

SSP Cooperation

Basis and organization



DANISH CRIME
PREVENTION COUNCIL

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Introduction

It is a key objective of The Danish Crime Prevention Council to share and exchange knowledge and methods with local, national, regional and European partners. In doing so, we promote the goals of an integrative and network-based approach to crime prevention set out in the strategy of the Council.

The integrative model of crime prevention is about bringing professionals together. The Council is designed as a network hub linking actors and institutions from the public sector, the police, universities and research institutions as well as business organizations. The result is a flexible network promoting cooperation across sectors and the possibility of access to a wide range of audiences.

This model does not come out of nowhere. It is based on a long tradition for cooperation and interaction across sectors. The SSP cooperation presented here is a prime example of this tradition.

It has been 35 years since the Council set out to implement the Danish model of cooperation between schools, social services and local police (known as SSP cooperation) in municipalities across the country. Today, the cooperative effort has grown strong and extensive and the SSP has made many valuable experiences on which new innovative methods can be built.

The forms of intervention have changed since the mid-seventies, of course, but the fundamental cooperative and cross-disciplinary model remains the same. The SSP thus presents itself to this day as a viable and essential asset in crime prevention. To communicate the core characteristics of this model, the Council is proud to present this reprint of 'SSP Cooperation. Basis and organization' (first printed in 1998).

Anna Karina Nickelsen
Director of The Danish
Crime Prevention Council



Chapter 1

On the Concept of Crime Prevention

Until the beginning of the 70s the prevalent form of crime prevention was to punish people who committed crimes. It was and is the view that the threat of punishment is a deterrent for the citizens (general prevention) and that punishment of the individual offender prevents a relapse (special prevention).

However, through the 60s it became increasingly clear that the penal system could not stop the violent development in crime. As a result The Danish Crime Prevention Council was established in 1971.

In the first years the Council concentrated on developing the methods that are today known as objective crime prevention. These methods consist especially of better technical security of valuables etc. and of information on how citizens can secure themselves and their valuables. Typical examples of these methods are the campaigns for the use of ignition cut-out switches for cars, and the neighbourhood-watch campaigns.

After a few years we became interested in the possibilities of ma-

king especially young people refrain from committing crimes. The first initiatives in this area were taken in co-operation with schools and the police. Because of the good results in this work and some law initiatives in the 1970s (the Social Assistance Act, The Primary Education Act and others) the concept of subjective crime prevention was developed.

THEREFORE: S, S AND P

To ensure a relevant and effective effort, it was natural to bring the three parties (the schools - the social services - the police) that are key to the well-being and educati-

on of children and young people together in commitment and partnership. In this partnership the effort is concentrated on finding the causes of children and young people committing crimes and of acting on these causes. That means that the area of crime preventive work will also encompass the prevention of for example alcohol and drug misuse.

SSP cooperation is particularly aimed at children and young people. The effort is to be initiated as early as possible and preferably before the traditional sanctions have been brought into use.



Every criminal act requires a motivated offender, a favourable opportunity and a lack of (social) control. Crime preventive work thus takes all three prerequisites into account. Crime prevention efforts may be described in terms of the concepts of objective and subjective crime prevention (see the square).

TERMS USED IN CRIME PREVENTIVE WORK

Objective prevention means that people protect themselves and their property from crime.

Subjective prevention is aimed at making the specific individual choose actions that are not criminal or in any other way destructive or self-destructive.

Subjective prevention consists of three types of effort:

The general effort:

The effort is general and aimed at target groups that have not shown signs of criminal behaviour. The effort is concentrated on working on the causes of children and young people who commit crimes.

The specific effort:

The effort is specifically directed towards groups of children and young people who have been in trouble with the law or who show signs of suffering from child neglect with regard to care and upbringing.

The individual effort:

The effort is individual and directed at people who have already committed crime. The aim is to prevent a relapse.



SSP Co-operation

In Denmark, schools, social services and the police are all obliged directly by law to carry out crime preventive work in the widest possible sense. At the same time, these three organizations benefit from a thorough knowledge of and close contact to the children and young people in their local area.

The obligation of schools to do crime preventive work is not mentioned explicitly in the Primary Education Act. The objectives of the Act emphasize that the individual pupil must go through an all-round personal development. Pupils must develop an awareness of their own options. They must be able to make decisions and act on them.

