

„Citizen participation in crime prevention“

von

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Dokument aus der Internetdokumentation
des Deutschen Präventionstages www.praeventionstag.de
Herausgegeben von Hans-Jürgen Kerner und Erich Marks im Auftrag der
Deutschen Stiftung für Verbrechensverhütung und Straffälligenhilfe (DVS)

Zur Zitation:

Paul Ekblom: Citizen participation in crime prevention, in: Kerner, Hans-Jürgen u. Marks, Erich (Hrsg.), Internetdokumentation des Deutschen Präventionstages. Hannover 2010, www.praeventionstag.de/Dokumentation.cms/1299



Citizen participation in crime prevention

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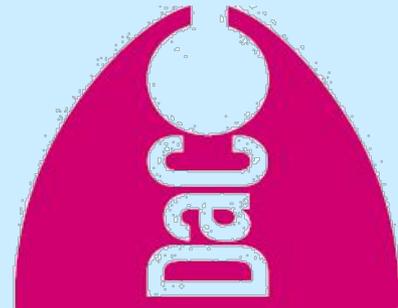
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**DESIGN
AGAINST
CRIME**





Crime Prevention & Community Safety: Kinds of knowledge relevant to practice

- **Know crime** – definitions of offences
- **Know-about crime problems** – causes, consequences etc
- **Know-what works** to reduce crime
- **Know-how to put into practice**
- **Know-when to act** – relative to other activities
- **Know-where to distribute resources**
- **Know-why** – symbolism, values, politics, ethics
- **Know-who to involve and how**



Who delivers crime prevention?

- Most crime prevention & community safety **interventions** are delivered indirectly by **'civil'** organisations and individuals, not professional preventers in police, local government, youth services
- The role of the professionals is mostly to **mobilise or work in partnership with** the civil world, so that the professionals **involve** other parties in **implementing** the **intervention** or otherwise supporting it
- Even direct implementation may require professional partnerships to span divisions of labour & bring together complementary perspectives/ resources
- Yet a focus on intervention alone misses this key dimension of knowledge for practice, delivery and policy



Who delivers crime prevention?

- Consider these ‘methods’ on a typical ‘shopping list’ of preventive actions:
 - Police on patrol
 - Crime prevention publicity campaign: ‘lock it or lose it’
 - Installation of security clips in bars to prevent theft of customers’ bags
 - Outreach activities aimed at young people on streets
 - Communities That Care
 - Neighbourhood Watch
- They all involve professionals, citizens and organisations in very different ways



Different kinds of involvement

- Police on patrol
 - Professionals Implement Intervention themselves
- Crime prevention publicity campaign
 - Professionals Involve public, who then Implement the Intervention themselves (they buy, fit and operate window locks)
- Installation of security clips in bars to prevent theft of customers' bags
 - Designers create Intervention, and Involve others Implementing it: bar managers (installation), customers (use)

