



Sports Activities for the Prevention of Youth Violence and Crime

AGIS - Final Report

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1 Introduction and Query

Regarding the continued development of measures to prevent youth violence and criminality, the question of how to gain access to the endangered youth is of central importance. In this context, opportunities to participate in sport are frequently provided, as sport often plays an important role in youths' daily lives. Sport clubs, youth organisations, as well as the police and justice organisations (i.e. juvenile prisons) are eager to emphasise the preventive effect of sport with respect to violence and delinquency, as offered through programmes such as midnight sports or street soccer.

Within the framework of the practical research project "Sports activities for the prevention of youth violence and crime," the project was focused on evaluating the diverse practices and experiences in individual European countries, upon which comprehensive quality standards were then developed.

In the first step, country-specific expert reports were developed according to a raster developed by Camino. That meant that the existing evaluations were collected, select projects were studied both qualitatively and quantitatively, and upon this basis a "best practice catalogue" was created, which provided an overview of the situation in one's own country. The central methodological procedures for this were as follows:

- **Assessment of the existing projects:** First, experts were surveyed and projects that utilise sports for their prevention work were located through Internet research in order to gain a first impression. In addition, literature research was conducted.
- **Analysis of select projects:** The instruments for the project analysis were expert interviews with project representatives, interviews with the target groups, written questionnaires, telephone interviews, as well as visits to various projects and local observations. The methodological tools (questionnaires, interview guidelines) were discussed in advance with the project partners and then developed by Camino in order to guarantee the greatest possible basis for comparison.

In the second step, the country-specific expert reports and their results were discussed. To do so, a conference was held in every participating country, and the results were presented to a more extensive group of experts from that country. The conferences provided a forum for further examination of the expert reports and for discussions about the conditions that create the success or failure of the projects, as well as about the effect and creation of quality standards. To extend the exchange of experiences, in addition to the project partners, representatives from the police, court system, social work, sport associations, NGOs, and other interested parties from the respective country took part in the national conferences.

The goal of this phase was the joint evaluation of the results. One result of the project is a guideline, which includes the quality standards for the successful implementation of sport-pedagogical prevention work. In addition, important principles for sport-pedagogical prevention projects were developed and made available to interested parties.

The project was conducted by Camino, together with the Asociación Altea-Espana (Altea, Spain) and Questao de Equilíbrio (Setúbal, Portugal), and was supported by the European Union within the framework of the AGIS programme. Camino was the applicant for the project and the organisation that coordinated the work with its partners.

The EU programme AGIS was a supporting programme for the promotion of cooperation with the police, court system, and further experts with respect to criminal cases and crime prevention. AGIS existed from 2003 to 2006 and is now being replaced by other programmes in the areas of security and criminal law. Its purpose was to support the development of a European-wide network in which representatives from the court system, police, and victim-support organisations, as well as additional experts were involved, and also to provide a forum for the exchange of information and successful methods. In addition, it was aimed at encouraging the member states and the candidate states to work together more intensively.

The goals of the AGIS programme were:

- The increased cooperation between the court system, police, and other groups in society;
- The dismantling, prevention, and fight against terrorism and organised crime;
- The prevention and fight against drug dealing;
- The prevention of crime;
- The protection of victim rights.

In addition to research projects, the opportunity for exchange in conferences and seminars was especially supported, as was the opportunity for further training, internships, and exchanges.

The area in which our project took place is the prevention of crime. The main goal was to determine the best-practice strategies and methods and procedures for implementing successful practices of crime prevention in Europe. The central emphasis was focused on the areas of city crime, drug criminality, and juvenile crime; our programme was part of the latter.

2 Taking Stock: Evaluation of the Survey

The project partners conducted a quantitative study in their own countries utilising a questionnaire that was developed by Camino and then discussed with the partners to adapt it to the local situation. The quantitative study was primarily descriptive and was intended to provide a first impression about the sport-related prevention work in each country. Only projects that named sport-pedagogical methods as important and explicit goals for their work in preventing crime were included in this study.

2.1 Appraisal in Germany

In Germany, sport-pedagogical methods, concepts, and models are more often utilised in projects of the youth welfare system, as well as in individual sports clubs and in joint projects of the youth welfare system and the police, than in Spain and Portugal. Thus, for all levels of prevention – primary, secondary, and tertiary – there is a great pool of experience to rely on. On the other hand, in our estimation, one must also say that especially in the open work of crime prevention, the sports programmes offered are not infrequently unreflected or applied without the sufficient support from a pedagogical framework. In general, the projects can be divided into those that work to prevent violence *through* sport, and those that work to prevent violence *in* sport (see Chapter 4).