Adding to this the other provisions in the law concerning work with cross-disciplinary subjects and problems (projects, individual objectives and evaluations, pupils' participation in and responsibility for decision making) makes it evident that crime prevention work in its widest sense is also a task for the primary schools. Moreover, the primary schools are obliged, through a compulsory subject in their teaching program, to treat the area of drugs misuse, which is one of the strongest factors that cause crime (Primary Education Act § 7).

The Social services, according to the Social Welfare Act (§§ 4 and 6), are obliged to supervise the conditions that children and young people under 18 in the municipality live under. This must be done in such a way that the local authorities will, as early as possible, be made aware of cases where special support of a child or young person under 18 is required (§33). The support must aim to create the best possible conditions for the development of these troubled children and young people, so that they are given the opportunities for self-expression, development and health of other children and young people their age. Furthermore, there is the obligation, for example, to take socioeducational steps for children and young people with special needs.

The obligations of the police in this area are clearly expressed in the Administration of Justice Act (§ 108) by which the police must take the necessary steps to prevent crime. It is, however, important to remember that it is not only the social services, the primary schools and the police who should do crime preventive work among children and young people. Other organizations - e.g. clubs, housing

estates, sports clubs - have considerable knowledge of and contact with children and young people. These organizations should therefore be part of the shared crime preventive effort in the local area.

In 1996 the SSP committee under The Danish Crime Prevention Council expressed the declaration of their intentions for the SSP co-operation in the following way:

The central aim for SSP cooperation is

- to build a local network that has a crime preventive effect on the daily life of children and young people.

Have you in your municipality

- **given SSP cooperation priority?**
- **made it clear which factors have a crime preventive effect on children and young people in precisely your area, and which should therefore be part of planning your work?**
- **built up an efficient organization and a local network across the boundaries of professional groups and public sectors?**

Organizing SSP Cooperation

Crime preventive work should be organized on three levels:

- The management level
- The coordinating level
- The implementation level.

This should also be clear in the model for organization you choose to establish. Local conditions such as the size of the municipality, geography and composition of the population, will also be decisive in how best to plan the organization.

The Management Level

On the management level the task is to establish the general framework for the joint crime preventive effort of the municipalities, and to ensure that it is possible to fill this framework. That implies that you must work out a joint and local declaration of intent for the SSP cooperation (and choose the target groups) and earmark the necessary resources. To enhance smooth cooperation it is also necessary at this level to clearly distribute competence down the ranks of the organisation, so that it can act quickly and efficiently in the tasks to be undertaken.

The management level must have a comprehensive view of the development of crime within the lo-

cal area as well as of the crime preventive effort. Therefore, effective lines of communication within the organization are important. A good way to ensure this is to employ a SSP consultant who, among other things, takes care of communication.

In order to handle the tasks that must necessarily be solved on a high political and administrative management level, the Council recommends establishing an SSP committee consisting of the local police Chief Constable, chairmen from the relevant municipal committees and/or senior executives from the local education authorities and the social services.

The Coordinating Level

On the coordinating level the most important task is to establish crime preventive work as laid down in the declaration of intent and within the framework of the resources at their disposal. That is to say ensure that their work is coordinated and that the crime preventive effort in the municipality is evaluated and followed up. Moreover, this level is responsible to implement the practical crime preventive measures in the area.

Another important task on the coordinating level is to collect information about the development in crime in the specific local areas. As it is also important to gather general information on the conditions of children and young people in the municipality. This includes data on the use of alcohol and drugs of young people and leisure activities available to children and young people. The coordinating level should also gather information on best practices of the crime prevention in other municipalities. Lastly it is an important task to pass on information to the whole organization, including the SSP committee, to facilitate the ongoing revision of goals and objectives.

It has proved expedient to establish a coordinating committee to handle the tasks on the coordinating level. The members of this committee should be employed in the school administration, the social administration and the police, all of who, by virtue of their standing, have authority to make decisions regarding what efforts are to be undertaken and what resources are at their disposal. In order to ensure that important information is passed on to the whole organisation, the SSP consultant should pro-

vide administrative support to the committee.

The Implementation Level

The implementation level is responsible for the actual crime preventive work. It is a decisive prerequisite to success that the SSP committee and the co-ordinating committee are clear in their instructions.