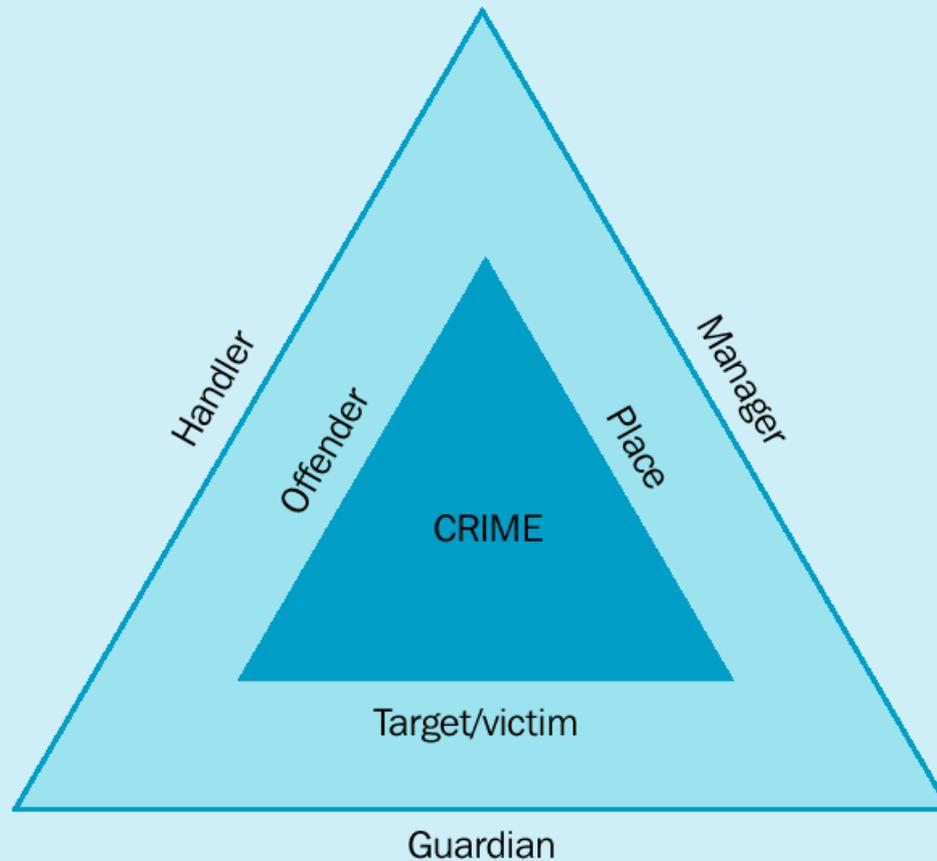


Different kinds of Involvement

- Outreach activities to young people on streets
 - Youth workers Involve (recruit) young people in co-Implementing their own treatment (Intervention)
- Communities That Care
 - CTC professionals mobilise/partner local civil professionals, and together both mobilise citizens and local organisations to Implement Interventions drawn from a ‘what works’ menu
- Neighbourhood Watch
 - Citizens mobilise selves, to work in partnership with police, to Implement Interventions incl. surveillance
- The reality is even messier!

Involvement is certainly more complicated than this, although it is a good start

The crime triangle



Grippa clips – preventing theft of customers' bags in bars





Grippa clips – aspects of ‘Involvement failure’

- Senior management of bar company agreed to let us trial the clips
- Then many of them were ‘let go’ and we were passed to more junior management
- We piloted prototype clips in 4 bars, and found that the public:
 - Liked the designs and the concept, but
 - Didn’t actually use them!
 - Customers unaware of what clips for and how to use them



Problems in Involvement

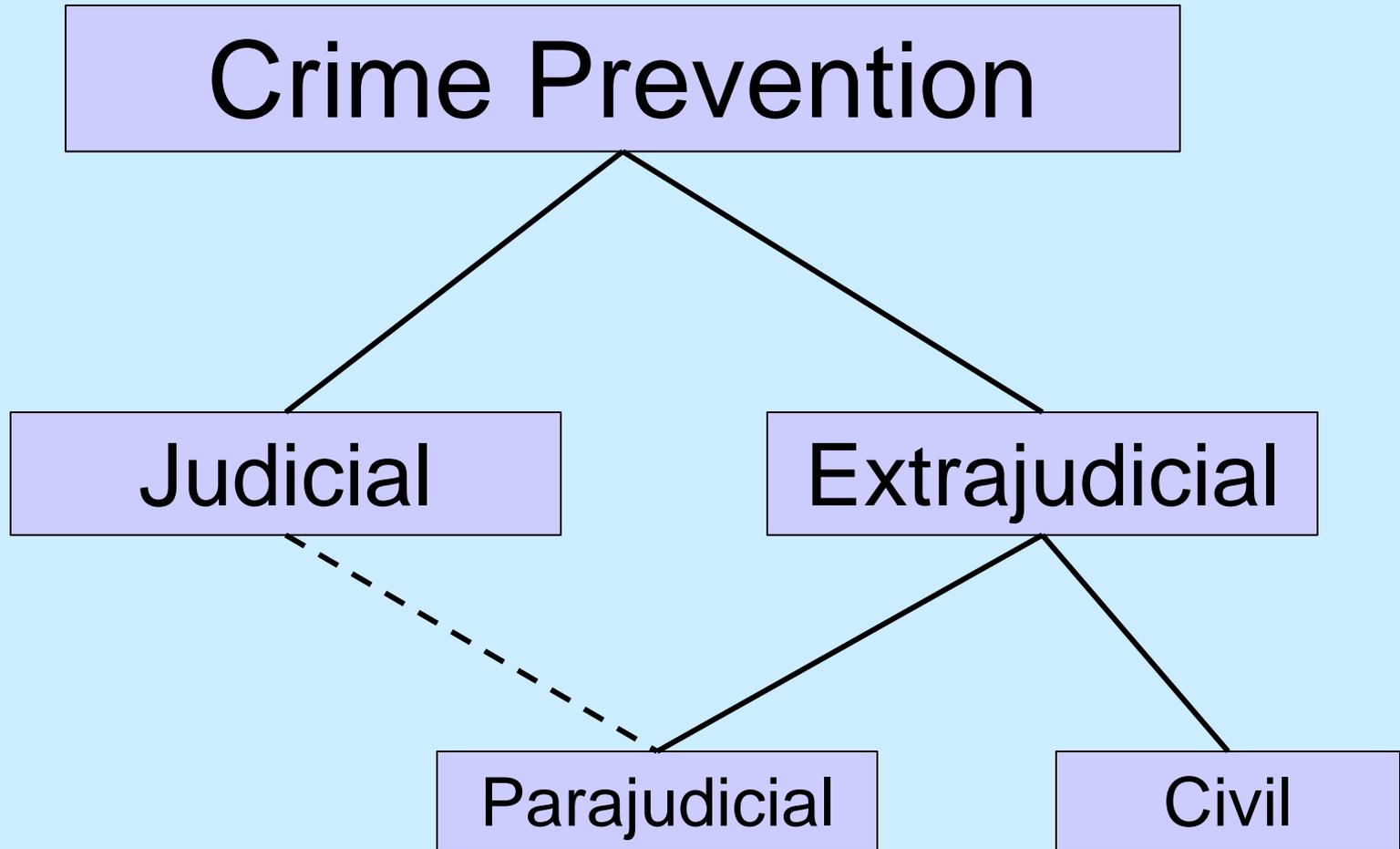
- Card hangers to alert and inform customers without scaring them
- Hangers kept ending up on floor
- Bar staff not well-informed or motivated to care for customers
- Little communication of purpose of project from regional managers to individual bar managers
- Just before main evaluation in 13 bars, bar company pulled out of entire project due to the recession...





