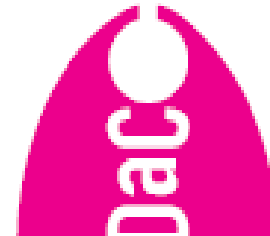


The 5Is framework: Securing the knowledge of crime prevention and community safety

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**DESIGN
AGAINST
CRIME**
RESEARCH CENTRE



Årsmøde 2012

Vejle, Danmark

Only yourselves to blame!



eu2002.dk



European Crime Prevention Network Conference

Exchange of good practice in crime prevention between practitioners in the Member States concerning:

- Youth criminal justice measures
- Domestic burglary - including its causes within the wider built environment
- Bullying/motivated by drug addiction - especially in public places like the streets

October 7th - 8th 2002 in Aalborg, Denmark

Report - Volume I



Towards a European Knowledge Base

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Introduction

Crime is a problem which affects us all as individuals, as families, as communities, as states and at the level of the EU itself. Preventing that crime - and - more important than numbers - alleviating the bad consequences of crime for our lives in health, home, travel, shopping, business, governance and leisure is an interest we all share, and a responsibility we should all accept. But crime is not always easy to control - to do so costs time, effort, and sometimes part of our freedom and privacy - and there are many more demands on our scarce resources to satisfy than crime alone. It is therefore vital that we perform the tasks of crime prevention as well as we possibly can. This means striving always for good practice, and sharing our knowledge of it - pooling the benefits not just of our greater numbers but more importantly of our different experiences, different methods, different approaches to innovation, in a way which can stimulate and challenge the fixed views we all get when working and thinking in the context of just one country. Sharing knowledge on what works is the theme of this conference, and of course it is central to the goals of the EUCPN.

We now have good evidence in principle that diverse kinds of crime prevention can successfully, and even cost-effectively, reduce crime (eg Goldblatt and Lewis 1998). Many of these approaches promise to be more effective, and have fewer side-effects, than traditional repressive measures - although these, of course, remain necessary. And they have the potential to make a significant difference to people's quality of life - if the approaches are based on reliable evidence and implemented well.

Defining, capturing, storing, retrieving and transferring knowledge of good practice is a difficult process. Even medicine and medical science find it a challenge to become a fully evidence-based discipline, but for the softer, social science approaches central to crime prevention it's even harder to achieve.

What's coming up

- Importance of Good Practice knowledge
- What's wrong with the way we collect it
- Implications for selection, replication and innovation in Good Practice
- Specifying fit-for-purpose requirements for Good Practice knowledge
- Introducing my attempts to meet the specification –
 - Definitions
 - Framework for causes of crime and for interventions (CCO)
 - Framework for process of doing prevention (5Is)
- Illustration with Irish youth justice examples



I couldn't say it better than this!

Viden og praksis går hånd i hånd

Who should be interested in Good Practice?

People/organisations concerned with

- Practice (obviously)

But also those responsible for action at higher levels:

- Delivery of programmes
- Policy
- Public understanding and debate
- Governance
- Research and evaluation
- They will view Good Practice from different angles
- At all levels, Good (and Bad) Practice examples can illustrate principles, challenge assumptions, test theory, extend frontiers of thinking

Why collect Good Practice information?

- To improve *performance*
- To widen the *scope* of crime prevention to cover new problems and solutions
- How?
 - By sharing *technical knowledge* of how to do it well
 - By helping other practitioners avoid past *mistakes*
 - By *motivating practitioners* who improve performance & extend scope
 - By developing wider culture & climate of *quality* of preventive action among practitioners, policymakers and others

What's wrong with Practice?

- Many evaluations of crime prevention projects and programmes have revealed *implementation failure* as a serious issue for crime prevention
- From Problem-Oriented Policing to Communities That Care, the *replication and mainstreaming* of 'success story' demonstration projects into wider programmes often disappoints

What's wrong with Practice and **why?**

- **Explanations** include
 - Deficient project management skills
 - Limited analytic capacity of practitioners
 - Short-term funding
 - Over-centralised management
 - Unsupportive organisational context
 - Mission drift
- But people have neglected one factor –
inadequate knowledge of practice

New Explanation of Implementation Failure

- Limitations of
 - *Knowledge*
 - how it is *captured through impact & process evaluation*
 - how it is *managed*

These limitations hinder:

- Performance of community safety at levels of
 - *Policy*
 - *Delivery*
 - *Practice*

What kinds of knowledge to collect?

- **Know crime** – definitions
- **Know-about** crime problems
- **Know-what works** to reduce crime
- **Know-who** to involve
- **Know-when** to act
- **Know-where** to distribute resources and effort
- **Know-why** – symbolism, values, politics, ethics – eg fairness of access to youth centres
- **Know-how** to put into practice
- Each of these kinds of knowledge is relevant to each level of action – from **practice** to **policy**

What's wrong with Good Practice knowledge?

- Common underlying themes:
 - Much knowledge is *tacit and unarticulated*, hence
 - Not *tested*
 - Not efficiently *transferred* between individual practitioners, between teams or between programmes
 - Knowledge of good and bad practice is *lost* & frequently reinvented (both reinventing the wheel... and the flat tyre)
 - Failure to handle *complexity* of choice, delivery and action that crime prevention requires
- Addressing both requires attention to **Know-What Works** and **Know-How** in particular

How should Good Practice knowledge be used?

When tackling a crime problem, practitioners must:

- **Select intervention methods** which are evidence-based, suitable for problem and context, and appropriate for priorities and resources of the responsible organisation/s
 - But **Know-What** knowledge from impact evaluations is too narrow
- **Replicate the methods customised to context**
 - But **Know-How** from process evaluations is too simplified, and inconsistent in coverage
- **Innovate** where replication is not possible or sensible – eg lack of adequate evaluations, new contexts, new problems
 - But is our theoretical and practical knowledge good enough in its content and organisation to support innovation?

**Selection of preventive action
from a Good Practice Knowledge Base –
Do Good Practice descriptions contain the
*right information to help choose?***

Selecting action to replicate – What's wrong with **Know-What** knowledge?