It is also important that crime prevention has priority and is seen as a necessary activity in each of the individual institutions. A crime prevention culture must be established in the same way as the already existing traditions of education and social service.

On the level of implementation, the staff is in daily and direct contact with children, young people and their parents. This contact takes place in for example clubs, sports clubs, schools, social services, the local police, and in residential areas. The variations of contexts makes it impossible to lay down a single blueprint of preventive work. It depends on the specific situation.

In general, the individual institution may work in two ways:

- Crime prevention as a component of the daily tasks and thus performed by each individual staff member in accordance with his or her qualifications for preventive work.
- Crime prevention as development projects or specific efforts directed towards groups or individuals.

The SSP committee and the coordinating committee both have their authority invested in their position. As opposed to this, it is important to involve all local people and insti-

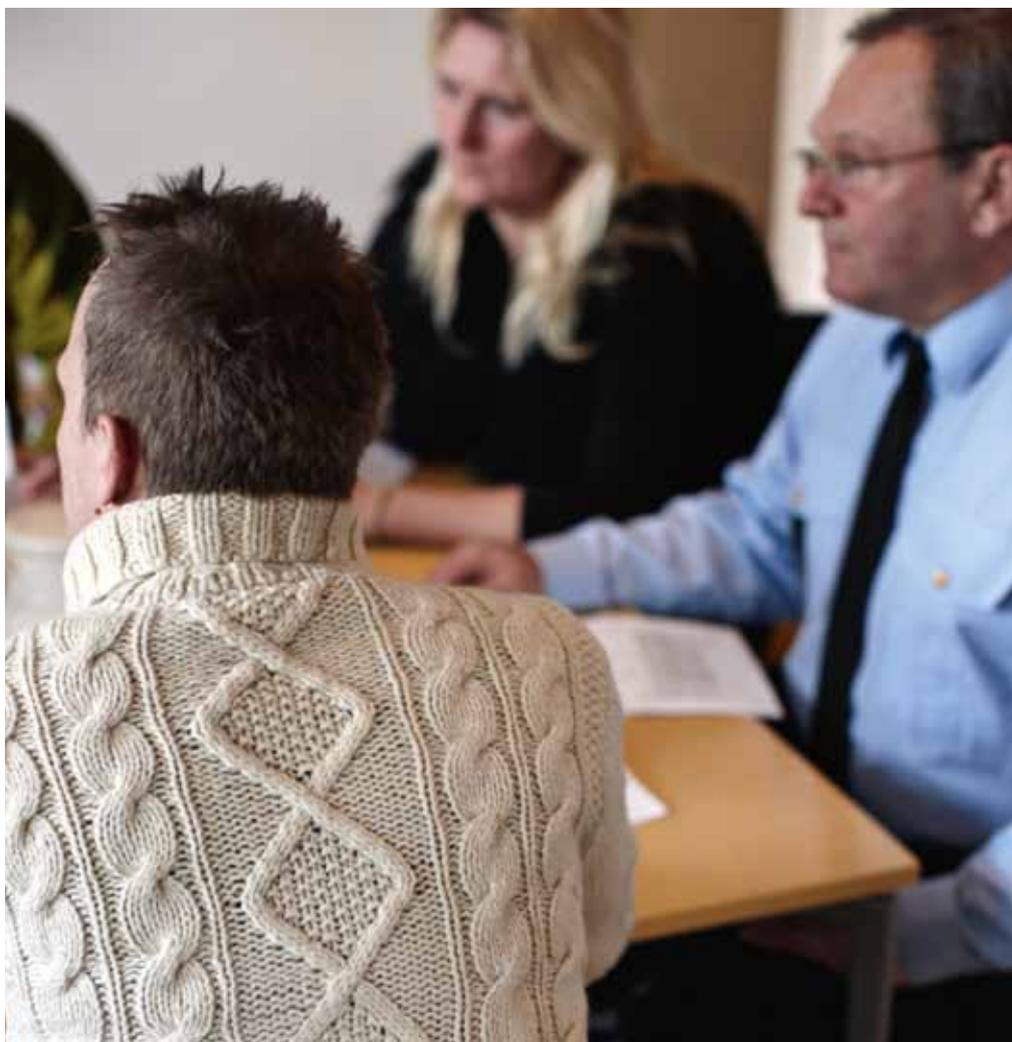
tutions working with children and young people in crime preventive work. Besides representatives from schools, the social services and the police it is relevant to involve people from for example youth clubs, sports clubs, the Independent Prison Service, housing estates, and parents associations.

