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## REPORTS OF THE COURSE

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### GROUP 1

#### BEST PRACTICES IN DELINQUENCY PREVENTION

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#### I. INTRODUCTION

Juvenile delinquency is a pressing issue in developing countries where many children are on the verge of starting a criminal way of life. In those countries, resources for the treatment of juvenile delinquents are sometimes too limited to reintegrate them back into society. Offender institutions are often overcrowded and community-based treatment is yet to be provided. Therefore, delinquency prevention, saving children before they come in contact with law, is extraordinarily important. The growth of a younger population aggravates the situation because these countries are not equipped with sufficient national economic and social capacity to bring up the children in non-criminogenic environment.

The United Nations has taken its lead in its support for the prevention of delinquency. For example, Article 37(b) of

the Convention of the Rights of the Child states that, "the arrest, detention or imprisonment of a child shall be... used only as a measure of last resort." Also, Rule 1.3 of the United Nations Standard Minimum Rules for the Administration of Juvenile Justice ("The Beijing Rules") says that, "sufficient attention shall be given to positive measures that involve the full mobilization of all possible resources, including the family, volunteers and other community groups, as well as schools and other community institutions, for the purpose of promoting the well-being of the juvenile, with a view to reducing the need for intervention under the law." Further, the United Nations Guidelines for the Prevention of Juvenile Delinquency ("The Riyadh Guidelines"), wholly devoted to delinquency prevention, stress prevention of juvenile delinquency as an essential part of crime prevention in society (in its Guideline 1), the

118TH INTERNATIONAL TRAINING COURSE  
REPORTS OF THE COURSE

responsibility of society to ensure the harmonious development of adolescents (in its Guideline 2), child-centered orientation (in its Guideline 3), the well-being of young persons from their early childhood (in its Guideline 4), progressive delinquency prevention policies (in its Guideline 5) and the avoidance of utilization of the formal agencies of social control (in its Guideline 6). At the turn of the century, the Tenth United Nations Congress on the Prevention of Crime and the Treatment of Offenders adopted "the Vienna Declaration." In Paragraphs 24 and 25, the importance of prevention is again emphasized.

In these few decades, developed countries, such as the United Kingdom, France, Sweden, the Netherlands, Canada and the USA have developed good practices in the field of prevention facing the failure of their penal systems to stop the high tide of crime. Based upon experiences accumulated in these countries, crime prevention has gradually been conceptualized into three types: situational prevention, community prevention and developmental prevention (Tonry and Farrington, 1995). However, situational prevention, which is an effort to reduce the opportunity of crime, for example, by locking doors, installing alarms, and purchasing dogs and so on, have only short-lived effects. Also, community prevention which is an effort to reduce crime by organizing a watchful community provides only a partial solution.

In contrast, developmental prevention has been shown to be effective, especially in terms of cost-effectiveness. One of the most well-known results of the evaluation research of developmental prevention programme showed that every dollar invested in the programme resulted in a saving of seven dollars in cost such as

payment to crime victims, in welfare benefits as well as costs to the criminal justice system (Schweinhart, et. al., 1993). In any case, the delinquency prevention approaches are known for high returns especially culled from its beneficial effects on youth's well being (e.g. health, academic performance, employment and reproductive behavior) (cf. International Centre for the Prevention of Crime, 1997;1999).

Developmental prevention is based on what is called the risk factor prevention paradigm (Farrington, 2000a), which aims to identify risk factors for offending and implement prevention methods designed to counteract them. In addition, protective factors are identified and enhanced. Programmes are chosen and implemented to target these factors arranged along the developmental trajectory.

Among the comprehensive delinquency prevention frameworks developed upon the risk factor prevention paradigm, the "Communities That Care (CTC)" model developed by a research team of the University of Washington (Seattle, U. S. A.) stands out. The model is evidence-based and systematic: the choice of interventions depends on empirical evidence about what are the important risk and protective factors in a particular community and on empirical evidence about "What works". The CTC model has principally two attractions as a model to be applied to developing countries.

First, it is quite flexible and applicable to various situations because it does not argue for any particular programmes, but allows programmes to be selected according to the needs and resources of each particular community. As a result, the CTC model has been the most widely replicated strategy of this kind: it has

been implemented in more than one hundred communities in the U. S. A. Further, it is being implemented in several sites in England, Scotland, The Netherlands and Australia are joining them in near future. A similar model is applied even in an African country (i.e., the Ivory Coast) by the International Centre for the Prevention of Crime in Montreal, which also testifies to the wide applicability of this model in developing countries.

Second, it is the delinquency prevention framework most prepared to be disseminated because it has been officially disseminated by the Office of Juvenile Justice and Delinquency Prevention of the U. S. Department of Justice (Catalano et. al., 1998) and, in the process, the training package and the method of technical assistance has become now standardized.

However, this model is not without problems. First, as is the same as other delinquency prevention models, it may stigmatize at risk children. However, because the CTC model strongly emphasizes protective factors, it is more attractive to communities than tackling risk factors. Also, since the CTC stresses community mobilization, it avoids stigmatization by focusing upon high-risk areas instead of high-risk children (Farrington, 2000b).

Second, the overall effectiveness of the CTC model has not yet been demonstrated. Precisely because the CTC advocates for multiple component interventions, it is difficult to figure out the elements of the package which are more or less effective (Farrington, 2000b). Nonetheless, the Seattle team has already demonstrated the effectiveness of its component programme. Their school intervention programme known as the

Seattle Social Development Project showed that teacher training in classroom management, interactive teaching, and cooperative learning given to elementary school children led to an almost 20% decrease of lifetime violent delinquent behavior at age 18 (Hawkins, J. D., Catalano, R. F., Kosterman, R., Abbot, R. D., and Hill, K. G. (1999) cited in McCord, Widom and Crowell (2001) and Washington State Institute for Public Policy (1999)).

The basic concept of delinquency prevention is simple. We have to save children before they fall off the cliff by setting up inexpensive fences rather than treat wounded children after they fall off the cliff by establishing expensive hospitals. This philosophy should and can be applied to developing countries although risk/protective factors may be different depending on the situations of each country and also the strategies to tackle these factors may be different depending on the available resources in each country.

We hope that this report will be beneficial to all readers working toward the reduction of delinquency and the well-being of children in many parts of the world.

## II. DESIGNING A MODEL

### A. Delinquency Prevention Framework

We designed a model framework of delinquency prevention based on the risk factor prevention paradigm, relying on the CTC model. The ideas of the paradigm itself are applicable to any context because it simply advocates for the choice of programmes upon identified risk/protective factors. However, it requires some modification in its

118TH INTERNATIONAL TRAINING COURSE  
REPORTS OF THE COURSE

practical application, depending on social/economic conditions. In the remaining part of this report, we will examine its applicability from every aspect.

The CTC model is an overarching model linking preventive efforts targeting risk/protective factors found at multiple levels of society: individual, family, school and community (refer to Guideline 11 of the Riyadh Guidelines which emphasizes the importance of socialization by family, school, community and mass media).

Risk factors are precursors associated with delinquency, and protective factors are those which protect the children from the negative effects of risk factors. Accordingly, this multi-domain nature of risk/protective factors calls for collaborative multi-agency approach to delinquency prevention. According to Dr. Harachi, visiting expert to the 118th UNAFEI International Training Course, the principles of prevention in this model are:

- a. Preventive interventions should focus both on reducing risk and enhancing protection;
- b. Preventive interventions should target individuals exposed to higher levels of risk, lower levels of protective factors;
- c. Address risk and protective factors at developmentally appropriate stages and whenever possible, intervene early;
- d. Use data to select priority risk and protective factors in designated communities.

Risk/protective factors in each society should be carefully identified because social/economic situations differ from country to country.

Another knowledge base of this approach is effectiveness of component programmes/policies to address risk/protective factors. In short, the CTC model provides a framework in which risk/protective factors are systematically targeted by programmes/policies with known efficacy (see Table 1). Participant countries in this group carry out similar programmes in respective countries (Table 2). However, the efficacy of those programmes is yet to be examined scientifically.

Actual strategies which are effective in respective countries may be different depending upon their social/economic conditions. For example, governmental services are sometimes inadequate in developing countries to meet basic human needs. Accordingly, basic social services (e.g., health, education and employment programmes) often provided by non-governmental organizations may carry more importance.

## **B. Putting the Delinquency Prevention Framework into Practice**

### 1. Delinquency Prevention Process

The prevention of delinquency is carried out through the following steps.

