



Bundeskriminalamt

Crime Prevention in Germany

**Selected examples of projects in the
„Infopool Prevention“ database**

2006

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**Information from
research on criminology and criminal investigation**

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Editor:

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Foreword

The wasting of resources by constantly reinventing the wheel in the area of crime prevention, the not very efficient planning of concepts pertaining to prevention as a result of a lack of prevention related collective knowledge, as well as insufficient networking opportunities for planners and practitioners in the area of crime prevention were important reasons why the Federal Criminal Police Office (Bundeskriminalamt) in 1995 created a prevention related collection of information, the „Infopool Prevention“.

The „Infopool Prevention“ is in particular aimed at the long-term and systematic collection of crime prevention concepts that deserve to be recommended or imitated, to document these pursuant to specified standards and to provide wide public access to these beyond the police. The collection of German prevention concepts therefore takes place in close co-operation with the police forces of the individual federal states, as well as the various federal ministries. International approaches to prevention are documented on the basis of literature and Internet research or on the basis of symposium and conference contributions. Work results are distributed in book form and over the Internet (<http://infodok.bka.de>).

An evaluation situation within Germany that was initially entirely deficient has had the result that the stipulation of which concepts are to be included in the database-supported documentation takes place on a pragmatic basis, rather than on the basis of strict scientific standards. This documentation approach of the „Infopool Prevention“ is consciously referred to as „good practice orientated“. It may be ascribed to the increasing orientation towards quality within crime prevention and more pronounced debates on the topic of „evaluation“ in Germany that prevention concepts are increasingly subjected to outside evaluation respectively are made available for internal or external evaluation purposes; something that is also reflected in the documentation of crime prevention. In this way, it has not only been possible constantly to increase the proportion of externally evaluated concepts in the „Infopool Prevention“. The quality of internal evaluations now also differs entirely from as recently as five years ago. On the part of the police forces, this can also be ascribed to the application of „Arbeitshilfe für die Evaluation“ („Quality Assurance for POLICE PREVENTION PROJECTS. An Evaluation Aid“) published in 2003, the procedural model of which slowly appears to be establishing itself as a „standard“ in at least some of the federal states.

Subsequent to the Federal Criminal Police Office publishing a diverse selection of German prevention projects in English in 2004, entitled „*Crime Prevention in Germany. Selected examples of projects in the 'Infopool Prevention' database 2004*“, the focus is henceforth to be on the topic of preventing youth crime and violence.

The selection below provides an insight into the wide spectrum of evaluated youth crime prevention in Germany. Not addressed here are youth-specific concepts that have already been described in the volume published in 2004. Currently, widely divergent approaches are being presented, ranging from addressing vulnerable youths (for example „*JIT – Intervention concept for young repeat offenders*“) to violence prevention based training for teachers („*Get moving!*“ – *violence de-escalation training for teachers as disseminators*“), to pupil participation based approaches (for example „*School quality as a prevention strategy – pupil disseminators against violence and crime*“), right through to city district orientated approaches („*We will participate – courage against violence*“).

What all concepts have in common is that problem-orientated and practically feasible solutions are being constructed in a focussed way, and that these are also evaluated.

Carl-Ernst Brisach

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Addressing endangerers

Organisation

The „Addressing endangerers“ project is aimed at combating and in future preventing juvenile delinquency in Gelsenkirchen. The activities to be carried out within the area of juvenile delinquency by a variety of sub-departments within the scope of the general organisational structure of the police headquarters are to be consolidated and co-ordinated.

In addition, the exchange of information and co-operation with other applicable authorities, e.g. the youth welfare office including general social services and youth legal aid, the public prosecution service, court, as well as other institutions, is to be intensified. The project is subdivided into three sub-projects, and a fourth sub-project is planned. The staff administration office (GS 2) has assumed project planning and management, as well as formative evaluation and process evaluation. All youth workers of the authority, the members of the hundred-officer auxiliary police who have undergone special additional training and the crime prevention unit contribute towards the work of the project.

The project is being conducted on a scientific basis with the aim of an impact analysis. During this process, the evaluation centre (ZEVA) of the State Office of Criminal Investigation of Northrhine-Westfalia provides support. After the appropriate preliminary discussions, a concept for the impact evaluation of the *Europäisches Zentrum für Kriminalprävention e. V.* (EZK) is available, along with a cost projection for the remaining duration of the project.

In order to achieve a measurable effect, a project duration from 01/05/2004 to 31/12/2007 has been stipulated.

Conceptual approach

A comparison of the figures indicating the burden imposed by children and juveniles suspected to be repeat offenders shows that the city of Gelsenkirchen is above the state average in terms of 8 to 13-year-olds and 14 to 17-year-olds.

A particular phenomenon to be observed is the rise in violent offences by girls over the last few years. This trend is not only specific to Gelsenkirchen, but is discernible at a state level. What is, however, specific to Gelsenkirchen is the problem of robbery offences committed by girls who have not yet reached the age of criminal responsibility.

The causes of child and juvenile delinquency in Gelsenkirchen are, amongst others, to be traced back to the context of the as yet incomplete socio-economic structural transformation.

The causes of property offences by children, juveniles and adolescents are a lack of income, a lack of prospects, low social integration and also their desire to satisfy material aspirations. They acquire money and consumer goods illegally. Property crime is on a statistically proven basis the point of focus of juvenile delinquency. A lack of socialisation, deficient verbal skills, inferiority complexes, as well as efforts to express male honour and dominance have the effect that the target group often seeks to resolve conflicts through violence.

The project pursues two prevention goals (overall goals):

- to prevent the committing of offences by children, juveniles and adolescents by preventing crime based careers,
- to strengthen the feeling of security by ensuring that no adverse effects emanate from the meeting places of young people nor from the behaviour of groups of young people.

In order to fulfil the prevention goals, amongst others, the following programme goals are pursued:

- Capturing and evaluation of the development of juvenile delinquency, as well as the number of repeat offenders under 21 years of age
- Confrontation of first-time offenders with the consequences of their offences and the subsequent sanctions
- Confrontation of the parents or legal guardians of first-time offenders with the deviant behaviour of their children
- Discussion of the possible causes for the deviant behaviour of the first-time offender, both with them and their parents or legal guardians, and specification thereof within the youth welfare office report
- Identification of the meeting points of children, juveniles and adolescents, as well as the identification of youth groups and gangs
- Establishment of contact with the police or the addressing of the above mentioned group of people in a targeted way at their meeting points (police presence)
- Identification of „negative idols“, along with influence and dangers in relation to followers
- Dismantling of group pressure by strengthening social competence
- Facilitation of police contact persons with regard to children, juveniles and adolescents; dismantling of contact reservations on the part of the target group
- Strengthening of the social role of the parents, legal guardians or alternatively life partners
- Prevention of the development into a suspected repeat offender (*Mehrfachtatverdächtiger - MTV*)
- Intensifying of the co-operation between all responsible public bodies, as well the required police measures to achieve the project goals.