- **Know-What** is compressed into just a few numbers – **impact on crime, or effect size** (e.g. Systematic Reviews)
- A rigorous and systematic evidence base is **necessary** but it is not **sufficient**, if results are one-dimensional
- **Finding information** is an issue as case studies grow
- Remedy – **richness, reliability, retrievability**
 - A *richer, multi-dimensional knowledge base* is needed for supporting intelligent decision-making and planning
 - A **Tænk** approach - What's **overall good value?** What's **best for your problem and context?**
 - Knowledge must be *organised for retrieval*

Dimensions of Choice when selecting Good Practice actions (1)

Choices with clear preference

- Are actions *effective or cost-effective*? Do anticipated *benefits* significantly outweigh *costs/risks*? Are there any serious *undesirable side-effects*?

This is where most evaluations, and Campbell-type systematic reviews of interventions **stop** – but there is much more to know.....

Dimensions of Choice when selecting Good Practice actions (2)

Choices with clear preference

- Are actions *responsive*?
 - Can they be efficiently *targeted* on *causes* of crime problem?
 - Can they be efficiently *prioritised* on basis of the *harmful consequences* of crime, *needs* of victim and wider society?
- Are actions *legitimate* and *acceptable to community*?
- Are actions *sustainable* in effectiveness, financial, and Human Resource terms?
- Are actions *adaptable* – proofed against social/ technological change and adaptive offenders?
- Are actions *deliverable* in a programme, with acceptable level of risk, given the context and the resources available?

Dimensions of Choice when selecting Good Practice actions (3)

Choices to fit the crime problem and context

- Over what *timescale* and what *geographical scale* is the action designed to operate?
- What are the *conflicts, tradeoffs and synergies* with other policy values (privacy, energy consumption, justice, regeneration...)
- What is the *scope* of the action – does it tackle a narrow range of crime types or a broad range? Does it go beyond crime?
- *Coverage* on the ground – *how much* of crime problem tackled? (eg is it cost-effective only in high crime areas, or in all areas?)

Replication and Innovation of preventive action

from a Good Practice Knowledge Base –

*Do Good Practice descriptions contain the
right information to help us
replicate & innovate?*

Replication is difficult – why?

- *Context* is important in determining whether prevention works – many conditions must be established for the preventive ‘mechanisms’ to be successfully triggered
- Copying an example of Good Practice *too precisely* (‘cookbook’ style) won’t adapt it to context, or to the specific local crime problem; nor will it be acceptable to practitioners
- This applies to single ‘success story’ demonstration projects or Youth Justice programmes requiring high-fidelity copying
- Practitioners and their managers often fail to strike the right balance between:
 - Copying the successful *end product* of specific preventive interventions
 - Copying the *intelligent process* that successfully generated an end product attuned to context
 - Copying the *organisational capacity* for pursuing that intelligent process

The problem with our approach to practitioners...

- Much knowledge of practice is *tacit*
 - Typical approach to knowledge transfer is to supply contact details of originating practitioner
- Dependence on able and/or *charismatic practitioners* is risky
 - They move on, die with their boots on and reinforce tacit nature of knowledge...
- More generally, practitioners operate at two extremes:
 - Given anarchic *total freedom of manoeuvre*, with implications for quality and mission drift, or
 - Seen as *technicians not consultants*, slavishly copying programme recipe – many hate it
- Limited *career structure* and *organisational reward* means investment in education and developing expertise is patchy

How are Replication and Innovation related?

- Because every replication faces a different *context*, it always involves some degree of *innovation*
 - Moreover, our coverage of **Know-What** and **Know-How** is limited:
 - *New problems* emerge that nobody has previously tackled
 - New *configurations of causes*, or **Risk & Protective Factors** emerge
 - *Nature of crime itself changes* – new tools, weapons, even fashions; new themes and balances within justice
- ...so innovation has to make up the deficit

How to innovate?

- Draw on *principles/ theory* of crime prevention to generate 'plausible' proposals
- *Recombine elements* of action – break down Good Practices into *sub-units* (eg how to mobilise people in a project targeted on burglary) and put them together in new *combinations* (eg use same method in a car crime project) – *Does GP description enable this?*
- Pursue an 'iterative process' of design and testing of the intervention
 - ... > *generate* > *trial* > *get feedback* > *adjust* > ...
 - *Continuous monitoring/ development/improvement*

Does the Good Practice description contain the right information in the right detail to help replicate it innovatively and intelligently in different contexts?

Quick-read glossy summaries are necessary but:

- Descriptions of *practical methods* are brief
- Information on *principles or mechanisms* underlying the action, *does* transfer between contexts, but is often unclear
 - eg 'our project is about *working with young people*'
- *Process* information is absent or limited
 - It is difficult to '*reconstruct*' the unfolding stages of action
 - There is no information about the *choices and tradeoffs* that practitioners had to face at different stages – in different contexts they may want to make different choices

**A Good Practice knowledge base
designed to be fit for purpose –
Specifying the right format**

A knowledge base designed to be fit for purpose?

Information in a Good Practice knowledge base must be far more than a loose heap of case studies:

- Retrievable/ searchable – precise, clear, consistent – *can you find what you want?*
- Communicable – nationally and internationally – *can you understand it? Are the terms clearly-defined and unambiguous?*
- Of good quality – accurate and reliable – *can you trust it?*
- Organised to guide planning and action – reflects **structure** of action & **process** of doing prevention – *can you act on it?*
- Organised to support training – *can you learn from it?*
- Clear about what type of action it describes – eg practice or delivery – *can you be sure of the level you are working at?*
- Of appropriate complexity and richness of detail – you cannot describe essentially complex actions with over-simple slogans – *does it match complexity of your work on the ground?*

Question break

What do you think of it so far?

Is it *nice to know*?

Fit for purpose?

