

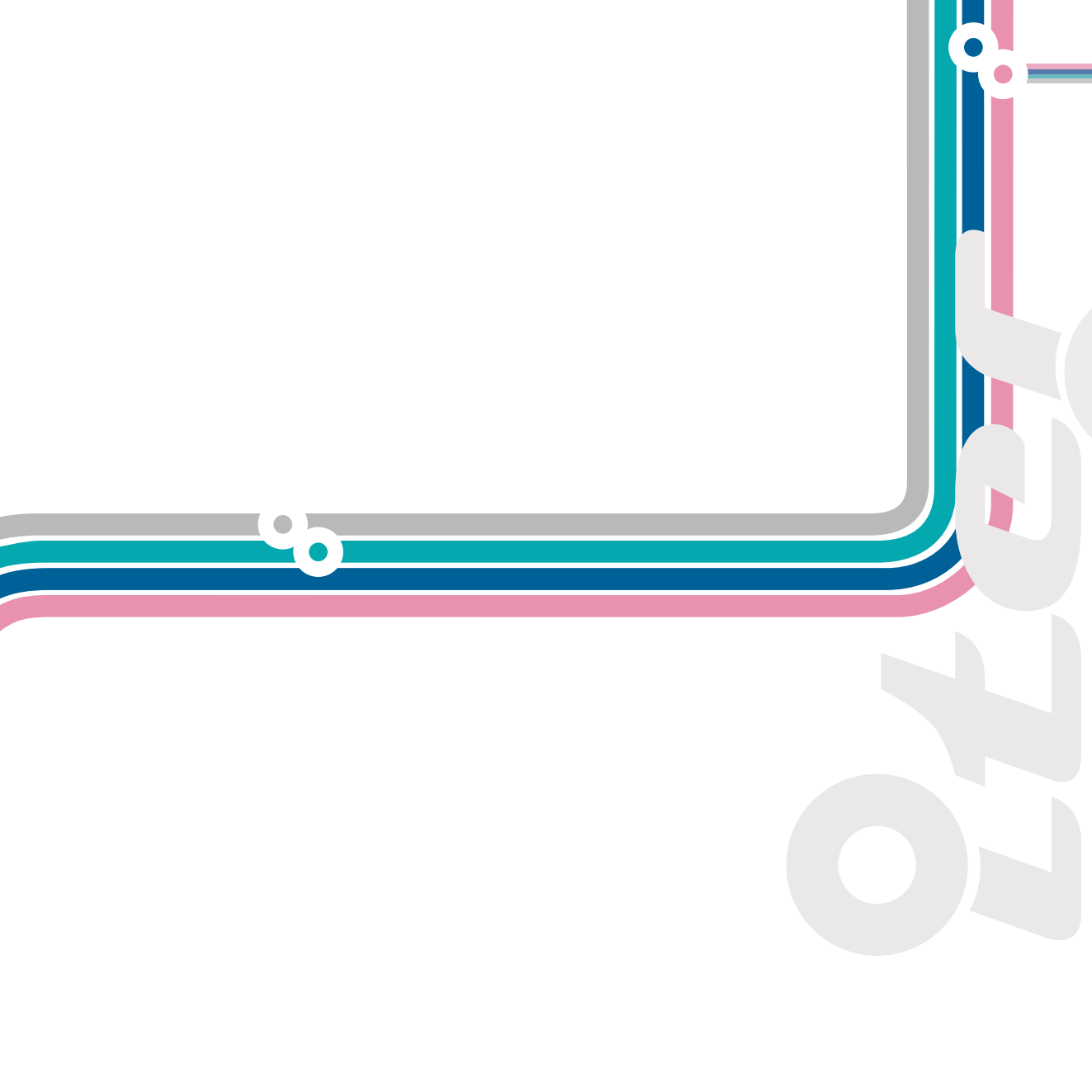
Dissemination brochure of the  
**PRACTICAL GUIDE**

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**Itinerarios policiales en la red multiprofesional  
para la prevención de la delincuencia juvenil.**

Police's itineraries in the multi-professional network  
for the prevention of juvenile delinquency.



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The Recommendation of 09/24/2003 by the Committee of Ministers of the Council of Europe states that juvenile delinquency is a matter of great concern for the majority of European countries, as is the need to promote a new line of responses from a multi-disciplinary perspective and the coordination of the institutions involved.

The European Economic and Social Committee, in its opinion 2006/C 110/13 of 03/15/06 on juvenile delinquency, includes, among other principles, the one on diminishing the punitive intervention of the state, along with the simultaneous activation of preventive strategies and the need to provide specialized training for all organisms of formal social control involved in the juvenile justice system, including the police.

The prevention of poverty and social exclusion is a transversal priority of the European Union for the year 2010. The content of this guide, in accord with this priority, promotes training and education in subjects of interest for the social performance of young people. It also contributes to preventing young people from abandoning the educational system before completing their education, with all the consequences that this entails.