- |        |   |
|--------|---|
| Step 1 | Mobilization of the key leaders   |
| Step 2 | Assessment of the prevalence of risk, protection and problem behaviors in the community |
| Step 3 | Prioritization of risk factors and protective factors for preventive action             |
| Step 4 | Selection of tested interventions to address priority risk and protective factors       |
| Step 5 | Effective implementation of tested interventions  |

- Step 6 Monitoring changes in targeted risk and protective factors and problem behaviors
- Step 7 Adjustment or modification of interventions as indicated by performance monitoring data.

## 2. Actors in Delinquency Prevention

As is pointed out, delinquency preventive action cannot be effective without adopting a multi-disciplinary collaborative approach. In the same spirit, Guideline 9(g) of the Riyadh Guidelines states that comprehensive prevention plans should include:

*“Close interdisciplinary co-operation between national, state, provincial and local governments, with the involvement of the private representative citizens of the community to be served, and labors, child-care, health education, social, law enforcement and judicial agencies in taking concerted action to prevent juvenile delinquency and youth crime.”*

The CTC model can be initiated locally without a national level system. However, following the lead of the Riyadh Guidelines which emphasize the importance of comprehensive prevention plans at every level of Government (see also Paragraph 24 of the Vienna Declaration), this three-level structure is suggested as a model.

There are three main actors in the prevention of delinquency: the national board, the community board and programme implementers. The national board is responsible for carrying out Step 1 of the delinquency prevention process.

Before the national board is formed, the key leaders at the national level (e.g.

presidents, prime ministers, ministers, permanent secretaries, police commissioners, directors of influential NGOs, etc.) should be activated. It has been often the case in many countries that the process was initiated by non-governmental organizations interested in children’s rights or individuals committed to the causes for delinquency prevention. They have been often successful in changing the political will to assign top priority to delinquency prevention. The importance of technical assistance given by the United Nations related organizations and interested non-governmental organizations should be emphasized in this regard.

The community board is in charge of carrying out steps 2–4, 6 and 7 in each community. Programme implementers carry out Step 5 (programme implementation) under the direction/ support of the community board.

### 1. National Board (Step 1)

The national board is responsible for mobilizing and coordinating local delinquency prevention initiatives in the country. The board is ideally a coalition of multiple governmental agencies in charge of areas relating to delinquency prevention such as criminal justice, social welfare, health services, education, and community services. The national board may have representatives from nongovernmental agencies and other influential organizations as their members. An excellent example of the national board is the Youth Justice Board of England and Wales which is in charge of juvenile justice policy making. Participating countries have similar structures such as Inter-Ministerial Committee, National Narcotic Coordination Board, Central Welfare Committee and the Youth Development Promotion Council (see Table 3), but the

## 118TH INTERNATIONAL TRAINING COURSE REPORTS OF THE COURSE

function of the national boards in those countries is substantively limited compared to that of the Youth Justice Board.

### *2. Community Board (Steps 2–4, 6 and 7)*

The principal actor is the community board which is responsible for putting delinquency prevention framework into practice under the guidance and with the support of the national board. The community board consists of people who collaborate together such as principals of the local schools, active parents, Lions/Rotary members, programme manager of local social service agency, local probation officer, local police chief and local public health nurse. The board is often coordinated by juvenile justice officials such as probation officers/social workers. In some developing countries where governmental resources are relatively limited, non-governmental organizations should be invited to play vital roles in this multidisciplinary collaborative board. Examples of organizations in our participating countries which are expected to act as community boards are found in Table 4. They include Social Welfare Activities Group, District Child Welfare Committee, Municipal Wards, and Crime Prevention Conference.

### Assessment (Steps 2 and 3)

One of the key jobs of the community board is to conduct a risk and protective factors assessment as well as resources in their community. The board may create a task force or sub-committee to be responsible for assessment. In short, the community board will gather data on three areas: risk factors, protective factors, and delinquent behaviors. An example of making a community profile is shown in Appendices 1 and 2. The assessment system shown in the appendices needs not be followed by community board members in developing

countries where statistical technical assistance is not readily available. The basic idea here is that the collection of some form of data is recommended before prioritizing factors. As to resource assessment, the community board will examine existing programmes or services, capabilities, funding, etc. in the community.

After the data is collected, the community board will analyze it to find priority risk and protective factors to be intervened. At the same time, based on the results of resource assessment, the board will look for the gap between factors to be intervened and the current provision of services. For example, there may exist programmes only serving limited people or no programmes focusing specific priority factors.

### Selection of Strategies (Step 4)

Next, the community board then matches prioritized factors with effective programmes to fill the gap, taking the resource constraints in mind. A list linking risk factors and effective programmes like Table 5 will aid the identification of the promising programmes. Selected interventions are expected to decrease delinquency, by working upon risk-protective factors which in turn are expected to influence delinquency.

### Monitoring/Evaluation (Steps 6 and 7)

Monitoring or process evaluation is important to ensure that the programmes are implemented as planned. The community board usually asks service providers to send performance reports regularly while they are encouraged to carry out direct observation by themselves.

Evaluation or outcome evaluation looks at the change in risk/protective factors

and delinquency utilizing the pre-post design. Depending on the result of evaluation, programmes should be modified accordingly.

### 3. Programme Implementers (Step 5)

Direct service providers implement programmes under the guidance of the community board. The providers include criminal justice professionals, nurses, school teachers, social workers, drug therapists, sports organizations, citizen volunteers etc. The community board may also implement programmes by themselves.

Programmes are designed to target specific (sometimes multiple) risk/protective factors. In general, the law enforcement agencies are better at targeting community risk factors such as the availability of drugs and firearms while social service agencies are better at targeting family/individual risk factors (see Table 1). Bearing this complementary relationship in mind, the U. S. Department of Justice started the Weed and Seed Programme in which law enforcement and social services agencies are working together at neighborhood level.

In any case, the synergetic relationships among strategies should be strengthened by the development of interdependence among different strategies. Examples are found in Japan such as its community policing (e.g. Koban system) and overlapping networks of volunteers organized by different governmental agencies (e.g. probation, welfare and police).

Also, the use of restorative justice approaches as delinquency prevention programmes may be promising. For example, social workers can use family group conferencing to resolve child

protection cases and school teachers can use family group conferencing to stop bullying. The use of restorative justice programmes is expected to encourage community members to own the task of delinquency prevention. That is, restorative justice programmes may strengthen the community ties fundamental to the prevention of delinquency.

## III. OPERATIONAL ISSUES

### A. Training

In the previous section, a three-level structure was proposed which will enable a country to prevent delinquency efficiently. Accordingly, the training needs of persons engaging in delinquency prevention are different depending on the level s/he belongs to (see Guidelines 9(i) and 58 of the Riyadh Guidelines). Consequently, the following discussion is divided into the training of national board members, of community board members and of programme implementers. Appendix 3 gives general topics to be covered in their training.

#### 1. National Board Members/Key Leaders

The members of the national board are key leaders in the country, who have large discretionary power over the distribution of budgets. Therefore, they need to be informed of and recognize the importance of delinquency prevention to their country. Key leaders need to be provided with the overview of the risk-focused prevention framework and learn the need to support and finance programme implementation of risk and protective factors. The length of training can be as short as 1 or 2 hours.

In case that prevention initiatives are not yet on the national agenda and are

## 118TH INTERNATIONAL TRAINING COURSE REPORTS OF THE COURSE

initiated locally at the community level, key leaders of the community should go through the same type of training.

### 2. Community Board Members/ Prevention Team

At community level, community boards should be formed which will be a key instrument to get delinquency prevention into motion. If not formalized, a community board can be replaced by a team of persons interested in working together to reduce delinquency in the community, which is termed a prevention team.

They have to go through the same overall prevention framework training that the national board members receive. However, because community board members are not as busy as national board members, these topics can be covered in more depth.

After being provided with general ideas on risk-focused prevention framework, board members should learn how to be a team to confirm group rules and assign roles and responsibilities. Next, the board members should learn general rationale for risk and protective factor assessment and resource assessment since the main task of the community board is to develop comprehensive delinquency prevention plans that reflect their own unique risk reduction needs. The length of this training may be 3 days.

After receiving this training, the community board needs to form a sub-committee or task force which will be in charge of risk and protective factor assessment and resource assessment of the community. The members of the task force should learn the detailed process of assessment. The length of training can be 2 days, but the follow-up training is required. An additional technical

assistance on a case-by-case basis by experts will be also useful. Training focused on the specific problem in each community will be more advisable.

### 3. Programme Implementers

Programme implementers are direct service providers who need to be trained in specific programme areas such as prenatal, pre-school, school, family and community programmes. The community board can implement programmes directly, but usually need to find others who implement programmes in the community such as a social agencies or the local schools. An example of training of programme implementers in the U. S. is found in Table 6 while those of other countries are described in Table 7. Programmes implementers thus trained can be utilized as valuable resources for community-based treatment of offenders.