The 5Is framework... and more

Elements of **New** Framework seeking to meet specification

- **Know-Crime** – Defining **Crime Prevention, Community Safety, Partnership, etc**
- Clarifying **structure of action**
- **Conjunction of Criminal Opportunity** – framework to map both situational & offender-oriented approaches covering
 - **Know-About** crime – **immediate causes** of criminal events
 - **Know-What** works to prevent it – **interventions** in causes
- **Know-How** – **5Is – Process of doing prevention**
 - A language and a map for describing all the detailed tasks of the **preventive process** and thereby capturing, organising and sharing good practice knowledge
 - 5Is began with focus on crime **problems**, but through Irish experience is evolving to handle offender-oriented **services**

Irish Is – field visits

Irish Is – field visits



- Previous knowledge capture exercises involved intensive study of **single projects**, from reports or site visits
 - eg Project Moonshine – 3 hours, 13 Intervention methods
- Now, I shall illustrate aspects of knowledge with reference to around 10 youth projects in Dublin & Limerick visited over 2 days in 2008
- Each involved
 - Using 5Is headings to lead group **discussion** with staff & partners eg Gardai – very lively and productive
 - Discovery of 120 **items** of knowledge at all levels
 - Many new **categories** of knowledge emerged
 - Some challenges to the **structure** of 5Is framework

Defining Crime Prevention

- Crime prevention is narrow – intervening in the causes of criminal events to reduce their risk
 - Possibility – can the crime be committed?
 - Probability – how likely is the crime to happen?
 - Harm – how damaging are the consequences?

Defining Community Safety

- A broader concept – an aspect of **quality of life**
- A state of existence in which people, individually & collectively:
 - Are sufficiently free from a range of real & perceived **hazards/ harms** including crime and misbehaviour
 - Are able to **cope** with those harms which they nevertheless experience, or
 - Are otherwise sufficiently **protected** from their consequences
- Thus establishing the conditions that allow those people ...
 - To pursue the **necessities** of their social and economic lives
 - To exercise their **skills** and
 - To **create and enjoy wealth** in the widest sense

Clarifying the **focus** of action

- Crime prevention action can **focus** on:
 - Crime **problems** or actual/potential offenders as cases
 - **Causes, or Risk and Protective Factors** that are
 - Immediate or remote
 - Situational or offender oriented
- And take a narrow or broad **scope**
 - Criminal events, civil conflicts or wider community safety
 - Crime/safety addressed **per se** or as part of concern with **wider issues** eg social inclusion, cohesion, education, economic renewal

Clarifying the *units of action*

Crime prevention action has a rich structure:

- Organisation of activity
 - Programme
 - Project
 - Problem
 - Service or Case – short term or developmental
 - Transferable action elements - *eg insurance for outdoor activities*
- Nature of Intervention in causes or RPFs:
 - Causal mechanisms – how each intervention method works in detail, in context, usually with reference to theoretical processes – *eg social learning theory*
 - Generic principles – *eg trusting relationships with role model*
 - Practical methods – *eg fishing trips*
 - Packages of methods – *eg suite of centre-based and outdoor activities*

Clarifying the *ecological level* of action

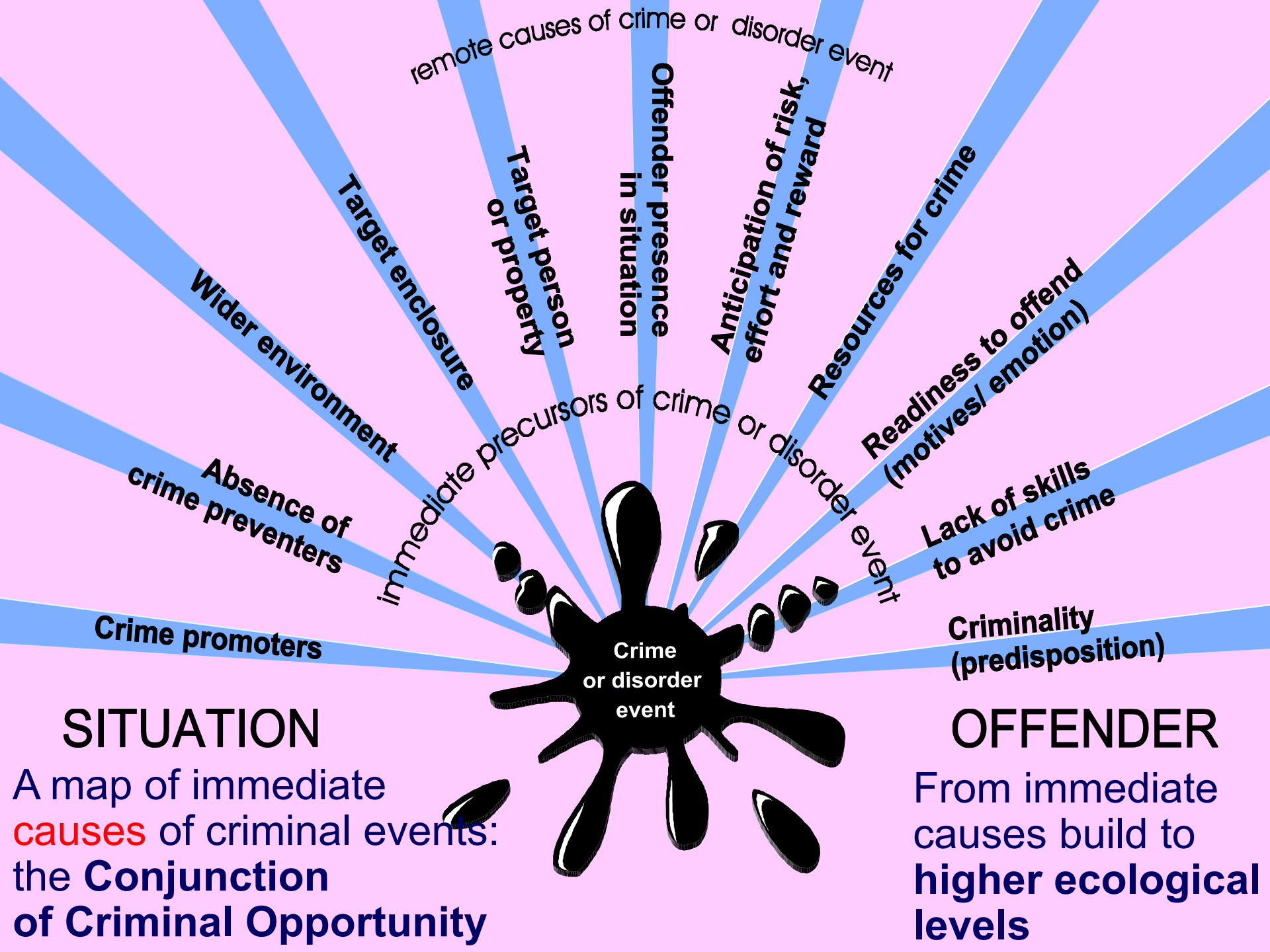
- Crime prevention can target problems, or influence causes or RPFs, which operate at various levels:
 - Individual
 - Family
 - Peer group
 - Institutions eg schools
 - Community/Area
 - Networks, markets
 - Wider social structure
- Good practitioners skilled at using different levels: *mix of 1:1 and group work with young people*
- Good practitioners skilled at switching levels: *if problems arose with young people at individual level at youth centre, they switched to family intervention involving local 'family monitors'*