As stated by the eminent criminalist, Nigel Cantwell, “a policy on juvenile delinquency is not a policy if it doesn’t include prevention” (1997).

Violence and juvenile delinquency are complex problems stemming from many different causes. Professional support and prevention networks are necessary to reduce violent behavior among young people.

Previous studies on this matter conclude that the family unit is delegating its educational duties to schools. This project includes a study which illustrates the way present-day families work, and this guide will include the most relevant conclusions.

However, although professionals tend to prefer instructing rather than educating, they find themselves in the paradoxical situation of having their authority questioned by the parents of the minor whenever they take on the role of tutors or educators. The youngsters take advantage of the lack of hierarchy to take control and rule (inverted hierarchy). Often the police are used as a substitute to parental figures but, perhaps, the fact that their role usually requires them to use more repressive approaches they wonder which new functions they should take on in order to be more effective.

The fact that the police is broadening the scope of its functions in matters of prevention, especially in the area of juvenile delinquency prevention, is an undeniable reality. However, these new functions entail a need for re-focusing and also the implementation of new contents to improve the interaction between the police, young people and their families as well as with the professionals working within the framework of dealing with juvenile violence. Hence, we are talking about a change in police culture. This is a three-tiered change that could take place:

**1<sup>st</sup> Level**

• Within the police system itself with the full involvement of police authorities and police chiefs.

**2<sup>nd</sup> Level**

• Outside the police system, based on the way the police approach prevention with both young people themselves and their families, working in conjunction with a network of professionals that strive to find ways to prevent juvenile delinquency.

**3<sup>er</sup> Level**

• As a consequence of the interactions inside and outside the police system, because of the way that those who intervene in juvenile violence perceive the punitive approach taken by police forces, provoking a shift towards prevention which the population in general may more readily accept.

**The ITER European Project**, Police Itineraries within the Multi-Professional Network for the Prevention of Juvenile Delinquency, is structured in the following way:

*Lead Investigator:*

Diputación de Alicante, Instituto de la Familia Dr. Pedro Herrero  
(Alicante Provincial Government, Dr. Pedro Herrero Family Institute)

*Partners:*

National Association of Municipal Clerks of Bulgaria  
(Sofia-Bulgaria-)  
Videnscenter for Integration  
(Vejle-Denmark-)  
Comune Di Latina  
(Latina-Italy-)  
Fundación Comunidad Valenciana Región Europea  
(Valencia-Spain-)

This project was designed with the following objectives:

- To increase the involvement of the police in the prevention of juvenile delinquency.
- To improve the relationship and coordination between the different agents involved in the prevention of juvenile delinquency.
- To redefine the interactions between police agents and the families of problematic children.
- To design and implement specific actions for the prevention of juvenile delinquency.
- To disseminate results at a national and transnational level.

In order to achieve these objectives, seminars, conferences, and courses have been carried out, as well as:

- Research on different types of families, with and without problematic children and on the perspective of minors on the functioning of their own families.
- Educational videogame, designed specifically for young people, with cell phone and computer applications.
- Didactic Guide, designed for policemen, to facilitate the preparation of conferences on the prevention of violent behavior among youth.

#### □ DIDACTIC GUIDE

This guide is the result of the joint, multi-professional effort undertaken by all countries involved in the project.

This guide is conceived as support material for police officers giving talks to young people at schools. It contains enough information to facilitate the preparation and revitalization of different sessions.

The contents of this guide are arranged in five chapters, responding to the main contexts that influence and are in turn influenced by young people. All of them reflect the significant contributions of all countries involved and the peculiarities of their cultures and societies.

Although this guide is designed for police officers, it can be used by other professionals in different fields (education, social sciences, health, etc.)

**Chapter I** contributes suggestions and practical ideas for the professional in charge of giving the talks. From a *methodological* point

of view, it includes recommendations on how to initiate and assess presentations, as well as suggestions on how to achieve active participation of the students.

**Chapter II** revises the concept of **family** and its role as a transmitter of values, sense of identity and sense of belonging of the teenager.

It also explains how to achieve appropriate police involvement within the scope of the family and provides information on prevention, early detection and intervention in situations where minors suffer from a lack of protection.

It includes the most significant results of the ITER Project Research, designed for the purpose of reaching a better understanding of the inner workings of the families of today. The results of the study, which distinguishes between families with and without problematic children, show that the majority of families follow the same patterns of behavior, regardless of the conduct of children. It urges readers to reflect on what steps the families of today seem to take in order to «*survive*» and evolve in their surrounding social context.

**Chapter III** analyzes **violence at school** and examines the different attitudes towards this conflict based on the perspectives of teachers, students and parents associations.

It includes a link to the **ITER Project Videogame**, created with the objective of educating young people about pursuing proper values.