## **B. Reducing Costs and Finding New Resources**

It is needless to say that enough funds and resources are prerequisites to implement the programmes. This is why Guideline 45 of the Riyadh Guidelines requests that the government agencies should provide sufficient funds and other resources for the effective delivery of services to benefit young persons.

At present, it is not realistic to discuss how to reduce costs of delinquency prevention because resources used for prevention efforts are quite limited even in developed countries. Prevention needs to be allocated more resources by identifying new funds/resources, which are currently used for other purposes. With the understanding that prevention is the necessary and rewarding investment to reduce costs to be incurred in future, more assistance can be afforded to preventive efforts as long as delinquency prevention programmes are



shown to be acceptable, budgetable and cost-effective.

The assistance can be broadly categorized into monetary assistance (i.e., funding) and the provision of free services (i.e., volunteers). The discussion concerning the former is divided according to the levels of funding sources, namely, national/international or community. Examples of suggested measures are found in Table 8.

1. Provision of Funding

*National/International Level Funding Sources*

Not only governmental agencies but also non-governmental (especially, international) organizations will be partners. The list of promising donors is found in Appendix 4. Long-term funding which may last 5 or 10 years will be only available from governmental sources. Therefore, prevention experts should be equipped with the capacity to persuade and report to those governmental funding agencies. Private donors may be more favorable to fund pilot projects/programmes than governmental agencies. In any case, the efficient use of the allocated money is a precondition to get continuous funding.

*Community Level Funding Sources*

Local businesses sometimes sponsor delinquency prevention projects to heighten their image as well as to reduce crime (e.g. shoplifting in the shopping mall) in the community. Also, business circles such as Lion's clubs and Rotary clubs can be prospective benefactors.

*Individual Level Funding Sources*

Even mutual assistance at individual levels can be facilitated if the coordinating structure is introduced. For example, many foster parents programmes run by NGOs to assist

children of poor families are in place. Philanthropic acts of good hearted individuals should be acknowledged accordingly. Charity shows or bazaars soliciting donations from local residents are other alternatives. Donations from individuals should be encouraged by introducing special incentive schemes.

2. Provision of Free Services from Private Sectors

Local media such as radio or TV stations can be good partners. For example, they can offer a spot for an NGO/governmental agency which looks after parents of children who are unable to know their parent's address.

Also, local individuals such as small business owners and recreation leaders who are willing to work with juveniles may be useful as direct service providers. The former can provide employment opportunities for at high risk youth while the latter can offer constructive leisure time activities. Volunteers can be attracted even on a national basis if their contribution is recognized, for example, by a royal family.

3. Sharing of Services of Governmental Sectors

The collaborative/multidisciplinary approach is a key to delinquency prevention and if governmental agencies can work together, the outcome will be fruitful. For example, the local school can ask community health services and the police to hold a seminar on drugs for their students. Probation officers can contribute to such programmes by providing their expertise. Social workers can help street children without jobs if the public vocational training scheme run by the labor administration opens its doors to these children.

118TH INTERNATIONAL TRAINING COURSE  
REPORTS OF THE COURSE

**IV. ACCOUNTABILITY AND  
EVALUATION**

**A. Evaluation**

Evaluation serves two purposes. First, it gives information necessary to refine and improve practices as Guideline 48 of the Riyadh Guidelines states. Second, it tells whether the objectives are realized besides ensuring accountability. In any sense, procedures of evaluation should be planned at the initial stages of planning and the resources to be used for evaluation should be reserved. The Guideline 9(d) of the Riyadh Guidelines states that strategies need to be continuously monitored and carefully evaluated in the course of implementation.

Corresponding to these two purposes of evaluation, there are two types of evaluation: outcome evaluation and process evaluation. Outcome evaluation, conducted at the community board level, is a periodical repetition of risk/protective factor assessment including the reassessment of delinquent and other problem behaviors. Process evaluation, conducted at the programme implementer level, is a carefully designed monitoring of the programme implementation process while it is in progress. Examples of outcome and process evaluation are found in Table 9.

As Table 10 illustrates, results of outcome and process evaluation should be reported to overseeing bodies. The overseeing body may review the results if necessary.

1. Outcome Evaluation

The outcome evaluation is reassessment of delinquent and other problem behaviors, and risk and protective factors against their target/

pre-test scores. This is a task of the community board.

Comparison against the target scores indicates whether the targets are achieved or not. Usually, target scores are set by using average risk/protective factor scores of the communities in the same area as a benchmark. However, if no comparison communities are available, target scores are established simply as an outcome of agreement of the community board members after the initial assessment. When the target score is attained, another risk/protective factor will be targeted by selecting a new programme/policy to influence it.

Comparison of the post-test score (i.e., scores at the reassessment) against the pre-test score (i.e., scores at the initial assessment) reveals whether progress is being made on the targeted/non-targeted factors. When no substantial progress is made on a targeted factor, current strategy needs to be refined or another strategy needs to be adopted to target another factor. When a factor not targeted by the current strategy is found to become more complicated than the targeted factor itself, the alternative is to take path of reprioritization of factors.

The interval of (re)assessment depends on the total length of the intervention and the cost of reassessment. In any case, outcome evaluation should take place not only at the end of the project but also regularly during the implementation process.

The result of the outcome evaluation, especially change in delinquent behavior as a consequence of the strategy, should be reported to the national board. The result should be provided to programme implementers also to review the effectiveness of their efforts.

The community board may establish an evaluation task force/sub-committee to carry out outcome evaluation. There are two ways in organizing the evaluation task force: internal and external. Internal evaluation refers to evaluation carried out by community board members themselves. External evaluation refers to evaluation conducted by an outside body, such as the national board or a research associate. The former is usually less costly and more likely to engage community board members in solving problems arising from implementation processes. The latter is usually more objective and sophisticated because it often allows the use of expertise of outside specialists.

## 2. Process Evaluation

Process evaluation is conducted to monitor programme implementation while it is in progress, to maintain its integrity. The data collection for process evaluation should be built in as a part of programme implementation (e.g., service record keeping system). Process evaluation is directed at questions such as the following:

- a. Whether the programme is reaching the appropriate target population;
- b. Whether the delivered services is consistent with designed specification and;
- c. Whether the programme has been provided with sufficient funds/resources.

Thus, process evaluation involves identifying faults and deficiencies in programme implementation, which prevents programme implementers from delivering the intended services to the target population. Surveys of programme participants and community members should be conducted to learn whether the programme reaches the target

population. A data collection scheme unique to individual programmes should be developed because the specific content of the service differs from programme to programme.

The results of process evaluation should be reported to the community board. The community board may also report the results to the national board, if necessary.

## **B. Information Provision to Stakeholders**

The community board should remain accountable to stakeholders by providing them with relevant information. The information carefully prepared and timely communicated, taking their needs and interests into consideration, will bring continuous and stable support to the community board activities. Guideline 61 of the Riyadh Guidelines emphasizes the importance of information exchange at national, regional and international level.

### 1. National Board/Key Leaders

National board/key leaders should be furnished with results of both process and outcome evaluation. Particularly, the report should point out possible congruence with other governmental policies/programmes so that further collaboration can be pursued.

### 2. Funding Sources

Funding sources should be informed of results of both process and outcome evaluations. Particularly, they are expected to appreciate the result of cost-effectiveness/cost-benefit evaluation since they are interested in more efficient allocation of their budget.

### 3. Taxpayers/Philanthropists

Taxpayers/philanthropists are supporters of funding sources and

118TH INTERNATIONAL TRAINING COURSE  
REPORTS OF THE COURSE

funding sources are obliged to justify to their supporters the allocation of their budget to delinquency prevention. Even though funding sources are primarily responsible for the information provision to their constituents, efforts of respective community boards to inform people in other communities should be appreciated because the reduction of delinquency in any area will enhance nationwide support for delinquency prevention.

4. Community Members

Local residents of the community where the delinquency prevention project is being carried out are entitled to be informed of what is happening in their community. They include not only potential participants to the programme and potential service providers. The number of persons who have participated in programmes and the change in the crime trends will be interesting to them.

5. Programme Targets

Programme participants such as juveniles and parents who are exposed to the strategy should be informed of the purpose and effects (including side effects) of preventive programmes. Appropriate words need to be used while explaining the programmes offered to the programme participants without causing any stigma. For example, the title of the programme delivered to at high risk families/youths should be framed positively, not to imply anything related to crime reduction. In the same vein, the impact of community projects on crime should be publicized as one of the range of impacts on health, education and social well-being.

6. Service Providers

While service providers themselves are responsible to report to the community board, they should be counted as one of the stakeholders, especially when they

are volunteers and other citizens who voluntarily commit themselves to the project. They need to be informed of their contribution to the entire project.