The project is aimed at children, juveniles and adolescents who emerge as first-time offenders; in a more concentrated way at those whose development exhibits the tendency of potentially turning into an MTV and at their parents or legal guardians. Three committed offences within one year, as well as substantial criminal energy and other specific criminogenic factors are deemed to indicate a tendency towards becoming an MTV. The relevant group of people is obtained from the local „U21“ file, or in individual cases the evaluation of the youth worker (*Jugendsachbearbeiter – JSB*).

Indicators for the measurement of the problem are the number of MTVs from the Police Crime Statistics (PKS), the applicable values from the local „U 21“ file, the case figures pertaining to juvenile delinquency and the feeling of security on the part of inhabitants.

These goals are to be achieved through three sub-projects. These, amongst others, implement the following individual measures:

- Sub-project 1 („police youth cases“):
 - Completion of youth welfare office reports
 - Inclusion of information for (into) the U 21 file
 - The addressing of endangerers in the case of first-time offenders and taking up contact with parents and guardians
 - Analysis of dangers
- Sub-project 2 („meeting points“):
 - Identification and seeking out of meeting points
 - Addressing of endangerers without a specific impetus
 - Partnerships in individual cases
 - Establishment of contact with youth homes and schools
 - Participation during the vetting of the protection of minors
- Sub-project 3 („Addressing of endangerers by the crime prevention unit“):
 - Addressing of endangerers in the case of potential MTVs together with third parties
 - Documentation of conversations
 - Establishment of contact with youth work administrations
 - Establishment of contact with the youth welfare office.

Based on a process being carried out in Hanover, in addition the setting up of a fourth sub-project („case conference“) is being weighed up. Within the scope of these exclusively person and individual case related conferences, under the participation of the youth welfare office, the justice department and other entities, specific measures are to be agreed and implemented in the case of repeat offenders. A proposal for the transfer of the sub-project has been

submitted to the youth welfare office of the city of Gelsenkirchen and has there achieved a positive evaluation.

Indicators regarding the achievement of goals were specified in each instance.

The process evaluation is carried out on a monthly basis after submission of the sub-project reports by a committee consisting of project management, managers and in each instance one representative of the sub-projects. Constant inter-party reconciliation/agreement of proposals and measures of the sub-projects is to determine further progress of the project.

Results are submitted to the „juvenile delinquency“ quality circle at least biannually for the purpose of evaluation.

The impact evaluation will initially concentrate on the area represented by the „Addressing of endangerers together with third parties“ measure. A comparison group is set up for the group of persons tasked with the addressing of endangerers. To accompany this measure, two series of anonymised surveys are carried out on the target group and third parties (amongst others parents and guardians) by means of questionnaires, both prior to and after the measure. Methods and key figures concerning the impact evaluation are to be established within the scope of a dissertation at the legal faculty of the University of Frankfurt on Main (May 2004 – May 2005).

The project office submits annual reports, as well as a final report on 31/12/2007.

The final report will indicate the recognised success factors and possible weak points taking into account the results of the process and impact evaluation.

On the basis of project experience, improvement proposals and recommendations are to be issued. In addition, it is planned to submit pronouncements concerning the transferability of the project.

Results / Experiences

The formative evaluation of the project was completed in October 2004. Acceptance of the project is extremely high amongst all project members, participating authorities and institutions.

Further information may be obtained from

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Juvenile delinquency / Protection of minors

JIT – Intervention concept for young repeat offenders

Organisation

Initiated by the Mönchengladbach security conference in April 2003, the JIT intervention programme was commenced on 1 August 2003. The heads of the city administration, the public prosecution service and the police had made the delinquency of juvenile repeat offenders their top priority in order to intensify the co-operation of the authorities in a targeted way.

The point of departure was an analysis of weak points, according to which measures of the police, youth welfare office and the public prosecution service in the case of juvenile repeat offenders were frequently not co-ordinated with one another. There was generally no comprehensive exchange of information amongst authorities. For these reasons, individual measures were often hardly able to evolve their effect and were in part even counterproductive.

The measure was initially set up for the duration of one year. Due to the positive development achieved, it has in the interim been extended.

The implementation of the project was carried out by the co-operation partners within the scope of the specification of focal points without additional personnel and financial resources.

Conceptual approach

On the basis of police data available in 2003, 56 youths were responsible for 658 offences or 36% of total juvenile delinquency within Mönchengladbach. Since this primarily referred to street crime, it had to be assumed that this would have an enormous influence on the subjective feeling of security of inhabitants.

The goals of the project participants from the youth welfare office (juvenile court aid and social services), the public prosecution service and the police were the reduction of the number of juvenile repeat offenders, reducing the quantity and downgrading the nature of the offences committed by juvenile repeat offenders and the joint prevention of the development of careers in crime amongst juvenile repeat offenders.

The target group is youths between 14 and 18 years of age. Up to now, 39 people have been supervised as part of the project, which included three children who were just about to complete their 14th year of life.

During regular discussions, representatives of the authorities compiled a joint future prognosis for youths who had drawn attention to themselves due to the number or severity of the offences committed by them.

Besides the quantity and nature of offences committed by these juveniles, social aspects are also taken into account here (negative attitude towards mobile or stationary supporting measures of the youth welfare office, irregular school attendance, etc.). Youths who are likely to slip into criminal careers based on the prognosis are included in the „JIT“ project.

Inclusion within the programme signifies to the youth that he or she is being monitored. At the commencement of the project, 25 juvenile repeat offenders were included in the project and on a list of repeat offenders. This list is constantly changed, expanded or even shortened during regular co-ordination discussions among the youth welfare office, the public prosecution service and the police.

As an offensive, the police, youth welfare office, as well as the public prosecution service notify their subjects, as well as the parents or legal guardians that they would immediately and consistently receive attention. The guarding and shift service and the civilian deployment troops have been informed and are familiar with those subject to the project.

The spectrum of measures taken for example encompasses

- prompt addressing
- impetus independent house visits by the police, youth welfare office and public prosecution service
- regular exchange of information concerning the list candidates
- evaluation of the specific endangerment of youths
- acceleration of processes to determine sentences right through to the acceleration of charges being brought by the public prosecution service
- testing of the preparedness to co-operate on the part of those responsible with the youth welfare office with a view to supporting measures being offered.

JIT in this respect is following a holistic approach to combating crime that can also be described as „prevention where possible – repression where unavoidable“.

Results / Experiences

Up to now, a total of 39 youths have been included in the JIT concept. Currently (as at June 2005), the remaining total is 18 youths. Of the 21 youths who have left the project, two had reached the age limit, six moved away from Mönchengladbach, and two youths are currently carrying out a longer term sentence. Eleven youths left the intervention programme, because it was possible to provide them with a more positive prognosis.