It is the experience of the Council that cross disciplinary district committees in the local areas or town districts may become sources of inspiration and development. The composition of such a district committee will naturally depend on local conditions. The composition of the district committees will most often be considerably broader in scope than the SSP committee and the coordinating committee. It will consist of representatives from all the institutions and organizations that work with children and young people in the local area.

Furthermore it can be recommended to establish working groups or project groups to handle specifically defined tasks.

Have you in your municipality

- **Established an organisation on three levels?**
- **Made sure of effective lines of communication?**
- **Made a clear distribution of competence within the organisation?**
- **Arranged the organisation so that the crime preventive effort will be coordinated?**
- **Earmarked the necessary resources?**
- **Set aside the necessary staff?**
- **Established a well functioning organisation on the implementation level?**



The Basis of Crime Preventive Work

The basis of crime preventive work in Denmark has changed considerably over the last 25 years. Today a relevant starting point would be WHO's definition of health. That is to say that the individual must be given the opportunity - throughout his or her entire life - to take care of his or her own life. This includes the ability to act and thus bring about a change.

Therefore, crime preventive work must take as its starting point that both life style and life conditions determine the individual's health and that changes in a certain direction may therefore lead to an improvement of the individual's health in the widest sense.

AIMS AND PLAN OF ACTION

Through local studies and collecting information from relevant people you should get a broad idea of children's and young people's life style and life conditions in the municipality, with a view to creating a basis for a declaration of aims and for a plan of action for the crime preventive work.

The aims and the plan of action ensure that it is clear to you which factors have a crime preventive effect and which results of an effort

may be expected or hoped for. Examples of decisive factors are to be found in the family, the school, the possibilities of spare time activities and the local environment.

In formulating the local SSP declaration of aims it is necessary to be aware that crime preventive work requires three types of effort: the general effort, the specific effort, and the individual effort (see also page 6).

The General Effort

The general effort (primary crime prevention) is aimed at everyone. Good examples of such a preventive effort is the compulsory education in schools on drugs and alcohol, and also the educational courses in the whole country on e.g. bullying, violence, graffiti and shoplifting. The general effort does not denounce or stigmatise anyone.

The Specific Effort

The specific effort (secondary crime prevention) is aimed at children and young people whose behavioural pattern is developing in an undesirable way. An example of such an effort is the intensive work with a group whose norms have deviated in a negative direction.

Such work may have the purpose of either splitting up the group or influencing the group's norms in a positive direction. The work will often consist of activities suited to developing the individual participant's personal sense of identity and social skills.

The Individual Effort

The individual effort (tertiary crime prevention) is aimed at individuals who have shown criminal or other undesirable behaviour. Responsibility for such an effort will most often be placed with a specific service or institution. The SSP cooperation may support the work of specialists (e.g. social workers of teachers) who conduct the practical effort, as well as coordinating feed-back and communication of results to relevant stakeholders.

It is characteristic of the individual effort that it is hardly possible to avoid its denouncing or stigmatising the person involved.

MAPPING THE SITUATION

When formulating the local declaration of aims, you should give the different types of effort priority and carefully describe the specific use of resources and knowledge. It is a good idea to consider the following problems locally:

1) What is the crime situation in the municipality?

- Type
- Extent
- Place
- Is there a specific tendency in its development?

2) What is the drugs situation in the municipality?

- Type
- Extent

- Place
- Is there a specific tendency developing?

3) What is the alcohol situation in the municipality?

- Type
- Extent
- Place
- Is there a specific tendency in its development?

4) What resources are at the disposal of the SSP cooperation ?

- Staff
- Money
- Other

5) How are the resources best employed to handle the pre-

ventive tasks that have been uncovered?