**C. Communication Strategies**

Communication strategies should be carefully selected because different types of communication strategies have different merits and demerits (see Table 11 for model communication strategies).

1. Types of Communication Strategies

Delinquency prevention cannot be carried out without good communication strategies. Roughly speaking, there are four types of communication strategies: mass media (TV, radio and newspaper), in-house materials (e.g. newsletters, posters, pamphlets, billboards, videos, etc.) prepared by delinquency prevention bodies, and meetings/gatherings (e.g. seminars and events with entertainment), web pages and personal communication.

*Mass Media*

The Riyadh Guidelines 40 to 44 explicate the role to be played by mass media in juvenile delinquency prevention.

Mass media is good at disseminating information to a large number of people at relatively low cost although the quality and quantity of information has to be compromised. Their influence is so strong that their way of reporting delinquency can greatly affect public attitudes toward delinquency prevention. The effectiveness of media depends on the situation of the country, especially the diffusion ratio of these media. The role of mass media will be limited when the target groups cannot afford to access it.

In addition, the high costs involved have to be considered; in some countries the broadcasting under the government

can be mobilized with ease. In others, the broadcasting is more difficult and costly. In case the mass media is hard to use although there is a need to reach the largest number of people in the nation, government agencies such as tax collection, army, postal service and police can be mobilized.

#### *In-House Materials*

In-house materials can carry more information of better quality with focused recipients in mind. Technical materials are relatively costly and take time to prepare. Because of their cost restraints, they are used to disseminate information to local residents or people involved in delinquency prevention activities.

Newsletters locally produced by agencies such as community boards, schools or Kobans are vital to sensitize the local residents.

#### *Meetings/Gatherings*

Meetings/gatherings such as seminars and entertainment events (especially those inviting movie stars and athletes; contests; awarding ceremonies; and traditional entertainment such as puppet shows) are good at involving participants by direct communication. However, they are relatively too costly to reach the public in general and are usually utilized to communicate with local residents on delinquency prevention activities.

#### *Web Pages*

Web pages on the Internet have the same merit as in-house materials because they can carry information of good quantity while maintaining the possibility of reaching a wider audience. The technology is fairly new and needs some time to be widely used in developing countries.

#### *Personal Communication*

Verbal communication is still important, especially in local settings because people hardly trust others without face-to-face interaction. Delinquency prevention activities call for a high degree of commitment from participants and local service providers and definitely need to be supported by personal communication.

#### 2. Purposes of Communication Strategies

Communication strategies should be carefully selected depending upon the purpose of communication. There are basically four purposes of communication: resource mobilization, involvement of target population, dissemination of information to people engaging in delinquency prevention and attitudinal change of community.

#### *Resource Mobilization*

A delinquency prevention project requires sizable monetary and human resources. Especially in developing countries where resources are limited, communication to activate potential donors and service providers are essential. Sometimes, local residents themselves are asked to take actions such as forming self-help groups or building local schools. The mobilization of resources is usually carried out by jointly using multiple strategies including national and local mass media, distribution of in-house materials, meetings/gatherings and web pages. Furthermore, resources for communication (e.g. media) themselves should be marshaled to work for the project. In the U.K., journalists and media that have made responsible and positive reporting of youth crime (policy) are awarded by the Youth Justice Board.

118TH INTERNATIONAL TRAINING COURSE  
REPORTS OF THE COURSE

*Involvement of Target Population*

The project should reach and motivate its potential beneficiaries because participation in delinquency prevention programmes is voluntary. Without being motivated, the programme will not be able to attract its target population.

To reach target population, local mass media, distribution of in-house materials and meetings/gatherings are jointly used. However, the importance of personal communication cannot be emphasized in the recruitment of participants. For example, to recruit parents into school programmes, school social workers who have direct contact with students have played a key role in CTC projects.

*Dissemination of Information to People Engaged in Delinquency Prevention*

People directly involved in delinquency prevention should be kept informed of policies and other practical information. Because their number is limited and they need more detailed information than the general public, more costly and focused communication tools such as in-house materials, seminars and web pages are more likely to be used. Communicating with these people can be considered as a form of training.

*Community Attitude Change*

The success of community projects depends on the perception of community members regarding delinquency and other problem behaviors. If the community members have permissive perceptions of drug use, it is difficult to reduce drug abuse among local juveniles. Also, favorable attitudes toward the project should be fermented so that community members may be willing to cooperate with its activities. Mass media, distribution of in-house materials and meetings/gatherings are jointly used to change community attitudes.

**V. CONCLUSION**

Delinquency prevention has been a global endeavor for decades, and it is still to be a critical challenge worldwide. In this report, we have strived to explore the best practices in delinquency prevention, which was primarily adopted from a leading model called the CTC model developed by the Social Development Research Group of the University of Washington (U.S.A). Needless to say, this paper revealed that more consideration needs to be taken when the model is applied in developing countries.

Referring to the Riyadh Guidelines, we developed a delinquency prevention framework which emphasizes risk/protective factors at multiple levels of society: individual, family, school, community and nation. It is strongly advised that these factors in each society should be carefully identified based on their own situation. To put the framework into practice, we suggested a model delinquency prevention process consisting of 7 steps supported by collaborative structure. We also discussed how to make component programme/policies addressing the risk/protective factors as effective as possible.

It is also highlighted that the training needs of people engaged in delinquency prevention differ depending upon the roles they play, and general training topics were given as a reference so that they can be modified.

We also showed concern for the importance of evaluation of component programmes as well as delinquency prevention projects as a whole. We may establish a task force in charge of evaluation. Both process evaluation and outcome evaluation should be implemented. In the meantime, the

importance of the information provision to stakeholders was also stressed in order to ensure accountability.

Considering the overall situation of developing countries, we stressed the importance of finding new resources rather than that of reducing costs, especially for pilot project/programme. However, the prudent cost-effective budget plan is also essential to administer the delinquency prevention process.

To reiterate, the basic principles of delinquency prevention are:

- *To assess risk/protective factors and devise strategies to reduce risk factors and enhance protective factors in multiple domains (e.g. individual, family, school and community);*
- *To design intervention strategies along the developmental stages, starting with pregnant mothers, infants, preschoolers, school children and adolescents in order to facilitate successful socialization;*
- *To develop cooperation between national, state, provincial and local organizations;*
- *To facilitate the collaboration of governmental and non-governmental agencies;*
- *To consolidate efforts of multidisciplinary organizations ranging from health services, education, labor, child-care, welfare to law enforcement; and*
- *To vitalize the main actors of socialization, namely, family, school and community.*

We do hope the principles of delinquency prevention we mentioned above are utilized in their application. Risk and protective factors vary in different societies. It is strongly advised

that our model shall be tested and developed to suit the situations of different societies.

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118TH INTERNATIONAL TRAINING COURSE  
REPORTS OF THE COURSE

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**Table 1**  
**Prevention Strategies to Target Risk Factors**

	<b>Risk Factors</b>	<b>Programmes and Policies</b>	<b>Age</b>
<b>Community Domain</b>	<b>Availability of Drugs</b>	Community/School Policies	all
	<b>Availability of Firearms</b>	Community/School Policies	all
	<b>Community Laws and Norms Favorable Toward Drug Use, Firearms, and Crime</b>	Classroom Curricula for Social Competence	6–14
		Community Mobilization	all
		Community/School Policies	all
		Policing Strategies	all
	<b>Media Portrayals of Violence</b>	Media Policies	all
	<b>Transitions and Mobility</b>	Organizational Change in Schools	6–18
	<b>Low Neighborhood Attachment and Community Disorganization</b>	Community Mobilization	all
		Policing Strategies	all
Organizational Change in Schools		all	
Classroom Curricula for Social Competence		11–14	
<b>Extreme Economic Deprivation</b>	Prenatal and Infancy Programmes	prenatal–3	
	Youth Employment with Education	all	
<b>School Domain</b>	<b>Academic Failure</b>	Classroom Organization, Management and Instructional Strategies	6–18
		Classroom Curricula for Social Competence Promotion	6–14
		School Behavior Management Strategies	6–14
		Youth Employment with Education	15–21
	<b>Lack of Commitment to School</b>	Early Childhood Education	3–5
		Organizational Changes in Schools	6–18
		Classroom Organization, Management and Instructional Strategies	6–18
		School Behavior Management Strategies	6–14
		Mentoring with Contingent Reinforcement	11–18
		Youth Employment with Education	15–21
	<b>Early and Persistent Antisocial Behavior</b>	Early Childhood Education	3–5
		Parent Training	prenatal–10
		Family Therapy	6–18
		Classroom Organization, Management and Instructional Strategies	6–18
		Classroom Curricula for Social Competence Promotion	6–14
		School Behavior Management Strategies	6–14
		After-school Recreation Programmes	6–10
		Mentoring with Contingent Reinforcement	11–18
	<b>Academic Failure Beginning in Late Elementary School</b>	Prenatal/Infancy Programmes	prenatal–10
		Early Childhood Education	3–5
Parent Training		prenatal–10	
Organizational Change in Schools		6–18	