Approximately 100 projects throughout the country that work with juveniles and offer athletic programs to help prevent delinquency were surveyed. The survey was conducted via a comprehensive written questionnaire that was sent by mail. 32 projects responded. 30 of 32 projects stated that their focus was on delinquency prevention and sport, using sport as an important means in their preventive work.

The following description provides a quantitative-descriptive overview of the projects that were contacted through the questionnaire.

2.1.1 *Structure of the contacted projects in Germany*

Regarding the types of projects: 18 projects consider themselves to be open projects, 5 as closed, and 9 as mixed projects, meaning that they offer open activities as well as offers directed at specific group. Most projects are active within one federal state. One project stated that it is active nationwide, and one project is active in several states.

Regarding full-time employees, the projects vary greatly. The spectrum ranges from one to 18 full-time employees. The most frequent number of full-time personnel is 3 (named 7 times), 4 (named 4 times) and 5 (also named 4 times). The variation in volunteers is even greater. The spectrum here ranges from one to 50 volunteers participating. 9 of the projects did not report the number of volunteers.

Regarding the ratio of staff to participants, the most projects (38%) report between 11 and 20 participants per staff member. For 25% of the projects, there are 1-10 participants per staff member, followed by 19% of the projects that have 21-30 participants per staff member. 69% of the projects employ social education workers, 44% sports scientists, 38% educators, and 13% psychologists. 9% of the cases reported being self-educated. The most commonly named sources of financing were local government funds, such as from the youth service bureaus (53%), closely followed by state funding (44%). Company contributions (22%) and funding from foundations (19%) were also mentioned frequently. Federal and EU funds were named for 13% of the projects.

The majority of the projects are constructed as long-term projects (66%).

The primary partners of the projects are sports clubs (72%), state sport associations (56%), cities (53%), police (47%) and youth service organisations. 31% of the projects desire a closer cooperation with the police, while 16% desire closer cooperation with the legal structure.

16% of the projects stated that after the end of the projects, the youth continued to participate in regular sport programs. For 63% of the projects, that was true in part.

2.1.2 *Project Goals*

The most important goals for the projects are the prevention of violence (60%) and integration (31%). Further central goals were listed as the promotion of the youngsters' personal development and enhancement of their social competencies (25%), as well as conveying values such as respect and fairness (19%) and dealing with rules (16%). The promotion of team experiences is also included in this area. The support of participation and responsibility are considered to be important goals for 13% of the projects. Numerous projects view the promotion of useful use of leisure time, including elements of exhaustive play, movement, and having fun as additional goals of their projects. 10 % offer their sports programs to increase the contact between youth from different groups/ethnic backgrounds. 10% of the projects explicitly state that they utilise their sports programs to gain access to the youth, and 10% view their goal to be to get youth to join sports clubs.

The most frequently mentioned "most important goals" were listed as prevention of violence, integration, and leisure activities (in that order). 50% of projects state that they "have achieved these goals for the most part." 28% state that they have "completely achieved" their goals, while 19% state that they have achieved about half of their goals". One project did not provide any response. With respect to the goal of "prevention of violence," 71% of the projects that named that to be their most important goal consider that it has been achieved "for the most part."

Upon inquiry about the values that are to be promoted, fairness (24%), respect (22%), and team spirit (18%) are named most frequently.

Regarding the question of how effective their projects are in preventing violence, 72% reported that their projects are demonstrating a “great effect.” 16% view the effectiveness of their work to be “very high”, and 13% view the effectiveness as being “average.”

The importance of the pedagogical framework of their sports program is ranked “high” by 47% of those surveyed, “very high” by 41%, and as “average” by 9%.

The most common changes in the youth after participation in the programs are reported as “a greater respect of limits,” (21%), “more self-confidence” (16%), and “better control of their aggressions” (16%).

2.1.3 Target Groups

Two target groups for the projects were equally named, those for primary prevention, meaning youth not yet convicted of any crimes (43%) and those of secondary prevention, meaning youth not yet convicted but greatly in danger of becoming involved in criminal activity (43%). The target group of tertiary prevention (youth already participating in criminal activity) was named in 15% of the projects.

There are a wide variety of ages for the participants. Most begin with kids aged 10 and older, but a large number of the offers are designed for younger groups as well. The upper limit is also very open, with many of the projects still working with young adults.

With regard to the gender of those involved, all in all the boys are more represented. A few projects that are directed toward both boys and girls state that the girls only make up between 5 and 10% of their participants. 22% of the projects work solely with boys, while none were dedicated solely to girls. 56% of the projects report that they work in mixed groups, making this approach much more popular than in segregated groups (31%).

72% of the participants are considered to be “voluntary,” 18% are “sent by their parents”, and 10% are participating due to a “court order.”

In 63% of the projects, regular participation is not required while for 13% it is. 9% of the projects did not respond to this question.