These 11 youths, who had committed 144 offences prior to their inclusion in the project (including 14 robbery offences and two instances of offering resistance towards an

enforcement officer), have since appeared as suspected perpetrators in connection with a further six cases (including three instances of „fare dodging“).

It is ascribed to the concept that the „figure indicating the burden posed by suspected repeat offenders“ declined by 45.88% for 14 to 18-year-olds in 2004 in comparison to 2003.

In terms of 8 to 14-year-olds, the decline amounted to 74.44% , and amongst 18 to 21-year-olds to 36.19%. The intervention measures in terms of the actual target group also exhibit a clear effect on its social context (siblings, friends, acquaintances, fellow pupils, etc.). In particular, the assistance offered by the youth welfare office is not exclusively limited to the youth involved in the project, but also involves family ties.

There has probably always been co-operation between the police, youth welfare office, juvenile court aid and the public prosecution service. This lies within the nature of the situation, and also applies to all other authorities. It is true that the youth welfare office, juvenile court aid, social services and the police have different remits. However, the goal being pursued is common to all. In this respect, it is pleasing to discover that the joint and closely networked co-operation as part of the JIT intervention concept does not limit the authorities in terms of its options; it is even possible to strengthen the effect of individual agreed measures substantially.

The integration of pre-determined heads of departments as fixed contact persons at the public prosecution service right from the outset promotes co-operation, and in the end effect contributes towards reducing the processing time required for inquiry processes from when charges are brought to submission to the juvenile court by half.

Further information may be obtained from

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Juvenile delinquency / Protection of minors

Pilot project of the government of Lower Saxony for the prevention of unexcused absence from lessons („progress“)

Organisation

In order to implement the programme of the government of Lower Saxony for the prevention of unexcused absence from lessons, the federal state prevention council of Lower Saxony was commissioned to carry out a pilot study in the cities of Delmenhorst, Hanover, Osnabrück and the administrative district of Friesland under the auspices of the applicable Ministry of Culture.

The one and a half year project, which was carried out on a scientific basis, commenced at the beginning of the new school year in August 2002.

Conceptual approach

Upon surveying 10,640 pupils in the 9th grade in Hamburg, Hanover, Leipzig, Munich and Frisia concerning so-called bunking off lessons, 52.9% of the respondents indicated that they had bunked on at least one occasion over the past half of the school year. 14,8% indicated that they had been absent without permission for five days or more over the same period. Absence from lessons is therefore no longer a „problem“ pertaining to individual youths.

The reasons for unexcused absence from lessons are here widely divergent. Individual school experiences, the form of schooling selected and personal social dispositions play a significant role.

Particular attention should here be paid to pupils who stubbornly avoid lessons over a longer period of time. Those affected in this regard mention a variety of reasons that need to be taken seriously: personal crises within the parental home, failures at school, conflicts with teaching staff, school days that are perceived to be boring or also exclusion by fellow pupils.

Continuous truancy can lead to increasing learning and performance deficiencies at school, but also to the development of a completely autonomous life and value system.

A particular problem is posed by pupils who become involved in criminal acts during actual school hours. The reason for this is that studies have shown a link between truancy and delinquent behaviour, e.g. the committing of shoplifting or violent offences. The more frequently youths absent themselves from school without permission, the higher is their simultaneous involvement in offences. This link can here only partially be traced back to unfavourable social living conditions of these youths.

The project of the government of Lower Saxony is aimed at expanding, specifying and improving both the communication structures in place between the parental home and the school, as well as the consultation and support system within schools. Schools are to be encouraged predominantly to respond to absence from lessons using educational measures.

In particular

- contractually binding agreements are to be put in place between schools and parents or legal guardians. These agreements are to provide teaching staff the impetus to investigate the reasons for frequent absences. In addition, times missed are to be summarised statistically in all classes or academic learning groups, and the reasons for their occurrence are to be debated during conferences.
- agreements are to be reached with parents and legal guardians that supplement their pre-existing legal duty to ensure regular school attendance on the part of their children. It is to be agreed that parents and legal guardians report the absence of their children and how they can be reached. This is to take place at the earliest possible opportunity – whenever feasible on the same day. In the event of suspected unexcused absence, parents or legal guardians are wherever possible still to be informed by the school on the same day;
- a targeted, functional contact person system for all participants is to be developed. Children and youths are in specific instances to be addressed by means of forms of youth work and youth social work that locates them and, using agreed activities, to be integrated with the school into its interests;
- truants are to be sought out through co-operation between schools and „Regional centres for occupational integration“, and an individual range of assistance is to be prepared;
- supportive measures are to yield greater effect during education with the agreement of parents and pupils. Educational counselling services, social group work, the deployment of educational aids and support assistants and the social pedagogical counselling of families is to be reconciled with what is offered at the school;
- teams of helpers consisting of counselling and liaison teachers, school psychologists, communal social service employees, child guidance clinics, school social workers and school doctors who work together in a binding way are to be established at schools. Being personally familiar to the school classes, the teams are to develop effective individual assistance plans for truants with the consent of the pupils affected.
- using the „PRINT“ prevention and integration programme, a country-wide „network of prevention of youth welfare service and school“ is to be set up;
- in the event of substantial violations against compulsory school attendance, sanctions are also to be enforced within the scope of regulatory offence proceedings.

The police have been working in close co-operation with other authorities within the scope of youth-specific prevention concepts for a long time. Police officers are within the course of measures to accompany crime prevention (e.g. checks at public places, public transport stops,

department stores, pubs, amusement arcades, train stations, etc.) in agreement with the school and the youth welfare office to address potential truants and to instruct them to attend compulsory education.

Specially trained police officers are to use the opportunity to enter into dialogue with pupils in order to explain the consequences of bunking off school to them. The police have fixed contact persons for this, both at the school and at the municipal authorities. The person tasked with youth affairs is here responsible for the steering and co-ordination of police measures, as well as public relations within the scope of this programme.

The involvement of the municipal prevention councils represents a further opportunity to „intercept“ truancy. In this way, these councils as a rule open up the opportunity to organise networked action and influence through the sphere consisting of the school and the youth welfare service, for example through co-operation with guilds and chambers within commerce, unions, church groups, sport and associations.

Results / Experiences

The final report of the University of Hamburg, containing the following results, is by now available:

- It was possible to reduce truancy at the model locations.
- The rate of truancy dropped from 4.0% in 2000 to 1.6% in 2004.
- In 2000, 53.9% of pupils surveyed still indicated that they had skipped school more than once. In the survey year of 2004, this only applied to 46.6%.
- In 2000, 18.5% of respondents also admitted to truancy exceeding 5 days. In 2004, this only still applied to 10.9%.
- For example, the rate of truancy in Delmenhorst dropped from 19.4% to 7.9% and in Frisia from 15.9% to 10.7%.