**We need frameworks to help understand
and deliver Involvement**

Institutional settings

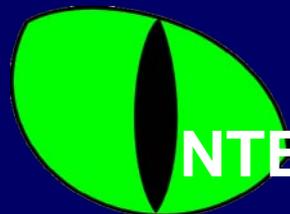




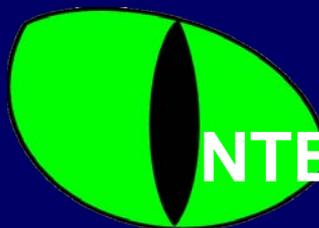
The 5Is framework

Sharing good practice

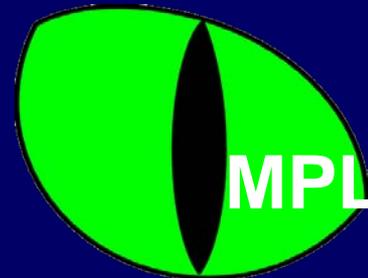
in crime prevention



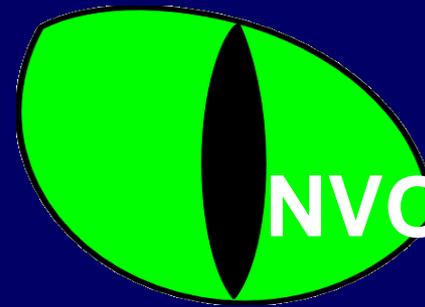
INTELLIGENCE



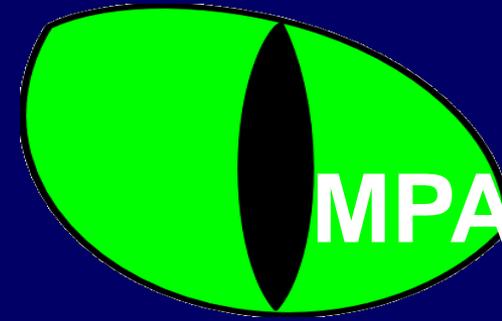
INTERVENTION



IMPLEMENTATION



INVOLVEMENT



IMPACT

The Five Is

The tasks of the Preventive Process



Involvement

- Involvement comprises:
 - Partnership – Interagency or with residents, organisations
 - Mobilisation – 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 own treatment