Clarifying the *institutional setting* of action

- Crime prevention can act in different institutional settings:
 - In enforcement/ justice v welfare, education, health, 'civil' crime prevention
 - Within single agency v partnership
 - In localised v centralised organisation
- Different settings will apply different perspectives – may conflict
 - *But some youth centres were skilled at*
 - ***Balancing** effect of divergent perspectives*
 - *Actively **exploiting** the crossover between justice and welfare as a resource to influence young people and their families*

**Causes of criminal events, and
principles of intervention –**

Conjunction of Criminal Opportunity



Immediate causes of criminal events – CCO

Criminality (predisposition)	• Aggressiveness, no respect for girls/women or property, cruelty to animals
Lack of resources to avoid crime	• Poor job skills, can't get up
Readiness to offend (emotion/motivation)	• Boredom
Resources to commit crime	• Overcrowding causes domestic stress
Immediate perception/decision agenda	• Weapons, tools, knowledge and contacts
Presence of offender in situation	• Perception of risk, effort, reward
Target persons or property	• Provocation, no feelings of guilt
Enclosure	• Kids hang round on street awaiting action
Wider environment	• Firefighters seen as enemies
Lack of Crime Preventers	• Shops/houses – poor perimeter security
Presence of Crime Promoters	• Tactical – eg streets suited to joyriding
	• Motivational/emotional – nothing to do here
	• Parents fail to socialise, supervise kids
	• No good role models
	• Envy culture prevents betterment
	• Residents cheer joyriders

**Intervention
in cause**

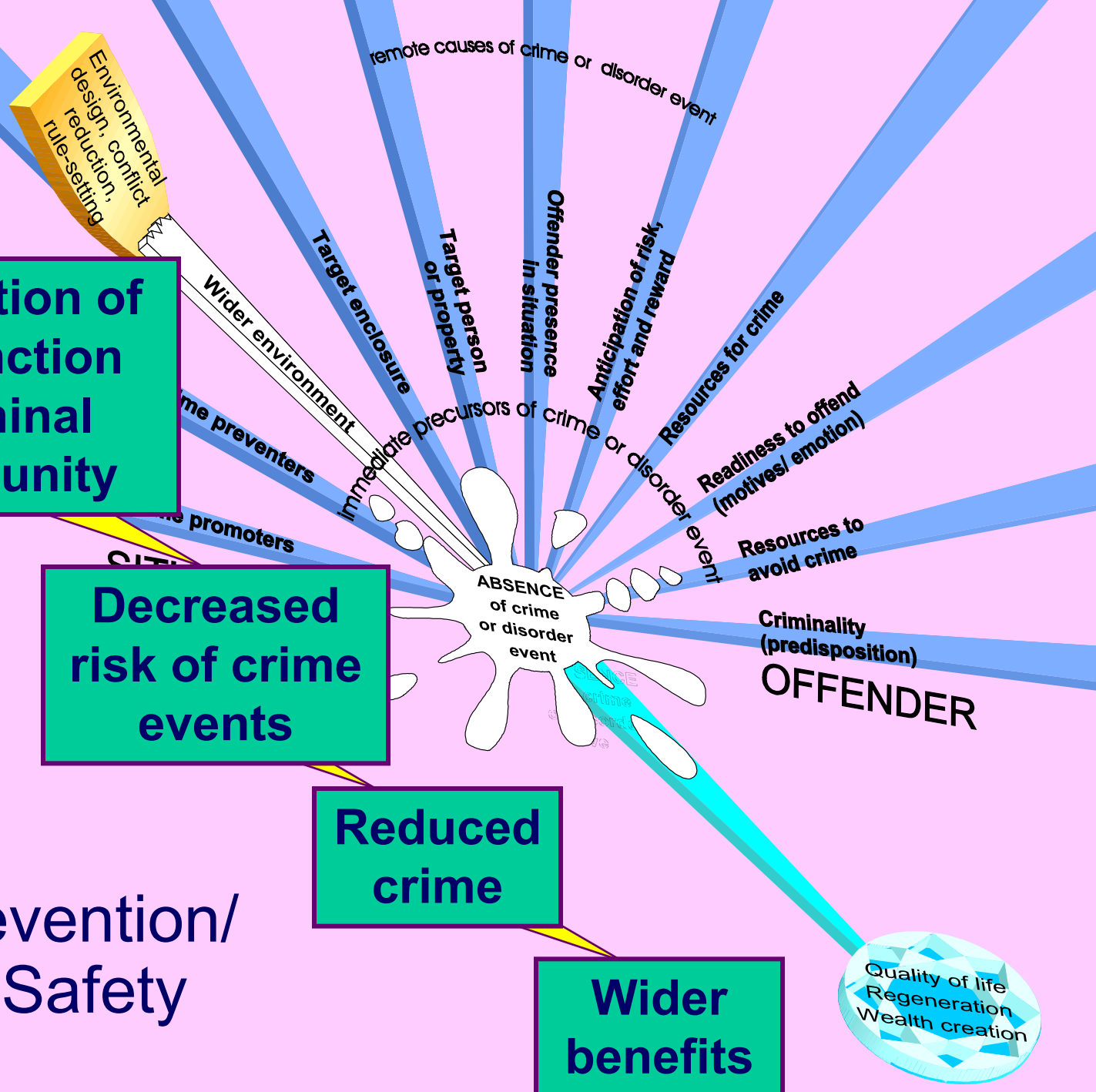
**Disruption of
Conjunction
of Criminal
Opportunity**