In summary, it may be maintained that the measures implemented as part of the model overall led to a reduction in truancy. This reduction may in large part be traced back to the school-based components of the pilot project (described above).

The utilisation of the police is deemed to be highly positive.

The „team of helpers“ measure was deemed to be „highly sensible“ by the teaching staff surveyed. However, implementation was described as „deficient“.

Crime was reduced within the area of shoplifting.

Other schools, not operating as a model or control school, carried out projects at their own behest (which were, however, not evaluated).

The implementation of school/parent agreements is quite encouraging in practice.

Further information may be obtained from

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Juvenile delinquency / Protection of minors

Working together – speaking to one another – structuring lives / B44

Organisation

The „Working together – speaking to one another – structuring lives“ project is underway in the city of Gaildorf. It was sponsored to the tune of €13,707.17 within the scope of „Future Offensive III – Young Generation“ by the Ministry of the Interior of Baden-Württemberg.

The project has been running since 2002 under the auspices of the city of Gaildorf.

A comprehensive description of the project was carried out within the scope of a thesis by Kipfel, Andreas: *„Kommunale Kriminalprävention am Beispiel der Stadt Gaildorf, Landkreis Schwäbisch Hall, insbesondere vor dem Hintergrund der Konfrontation verschiedener Jugendgruppen unterschiedlicher Nationalität“* (Communal crime prevention using the city of Gaildorf, administrative district of Schwäbisch Hall as an example, with particular reference to the background of confrontation of a variety of youth groups of different nationalities), 2003, University of Applied Sciences of Villingen-Schwenningen, Police Academy. (In part, portions of this thesis were adopted verbatim.)

Conceptual approach

In the years of 1998 and 1999, three youth groups of different nationalities and different ethnic origins began to form in Gaildorf.

A group of young Turks, mostly born in Germany, approx. 12 – 17 years of age primarily came to the notice of the police as a result of thefts and damage to property.

Linguistic deficiencies, difficulties in fulfilling secondary school requirements, the continued absence of experiences of success, no form of connection to German pupils, a lack of leisure time options, a lack of interest and in principle a virtual lack of future prospects were reasons for this grouping increasingly to separate itself off and to transfer its aggression to fellow pupils and teachers.

The group encompassed some forty to fifty children and youths, of which only around ten formed the so-called „hard core“, and two emerged as spokespeople. It was this „hard core“ in particular that drew attention to itself through a lack of norm perception. Meeting points in Gaildorf were the market square, the area around the city church, as well as the courtyard of the former city school.

Shortly after this scene had established itself within Gaildorf, an additional group established its prominence. Approx. six to eight Kosovo-Albanian adolescents, who had entered the federal territory as small children with their asylum-seeking parents, increasingly came into

conflict with the Turkish grouping for the space in the vicinity of the market square. This group neither drew attention to itself through obtrusive behaviour, nor did it attract the attention of the police through petty crime. In the end effect, it also did not continue to play a role during further events.

A third grouping was formed by young migrants from the succession states of the former Soviet Union, who in particular reside in the residential area of „Zimmerfeld“ on the outskirts of Gaildorf, which as a result gained a permanent ghetto-like character. These youths, with little or no proficiency in spoken German, kept to themselves, and as a result of a lack of leisure-time options spent their time on the playgrounds within the vicinity or the car parks of shopping centres. As a result of a lack of future prospects, unemployment, growing consumption pressure and their traditionally entrenched positive inclination towards alcohol, a further focal point emerged. Consumption of and trade in illegal narcotics were also increasingly recorded.

This unrestricted convergence of numerous foreign youths and what was by many citizens perceived to be offensive behaviour were the impetus for the development of mistrust amongst inhabitants not only towards young people, but also towards police and community work being carried out. The inhabitants of Gaildorf often displayed criticism, mistrust and cautiousness. However, openly displayed emotions were not in evidence. An openly hostile or even xenophobic front also did not develop.

The development observed with concern by the Schwäbisch Hall district office finally ensured that a central place of refuge, the „Container“, in close proximity to the „Zimmerfeld“ residential area, was financed. The Russian-German youths also demonstrated the closed and separated off nature of their grouping in relation to the Turkish and Kosovo-Albanian clique, with which no form of contact took place.

The instances of aggression that had visibly placed the feeling of security under strain in the small town of Gaildorf from 1999 to 2002, were initially concentrated on the confrontations of the Turkish and Kosovo-Albanian groupings. This resulted in brawls that even involved the use of alarm guns.

The grouping of Russian-Germans stayed out of this conflict. However, it also served as a source of corresponding potential aggression. For example, approx. fifteen German youths submitted to a beating on the periphery of an eighth division football match perpetrated against them by a group of Russian-Germans who significantly outnumbered them without offering resistance. The trigger was a quarrel four weeks previously in a youth house in the Gschwend region (Ostalbkreis). The German youths stated as the reason for not putting up resistance that they did not wish to provoke the Russian-Germans further.

The police sought to infuse insecurity into this situation by bringing intensive monitoring pressure to bear. Personal tally sheets were prepared by officers of the Gaildorf police post, giving the persons involved the feeling of being under constant surveillance. This personnel and time intensive measure made it possible for the officers to become acquainted with the

youths and in individual instances to build up trust. However, peer pressure and alcohol consumption were detrimental to rational dialogue. It was in particular attempted to establish a trust relationship with central individuals and to intensify dialogue with these under the involvement of a social worker.

However, it became evident that conventional youth work is insufficient to contain these conflicts, which are often based on cultural differences, and to support the integration process – in particular that of young people.

At the end of 2001, the Gaildorf prevention efforts took an unexpected turn. The mayor at the time unexpectedly provided the youths with a youth house.

For this reason, the Gaildorf city administration, the Schwäbisch Hall district office, the development association for open youth work and the Schwäbisch Hall police directorate joined forces in search of new routes to follow. However, it soon became apparent that the basic idea of communal crime prevention by means of a cross-departmental body in Gaildorf would not yield any fruitful results. The positions of the representatives of authorities and the development association for open youth work were too divergent.

Nonetheless, the planning as to what appearance a house for youths under the motto of „Working together – speaking to one another – structuring lives“ was to have commenced immediately subsequent to the acquisition of the building at 44 Bahnhofstrasse by the city of Gaildorf in 2001.

The following expectations were pinned to the concept:

- Development of social skills
- Support during the integration of resettlers and foreigners
- Imparting of perspectives and values
- Creation of opportunities for the meaningful structuring of leisure time
- Prevention of aggression, violence, xenophobia and crime

The head of the youth house at the outset carried out the initially required renovation work at his own discretion and using his own funds and tools. Shortly afterwards, materials and tools were made available to him by the city of Gaildorf.

The city of Gaildorf put a youth consultant at his disposal (until September 2002). On a joint basis, youths were challenged to submit ideas for the structuring of the youth house and to offer their active co-operation by means of a flyer in the schools of Gaildorf, from the special school right through to the secondary school.