Have you in your municipality

- Described the living conditions for children and young people?
- Provided an overview of the development in life style of children and young people?
- Mapped and analyzed the development in crime?
- Adopted a clear declaration of intent for crime preventive work?
- Worked out a plan of action for crime preventive work?
 - general
 - specific
 - individual



Cross Disciplinary Co-operation

Although cooperation across the specialist borders and sectors is absolutely essential if durable results of crime prevention are to be achieved, it has often turned out to be difficult to make this cooperation. The most important explanation is probably that the concepts 'cross disciplinary cooperation' and 'SSP' have in many places been regarded as magic formulas. It is necessary to be clear about the implications of cross disciplinary cooperation and crime prevention and which specialist prerequisites must be present to succeed.

Before an individual or an organisation begins cross-disciplinary co-operation, it is necessary to map the exact capabilities of the organisation with respect to crime prevention. This goes for professional ability, knowledge and resources. When this is made clear, the organization can enter partnerships and handle tasks across specialist borders and sectors. Naturally, a person participating in such cooperation must have a well-defined mandate. This implies that the entire organisation is in agreement on how it acts in area of crime prevention.

It is just as important to have a clear understanding of the possibi-

lities and limitations of partners with respect to crime preventive work. This covers aspects such as resources and practical possibilities, but also the risk of their other work getting in the way of your co-operation. The police, for instance, must realise that investigation and crime preventive work must be kept apart. Likewise, social services must decide on a policy for disclosure of clients involved in criminal activity.

Common Framework

Another frequent obstacle in cross-disciplinary work is the lack of common perception of the problems. Such obstacles will naturally arise because participants come from different organisations with different professional backgrounds and approaches to the task. Therefore, the parties involved need to find out how to establish a common framework. They also need to agree on the key factors to influence children and young people. This must be done before defining mutual problems.

The common framework will include elements of pedagogy, psychology, sociology and criminology. In order to enhance mutual understanding of the problems and their

causes it is necessary to establish the possibility of exchanging specialist knowledge within the SSP organisation.

Finally it is important to emphasise that not every crime preventive effort needs to be cross-disciplinary. Within each organisation there are many possibilities of working with crime prevention without first having the work approved in a cross disciplinary forum. Such work will naturally continue and develop in parallel with the cooperation.

Professional Secrecy

In many places the rules concerning professional secrecy are still felt to be an obstacle for crime preventive work. Therefore, it is important to emphasise that the Administration of Justice Act §115 b allows information on purely private matters to be passed on if necessary to prevent crime.

The ordinary rules on passing information from one administrative authority to another are laid down in §§28-32 in the Administration Act. The rules in the Administration Act §28 section 1 and 2 state that information on purely private matters may in principle only be passed on to another administrative

authority if the person concerned gives his consent.

These guidelines of the Ministry of Justice concern passing on information in connection with crime preventive cooperation between the police and local authorities etc. The rules have been elaborated further in the Administration of Justice Act §115 b. The central idea in the guidelines is that SPP cooperation should also observe sound principles of administration and seek the parents' consent before exchanging information in a specific case. Consequently, the Administration of Justice Act §115 b is intended to be used in cases where it is necessary, prior to a specific crime preventive effort, for the authorities to informally

discuss the situation of a particular child or young person in order to determine whether a cross-disciplinary crime preventive effort is at all necessary.

In the preparatory work with the law, great importance is attached to the fact that information exchanged between authorities must not necessarily be written down or in any other way become part of a formal case. It has further been emphasised that information used in connection with crime preventive work may not be passed on for use in investigating a criminal case. In the same way it has been emphasised that the authorities out of consideration for the client are not obliged to exchange information.

In order to overcome the difficulties that have arisen in this area, it is essential that the SSP committee clearly states its will to co-operate, to work for and to develop crime preventive work.

Has your organisation

- **Provided a clear picture of how you can contribute in the crime preventive sphere?**
- **Given your participants in SSP cooperation a clear mandate, which has the organisation's support?**
- **Given your participants in SSP cooperation sufficient information about the other parties in the cooperation?**
- **Clarified the organisation's attitude to professional secrecy and informed all employees of it?**



The SSP Consultant

In order to ensure good communication between the various levels of the SSP organisation, the Danish Crime Prevention Council recommends the appointment of one or several SSP consultants depending on the size of the municipality. In this way the coordination of the cross disciplinary work may be considerably strengthened.

The vast majority of Danish municipalities have already appointed SSP consultants. Just as SSP cooperation has been organised in many different ways in different municipalities, the SSP consultant's terms of employment and the contents of their job may vary. In some places one or more SSP consultants have been employed full time. In other places there are employees who besides their job as SSP consultant also perform their case work, which has higher priority than the SSP work.