118TH INTERNATIONAL TRAINING COURSE  
 REPORTS OF THE COURSE

**Table 1 (continued)**  
**Prevention Strategies to Target Risk Factors**

	<b>Risk Factors</b>	<b>Programmes and Policies</b>	<b>Age</b>
<b>Family Domain</b>	<b>Family History of the Problem Behavior</b>	Prenatal/Infancy Programmes	prenatal–2
	<b>Family Management Problems</b>	Prenatal/Infancy Programmes	prenatal–2
		Early Childhood Education	3–5
		Parent Training	prenatal–14
		Family Therapy	6–14
	<b>Family Conflict</b>	Marital Therapy	prenatal
		Prenatal/Infancy Programmes	prenatal–2
		Parent Training	prenatal–14
		Family Therapy	6–14
	<b>Favorable Parental Attitudes and Involvement in the Problem Behavior</b>	Prenatal/Infancy Programmes	prenatal–2
		Parent Training	prenatal–14
		Community/School Policies	all
	<b>Individual/Peer Domain</b>	<b>Rebelliousness</b>	Family Therapy
Classroom Curricula for Social Competence Promotion			6–14
School Behavior Management Strategies			6–14
After-school Recreation			6–10
Mentoring with Contingent Reinforcement			11–18
Youth Employment with Education			15–18
<b>Friends Who Engage in Problem Behavior</b>		Parent Training	6–14
		Classroom Curricula for Social Competence Promotion	6–14
		After-school Recreation	6–14
		Mentoring with Contingent Reinforcement	11–18
<b>Favorable Attitudes Toward Problem Behavior</b>		Classroom Curricula for Social Competence Promotion	6–14
		Community/School Policies	all
<b>Early Initiation of the Problem Behavior</b>		Parent Training	6–14
		Classroom Organization Management and Instructional Strategy	6–10
		Classroom Curricula for Social Competence	6–14
		Community/School Policies	all
<b>Constitutional Factors</b>		Prenatal/Infancy Programmes	prenatal–2

Source: Dr. Harachi's handout at the UNAFEI 118th International Training Course  
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**Table 2**  
**Strategies for Juvenile Crime Prevention at the Developmental Stage**

<b>Developmental stage</b>	<b>National Level</b>		<b>Community Level</b>		<b>School Level</b>	<b>Family Level</b>	<b>Individual Level</b>
<b>Prenatal</b>	Comprehensive Social Management	Family Planning	Establish Special foundation for support financial issues	Public Health Nursing System		Parental Programme	Parents Support
<b>Infant Pre-school</b>				Child Care Guidance		Mother Health Care	Periodical Health Check
<b>Pre-adolescent, School</b>		Law Awareness Campaign	Community Policing	Child Guidance Center	Moral Education	Income Support	Special Education
		Campaign against Child Labor		Control of after School Hours	Guarantee for Education		
<b>Adolescent, School, Youth</b>	Campaign against Sexual Abuse	Club Activities		Clean up Campaign	Prevention of Teen Pregnancy Programme	Family Mental Support	Guidance or Counseling
	Campaign against Violation of Child Rights	Vocational Training		Regulation of Movies and Books etc.	Drug Education		
	Campaign of Helping Street Children	Working Juvenile Center	Club Activities	Anti-Dropout Counter-measures			

118TH INTERNATIONAL TRAINING COURSE  
REPORTS OF THE COURSE

**Table 3**  
**Examples of National Boards**

Name	Members	Function
Inter-Ministerial Committee	Vice Ministers of 10 or more ministries such as justice, public security, education, civil affairs, health and so on. State councilor acts as the president.	Promote crime prevention and rehabilitation of offenders. All related agencies work under its leadership.
The National Narcotic Coordination Board (inter-ministerial board)	Ministries of Justice and Human Rights, Home Affairs, Health, Social Affairs, Religious Affairs, and Information, State Ministry for Women's Role, police department, statistic central bureau and NGOs.	Promote prevention of the juvenile delinquency, drug abuse and drug trafficking.
Central Child Welfare Committee	Prime minister, ministers, social workers, medical practitioners, child psychologists, teachers, etc.	Protect children's rights, promote children's welfare and raise awareness of juvenile crime prevention.
The Youth Development Promotion Council	Bureau chiefs of more than 10 related ministries such as justice, police, education science, etc.	Promote measures related to youth development and prevention of delinquency. Coordinate works of related government offices.

**Table 4**  
**Examples of Community Boards**

<b>Name</b>	<b>Members</b>	<b>Level</b>	<b>Function</b>
Social Welfare Activities Group	Community leader, religious leader, youth leader, retired professionals, businessmen, teachers, etc.	District	Discuss and solve various social issues in the district.
District Child Welfare Committee	District officers, social workers, local elected representative, child psychologist and representative of related NGOs, etc.	District	Protect children's rights, promote the children's welfare and raise awareness of juvenile crime prevention.
Municipal Wards in towns or villages	Town or village president members, councilor, village development officers, etc.	Neighborhood or Community	Implement, monitor and evaluate various development and poverty-alleviation programmes, child/ women's health and nutritional education issues.
Crime Prevention Conference	Local police chief, local post master, mayor, president of neighborhood association. etc.	City	Discuss crime issues in the district, promote crime prevention and exchange information.

118TH INTERNATIONAL TRAINING COURSE  
REPORTS OF THE COURSE

**Table 5**  
**Sample of Risk Factors and Protective Factors**

**Risk Factors**

<b>Community Risk Factors</b>
<b>Availability of Drugs</b> (Substance Abuse)
<b>Availability of Firearms</b> (Delinquency and Violence)
<b>Media Portrayal of Violence</b> (Violence)
<b>Transitions and Mobility</b> (Substance Abuse, Delinquency, and School Dropout)
<b>Low Neighborhood Attachment and Community Disorganization</b> (Substance Abuse, Delinquency, and Violence)
<b>Extreme Economic Deprivation</b> (Substance Abuse, Delinquency, Violence, Teen Pregnancy, and School Dropout)
<b>Family Risk Factors</b>
<b>Family History of the Problem Behavior</b> (Substance Abuse, Delinquency, Teen Pregnancy, and School Dropout)
<b>Family Management Problems</b> (Substance Abuse, Delinquency, Violence, Teen Pregnancy, and School Dropout)
<b>Academic Failure Beginning in Elementary School</b> (Substance Abuse, Delinquency, Violence, Teen Pregnancy, and School Dropout)
<b>Lack of Commitment to School</b> (Substance Abuse, Delinquency, Teen Pregnancy, and School Dropout)
<b>Individual/Peer Risk Factors</b>
<b>Alienation/Rebelliousness</b> (Substance Abuse, Delinquency, and School Dropout)
<b>Friends Who Engage in the Problem Behavior</b> (Substance Abuse, Delinquency, Violence, Teen Pregnancy, and School Dropout)
<b>Favorable Attitudes Toward the Problem Behavior</b> (Substance Abuse, Delinquency, Teen Pregnancy, and School Dropout)
<b>Early Initiation of the Problem Behavior</b> (Substance Abuse, Delinquency, Violence, Teen Pregnancy, and School Dropout)
<b>Constitutional Factors</b> (Substance Abuse, Delinquency, and Violence)

**Protective Factors**

<b>Individual characteristics</b>
<b>Bonding</b>
<b>Commitment</b>
<b>Healthy beliefs and clear standards</b>

