

Crime prevention with a focus on youth

von

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des Deutschen Präventionstages www.praeventionstag.de
Herausgegeben von Hans-Jürgen Kerner und Erich Marks im Auftrag der
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The Doha Declaration:
**PROMOTING A
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Youth Crime Prevention

A perspective from the United Nations

DPT | Hannover | 2017

UNODC – Johannes de Haan



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Prevention is paramount, but...



GLOBAL STATUS REPORT ON VIOLENCE PREVENTION 2014

- Countries are not investing enough
- Need to strengthen data collection to reveal true extent of problem
- Need for more evidence-based programs



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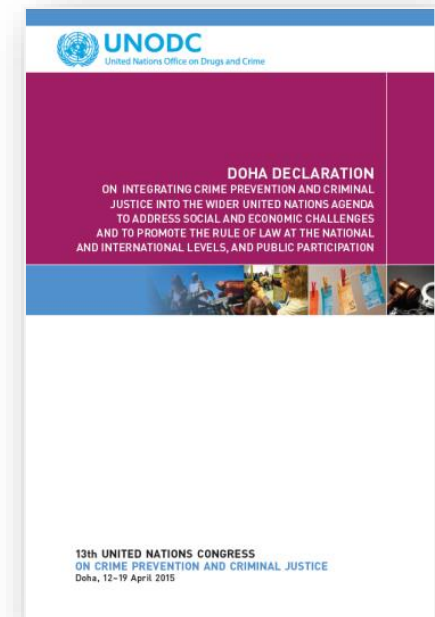


The Doha Declaration:
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2015 Doha Declaration

13th United Nations Congress on Crime Prevention and Criminal Justice:

- Strengthen rule of law for sustainable development
- Promote a culture of lawfulness
- Ensure participation of youth in crime prevention





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Youth Crime Prevention

Violence is predictable everywhere and can be prevented by focusing on the risk factors, including:

- Behaviour problems, substance use, anxiety, ...
- Little parental involvement, violence in communities, poor social commitment and school performance, ...
- Lack of education, job opportunities, ...

Early crime prevention and intervention is key:

- Delinquent behavior often starts before the age of 15
- Those involved in crime before 14 tend to be most persistent offenders (JRF, '96)



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Challenges to be addressed

- How best to steer young people away from anti-social activities that may lead to violence, crime?
- What are (cost-)effective and innovative prevention interventions that can be used ?
- What can be implemented in low-resource settings?
- How to combine developmental and situational approaches to prevention?
- How to ensure and measure impact?



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Prevention & Sport

Benefits of sports to engage youth:

- Provides a universal language and **sense of belonging, loyalty, support** specially to youth
- May foster **positive changes in gender relations** by encouraging collaboration, understanding, and acceptance between participants from both sexes
- Has universal reach and offers an important means of **engaging socially excluded groups**
- Promotes **respect** at all levels, which is fundamental for inclusive and peaceful societies
- Can be **linked to variety of services/partners** (educational, social, health, police, etc.)
- Has been found to be **effective in promoting the learning and application of life skills**



Life and social skills development for youth help to increase their self-awareness, regulate emotions, build healthy peer relationships (WHO 2015): i.e.: minimize risk factors, maximize protective factors





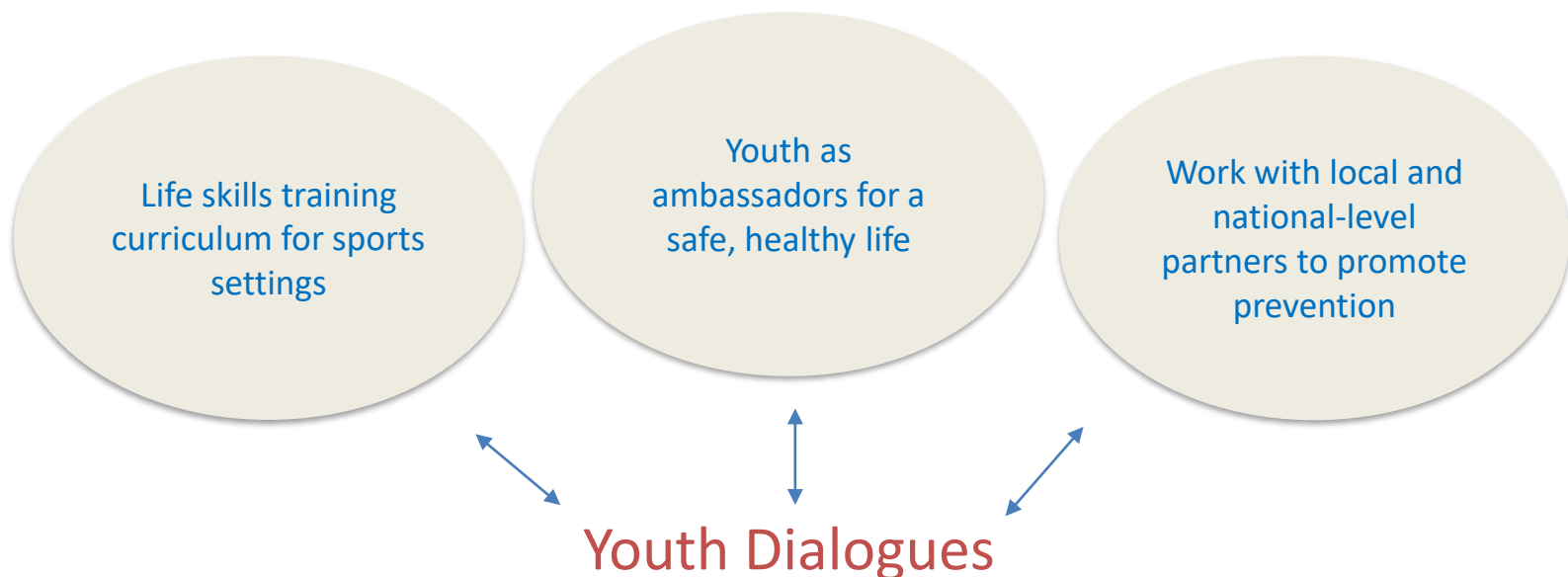
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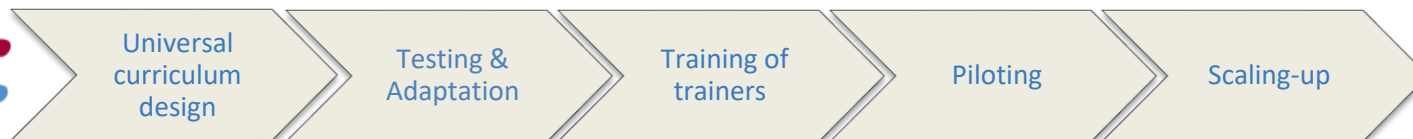