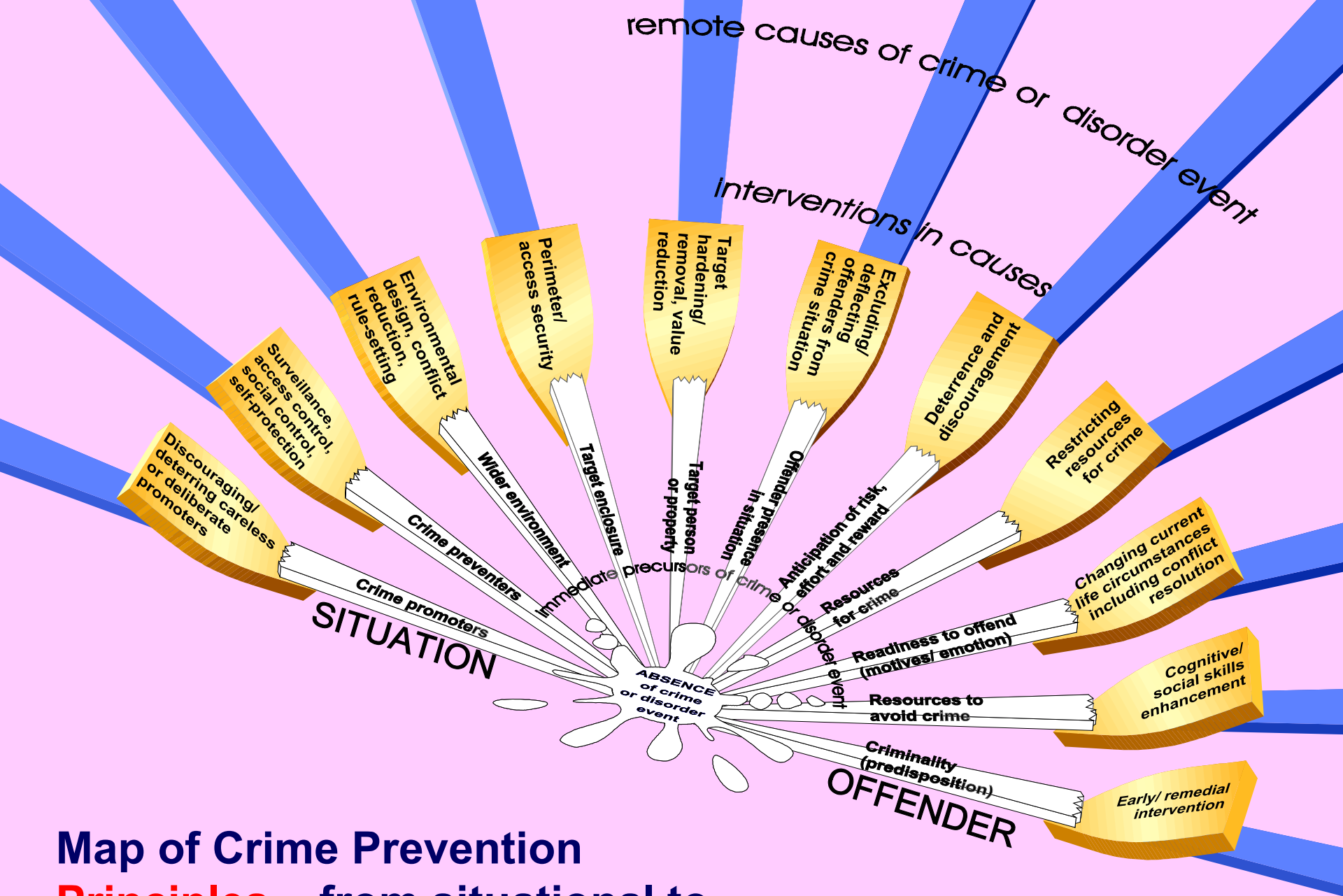
**Decreased
risk of crime
events**

**Reduced
crime**

**Wider
benefits**

A Crime Prevention/ Community Safety Intervention

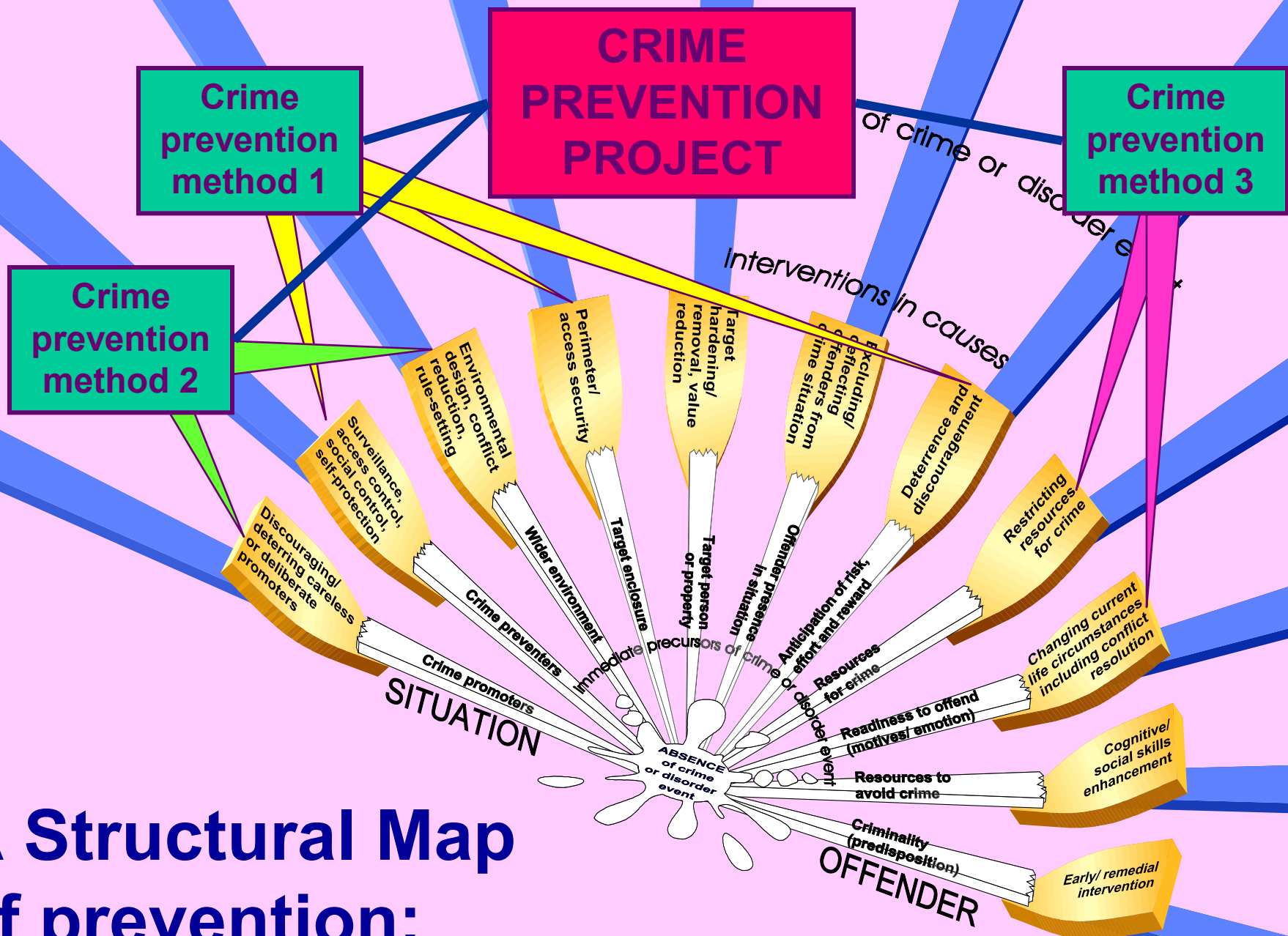




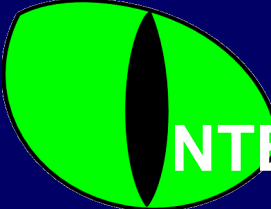
Map of Crime Prevention
Principles – from situational to
offender-oriented intervention

Intervening in causes of criminal events - CCO

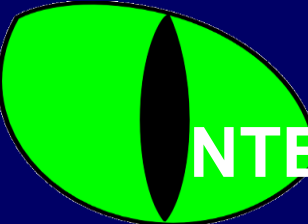
Criminality (predisposition)	Criminality prevention – <i>horse stabling skills</i>
Lack of resources to avoid crime	Skills/habits – <i>steadily earlier meetings</i>
Readiness to offend (emotion/motivation)	Influencing current life circs – <i>same activities eg motocross, but in legitimate context</i>
Resources to commit crime	Restricting resources – <i>eg remove bricks & bottles from town centre Friday afternoons</i>
Immediate perception/decision agenda	Deterrence, Discouragement – situational; empathy & guilt – <i>teaching moral choice</i>
Presence of offender in situation	Deflecting offenders – <i>into centres/ activities</i>
Target persons or property	Target hardening/removal – secured cars
Enclosure	Create/strengthen enclosure – <i>eg fencing</i>
Wider environment	Environmental design – <i>eg restrict access via through- routes; create youth facilities</i>
Lack of Crime Preventers	Mobilise preventers – <i>utilise group pressures at youth centre to return stolen goods</i>
Presence of Crime Promoters	Convert promoters – <i>video showing bad consequences of joyriding</i>



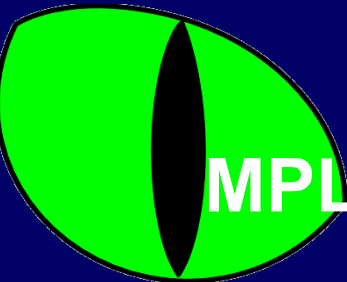
A Structural Map of prevention: Methods, Principles and Projects



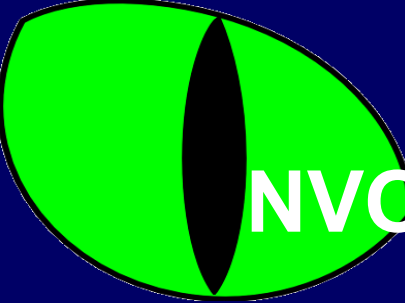
INTELLIGENCE



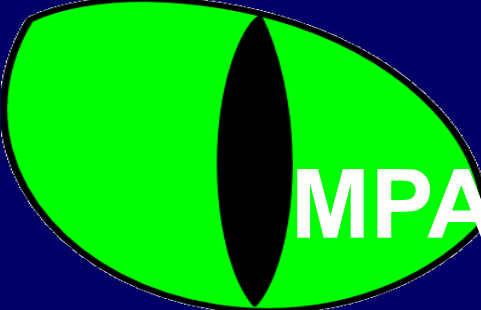