The totally unexpected result of approx. 270 proposals and replies signified an additional motivation for the youth house team and the establishment of a youth house council, consisting of the mayor, a police representative, the head of the youth house and the first interested youths. Even previously disillusioned youths without any perception of norms offered their assistance. By now, between ten and twenty people worked on building „B44“

on a daily basis. Only the installation of electrical and heating equipment was assigned to local companies by the city of Gaildorf.

In this way, it was possible to open youth house „B44“ as early as the beginning of June 2002.

The Gaildorf police demonstrated their identification with the project through the head of the police post offering up his free time to carry out renovation work (in part while still in uniform).

Especially this situation had a very positive influence. Whereas the police had hitherto been nothing more than an organ of the state in the self-perception of the youths, the only goal of which was that of imposing sanctions on them, this down-to-earth proximity to the Gaildorf chief of police represented a quantum leap in terms of trust.

In order to avoid a target group that was too heterogeneous, the relevant body consisting of community and police representatives, as well as social workers committed itself to addressing children and youths between the ages of twelve and eighteen years. The insights gained into the youth scene of Gaildorf by this stage substantiated the realistic assumption that the project was capable of reaching eighty to a hundred per cent of youths. In particular, it was hoped that, on the basis of the results of the survey at the school centre, not only youths falling into the problem or peripheral groups would emerge as regular attendees at „B44“, but that it would instead be possible to reach a diverse audience of all youths.

Other questions needed to be debated:

- How could these youths be reached?
- How could the project achieve as much acceptance as possible (within the target group as well as amongst inhabitants), even over a longer period of time?
- How should financing be handled?
- How could local companies be involved?

These questions and the idea of providing youths with initial career perspectives *en route* towards education determined the planning of the three artisan workshops/spaces

- Woodwork,
- Garden and landscape maintenance, as well as
- Media/film/photography.

Professional supervision in the woodwork workshop was ensured through the commitments of a wood company and three joiner's workshops. In addition, considerations pertaining to the establishment of initial contacts between youths and local trade and repair businesses played a role.

In conjunction with garden and landscape maintenance, planning encompassed independent tasks, but in particular also non-profit tasks like the rehabilitation of public green spaces and

playgrounds in order to develop community responsibility, to improve the image of youths amongst inhabitants and thus also their integration.

The area of media, film and photography was to encourage interest and responsibility amongst youths while using PCs and the Internet, photography and photo processing, as well as video and videography.

The planning pertaining to leisure time options in addition encompassed:

- an adventure group (nature adventures)
- homework supervision
- a recreational room with a variety of games being offered
- project days/project weeks with topic focal points.

A lack of planning or conceptual design at numerous youth houses or youth centres often leads to acceptance problems. Those bearing responsibility for this in Gaildorf therefore clearly stipulated which supervised activities would take place at the youth house. These, for example, include

- Afternoons for girls with supervised makeup sessions, cooking, shopping in Stuttgart or simply chatting.
- The expansion of PC knowledge. The media centre is the undisputed „hit“ of the youth house. The older youths are currently working on designing the www.B44.de website.
- Youth days with billiard tournaments, football matches, video evenings and working at the computers.

The supervision of youths is handled by a trained home and youth educator in the capacity of a youth house manager and since March 2003 a certified social education worker.

Results / Experiences

It was largely possible to achieve the goals of integrating resettlers and foreigners, decreasing juvenile delinquency and increasing the feeling of security of inhabitants, as well as the expectations specifically relating to the youth house, like the imparting of a sense of responsibility, the meaningful structuring of leisure time, the creation of social places of refuge and the reduction of aggression.

The groups prepared to use violence were broken up with the result that it was possible to record a substantial reduction in acts of violence by young people. In addition, drug offences were also reduced.

Although this positive trend can also be traced back to other sources, there is no doubt amongst participants that youth house „B44“ has rendered a substantial contribution towards this.

Further information may be obtained from

Polizeidirektion Schwäbisch Hall, Verkehrs- und Kriminalprävention, Im Lehen 1, 74523
Schwäbisch Hall

eMail: praevention@pdsha.bwl.de

„Get moving!“ – violence de-escalation training for teachers as disseminators

Organisation

The development of a prevention concept for violence de-escalation has emanated from the co-operation of the crime prevention unit of the District Police Authority of Gütersloh and the Office for Youth Work of the Protestant Church of Westphalia, House Villigst/Schwerte. Originally designed for the main target group of children and youths, the tested concept was modified for parallel application to persons working in the educational sector. Under the title of „*Get moving!*“, employees of the crime prevention unit have been carrying out this disseminator training since 1997.

Co-operation partners are the Protestant Church of Westphalia (EkvW) together with the youth welfare office, the protestant dioceses of Halle and Gütersloh, as well as the education authorities of the district of Gütersloh.

In 2004, a total of 75 one to two-day events were held as part of the programme. As a rule, training is presented using a staff of two. Within the context of general duties, this is not always achievable.

No monetary costs are incurred during execution by the District Police Authority of Gütersloh.

In 2001, the disseminator training with teachers as the target group was subjected to an impact evaluation within the scope of a dissertation (see the literature references below).

Conceptual approach

The violence preventative approach of the District Police Authority of Gütersloh is based on the assumption that a multifaceted range of actions can be promoted by strengthening capacities like empathy, co-operation and consideration. At the same time, the aim is to put in motion the recognition process of the ineffectiveness of violence as a problem solution strategy.

The background to the supplementation of practical training for children and youths through disseminator training for teachers, besides reaching as many children and youths as possible, was the idea of ensuring a more long-term and therefore more effective influence on the end target group through disseminator training.

The conceptual targets that not only apply to children and youths, but also to disseminators are:

- The commencement of a recognition process on the basis of experiences undergone within the group and autonomous actions during the seminar
- Approaching the topic from the perspective of the victim in order to be able to deduce a definition of the concept of violence from this.

In addition, participants are to

- recognise violence,
- learn how to be able to protect themselves and others more effectively,
- learn how to fit into a group more effectively, and
- acquire competence to act during the handling of violent situations, which they can implement on a daily basis.

The trainers carry out the seminar concept with the disseminators in exactly the same way as with children and youths as the end target group. However, education methodology aspects are additionally explained. The aim here is to make the conceptual design of the seminar easier to experience and understand, and to allow its concrete application to be experienced. In addition to the objectives specified above, the following programme goals are pursued through the disseminator training:

- the police are to become more familiar and more of interest as part of its function as the authority for formal social control, as well as a co-ordination partner within the context of prevention and intervention
- networks are to be created that provide opportunities for exchanges and the dissemination of information, as well as support internally (e.g. amongst colleagues) or externally (e.g. at a district or regional level)
- topic related methodological competence is to be expanded
- the participants are to experience a strengthening of their (self-)confidence and feeling of competence within the context of violence as a result of the objectives mentioned.