In some places the SSP consultant works with general and specific prevention, whereas others are mainly concerned with case work (individual prevention).

The Danish Crime Prevention Council recommends that a precise description of the tasks of the

SSP consultant tasks is made and that the consultant is employed on the co-ordinating level in the organisation. This ensures that the SSP consultant is able to handle the tasks concerning communication and co-ordination of crime preventive work in the municipality.

In relation to the management and co-ordinating levels in SSP cooperation, the following tasks become natural parts of the SSP consultant's job description:

- Collecting information on the criminal activity of children and young people
- Identifying general and local causes of this activity
- Collecting knowledge on the key factors in the development of children and young people
- Describing local possibilities for working with crime prevention
- Working out ideas and suggestions for crime preventive efforts
- Coordinating the various efforts
- Motivating and inspiring institutions and professionals to work with crime prevention
- Suggesting and coordinating the education of professionals, i.e. production of reports, planning seminars and courses
- Working out a general plan for

crime prevention in the municipality

- Participating in working out a proper child and youth policy in the municipality.

The two last points will typically take the form of recommendations that could be the basis of the general decisions that are to be made on the management level.

In connection with handling the above mentioned tasks, it is important that the SSP consultant has easy access to the entire municipal organisation and to the police in order to be able to discuss relevant problems.

With regard to the implementation level the SSP consultant's tasks would naturally be:

- Communicating knowledge and ideas
- Activating
- Co-ordinating
- Advising
- Gathering experience and knowledge from actual preventive work
- Evaluation.

The list of tasks is not necessarily exhaustive as different conditions (e.g. local decisions) could add

further tasks - and maybe remove others.

The fact that one or more SSP consultants have been appointed in a municipality does of course not preclude that others are appointed to handle the actual preventive work. The preventive work done by employees in an organisation as part of their ordinary work, is not to be assigned to the SSP consultant. With respect to these employees, the SSP consultants shall work as a consultant and communicate the idea behind prevention - not as the hands-on practitioner.

Has your municipality

- **Appointed one or more SSP consultants?**
- **Worked out an exact description of the consultant's tasks?**
- **Awarded the SSP consultant the necessary mandate?**
- **Made sure the SSP consultant makes good use of communication?**
- **Defined the role of the SSP consultant relative to the other members of staff working with crime prevention?**



Checklist for SSP Co-operation

- Has the management group (on the strategic level) made general decisions on crime preventive cooperation in the municipality?
- Are these decisions in accord with local policies in the subject areas listed below?
 - general health care*
 - youth policy*
 - policy on alcohol and drug abuse*
 - education*
 - social initiatives for children and young people*
 - leisure -time activities*
- Have the decisions been made by the management group or have they been made on the basis of recommendation from
 - the coordinating committee?*
 - the implementation level?*
 - the professional organisations?*
- Have you worked out
 - specific aims*
 - partial aims*
- Have some of the partial aims been defined as specific tasks? And has the responsibility for carrying out the tasks been placed with participants in the SSP cooperation?
- Has responsibility for the administration of the SSP cooperation been defined?
- Has the necessary authority been awarded to the relevant members of staff?
- Have all staff and specialist groups in each administration branch been informed about
 - *how each individual sector will perform crime preventive work?*
 - *how each individual institution should perform crime preventive work?*
 - *how each individual employee should perform crime preventive work?*
 - *how work will be performed across the sectors?*
 - *how cross disciplinary work will be performed?*
- Has it been decided which factors that cause crime to be dealt with?
- Has it been decided which target groups to work with?
- Has it been decided which effort is to be applied to the specific tasks (general, specific or individual efforts)?
- Are the problems that need handling
 - *urgent, needing an immediate solution?*
 - *general, needing long term solutions?*
- Is the effort intended to lead to compulsory tasks for child-care centres and youth centres?
- Have you made sure that all parties in the programme will have the opportunity of taking part in formulating the problems, so that they will feel a shared responsibility for the success of the cooperation?
- Have you made sure that all relevant information will reach the institutions and professionals?
- Has you listed danger signals that should be acted on?
- Have the individual institutions and professionals been informed of how to handle the causes of an undesirable development among children and young people? And of how this may be done in cooperation with other professional groups?