Source: Dr. Harachi's handout at the UNAFEI 118th International Training Course

**Table 6**  
**List of Training of Programme Implementers in the U.S.A.**

	<b>Prenatal Programme</b>	<b>Pre-school Programme</b>	<b>Family Programmes</b>	<b>School Programmes</b>	<b>Community Programmes</b>
<b>Target Persons</b>	Visiting nurse programme  Targets pregnant low income mothers	Parents and children who are pre-schoolers focused on good family management	Parents and school aged children focused on school readiness	Teachers	Big brothers and sisters  Young children
<b>Purpose of Training</b>	Increase prenatal  Infant health  Imposed maternal care behavior	Learn curriculum	Learn curriculum	Improve classroom management teachings	Increase skills of big brothers and sisters
<b>Duration of training</b>	1 week	2~3 days and coaching follow-up	2~3 days and coaching follow-up	3 days and coaching follow-up	2 days and follow-up support
<b>Subjects</b>	Goal setting with mothers  How to increase mother and child attachment through positive responsiveness  How to teach good health habits  How to build a positive relationship with the mother  How to teach positive coping skills to counter depression  How to recruit mothers into the programme	Skills to set clear rules and expectations  Appropriate discipline practices  Ways to increase positive reinforcement for good behavior  How to recruit parents into the programme	Skills to set clear rules and expectations  Managing television watching  Helping with homework  Ways to increase positive reinforcement for good behavior	Skills to set clear rules and expectations in the classroom  Strategies to reduce time in which children have nothing to do in the class  Skill to reinforce good behavior  Skills to increase student participation in the class	How to develop a relationship with a young child  How to set limits with the young child  How to monitor behavior of the child and to recognize good behavior

Source: Dr. Harachi's contribution to the UNAFEI 118th International Training Course

118TH INTERNATIONAL TRAINING COURSE  
REPORTS OF THE COURSE

**Table 7**  
**List of Training of Programme Implementers in Participating Countries**

Programme	Trainees	Purpose of Training	Duration	Subjects
Training & Education Programme for Social Workers	Social workers	To improve their knowledge and skill in preventing delinquency and drug abuse	5 to 7days	Law and regulation concerning delinquency and drug  Technical guidelines of preventing juvenile delinquency  Technical guidelines of rehabilitating juvenile delinquents  Guide for cooperation/ coordination
Hope Project	Local related government officers and community leaders	To implement this project effectively	1 week	Overview of whole strategy of the programme  Administrative knowledge  Financial issues
Thousands of School & Millions of People	Principals and teachers of schools	Make school management more effectively and smoothly	1 to 2 days	Overview of whole strategy of the programme  Schooling arrangement  Supplementary law knowledge
Youth Offending Teams	YOT members [mostly already trained as social workers or probation officers]	To train YOT managers how to manage a multi-disciplinary team and about effective practice	Part-time for 1 year	Management budgeting/ planning  Managing performance/ target setting  What works in reducing crime  How to monitor/evaluate
Connexions	Personal advisers to at risk young people	To train newly recruited personal advisers to engage with disaffected young people and set team into education, training or employment	Not sure	Working with young people  Responsibility of different departments/agencies  The criminal justice and welfare systems
Adolescents	Teachers, medical professors, and art educators	Prepare staff to work with adolescents on such issues as teen pregnancy and drug abuse	1 month	How to speak to adolescents  How to help adolescents solve problems concerning family relationships, drug abuse and sex



**Table 7 (continued)**  
**List of Training of Programme Implementers in Participating Countries**

<b>Programme</b>	<b>Trainees</b>	<b>Purpose of Training</b>	<b>Duration</b>	<b>Subjects</b>
Street Kids Programme	Social workers and psychologists	Equip community people so that they can cooperate with the police	2 months	How to speak to kids  How to speak to families  How to use arts to work with children
Mentoring	Members of the Tokyo Family Court Student Volunteer Club	To educate volunteer students so that they can befriend with and mentor juveniles		
Convergent Community Action	Community leaders, Institutional workers	Expand various processes for community development awareness in community board leaders		
Protection Of Girls Trafficking/ Street Children Programme	Community people, social workers, municipal representatives, ordinary citizens, and students	Equip community people so that they can cooperate with the police		
Comprehensive Health Programme [Covering prenatal, adolescent, infant mothers and early childhood]	Medical officers, health workers, social workers, extension officers, community health workers from NGOs	To educate trainers to learn about skills necessary to educate and bring about changes in attitudes with regard to care of health, nutritional needs, protection of children and parents		
Child Protection Programme	Institutional officers, workers for health, social welfare, child welfare depts., and NGO/ volunteer organizations	To educate trainers to learn about skills necessary to bring about awareness and attitudinal change among parents/community people in child labor, child trafficking, educational needs		

118TH INTERNATIONAL TRAINING COURSE  
REPORTS OF THE COURSE

**Table 8**  
**Measures to Find New Resources for Delinquency Prevention**

**Measures Already Taken in the U.K**

<b>Name of Programme</b>	<b>Brief Description of the Programme</b>	<b>New Resources Found/Shared</b>	<b>Resource Providers/ Sponsors</b>
Local Crime and Disorder Partnership	Collaboration of a wide range of governmental and non-governmental partners	Services of collaborating organizations	Collaborating governmental and non-governmental agencies
Neighborhood Watch Crime Prevention Awards Scheme	Neighborhood watch	Funding	Insurance companies
Mentoring	Mentoring at risk youth	Volunteers	Volunteers Themselves
Community Mediation Schemes	Resolution neighbor disputes rather than expensive police and court system	Volunteers Trained	Volunteers Themselves

**New Ideas to Find New Resources Suggested by Mr. Rob Allen (Visiting Expert)**

<b>Name of Programme</b>	<b>Brief Description of the Programme</b>	<b>New Resources Found/Shared</b>	<b>Resource Providers/ Sponsors</b>
Collaboration of Governmental Agencies	Use various governmental services to prevent crime	Health, education, welfare and poverty-reduction services	Other governmental agencies
Local Crime Resolution Programme	Resolve crimes and anti-social behavior without reporting to courts	Local people	Local people themselves
Youth Offender Panel	Making decisions concerning the treatment of juvenile offenders	Community residents	Volunteers themselves
Campaign for Business	Investment in crime reduction as a matter of social responsibility	Funding	Local business and insurance companies
Recreation Programmes	Providing at risk/ delinquent youth with recreation programmes	Programme provision	Youth clubs, sports, societies and churches

**Table 8 (continued)**  
**Measures to Find New Resources for Delinquency Prevention**

**Measures Already Taken in Countries of the Group I Participants**

<b>Name of Programme</b>	<b>Brief Description of The Programme</b>	<b>New Resources Found/Shared</b>	<b>Resource Providers/Sponsors</b>
Solidarity Community	Income generation and provisions of job	Services of governmental agencies  Voluntary work of community volunteers	Governmental agencies  Volunteers
Drug Abuse Prevention	Education about the causes and consequences of drugs abuse, enhancing of family dialogue and promotion of sports and leisure practice	Funding for human resources training  Funding for media mobilization	Business community
Local Crime Control Squads In Partnership with Police	Selected volunteers in urban areas and village leaders in rural areas perform duties as special police officers to maintain good neighborhood watch	Voluntary work by volunteers  Donations by non-governmental agencies	Non-governmental agencies  Volunteer leaders themselves
Community Policing	Chosen community leaders act as bond between community and police to help resolve small/unimportant issues of crime and criminals in the community; help provide necessary information on terrorists, bad characters, etc.	Voluntary work by volunteers/community leaders	Volunteers/community leaders themselves
After School Club Activities	Physical and cultural club activities for students after school hours	Voluntary work of school teachers  Voluntary work of neighbors who are good at those activities	School teachers  Neighbors
Community Association	Local community volunteer organization which provide services for local people under the guidance of local governments and police agencies.	Voluntary services by volunteers/community leaders (in security, social, welfare, health services and law awareness campaign)	Volunteers  Community leaders
Collaboration of Governmental Agencies	Governmental agencies at national/provincial/local levels collaborate with each other to provide services for crime prevention without additional budget.	Services of other governmental agencies (e.g. education, security and welfare services)	All related governmental agencies which are in charge of education, civil affairs, health, security, etc.
Drug Education by Police Officers	Police officers visit school and offer drug education.	Expertise of police officers  Working hours of police officers	Police agencies

118TH INTERNATIONAL TRAINING COURSE  
REPORTS OF THE COURSE

**Table 8 (continued)**  
**Measures to Find New Resources for Delinquency Prevention**

**New Ideas to Find New Resources Suggested by Group I Participants**

Name of Programme	Brief Description of the Programme	New resources Found/ Shared	Resources Providers/ Sponsors
Collaboration of Governmental Wings/ Agencies	Utilization of various services by government for effective prevention of crime	Funds earmarked to other departments such as health, education, welfare and poverty reduction programmes can be utilized	Other government agencies and sometimes by international agencies for specific prevention programmes
Involvement of Youth (Recreation Programmes) Groups	Youth groups mentor in community schools, taking care of street children to help them settle down rather than allowing them to offend	Voluntary work of youth groups	YMCAs  Youth clubs  Semi-governmental organs (Yuva Kendras (=youth centers))  Voluntary and non-government bodies
Community Prevention of Delinquency	Staff of offender institution discuss the best delinquency prevention strategies with the community members.	Expertise of institutional staff	Offender institutions