„*Get moving!*“ has been designed as a modular building block system, thus facilitating a flexible, situation based, as well as target group orientated approach. Besides (approx. 4 to 6-hour long) fixed-period impulse training, seminars lasting one or more days are also an option. The learning goals that the building blocks involve are linked to one or more game-based exercises (interaction games) as the predominantly implemented methodology. This involves the alternation of active game phases with reflection phases. From a structural perspective, the concept is divided up into three sub-components or phases, to which topic focal points are in each instance assigned (Phase 1: warm-up, Phase 2: activation, Phase 3: sensitisation transfer).

In terms of the broader violence prevention context, the integral component of the seminar concept is integration into long-term and overall concepts and networks of violence prevention.

Results / Experiences

The question as to the extent to which a violence prevention disseminator approach holds promise as a route towards the effective prevention of violence was subjected to an external evaluation in 2001. A quasi-experimental pre-test/post-test design was used as the research design here, involving a control group and multiple measurements.

Whereas the experimental group was subjected to one to two days of training, the control group only received an informational text on the topic. In order to test the effect of the programme over the longer term, in addition to simple pre- and post-testing, a third survey was carried out at an interval of three months after the second survey in order to test the hypotheses arrived at. An anonymised written survey was used as a measurement instrument. The selection of the survey sample was on the basis of seminar enquiries to the crime prevention unit. For this purpose, the experimental group was made up of persons who had completed the disseminator seminar by October 2001 (n = 76), whereas teaching staff still planning to participate in a seminar formed the control group (n = 74).

In relation to the effectiveness of the training, the evaluation was able to provide evidence of significant positive effects, in particular as far as the established scales of „know-how“ and „informational/networking tasks“ are concerned, which may also be classified as longer term in nature. In summary, the results of the evaluation indicate that, in principle, it makes sense, and it is possible to train teaching staff as disseminators of violence prevention training programmes. The evaluation was able to provide proof that relevant methodological-didactic knowledge was indeed imparted to the teaching staff, and that this teaching staff both appeared to be motivated and evaluated the implementation possibilities within their everyday working environment as positive. However, this does not constitute a pronouncement concerning effectiveness in relation to the actual prevention aim (the prevention of violence amongst children and youths).

The „*Get moving!*“ foundation programme has been implemented as a component within a variety of networks for years:

1. Instruction of trainers at the Villigst Violence Academy.
2. Basic and advanced training of teachers and parents as part of the project of the regional administration of Detmold, „Alliance for education within the district of Gütersloh“.
3. In the crime prevention puppet play of the puppet theatre of the District Police Authority of Gütersloh, it is being used successfully in work with teachers.
4. Implementation in disseminator events as part of the „UP TO YOU“ project of „Bus Transportation – Eastern Westphalia-Lippe“ (BVO) concerning vehicle monitoring for anti-social behaviour onboard.

Literature:

Molske, Alexandra: *Gewaltdeeskalationstraining für Lehrer und Lehrerinnen. Evaluation eines kriminalpräventiven Multiplikatorenansatzes* (Violence de-escalation training for teachers. Evaluation of a crime prevention disseminator approach). Thesis at the Faculty of Psychology and Sport Sciences of the University of Bielefeld, 2002.

Further information may be obtained from

Kreispolizeibehörde Gütersloh, ZKB/ Kommissariat Vorbeugung, Herzebrocker Straße 142,
33334 Gütersloh

Internet: <http://www.polizei-gt.de>

De-escalation / Anti-violence training „by learning to box“ – crime prevention for juvenile and adolescent ethnic Germans from the former Soviet Union

Organisation

The project was set up under the auspices of the Federal Ministry of the Interior (BMI) and with the sponsorship of the Deutscher Paritätischer Wohlfahrtsverband, Brücke Siegen e.V. as a pilot scheme in 2001.

The project covers the locations of Siegen, Kreuztal and Netphen. It is financed to 90% through funds of the Federal Ministry of the Interior and the sponsor contributes 10% of its own resources. A sponsorship of three years is envisaged.

Conceptual approach

The target group consists of adolescent and juvenile ethnic Germans from the former Soviet Union who have drawn attention to themselves through their preparedness to use violence and through violent crimes. The central medium of this work is boxing, since it on the one hand offers the opportunity to acquire experience regarding fighting, aggression, boundaries and the attainment of social skills at a non-verbal level, and on the other hand entails a multitude of acquisition opportunities while verbally grappling with the topics of „fighting“ and „violence“.

Part of the content focus points are the topics of aggression and regardfulness, provocation and self-control, rules and consequences, fear and self-confidence, values and life strategies.

The anti-violence training, with a duration of three hours, is carried out once a week. Participation involves 8 to 12 group meetings. The group structure is open, i.e. youths who have drawn attention to themselves can immediately be included in a group in progress.

In addition, compact measures are carried out over a number of days in the event of concrete problem situations at youth institutions, schools, city district institutions etc., which serve the purpose of violence prevention and problem resolution in the event of rivalries between groups of ethnic German resettlers and groups of youths of other origins.

Results / Experiences

Up to now, only one of the participants who have successfully completed the „by learning to box“ programme has reappeared for pertinent offences under criminal law.

A significant reduction in violent crime amongst adolescents and juveniles, in particular in the „problem residential areas“, has been attributed to the programme by the local juvenile court.

Feedback from the allocating institutions regarding the subsequent development of participants is extremely positive. It is therefore consistently discernible that awareness of what is „right“ and „wrong“, and thus also willingness and capability when it comes to rule-conformant behaviour have increased substantially. In the same way, the ability to control one's own behaviour, i.e. to take into account consequences and not only to act within a short-term context, has also been enhanced significantly.

A number of participants are staying in contact with the project sponsor after completion of the measure at their own initiative. Some participants who have successfully completed the programme now volunteer their time towards it.

Even though it has hitherto not been possible to make any reliable pronouncements on the recidivism of programme participants in a scientific sense, it is nonetheless clear that the project is having a positive effect on the development and integration of participants.

Up to now, approximately two-thirds of all participants have successfully completed the training. In the case of about a third of the participants, it has not been possible to confirm successful participation, or the training measure was alternatively abandoned. However, in around half of the cases of those abandoning training, there were objective reasons for this (health reasons, moved away, termination of youth welfare service, imprisonment, call-up for military service).

Further information may be obtained from

Bundesministerium des Innern, Referat M 9, Graurheindorfer Str. 198, 53117 Bonn

Internet: <http://www.bmi.bund.de>

eMail: M9@bmi.bund.de

School quality as a prevention strategy – pupil disseminators against violence and crime

Organisation

The Brandenburg project ran between 1999 and 2002.

Staff allocation involved three positions: the project co-ordinator was supported by an additional scientific employee, as well as two teachers, who held the other position jointly.