INTERVENTION



IMPLEMENTATION



INVOLVEMENT



IMPACT

The Five Is

The tasks of the
Preventive Process

5Is – Zoom Structure – Intelligence

Message:

Map:

Methodology:

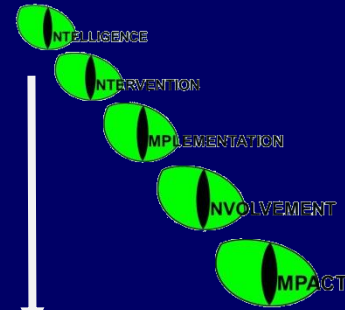
Meat:

Intelligence

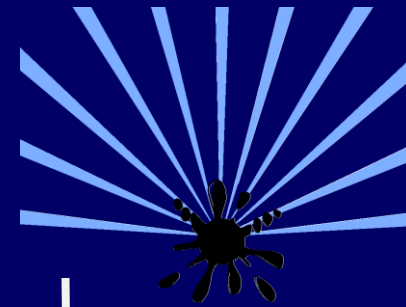
Causes, Risk &
Protective Factors

Conjunction of
Criminal Opportunity
framework

Specific content
of knowledge –
particular causes
of crime problem



- General social/geographical context
- Evidence of crime problem – sources of information and analysis
- The crime problem/s tackled - pattern, trend, offenders, MO
- Wider crime problems
- Consequences of the crime problem/s
- Immediate causes, risk & protective factors, criminal careers



5Is - Intelligence

Social/ geographical context	<i>Criminal families move into an estate en masse, and then intimidate other residents</i> <i>Holistic approaches meant focus on the person rather than the crime</i> <i>Knowledge of other local agencies/centres vital for defining own boundaries of institutional competence and collectively identifying gaps</i> <i>Youth centres often deliberately don't ask about offending history of young persons</i> <i>Disorder/racist abuse on school buses</i> <i>Drugs, family feuding</i> <i>Health, education, gender relations</i> <i>Stigma of area reputation affected employment prospects of individuals</i> <i>Use informal arrival period to assess mood: is young person in suitable state for group work or 1:1 work today?</i>
Evidence of crime problem	
Intelligence for Involvement	
Intelligence from Involvement	
Crime/ disorder problem/s	
Wider crime problems	
Wider social problems	
Consequences of crime problem/s	
Immediate causes, RPFs, criminal careers	