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A new initiative



**LINEUP
LINEUP**



Focus on marginalized communities.

Regional hubs are established in **Brazil** (start in 2016), **South Africa** & **Kyrgyzstan**
As from 2017/2018, activities are expected in Peru, Zambia, Tajikistan, Middle East



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Skills, knowledge & attitude

**LINEUP
LIVEUP**

Strengthen resilience of youth and modify the probability of engaging in risky behaviours:

- Personal life skills: Problem solving; Critical thinking; Decision-making; Creative thinking; Self-awareness; Coping with stress and emotions
- Social life skills: Empathy; Effective communication; Interpersonal relationship skills; Refusal skills

Knowledge on crime, violence and drug use, including their perception of risk.

- Attitudes, positive and negative attitudes and how this is affected by normative belief.



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Sports-based life skills training sessions

Target group: 13-18 years old through sports coaches and trainers

Session #	1	2	3	4	5	6	7	8	9	10
Title	Goals	Control	Strength	Respect	Body	Protection	Beliefs	Group	Help	Steps
Subtitle	Rules are connected to goals	Taking control over impulse in risk situations	Looking for strength in unexpected places	Embracing equality	How peer pressure can lead you to harm your body	Protecting yourself against more than one risk	Correcting wrong perceptions or ... fantasy	The dynamic of group attachment	Giving and asking for help	Taking steps to reach your goal
Skills	Critical thinking Self-awareness Interpersonal relationship skills	Critical thinking, Self-awareness, Coping with emotions, Decision-making, Refusal skills	Coping with emotions, Creative thinking, Effective communication, Problem solving, Decision-making	Self-awareness, Interpersonal relationship skills, Effective communication, Empathy	Self-awareness, Interpersonal relationship skills, Effective communication, Decision-making, Refusal skills	Effective communication, Self-awareness, Critical thinking, Refusal skills	Self-awareness, Critical thinking, Refusal skills	Empathy, Self-awareness, Decision-making, Effective communication	Empathy, Coping with emotions and stress, Effective communication, Interpersonal relationship skills	Decision-making, Self-awareness, Creative thinking, Problem solving, Effective communication
Exercise Type	Football	Football	Track & field, martial arts, fitness	Ball game, Football	Ball game, concentration game	Fitness	Ball game, running	Basketball	Gymnastics	Shooting





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Line Up Live Up Session 4 - DRAFT

respect

Embracing equality

Presenting the session to the participants:

Society and culture shape what it means to be a boy or a girl, a man or a woman. Definitions of manhood and womanhood that do not promote equality may give licence to disrespect or violate the rights of women and girls. This session is designed to promote self-reflection on gender norms and expectations, and on how adolescents can promote gender equality.

Objectives

- Reflect on gender norms and expectations, and identify ways how gender norms pressure boys and girls to act in ways that limit their freedom or that of others.
- Participants explore experiences of feeling disempowered, and how this affects them.
- Participants identify ways to promote gender equality.

Activity: Football equality

Debriefing

- How did members of Lines A and B feel when only the members of Line A could score: How did B feel about not being able to score?
- Are there times in players' lives when they've felt like this?





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THEORY OF CHANGE

Inputs

Network/partners

Research (evidence-based prevention)

Staff and expertise (trainers of trainers/multipliers)

Funds

Outputs

Life skills training program for sports settings (adapted to local context)

Training for multipliers

Training for sports trainers/coaches

10 life skills training sessions for at-risk youth

Data and knowledge generation (including M&E)

Promote upscaling of training program at national, regional and global level

Complementary activities to raise awareness and link to community-based services for youth

Outcomes (short term)

Youth feel supported and motivated to engage in the training and learn new skills

Youth increase their knowledge on drugs, violence/crime, including perception of risks

Youth engage in positive interaction with others

Outcomes (medium term)

Youth increase their personal and social skills

Youth change violence and crime-related attitudes/beliefs (decreased acceptance)

Youth change drugs-related attitudes/beliefs (decreased acceptance)

Youth reduce their exposure to violence/crime/drugs

Outcomes (long term)

Youth engage less in risk and anti-social behavior

Youth demonstrate resilient behavior in the face of violence, crime and drug use





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