**Table 9**  
**Examples of Process and Outcome Evaluations in the U. S. A.**

	<b>Process Evaluation</b>	<b>Outcome Evaluation</b>
Prenatal and Infancy Programmes	% of pregnant women receiving prenatal care prior to the third trimester. Availability of prenatal and postpartum educational classes. % of the "At-risk" population served with outreach and follow-through contacts. Content of prenatal and parenting classes to ensure that material on relationship.	95% of pregnant women receive early prenatal care. Less than 7% of infants are born preterm. Less than 25% of couples expecting children report marital distress. Less than 50% of pregnant women use alcohol. Less than 10% of pregnant women use illegal drugs. Establishment of positive parent-child interaction. Low rates of child abuse. 75% or more of children have secure attachment.
Early Childhood Education	Number of hours of contact high-risk children and their parents have with the programme or center. Number of home visits. Number of high-risk children and parents involved. Number of types of parent meeting held and parent attending them. The contents of actual lessons. The contents of interaction between home visitors and parents.	Improvements in children's conduct problem. Increases in children's language skills. Increased clarity and consistency of discipline practices. Increased child self-management skills. Increased family bonding.
Parent Training	Participant's skill, knowledge, attitudes and satisfaction. How often parents actually use the techniques they have learned.	Use of problem-solving and communication skills. Use of behavior reinforcement mechanisms. Positive parent-teacher interaction.
School Organization and Management	Participation in management and governance teams. Number of new programmes initiated or implemented. Levels of parent involvement. Surveys designed to assess teachers' and parents' attitudes toward the school and their role in school management and the educational process.	School records and self-reports of grades, numbers of students kept back in a grade, absenteeism, tardiness, disciplinary referrals, suspensions, and expulsions of students. Survey instruments designed to assess student's levels of bonding to school and teachers and their school behaviors, including drug use.
Instructional Improvement in Schools	Regular observation of the participating teachers.	Standardized achievement test scores. Disciplinary records. Referrals to the school office. Attendance records. Retention at grade level. Dropout rates.

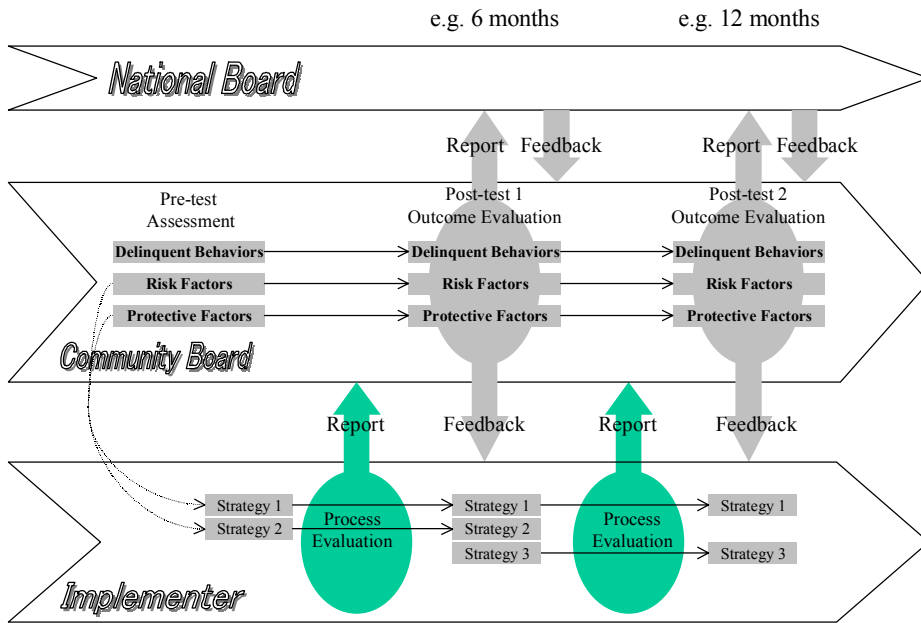
118TH INTERNATIONAL TRAINING COURSE  
REPORTS OF THE COURSE

**Table 9 (continued)**  
**Examples of Process and Outcome Evaluations in the U. S. A.**

	<b>Process Evaluation</b>	<b>Outcome Evaluation</b>
Drug and Alcohol Prevention Curricula	<p>Number of teachers trained and the type of training provided.</p> <p>The extent to which the whole programme was delivered.</p> <p>The integrity of the implementation.</p> <p>How often teachers use the programme or techniques in the classroom.</p> <p>Annual consumer satisfaction evaluations by students and teachers.</p>	<p>The extent to which students acquire and actually use the skills being taught.</p> <p>School records and self-reports of grades, absenteeism, tardiness, and disciplinary referrals.</p>
Community and School Drug Use Policies	<p>Participation of key representative of different sectors of the community.</p> <p>Number of breadth of policies being assessed, revised, or developed.</p> <p>Occurrence of public events focusing on policy.</p> <p>Consistency of school policy enforcement.</p>	<p>Decrease in the number of alcoholic beverage outlets near schools and billboards advertising tobacco or alcohol.</p> <p>Change in patterns of drug use and attitudes toward drug use.</p> <p>Improvements in school attendance, lateness, dropout rates, and student achievement.</p> <p>Number of alcohol-free events.</p> <p>Number of Neighborhood groups working with local police to deter drug selling.</p> <p>Decrease in the alcohol- or drug-related car crashes.</p> <p>Decrease in alcohol sales to minors.</p>

Source: Hawkins et al. (1992), *Community That Care*, Jossey-Bass Publishers, San Francisco

**Table 10**  
**Evaluation Process**



118TH INTERNATIONAL TRAINING COURSE  
REPORTS OF THE COURSE

**Table 11**  
**Model Communication Strategies**

<b>Title</b>	<b>Purpose</b>	<b>Media of Communication</b>	<b>Target Population</b>	<b>Contents</b>
Youth Justice Board News	Inform police, courts, and Youth Offending Teams	Newsletter	Practitioners (e.g. Youth Offending Teams, police, interested public, and key leaders)	Features and News
Referral Order Video	Promote referral order and youth offender panels	Videotapes	Professionals (Youth Offending Team members or potential Youth Offending Teams)	Merits of referral order
Annual Pressed PR awards	Encourage responsible and positive reporting of youth crime policy	Award ceremony at annual convention	National and local media	Award for journalists and media companies
Community Newsletter	Improve the awareness of crime prevention	Newsletter, posters and pamphlet circulation	Local residents	Current situation of crime, measure to prevent crime such as snatching and residential burglary and delinquency prevention activities
School Volunteer Campaign	Recruit parents work as volunteers at school	Local TV, radio and newspaper	Parents and community	Asking for the parent's presence in their children's school, participation to the school tasks, discussing education troubles, etc.
SOS Children	Find lost children	TV, Internet and pamphlets	Local residents	Request for information on lost children with their photos
Drugs Prevention	Prevent the use of drug	TV, radio, newspaper, pamphlets, and seminars by celebrities among juveniles	Lost children	Information on the effect of drug on the family, body and society
National campaign thousands of schools & millions of people	Provide legal knowledge, common sense and informal schooling	National, provincial and local radio, TV and newspaper	Transiting children mainly from rural and remote areas	Request to set up both formal and informal schools. Request for donation and other cooperation to the project.
Law Awareness	Increase awareness, social responsibility and encouragement toward delinquency prevention	Puppet play	Local residents	Religious teaching, general knowledge about penal law and penalty against delinquency



**Table 11 (continued)**  
**Model Communication Strategies**

<b>Title</b>	<b>Purpose</b>	<b>Media of Communication</b>	<b>Target Population</b>	<b>Contents</b>
Convergent Community Action	Involve rural residents in child development and protection of children's rights	TV, radio, press, pamphlets, posters and bill boards	Rural residents in poor area	Request to form self-help groups in rural areas. Recruitment of interested individuals in the interest of the child.
Child Programme	Promote public awareness of children's well being	Radio, TV and newspaper	All the public	Programmes help healthy development of children (e.g. education, drama, quiz contest, and poem). Information on child health.