5Is - Intervention

- Intervention is the precision view on how the action works – linking:
 - Causal mechanisms or RPFs of **crime**
 - Causal mechanisms of **intervention**
 - This view connects with Theories of Change/ Realistic evaluation approaches
- Start with describing practical **methods** eg *Fishing-trip activities*
- But one method may work via many mechanisms
- So move on to conjecture analytic **principles** - eg from CCO
 - Predisposition – *teaching calmness, care of animals*
 - Resources to avoid offending – *learn planning/budgeting of trip (doubles as Implementation); teamwork; make/sell fishing flies (learn to earn)*
 - Readiness to offend – *alleviate boredom; motivation to be honest by award of trophies*
 - Decision to offend – *risk losing the right to go on more trips*, Offender presence – *Removal of potential offenders from crime situation*
 - Crime preventers – *relationships with positive role models*

5Is – Involvement

- Many crime prevention Interventions are not directly Implemented by professionals such as police, probation, youth service, but by others in community
- Even direct professional implementation may require partnerships to span divisions of labour & bring together complementary perspectives/ resources
- Involvement comprises:
 - **Partnership** Interagency, or with residents, other organisations
 - **Mobilisation** Of organisations, companies, departments, volunteers
 - **Climate-setting** Background relations – public trust, interagency trust, mutual expectations
 - **Outreach** Getting young people as potential offenders to participate voluntarily in their own treatment

5Is – Involvement – Partnership

- Partnership as strategic background to individual operational actions
 - *Each project had connections with wider 'justice family' of agencies eg on local probation project management c'tee.*
 - *Discussions between agencies on what activities to be done on whose premises*
- Partnership in operations
 - *With **parents** of young person at youth centre – parent meetings if problem arises – for every negative issue, ensure they discuss 3 positives first – 'compliment sandwich'*
 - *Agreement with local **Garda** that no young person was to be picked up whilst on youth centre activity or at the centre itself – a means of preserving trust between centre and young people*

5Is – Involvement – Mobilisation

- Getting other organisations/people to Implement Interventions
 - Clarify crime prevention roles/ tasks – *expert supervisor for motorcycle project, volunteer youth centre staff, community rep*
 - Locate appropriate preventive agents – *trawl organisations eg angling societies such as Dublin Angling Initiative, and local angling enthusiast*
 - Alert them that they may be causing crime and/or could help prevent it
 - Inform them – *challenge joyriding audience behaviour by showing video of consequences to stop them acting as crime promoters*
 - Motivate them – *get children off their parents' hands (we will look after them for you)... in extreme circumstances pressure parents to send yp to youth centre by arranging conditional stay of eviction order*
 - Empower them – increase capacity – *training staff/volunteers*
 - Direct them - objectives, standards – *Health & Safety/ Child safety rules*

Involvement – Climate Setting

- Creating/maintaining conditions of **mutual trust, acceptance and expectation** in support of preventive action
 - *Importance of staffing continuity so personal trusting relationships can develop – how to preserve this with changeover to more centrally-managed arrangements?*
 - *Sensitivity in handling serious incidents eg theft or damage in youth centre – implications for relations with young people and their families; but also with Gardai*
 - *Maintenance of good relations between enforcement and juvenile support arms within Garda*
 - *Openness and fairness in making resources of youth centres available to wide range of young people*
 - *Making youth centre facilities available to wider community – helped to build trust and credibility*

Involvement – of offenders

- **Outreach** – how to **recruit** young people to join youth centres & be treated
 - Don't confuse 'working the streets' with clear understanding of Intervention mechanisms
 - *Building trust on street – at both individual/group levels*
 - *What if the street workers see the yps doing bad things – how should they respond so they maintain trust – eg by asking 'should you really be doing that?'*
 - *Softly-softly approach – crime problem not directly raised at first, may be mentioned in passing... get to know them initially*
 - *Voluntary participation of yp rather than as forcible condition of, say, cautioning*
 - *Anticipatory mobilisation of clients – building relationships with yp that offer 'handles that can be pulled on' when yp starts offending*
- **Once joined**
 - Keeping in – **maintaining motivation** – 'career structure' of building responsibility and status in the youth centre
 - *Handling of incidents such as theft/damage with acceptance & inclusion*
- **Contact and re-entry**
 - Methods for maintaining **continuity** pre imprisonment, during and post release

Implementation – organisational level

- **Inputs** of £, human resources, capacity-building
 - **Charisma, commitment, continuity** vital but can be precarious – *one centre deliberately delegates and distributes leadership among the staff, attends to corporate memory, to limit the charisma effect*
 - Importance of **capacity** to identify and react to new problems as they emerge – *tailoring individualised interventions; sliding scale of escalating interventions*
- **Monitoring, quality-assuring and adjusting** the action in the light of feedback
 - *How to reconcile personalised approach and trusting relationships with QA requirements – knowledge needed*
 - *Centre checks whether tutors buy into the values and philosophy of the centre – have developed ways of constructive feedback*
 - *Each month different staff member assigned role of ‘keeper of values’ – values set out on paper at each meeting as conscience reminder*

Implementation – operations level

- Converting method into action on ground – management, planning supervision
 - *Major issue of obtaining **insurance** for activities – one centre researched and developed a package – topic ripe for collection/assembly of more knowledge*
 - *Creative trading-off of exciting activities versus safety*
- **Targeting** of the action on the crime problem, offender, place and victim (universal, selective, indicated)
 - *Selective example (at-risk) One centre approaches younger siblings of yp who are already serious offenders, before they go down same track*
- **Monitoring, quality-assuring and adjusting** the action in the light of feedback
 - *Some centres arrange 3-monthly feedback sessions from young people*
- **Outputs** achieved – for each method
- **Risks/blockages** in implementation – eg **control** issues
 - *Positive relations policy – no sanctions per se for misbehaviour; allow yp who is upset to leave premises, but staff follow them*
 - *Inclusive control – if yp causing trouble at the centre, they ask them to leave there and then but make clear they are welcome to return next day*