LIFE STYLE STUDY

This study of life style is made among pupils in the 8th, 9th, and 10th classes in the municipalities Assens, Aarup, Glamsbjerg, Haarby, Faaborg, and Broby. The questionnaire must be answered anonymously and therefore you must not write your name on it. Please follow the instructions you are given at the beginning and answer all questions openly and honestly.

Read each question carefully and put a circle round the answer you choose.

Q.1. Which class are you in? **8th** **9th** **10th**

Q.2. How old are you?

<=13 years 14 years 15 years 16 years >=17 years

Q.3. Are you a girl or a boy? **Girl** **Boy**

Q.4. How is your relationship to your school?

(very good) 1 2 3 4 5 (very bad)

Q.5. How do you feel about going to school?

(very good) 1 2 3 4 5 (very bad)

Q.6. Have you any say in what the school does?

(yes, a lot) 1 2 3 4 5 no, none)

Q.7. How do you feel about your school subjects?

(very good) 1 2 3 4 5 (very bad)

Q.8. How much does your school expect of you?

(far too much) 1 2 3 4 5 (far too little)

Q.9. How do you get on with your teachers?

(very well) 1 2 3 4 5 (very badly)

Q. 10. How do you get on with the other pupils in your class?

(very well) 1 2 3 4 5 (very badly)

Q.I 1. How big is your effort (in class, homework, etc.)?

(very big) 1 2 3 4 5 (very small)

Q.I2. How do you do at school?

(very badly) 1 2 3 4 5 (very well)

Q.I3. Can you develop personally at school?

(yes, a lot) 1 2 3 4 5 (no, not at all)

Q.14. Are you self-confident at school?

(yes, very) 1 2 3 4 5 (no, not at all)

Q.15. How is your status at school?

(very high) 1 2 3 4 5 (very low)

Q.16. How often do you play truant?

(very often) 1 2 3 4 5 (never)

Q.17. How often are you bullied?

(very often) 1 2 3 4 5 (never)

Q. 18. How often do you bully others?

(very often) 1 2 3 4 5 (never)

Q.19. How often is your school in touch with your home because of problems with you?

(very often) 1 2 3 4 5 (never)

Q.20. Are your parents interested in your schooling?

(yes, very much) 1 2 3 4 5 (no, not at all)

Q.21. How much time do your parents spend with you?

(a lot) 1 2 3 4 5 (none)

Q.22. Do you get on with your parents?

(yes, very well) 1 2 3 4 5 (no, not well)

Q.23. Do your parents always (without fail) know what you are doing?

(yes, always) 1 2 3 4 5 (no, never)

Q.24. Do your parents take good care of you?

(yes, very) 1 2 3 4 5 (no, not at all)

Q.25. Do your parents take an interest in what you do in your spare time?

(yes, very much) 1 2 3 4 5 (no, never)

Q.26. Do you go to the youth club?

(yes, often) 1 2 3 4 5 (no, never)

Q.27. Are the youth clubs activities?

(very good) 1 2 3 4 5 (very bad)

Q.28. Are you all friendly in the youth club?

(yes, very friendly) 1 2 3 4 5 (no, not friendly)

Q.29. Do you do sports in a sports club?

(yes, often) 1 2 3 4 5 (no, never)

Q.30. Are the sports clubs in your area

(very good) 1 2 3 4 5 (very bad)

Q.31. Are you all friendly at the sports club?

(yes, very friendly) 1 2 3 4 5 (no, not friendly)

Q.32. Do you need more things to do in your spare time?

(yes, I do) 1 2 3 4 5 (no, I don't)

Q.33. Are there things you cannot do in your spare time, because you are short of money?

(yes, many) 1 2 3 4 5 (no, none)

Q.34. Do your parents give you pocket money / pay your expenses ?

(yes, mostly) 1 2 3 4 5 (no, not at all)

Q.35. Do you have to find pocket money yourself / get your own money?

(yes, mostly) 1 2 3 4 5 (no, not at all)

Q.36. Do you have a job in your spare time?

(yes, always) 1 2 3 4 5 (no, never)

Q.37. Have you ever taken anything /stolen anything at home?

(yes, often) 1 2 3 4 5 (no, never)

Q.38. Have you ever stolen anything from a shop?