It contains approximately 80 different situations, designed by all the partners involved in this project. These situations provide different scenarios of conflict in different contexts: school, home, places of leisure, etc. It offers different alternatives which guide users towards choosing the best solution to each problem.

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**Chapter IV** explores the **social context** and analyzes the problem of the consumption of alcohol and other drugs, both from the perspective of the police and the medical approach, in a practical way that suits the needs of the teenager. It contributes information for the prevention and treatment of juvenile delinquency.

**Chapter V** presents **legislation** on matters involving minors, juvenile delinquency, family, education, social services, the media and new technologies, both from the perspective of the contributions of the different countries involved, and from the perspective of the European framework.

It presents different aspects related to custody, guardianship, tutorship, curatorship, guardian at litem, de facto custody, compulsory education, educational integration and internet and videogames, etc.

At the end of this guide there is a listing of all participants involved in the creation of this guide (Project Leader, Partners and Collaborators).

We sincerely hope that this tool contributes to facilitating the work of the police in the prevention of juvenile delinquency.

The Practical guide to support the elaboration of conferences about prevention of juvenile violence can be downloaded from:

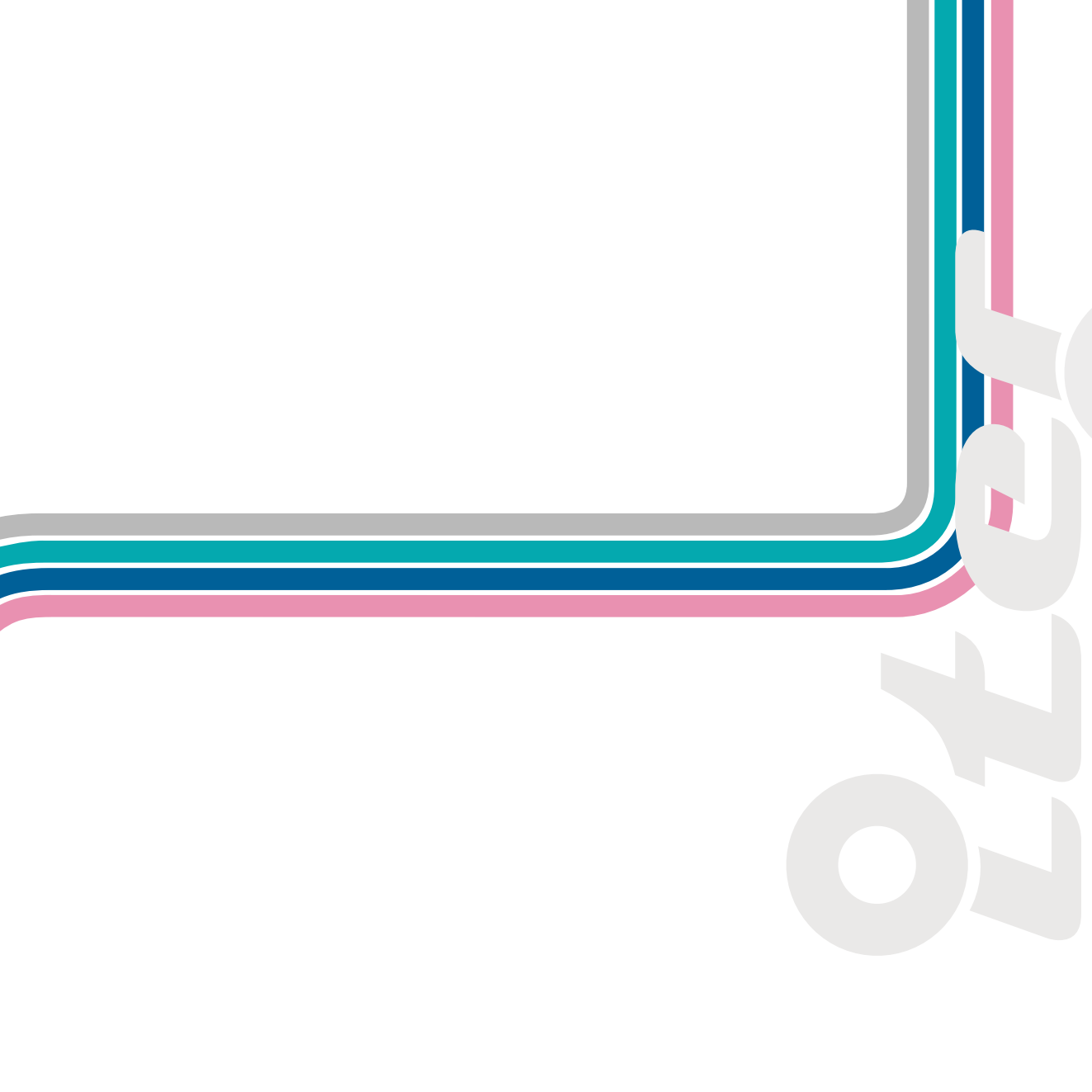
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