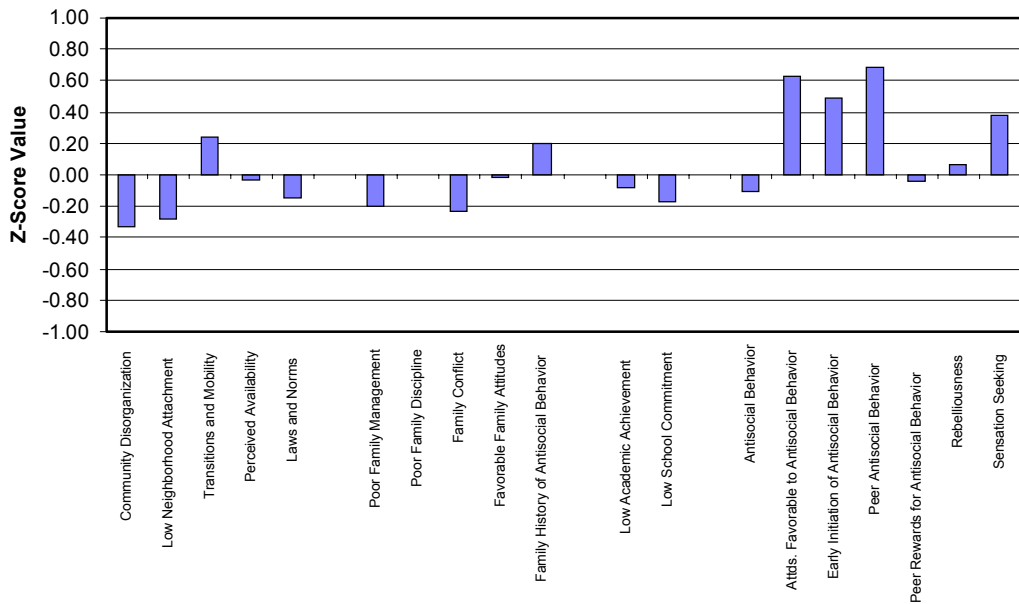
118TH INTERNATIONAL TRAINING COURSE  
REPORTS OF THE COURSE

**Appendix 1. Example of Community Assessment**

1. Collect data on risk/protective factors in the community.
2. Collect data on risk/protective factors in nearby communities.
3. Standardize the scores on risk/protective factors. (The mean will be zero).
4. Summarize the results into a community profile.
5. Analyze the profile and prioritize the risk/protective factors to be targeted.
6. Set the mean of prioritized factors as benchmarks or targets.

Source: Dr. Harachi's handout at the UNAFEI 118th International Training Course

**Appendix 2. Example of Community Profile**



Source: Dr. Harachi's handout at the UNAFEI 118th International Training Course

### Appendix 3. List of Training Topics

1. The importance of prevention
  - a. Provide motivation and reason why prevention efforts are needed.
  - b. For example, show continuum of care and the need to provide prevention in addition to treatment and maintenance
2. Overview of the Risk Focused Prevention Framework
  - a. Explanation of the Public Health Framework
    - (i) Problem definition
    - (ii) Identification of risk and protective factors
    - (iii) Selection of intervention strategies
    - (iv) Evaluation
  - b. Explain how you can use this framework to focus on delinquency prevention (as well as other adolescent problem behaviors such as drug abuse prevention)
    - (i) Define juvenile delinquency prevention
    - (ii) Provide the knowledge base for risk and protective factors associated with delinquency
    - (iii) Provide the knowledge base of effective prevention strategies to reduce risk factors and enhance protective factors
    - (iv) Introduction of other prevention principles
      1. More risk, less protection >> greater likelihood of delinquency
      2. Intervene early
      3. Target interventions at developmentally appropriate areas
      4. Use data to prioritize risk and protective factors
      5. Use interventions with demonstrated effectiveness
3. Need to support and financing of risk and protective factor assessment
4. Need to support and financing of effective interventions
5. Development of Team
  - a. Activity to facilitate “getting to know each other”.
  - b. Roles and responsibilities of team members
    - (i) Designation (how the person will be chosen, length of time they will serve) and responsibilities of the chairperson
    - (ii) Designation and responsibilities of secretary
    - (iii) Designation and responsibilities of treasurer (if appropriate)
    - (iv) Designation of responsibility for training new members
  - c. How to encourage equal participation for all members
  - d. How decisions of the Team will be made (for example voting majority or consensus)
  - e. How to deal with disagreement or conflict on the team

118TH INTERNATIONAL TRAINING COURSE  
REPORTS OF THE COURSE

6. General rationale for Risk and Protective Factor Assessment and Resource Assessment
  - a. The importance of gathering empirical data for decision making.
  - b. Tie information that the Team received in the initial Prevention Framework training to assessments. For example, by conducting an assessment the Team can identify priority risk and protective factors for its community. By conducting a resource assessment, the Team can identify gaps in services in its community.
  - c. This training will help the Team create a sub-committee whose responsibility it will be to conduct the assessments. So part of the training will help the Team identify human and financial resources that are needed to complete the assessment tasks.
  
7. In-Depth training on conducting the Risk and Protective Factor Assessment and Resource Assessment. [This training should be for the Prevention Team's sub-committee which is responsible for the actual implementation of the assessments.]
  - a. Identify the topics that should be included in the Risk and Protective Factor Assessment and Resource Assessment
    - (i) What are the outcome behaviors that should be assessed, for example, arrest rates, school suspensions, etc.
    - (ii) What are the risk factors that should be assessed?
    - (iii) What are the protective factors that should be assessed?
  - b. Identify methods to collect the Risk and Protective Factor Assessment and Resource Assessment
    - (i) For example, self-report survey by students
  - c. Identify questions for each topic.
  - d. Identify process for collecting the data
    - (i) For example, distribute a survey to students at their school
      1. This method would increase representation of respondents assuming the majority of the target children are still in school
  - e. Identify process for tabulating the data
  - f. Identify process for creating a report on the data
  - g. Identify any potential barriers to conducting the assessment
  
8. Selection of Intervention Strategies
  - a. Review of Prevention Principles
  - b. Examination of the process that will be used to select programmes
    - (i) How to use information from the Risk and Protective Factor Assessment and Resource Assessment
    - (ii) Prioritization of factors
    - (iii) Identification of existing programmes that target the priority factors
    - (iv) Identification of programmes that are NOT currently existing that could be implemented in the community
    - (v) Create a short (and long) term Prevention Plan of which programmes to be recommended for implementation on a specific time schedule
      1. How often should the programme be delivered?

## RESOURCE MATERIAL SERIES No. 59

2. What is the goal of how many people will receive the programme each time it is delivered?
      - c. Identification of partners who will actually implement the selected programme
      - d. Identification of funding sources to help with programme implementation
9. In-Depth Training to Deliver Specific Programmes [Remember, the Prevention Team may or may NOT be responsible for the actual implementation of a specific programme. It may designate this responsibility, for example, to a social service agency or to the local school]
  - a. Determine the specific training needs of the selected programme. Here are some examples:
    - (i) Parent training programme: Workshop leaders will need to be trained in how to deliver the specific curriculum.
    - (ii) Mentoring programme: Mentors will need to be trained on the specific programme, for example, how to build rapport and a relationship with a young person; effective communication; appropriate social skills to teach the young person.

In either example, it's possible to use a "train the trainer" model. For example, a lead counselor can first be trained in a specific parent training programme. Then the lead counselor can be responsible to train others (maybe volunteers) who will be the workshop leaders who deliver the programme.
  - b. Identify ways to effectively recruit the necessary programme participants
    - (i) Who is the best person to recruit the target of the intervention, for example, parents of high risk children?
    - (ii) What are possible barriers to effective recruitment?
10. Evaluation [Here the Prevention Team needs to decide if only the overall framework will be the focus of the evaluation or if individual programmes will also be evaluated]
  - a. Methodology for evaluating the overall framework.
    - (i) How often will the Risk and Protective Factor Assessment be conducted; on what time schedule?
    - (ii) What kind of report will be provided to the Prevention Team regarding the implementation of specific programmes?
    - (iii) What kind of report will be provided back to the Key Leader Group in terms of the activities and accomplishments of the Prevention Team?
  - b. Methodology for evaluating individual programmes.
    - (i) Determine if the specific programmes already has an established pre- and post-test that can be used.
    - (ii) Identify consultants who can help with creating some type of pre- and post-test if it needs to be created.
    - (iii) Identify who will be responsible for conducting the programme evaluation.
    - (iv) Identify financial resources that will help with conducting the programme evaluation.

118TH INTERNATIONAL TRAINING COURSE  
REPORTS OF THE COURSE

Source: Dr. Harachi's handout at the UNAFEI 118th International Training Course

**Appendix 4.**

**National/International Level Funding Sources Suggested by the  
Participants of the UNAFEI 118th International Training Course**

Governmental

Probation Services  
Child Care Services  
Social Services  
Social Welfare Services

Non-Governmental

Plan International  
World Vision  
Redbana (Swedish NGO)  
Save the Children Fund  
Community Service Organization (UVA)

UNICEF

UNDP  
IRDP (Integrated Rural Development Programme)  
ABGEP (Area Based Group Equity Programme)

Business/Private

Lion's Club  
Rotary Club  
Horse Racing Association (and other gambling organizations)  
Power Company  
Local Businesses