale di intervento, Edizioni, 2011.

Research-action *"Bet on young people",* promoted by the Autonomous Province of Trento. Provincia Autonoma di Trento, Assessorato alla Salute e Politiche sociali, Trento.

Zara G., *La psicologia criminale minorile,* ed. Carrocci, 2006.

(2) Foreign minors and exposure to risk discomfort and deviance

AGIS, *Tallone d'Achille. Vittimizzazione, disagio e comportamenti criminosi tra immigrati di seconda e terza generazione in Europa,* 2005.

Ambrosini M., Molina S., *Seconde generazioni. Un'introduzione al futuro dell'immigrazione in Italia,* ed. Fondazione Agnelli, Torino, 2004

Favaro G., Napoli M., *Come un pesce fuor d'acqua. Il disagio nascosto dei bambini e dei ragazzi*
immigrati, Guerini, Milano, 2002.

Melossi D., De Giorgi A., Massa E., *Minori stranieri tra conflitto normativo e devianza: la seconda generazione si confessa?,* in Sociologia del diritto, rivista semestrale, Anno 2008, fasc. 2 p. 99-130

(3) Children in the circuit of justice and the role of restorative justice

Balloni A., *Cittadinanza responsabile e tutela della vittima,* Clueb, 2006.

Bouchard M. Mierolo G., *Offesa e riparazione,* ed.Bruno Mondatori, 2005.

DeKlerck J., *Libertà nella mediazione tra vittima e reo. Giustizia riparativa e altre risposte alla delinquenza* in Mediares: semestrale della mediazione, p. 166/181, 2008.

Massaro P., *Dalla punizione alla riparazione,* ed. Franco Angeli, 2010.

Scivoletto C. (a cura di) *Mediazione penale minorile,* ed. Franco Angeli, 2009.

(4) Mistreatment of gender and culture of violence

Adami C., Basaglia A., Tola, V. (a cura di), *Dentro la violenza: cultura, pregiudizi, stereotipi. Rapporto nazionale "Rete antiviolenza Urban"*, ed. Franco Angeli, Milano, 2002.

Corradi C., *I modelli sociali della violenza contro le donne. Rileggere la violenza nella modernità,* ed. Franco Angeli, Milano, 2009.

Deriu F., Sgritta G., *Discriminazione e violenza contro le donne: conoscenza e prevenzione,* ed. Franco Angeli, Milano, 2007.

Pitch T., Ventimiglia C., *Che genere di sicurezza: donne e uomini in città,* ed. Franco Angeli, Milano, 2001.

Romito, P., Un silenzio assordante. *La violenza occultata su donne e minori,* ed. Franco Angeli, Milano, 2005.

(5) The risk of school drop out and support for young people "at risk" through professional training

Ambrosini M. (a cura di), *Accogliere attivamente. La risorsa della formazione professionale per la promozione sociale degli immigrati,* Torino, Casa di Carità Arti e Mestieri, 2000.

Barbera F., Cavaletto G. M., Dagnes J., Molino D., Romanò S., *La formazione professionale tra inclusione sociale e inclusione nel mercato del lavoro,* Rapporto di ricerca Forma Piemonte, Dipartimento di scienze Sociali Università degli studi di Torino in www.formapiemonte.it. 2010.

IARD (a cura di), *La dispersione scolastica nella provincia di Torino,* Provincia di Torino – Assessorato all'istruzione, formazione ed edilizia scolastica, http://www.comune.torino.it/servizieducativi/cosp/dispersione/dis_05.pdf. 2007

Santagati M., *Formazione chance d'integrazione. Gli adolescenti stranieri nel sistema di istruzione e formazione professionale*, Franco Angeli, Milano, 2011.

Sibilla M., *L'impatto sociale della dispersione scolastica,* ed. Aracne Editrice, Roma, 2004.

Partners