5Is Involvement - Mobilisation

- Clarify crime prevention roles/ tasks to achieve
- Locate appropriate preventive agents
- Alert them
- Inform them
- Motivate them
- Empower them - increase capacity
- Direct them - objectives, standards





5Is – Involvement – Mobilisation Irish Youth Centres

- **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 parents' hands... 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*



5Is: Detailed structure of task streams

5Is

- Intelligence
- Intervention
- Implementation
- **Involvement**
- Impact

Involvement

- Partnership
- **Mobilisation**
- Climate setting

CLAIMED

- Clarify
- Locate
- Alert
- Inform
- Motivate
- Empower
- Direct



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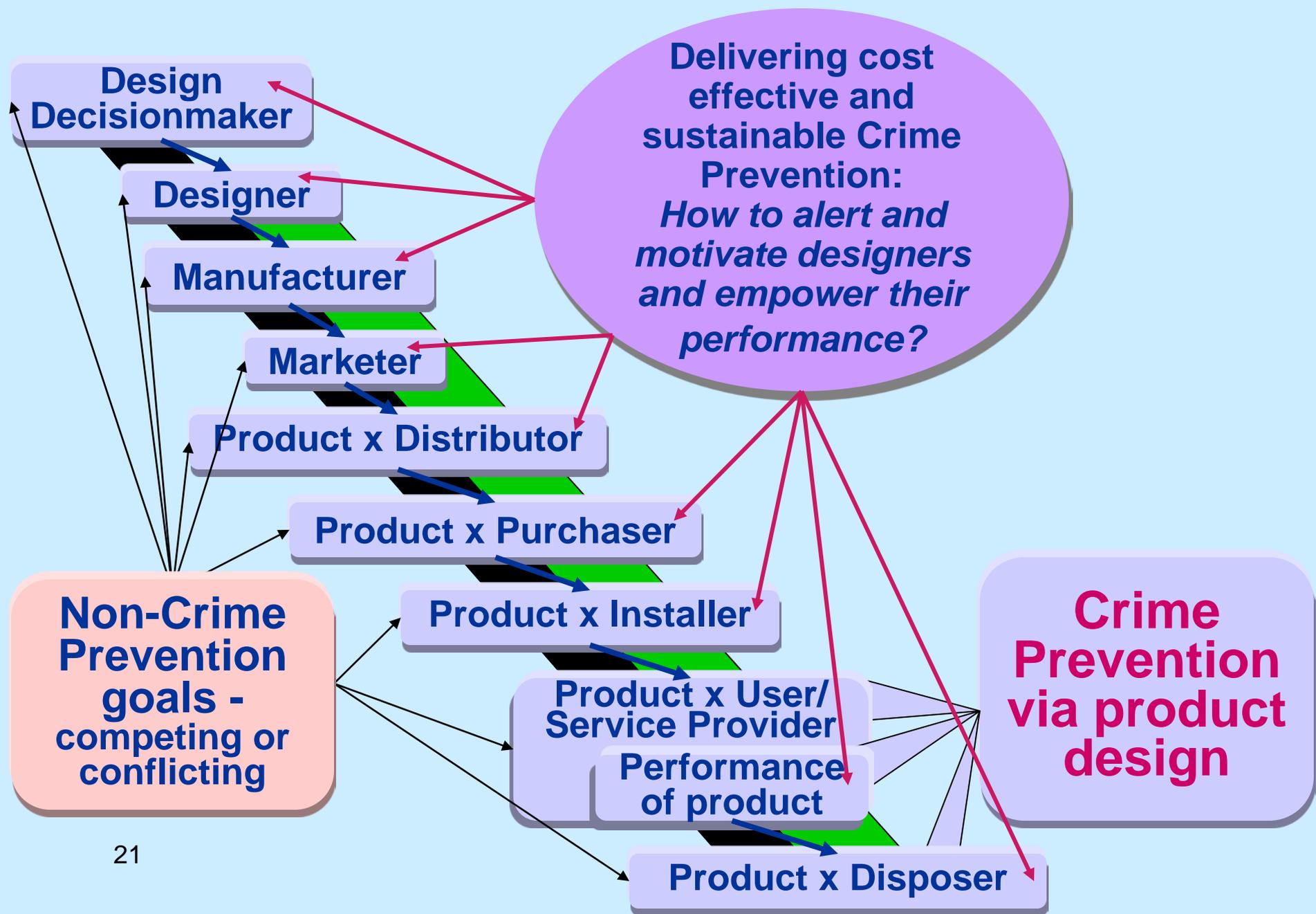
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**DESIGN
AGAINST
CRIME**