Impact – evaluation

- **Intermediate outcomes** – *eg young people maintain attendance at centre; successfully complete a qualification*
- **Ultimate outcomes** – back to **multidimensional evaluative and selection ‘Taenk’ criteria** suggested before
 - Reduced involvement in **crime**
 - Wider **harm reduction and positive benefit** – *got job, girlfriends, further education; area benefits too in terms of eg better service from firefighters*
- **Sustainability of implementation** – *continuity of staffing and approach; volunteer fatigue*
- **Sustainability of impact** – how long do benefits last? Fire and forget, or keep fixing problems?
- **Replicability** – scope for application in different contexts
 - Of **organisation**
 - Of **methods** of handling young people as individual and group cases

Knowledge collection issues

- Just a taster presented here; impression of vast amount of practice knowledge out there waiting to be collected, scrutinised, refined and assembled, and shared
- How to do this? Some suggestions:
 - **Thematic focus groups** of experienced practitioners meet to discuss and evaluate a quite specific topic (with ramifications for wider issues) – eg insurance for activity programmes, control of yp in youth centres
 - **After Action Reviews (US Army; UK NHS)** – where something goes well, or badly, local meeting to review good and bad aspects. Done in some centres – but needs extending to make conclusions available to other practitioners
 - In both cases an **external facilitator** is important:
 - To coordinate the meeting
 - To articulate generalisations in structured form that slot into knowledge framework (or modify it) and link to theory
 - To identify what is newsworthy in the mass of detail

The question of complexity

- Simplicity preferred, but...
- Crime prevention/ community safety are *complex*
- Einstein – As simple as possible but no simpler
- Ashby's Law of Requisite Variety – to understand complexity in reality, you have to have sufficient complexity in your model.
- So: *It's futile dumbing down to communicate with practitioners, if what you communicate can't deliver successful prevention. Or provide adequate foundation for research.*
- Any complexity must be appropriate and deliberate
- Language must be sophisticated but communicable
- 5Is tackles this by Zoom Structure
- 5Is is best learned as primary schema for prevention

Finally... Philosophy

- *High investment* in training, guidance and other infrastructure and capacity building leads to *High return* in successful performance of crime prevention/ community safety/ Problem-Oriented Policing
- Major factor behind this is *richness of information* captured in evaluations
- And *systematic collection and organisation of knowledge* for sharing, for policy, delivery and practice

Next steps with 5Is

- **Online**
 - **Interactive tutorial**
 - **Toolkit**
 - **Knowledge base**

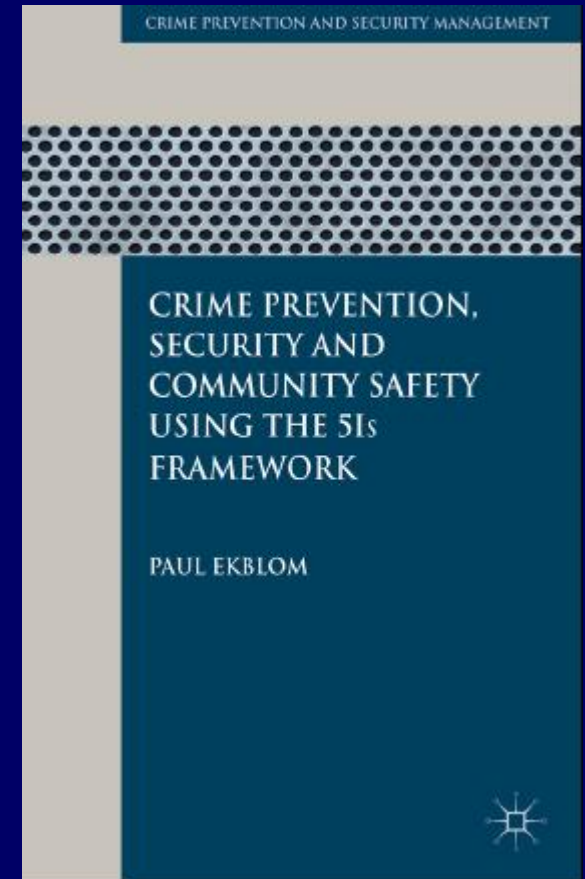
Where to find information on 5Is, CCO and more

<https://crimeframeworks.com>

Crime Prevention, Security and Community Safety using the 5Is Framework (2011)

***Please send comments, suggest improvements
or participate in development!***

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5Is is designed as an adaptive *learning engine*

- **Assimilation** – ‘normal’ activity of placing new knowledge elements on existing framework where they can be found
 - Implementation – practical arrangements for intervention method – *don't stop at sleepy village shops on fishing trip!*
 - Involvement – climate-setting – *bypass media bias towards negative stories, by using You-tube*
- **Accommodation** – ‘exceptional’ activity of modifying/adding branches of framework itself to better map onto reality
 - **Outreach** – a new kind of involvement where potential offender mobilised to support delivery of own intervention
 - **Initiation and exit** – how problem youngsters are identified and made responsibility of the relevant organisation, and referred on – a new ‘I’?
- These & other examples suggested a detailed modification exercise needed to extend/adapt 5Is to Youth Justice field

5Is – a language more than a sequence?

- Important to maintain a logical, readable *story* of the action whilst fostering *analytic* view to support being systematic, aid retrieval and transfer to new contexts
- The *order* of the Is is not critical though some sort of Intelligence should precede Intervention!
- Recursion – acting on own output:
 - Intelligence for Involvement – *which angling clubs should we mobilise to facilitate fishing activities?*
 - Involvement for Intelligence – *giving community reps mobile phones to track trouble on Halloween*
- Nesting
 - Each of the other Is has own Intelligence requirement – *researching insurance for motorcycle project in support of Implementation*
 - Chains of Involvement – *eg Youth Centre mobilises school authorities to get teachers to do X with pupils*
- Crossover of function served by actions
 - *Fire brigade often stoned when attending arson – solution: arranged for young people to attend fire brigade training sessions, brought them back on fire engine with sirens blazing – no more trouble! This both set the climate for good relations (**Involvement**) and itself constituted the **Intervention** at area level*
- Therefore 5Is should resemble a language with grammar and vocabulary of tasks rather than a rigid sequence of steps