(yes, often) 1 2 3 4 5 (no, never)

Q.39. Have you ever stolen a bike / a moped / a car etc.?

(yes, often) 1 2 3 4 5 (no, never)

Q.40. Have you ever committed a burglary?

(yes, often) 1 2 3 4 5 (no, never)

Q.41. Have you ever committed a robbery?

(yes, often) 1 2 3 4 5 (no, never)

Q.42. Have you ever committed vandalism at school?

(yes, often) 1 2 3 4 5 (no, never)

Q.43. Have you ever committed vandalism at your youth club / sports club?

(yes, often) 1 2 3 4 5 (no, never)

Q.44. Have you ever committed vandalism anywhere else (in the street, on buildings)?

(yes, often) 1 2 3 4 5 (no, never)

Q.45. Have you ever been violent at school / been in a fight?

(yes, often) 1 2 3 4 5 (no, never)

Q.46. Have you ever been violent at a disco, a party, etc.?

(yes, often) 1 2 3 4 5 (no, never)

Q.47. Have you ever been violent towards people you didn't know (unprovoked violence)?

(yes, often) 1 2 3 4 5 (no, never)

Q.48. Have you ever picked on old people?

(yes, often) 1 2 3 4 5 (no, never)

Q.49. Have you ever taken part in attacking old people?

(yes, often) 1 2 3 4 5 (no, never)

Q.50. Have you ever been violent towards / stolen from old people?

(yes, often) 1 2 3 4 5 (no, never)

Q.51. Do you take a knife to school?

(yes, often) 1 2 3 4 5 (no, never)

Q.52. Do you take a knife to the disco / a party etc.?

(yes, often) 1 2 3 4 5 (no, never)

Q.53. Do you carry a weapon to strike with (a club/a bat etc.)?

(yes, often) 1 2 3 4 5 (no, never)

Q.54. Do you carry other weapons (firearms, gas-pistol etc.)?

(yes, often) 1 2 3 4 5 (no, never)

Q.55. Do you drink alcohol (beer, wine, spirits) at home?

(yes, a lot) 1 2 3 4 5 (no, never)

Q.56. Do you drink alcohol (beer, wine, spirits) at your friends' houses?

(yes, a lot) 1 2 3 4 5 (no, never)

Q.57. Do you drink alcohol (beer, wine, spirits) at discos, parties etc.?

(yes, a lot) 1 2 3 4 5 (no, never)

Q.58. Do you come across / see hash used at school?

(yes, a lot) 1 2 3 4 5 (no, never)

Q.59. Do you come across / see hash used at discos, parties etc.?

(yes, a lot) 1 2 3 4 5 (no, never)

Q.60. Do you smoke hash?

(yes, a lot) 1 2 3 4 5 (no, never)

Q.61. Do you come across / see speed or ecstasy used at school?

(yes, a lot) 1 2 3 4 5 (no, never)

Q.62. Do you come across / see speed or ecstasy used at discos, parties etc.?

(yes, a lot) 1 2 3 4 5 (no, never)

Q.63. Do you take speed or ecstasy?

(yes, a lot) 1 2 3 4 5 (no, never)

Q.64. Do you come across / see narcotics (smoking heroin, crack, heroin) used at school?

(yes, a lot) 1 2 3 4 5 (no, never)

Q.65. Do you come across / see narcotics (smoking heroin, crack, heroin) used at discos, parties etc.?

(yes, a lot) 1 2 3 4 5 (no, never)

Q.66. Do you take narcotics?

(yes, a lot) 1 2 3 4 5 (no, never)

Q.67. How do you feel about your own future?

(very positive) 1 2 3 4 5 (very negative)

Thank you for your help.

Please remain seated until the last person has finished.

The Danish Crime Prevention Council has for more than 25 years worked towards a structured cooperation between the schools, social services, and the police; with the purpose of preventing crime. This is known as the SSP cooperation.

Our experiences have been extremely positive and although they have been based on Danish society, tradition and culture, The Danish Crime Prevention Council is of the opinion that our experiences may be applicable in other countries.

The Danish Crime Prevention Council issues this booklet as a guideline and an inspiration to the parties in the local SSP cooperation. The booklet draws up a number of aims and recommendations for local SSP cooperation.



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