**END OF PRESENTATION:
REST OF SLIDES MAY COME UP IN
DISCUSSION**

Reducing Crime by Design - a Succession of Performances





Partnership: the definition for COE

- Partnership is an institutional arrangement that shades into a philosophy
- It is a way of enhancing performance in the delivery of a common goal
 - by the taking of joint responsibility and
 - the pooling of resources
 - by different agents, whether these are public or private, collective or individual
- The added value from such a collaborative approach stems from enhanced ability to tackle problems whose solutions
 - span the division of labour, and/or
 - centre on a particular locality



Partnership: the PC-PA definition [3]

- *The agents in partnership may bring with them conflicting or competing interests, and different perspectives, ideologies and cultures*
- *So in democratic and legally-regulated contexts they seek to act together*
 - *without loss of their separate professional identities*
 - *without unacceptable or illegal blurring of powers and interests, and*
 - *without loss of accountability*

5Is – Involvement – Partnership

Irish Youth Centres

- Partnership as strategic background to individual operational actions
 - *Each project had connections with wider ‘justice family’ of agencies eg on local probation project management ctee.*
 - *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. ‘Nurture programme’ in Dublin – developed this concept of the ‘compliment sandwich’*
 - *Agreement with local Garda that no yp was to be picked up whilst on youth centre activity or at the centre itself - a means of preserving trust between centre and yps.*

Involvement – of offenders

- Outreach – how to recruit young people to join youth centres & be treated
 - Another crossover – outreach may itself act as preventive Intervention via development of trusting relationships and even the process of volunteering
 - But that is no reason to 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

The roles people play in crime situations

'Civil' roles

- Owner/ user of bike
- Flatmate
- Other user of building
- Landlord
- Visitor
- Meter reader
- ...?

Crime-specific roles

- **Offender = abuser**
- **Preventer**
 - makes crime **less** likely, by acting, or merely being present, before or during crime
 - after first crime, preventer makes **next** crime less likely (eg wiser victim installs lock)
- Preventer could act as
 - **Guardian** of target
 - **Manager** of place (environment or enclosure)
 - **Handler** of offender
 - **Passer-by** undertaking casual surveillance
 - **Designer** of place, product or procedure
- **Promoter**
 - makes crime **more** likely
 - **Inadvertently, carelessly** or **deliberately** (eg buys very expensive bike for use in risky area, forgets to lock it properly, knowingly buys/sells stolen bike)

Civil roles & crime roles **overlap**, eg

- User, flatmate, visitor, landlord could be preventer or promoter
- Visitor or neighbour could be offender...

Realising the theft prevention principle of *discrimination* by differentially altering the *instrumentality* of the crime situation

Being *user-friendly* whilst *abuser-unfriendly*

User-friendly = helping user achieve positive *legitimate* goals, whilst preventing crime & not promoting it

- Maintaining **value** of target property to user, and ...
- Reducing input of **time, effort, cost** to user of protecting it
- Reducing risk of **harm** to user from protecting it
- Reducing/avoiding increasing any **fear** inappropriately associated with crime or its prevention (eg paranoid signs/equipment)
- Increasing **time, effort, cost** to user of **promoting** crime (eg bike stand that guides user away from locking bike insecurely)

Abuser-unfriendly = hindering abuser from achieving positive *crime* goals & avoiding negative ones

- Reducing **value or reward** from target to abuser (discouragement), and ...
- Increasing input of **time, effort, resources, cost** to abuser when attempting to acquire target or realise its value (discouragement)
- Increasing risk of **harm** to abuser when attempting to acquire target or realise its value (deterrence – generally via law enforcement)

*Note that influencing **perception** of these instrumental considerations is as important as influencing the **reality** – hence **perceived** risk etc –*
slide 36

Involvement – Climate Setting

- Creating/maintaining conditions of mutual trust, acceptance and expectation in support of preventive action, whether through professional intervention, partnership or mobilisation
 - *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*