Funding was provided by the Federal Ministry of Education and Research (BMBF), the Brandenburg Ministry of the Interior and the Brandenburg Ministry of Education, Youth and Sport (MBS).

The project was carried out at ten model schools (secondary level I) of the federal state, in each instance with four disseminator pupils who were to initiate a school development process at their schools. Many of these schools had already addressed the topic of the prevention of violence and had already become engaged within this area (pupil mediators or alternatively peer conflict mediators). The project therefore built on preparatory work and experiences at the school. Within the scope of a survey to measure social school quality, around 3,000 pupils in total took part in the survey at ten schools.

Conceptual approach

What can pupils do against violence themselves at their school? Do co-determination and participation improve the social climate at school, and can this prevent juvenile delinquency? The Brandenburg pilot scheme put the rules to the test and in the process followed two approaches: intervention and evaluation.

Intervention is based on work with „pupil disseminators“, who within the context of „peer education“ and „coaching“ establish a type of public at the school that openly and consistently voices its opposition to violence. Subsequent to the methodological and content based education of the disseminators within the scope of two one-week workshops, these in the form of projects on crime and violence provide enlightenment, mobilise other pupils and establish rule systems for handling violence at the school.

Besides this, in the long term, the social quality of the school is to be improved on the basis of an internal school evaluation and social participation on the part of pupils is to be strengthened. For this purpose, a questionnaire in order to diagnose „social school quality“ was developed that encompasses indicator areas such as participation, delinquency, violence or educational arrangements. The three instances of data collection during the project period

serve the purpose of evaluating the project, but also facilitate a differentiated evaluation of the potential for development and conflict respectively, so that targeted school development processes can be initiated, and school self-responsibility mechanisms can be established in the long term.

Results / Experiences

During the course of project evaluation, the following findings were made:

- In seven of the 10 model schools, improvements with respect to facets pertaining to social school quality were discernible. Four of the model schools exhibit a clearly positive trend across a number of facets.
- Improvements in social school quality were particularly evident in schools with a relatively low starting level, whereas schools with a higher starting level tended to stagnate. One of the schools in the last year of the project period experienced a destabilisation, in particular with respect to the quality of teacher-pupil relationships.
- Pupils feel connected to their school when they perceive it to offer options to participate, they experience the interaction of school interest groups to be democratic, and when they are supported by teachers and fellow pupils.
- At all schools it has been possible for pupil disseminators to plan and implement plans (projects, project days, teams) independently.
- At all schools, the project was seen as an important contribution towards the advancement of the self-development of the disseminators.

The success of the project is appraised to be as follows:

The promotion of pupil participation through the training and deployment of pupil disseminators can represent an important supplementary contribution towards the structuring of school democracy and increasing social school quality. The opportunities offered by such an approach can in particular be utilised by schools in which teachers are also actively involved in the project and are available to disseminators as contact persons and advisors. Components of empirical school evaluation and school reporting not only depict the status of development at the school, but simultaneously represent an important field of discussion as part of concept development at the school. It remains to be seen whether school development successes are being underestimated during pupil surveys, because it is possible that broaching the issue of social school quality at the school may also be accompanied by an increase in expectations.

What conclusions present themselves in terms of project optimisation?

1. In order to gain pupil disseminators and to motivate these in the long term, appropriate reward systems need to be developed!

2. In order to avoid too large a time burden being placed on pupil disseminators or even lessons being missed, it is for example advisable to integrate the project into whole-day school operation, lessons or into a thematic workgroup.
3. In order to gain supervising teachers and to ensure good supervision of the pupil disseminators on the part of supervising teachers, the granting of reduced hours is certainly helpful.
4. In order to ensure good supervision of pupil disseminators, and in order to ensure stabilisation of the project concept, supervising teachers are to undergo training and advanced training as disseminators themselves, and are to be integrated into the training of pupil disseminators.
5. In order to counter too large of a discrepancy developing between project concepts and the likelihood of their implementation, the development opportunities of a school („zone of next development“) are to be discussed at the commencement of the project (e.g. by way of a „future workshop“).
6. In order permanently to establish the project at the school, a constant stream of information within the school is required.
7. In order to achieve a visible improvement in school quality through pupil disseminators, besides start-up financing, a long-term orientation of the project is also required.

More than 550 participants accepted the invitation of the Institute for Applied Family, Childhood and Youth Research (IFK e.V.) to the closing conference „School quality as a prevention strategy – pupil disseminators against violence and crime“, which was held with the co-operation of the Centre for Research on Education and Socialisation of the University of Potsdam on 19/02/03.

The aim of the event was not only to provide teachers but also pupils of secondary level 1 insights into the project work of the Brandenburg pilot scheme and thus to prepare for the transfer of the project to the federal states of Berlin, Mecklenburg-Western Pomerania and Saxony-Anhalt.

The five interactive pupil workshops met with particular approval. The conference concluded with the staging of two theatre plays by pupils. The high rate of participation, in particular by more than 200 pupils, shows that the basic concern of the project – the strengthening of pupil participation as a prevention strategy – was met with a high degree of interest amongst both teachers and pupils. Not only a large number of model schools from Brandenburg are interested in the continuation of the pupil disseminator project. There is also substantial evidence of interest from schools in the federal states of Berlin, Mecklenburg-Western Pomerania and Saxony-Anhalt in participation in the project and the stabilisation of the project over the envisaged implementation phase of three years.

Information:

Materials were developed during the pilot scheme that serve to prepare the findings of pre-existing literature on the prevention of violence and participation for practical application in schools. This is supplemented by materials that are in particular aimed at indicating action-based options to pupils within the context of active participation in school life. The information and materials concerning the project are available via the Internet under <http://www.schuelerpartizipation.de>.

The individual categories cover

- Reports and articles (articles and educational building blocks on topics relating to the project, as well as a template of a school report on social school quality)
- Teacher materials (introduction to the school disseminator project, as well as a project manual concerning pre-implementation projects on the topic of crime prevention at schools throughout Germany)
- Pupil manual (information concerning the tasks and „tools“ of a disseminator)
- Media (project specific sets of slides/transparencies for use during lessons and advanced teacher training)
- Organisational (information concerning suppliers of training, exhibitions and workshops on topics relevant to the project).

Further information may be obtained from

Institut für angewandte Familien-, Kindheits- und Jugendforschung an der Universität Potsdam, IFK-Vehlefan, Burgwall 15, 16727 Oberkrämer

Internet: <http://www.ifk-vehlefan.de>

eMail: ifk@ifk-vehlefan.de

We will participate – courage against violence

Organisation

The civil courage project „We will participate – courage against violence“ is a project aimed at a city district with the option of transferring its effect to the city as a whole in the medium term. At the initiative of the prevention council of the city of Bremerhaven and under the auspices of the city planning office (1 official) and the local police authority (2 officials), it was possible to acquire funds to the total of EUR 130,000 from the European Union for the years of 2002 to 2006 in order to implement the ideas and individual concepts. The concept, structured into three time phases, is evaluated during each phase by the individual project leaders and the group internally, as well as assessed by an external institution.