The motivation of the youth for participation is equally considered to be “very high” (38%) or “high” (38%). 22% of the projects considered the motivation to be “average,” while one project considered the motivation to be “low.” The three dominant reasons for participation are “having fun playing sports” (36%), “interest in having contact with other youth”(25%), and “experiencing their own (athletic) limits” (17%). Pressure and force play almost no role as motivating factors, with only one project stating that the reason for attending was “fear of the consequences if the behaviour does not change (suspension from school, criminal charges, getting sent to prison or to a home, or stress with the parents)” and one project stating that the reason for attending is that “the youth are forced to attend (e.g. by a court decision).”

2.1.4 Programs and activities

The most common programs are the three areas of “classic team sports” (47%), “martial arts” (19%), and “high-risk and adventure sports” (13%).

Regarding the question of which types of sports are chosen, the most common answer was that the sport was chosen that best fit the demand of the target group, that which was desired and accepted. Several projects stated that the sports were chosen that are especially good at helping to release the potential for aggression in the youth, and that convey certain values and understanding for rules. Wrestling and boxing are named here. For football, basketball, etc., it was explained that such sports were chosen to strengthen the sense of being part of a team. A further reason that certain trendy sports were chosen, such as inline skating, was because they attract the youth.

The further pedagogical program that the majority of the projects provide includes the complete spectrum of approaches and methods of youth work, such as individual discussions, counselling and support, free leisure programs, group activities, media work, youth get-togethers and trips, homework assistance, diverse events, school and work assistance, etc. A few projects also mention training in fairness and teamwork and conflict management, as well as adventure and experimental educational activities.

2.1.5 (Self-) evaluation

The projects made the following evaluations and self-evaluations in order to better estimate the effectiveness of the projects:

- Group processes and individual developments that are the result of the athletic activities are evaluated together with the youth in 72% of the projects.
- These group processes and individual developments are evaluated together by the staff in 88% of the projects.
- In 66% of the projects, the male and female role behaviour is reflected upon together with the youth.
- In 56% of the projects agreements are made between the youth and the project staff. These agreements relate, for instance, to respectful behaviour toward one another, rules for discussing, greeting rituals, obedience vis-à-vis the coaches, the appropriate sports dress, the ban on alcohol, drugs, and weapons, etc.

72% of the projects stated that there is “a regular exchange among the staff regarding the effectiveness.” 25% share these experiences “irregularly”, while in one project there is no exchange of experiences.

75% of those surveyed report that there is “regular evaluation and/or documentation” of their projects. “Irregular evaluation and/or documentation” is reported for 22% of the projects, while one project does neither. Written evaluations take place in 60% of the projects.

2.1.6 *The basic parameters of the projects*

The basic parameters of the projects are reported as follows¹:

The majority of the projects have a “high” or “very high degree” of staff aptitudes.

Most projects reported having a “high” or “average” degree of time available for the activities.

For almost two-thirds of the projects there is a “high degree” of pedagogical guidelines. For 28% there is a “very high degree” and for 6% an “average” amount.

For slightly more than half of the projects the pedagogical framework exists to a “high degree”. For approximately one fourth, it exists to a “very high degree” and for one eighth to an “average” amount.

Quality management exists for most projects to a “high” or “average degree.”

Gender mainstreaming is applied for 34% to a “high degree,” for 25% to an “average degree,” for 19% to a “low degree,” for 6% to a “very high degree” and for 3% to a “low degree.”

Networking / Cooperation exists to a “very high degree” or “high degree” for the majority of the projects.

The availability of venues/rooms exists to a “very high degree” or to an “average degree” for 31% each, while it is described as being “high” for 25% and “low” for 13%.

The general equipping with physical and financial resources exists for 41% of the projects to a “high degree,” for 34% to an “average degree,” for 13% to a “low degree,” for 9% to a “very high degree,” and for 3% to a “very low degree.”

Upon inquiry of what most projects are lacking in order to be able to work even better and more effectively, most of the projects mentioned aspects of the basic parameters: improvement of the basic locations, more and better-qualified full-time staff, more funding, more continuity in the support, more cooperation and networking, and long-term sports venues.

¹ The possible answers of the project were: exists to a very high degree, exists to a high degree, exists to an average degree, exists to a low degree, exists to a very low degree.