Conceptual approach

As was discernible from the crime atlas of the local police authority of Bremerhaven of 1994, the city district of Geestemünde occupied top position, amongst others in terms of street crime. The number of criminal offences involving robbery reported within the area covered by the Geestemünde police station first occupied the top position in 1997 (39.2% of all offences within the city of Bremerhaven), which had manifested itself in subsequent years.

Based on the experiences of the guarding and investigation service, there was a noticeably low preparedness on the part of inhabitants to co-operate with the police. This applied irrespective of whether this pertained to an observed offence (amongst others vehicle crime and damage to property) that was either not or only seldom reported, or the perceived low preparedness to make oneself available as a witness or spontaneously to come to the aid of a victim of an offence.

The cause was suspected to be a high degree of personal uncertainty (fear of the threat of violence) combined with a low subjective feeling of security (a lack of confidence in the competence of the organs of the state).

The preventative work approach for the above mentioned city district assumed that it would be possible to create a social climate in which crime was no longer brought about to the previous extent as a result of the target-orientated co-operation of all city district institutions and the involvement of citizens. Since criminal behaviour can have complex causes, it appeared necessary to become active at all levels of societal control wherever possible. Individual forms of grappling with the topic were to be developed in each instance for the various sectors of influence within the city district (schools, churches, associations, work with children, youths and parents, merchants, police).

On the basis of this requirement, a working committee was established in Geestemünde, consisting of the above mentioned institutions, as well as representatives of the city district.

Initially, a thesis was put down on paper that was aimed at the population in the form of an appeal in order to challenge everyone in Geestemünde – based on individual capacities – actively to commit to the civil courage initiative. Later, a public logo competition was launched using the local press, and the slogan „courage against violence“ was developed, which has subsequently become used for all activities of the alliance.

Using flyers, street theatre performances of the youth theatre club of the city district and though numerous discussions, the working group members distributed the logo and the content of the thesis paper at city district festivals during the initial phase of the campaign. A short film on the topic was produced by the police and is shown at regular intervals on the „Open Channel“.

The exhibition of a selection of the submitted logo designs in the foyer of the regional savings bank of Bremerhaven/the State of Hadeln created further interest amongst inhabitants.

Results / Experiences

During the course of activities, a variety of participating institutions developed individual projects, the promotion of which was to be verified within the scope of EU directives and were approved as an overall concept by the prevention council on 14/1/2002 – and subsequently by the applicable committees of the assembly of city councillors.

For Phase 1 (2002 – mid-2003) it was initially possible to launch a total of ten individual projects with an estimated financing volume of EUR 48,000.

The measures that were financed/implemented on the basis of the project fund encompassed areas as divergent as:

- The settlement of disputes in the primary phase
- Social skills training at primary school
- The prevention of addiction at school
- Mediation/resolution of conflicts within the city district
- Support for the children's musical entitled „Karlinchen“
- Setting up of a police puppet theatre in the South Division
- Learning within the family – courses for young parents
- The development of a theatre play with pupils of the city district entitled „Gib mir den Saft“ (Give me the juice).
- Creation of advertising materials to bolster the civil courage initiative.

These are primarily aimed at children and youths.

In addition, the Institute for Police and Security Research at the Bremen University for Public Administration was commissioned to compile an evaluation study.

The effectiveness of the measures has since then been researched by students of the institution during projects. For quantitative purposes, oral surveys were used as a research method, and for qualitative purposes, written surveys, document analyses and interviews with experts. In the results, it was in part possible to provide recommendations for improvement (mediation within the city district should be handled in a more target group orientated and permanent way; the parent school would be well advised to publish parent guidelines in the form of a flyer).

The advances of the individual projects have enjoyed and continue to enjoy the supportive guidance of the steering group of the prevention council and the „Courage against violence“ working group.

The individual projects were presented to the public in the local media.

Even working group members who did not receive or apply for any funding took up the topic of „Courage against violence“ at their institutions. For example, an evening event on the topic was held at the Wilhelm Raabe School, involving pupils, parents, teachers and experts. Police cars and police stations were supplied with campaign stickers. The same stickers were also placed at many shops upon encouragement from the Geestemünde city district conference. Through this campaign, carrying the name „Safe route home“, it is in particular to be signalled to children and youths that help would be provided by the business community in emergency situations.

The second phase of the campaign (mid-2003 – 2004) was primarily aimed at improving the networking of institutions in Geestemünde. Anti-violence projects at schools involving the rapper, Shamiel Adams, the expansion of the „Gib mir den Saft“ theatre project, conflict resolution training with educators at a variety of crèches and the creation of their own homepage by girls at the Grünhöfe service centre served to establish the campaign further. The police puppet theatre, the performances of which have repeatedly been covered in the local press, designed a play for adults as the target group.

An expansion of the „Courage against violence“ campaign to the entire city is being carried out as part of the progression of activities. The first shops in the Lehe city district already took part in the „Safe route home“ campaign in 2003. The campaign was adopted within the city district on the basis of the EU programme Urban 2 in the autumn of 2004 with total funds of EUR 30,000. On 11/09/2004, a „Courage against violence“ day, with bands and sporting events, was held for young people at Ernst Reuter Square in Lehe.

Housing associations in the city became involved in „Courage against violence“. Stickers and flyers were produced and distributed for tenants in Bremerhaven by GEWOBA. The Bremerhaven civic housing association (STÄWOG) took up the topic in its current tenant magazine. The buses of the public transportation services, as well as the vehicles of the Bremerhaven fire brigade have by now also already been supplied with campaign stickers.

The „Courage against violence“ campaign can therefore not be viewed as a completed project, but rather as an attempt from within a „burdened“ city district with a large number of responsibility bearers of the region to demand the idea of civil courage in order to advance objective and subjective security. The first measurable success is that street crime within the area falling under the Geestemünde police station dropped by 5% in 2003. A further drop is anticipated – and that is throughout the city district.

The activities of the „Courage against violence“ campaign are presented on the Internet under <http://www.mut-gegen-gewalt.de>.

Literature:

Hoffmann, Rainer: Evaluationsbericht der 2. Phase der Aktion „Zivilcourage - Mut gegen Gewalt“ (Evaluation report of the 2nd phase of the „Civil courage – courage against violence“ campaign). Evaluation report of the Institute for Police and Security Research, Bremen. Bremen 2005 (75 pages).

Further information may be obtained from

Ortspolizeibehörde Bremerhaven, - Führungsstab -, Stadthaus 6, Hinrich-Schmalfeld-Str. 31, 27576 Bremerhaven

Internet: <http://www.mut-gegen-gewalt.de>