2.1.7 Conclusions from the quantitative analysis

The appraisal of the projects that work toward preventing delinquency through sport shows a strong involvement of youth work and youth social work (*Jugendarbeit* and *Jugendsozialarbeit*) in Germany. That is demonstrated in part by the fact that most of the projects apply sports as one of several approaches to prevent violence, that the majority of the open programmes are those offered to a wide spectrum of youth, and that the target group is primarily (very) strongly endangered youth, but those who have not yet committed crimes. The needs and wishes of the target group plays an important role in the choice of sports offered, which means that the aspect of how to reach the youth is of primary concern. A further indication of the involvement of youth social work is the connection of the goal of prevention of violence with the “classic” goals of youth social work such as integration, the promotion of personal development and social competencies, the transmission of values such as respect, fairness, and following rules, as well as the promotion of team experiences.

Through this integration in youth social work, a good opportunity is provided to make the most of the anti-violence potential of sport, as it is thus very likely that the projects are taking place with a specified pedagogical framework – the importance of which is to be highly regarded. On the other hand, one must also say that for primary prevention projects offered through public social work, sport is often utilised without further reflection.

As a large majority of the project demonstrated satisfaction with the anti-violence effect of their work, it is an indication that the coupling of youth social services and sport makes sense.

2.2 Appraisal in Spain

In Spain, there are not a great number of sport-oriented projects addressed toward young people at risk, and they usually have just a punctual effect. However, as Balibrea, Saints and Lerma (2002) show, some projects based on sport practices within marginal groups have started to be developed, and the concern and interest in such projects is continually increasing in Spain.

The information obtained in the first approach is scarce, fragmentary and not very elaborate. All these limitations give a significantly exploratory character to the study that we have faced throughout two major phases of the compilation of information: the first one, in an intense documentary work and, the second one, in the accomplishment of interviews and questionnaires to workers from the social and sports fields.

A total of 90 sport-oriented projects were contacted with questionnaires, of which 52 projects answered. Only 36 of these projects utilise sport-pedagogical means for the prevention of violence.

Altea España felt it necessary to adapt the questionnaire not only to our language, but also to our terminology and to our projects' idiosyncrasies.

There are projects for all ages in Spain, but the majority were few youth between 12 and 18 years. However, there are also mixed projects with minors as well as with people older than 18.

Some projects work in co-ed groups and other projects work with both sexes but in separated groups. Others work with either just boys or just girls.

In most of the projects, the project leaders and staff are professionals from the field of social work, as well as of sports (social workers, graduated or qualified in physical education, educators and psychologists), but there are also many volunteers, primarily in the open projects.

The projects vary their duration, but most of them fluctuate between six months and a year, although some of them do not have a fixed period.

Regarding the effectiveness in the delinquency prevention work through sport, in a scale from 1 (completely failure) to 5 (completely fulfilled), 10% of the projects surveyed state that they have achieved a score of '2', 60% a score of '3' and 30% received '4'.

According to the survey, some values were taught through sport in the projects of violence prevention; these include:

- Respect for oneself and for the others
- Team spirit
- Co-operation
- Discipline
- Solidarity
- Capacity to make sacrifices.

In addition, the projects offered an opportunity:

- to spend spare time, release tensions and make physical effort
- to learn to accept rules
- to learn to accept victory/defeat

Many of the young people become involved in regular sport programmes (sport clubs and youth associations) after the end of the project.

2.3 Appraisal in Portugal

In Portugal, the institutions that could eventually develop projects in the scope of this kind of intervention were contacted. Such contacts were made initially by telephone and later in meetings arranged to expose the aims of the research and to interview those in charge. Subsequently, the forms were faxed and e-mailed, to save some time and allow the institutions to organise and gather as much relevant information as possible.

20 national projects that work with school programmes to prevent youth delinquency were contacted in Portugal. In addition, 45 correctional facilities and 13 municipalities were contacted, as well as 12 clubs and institutes.

Most of the answers stated that the sports activities have not been developed explicitly to prevent violence, but rather focused on sports development and at the most on a "socialisation spirit". Only four of the analysed projects do mention a deeper concern for violence prevention and personality structure purposes, aiming the reduction of anti-social behaviours, for which data analysis was performed.

From the contacts and analyses made with the project promoter institutions, it was perceptible that the physical activity as a violence prevention factor is a recent approach.

In most cases, we understand that although they expose physical activity as a benefit for the project at stake (violence prevention), the projects dilute that objective, and valorise the practice "per se", with no complementary reflection; they also interiorise the idea, which is misleading from our point of view, that violence prevention is inherent to any sports practice.

This means that in practice, the underlying reasoning for exercise and sports activity is that groups, when busy, will not commit violent or delinquent acts.

Contrary to this simplistic and basic perspective, projects that consider physical activity as an essential pedagogic instrument, state that its practice, "per se", does not guarantee the success of an integrating and socialising intervention; since it does not allow an approach, an explanation or an analysis of the specific purposes, which should be subsequently developed by a multidisciplinary technical team, verbalised, repeated and interiorised by the users or by the target group.

It is also important to make a note that the utilisation of sport-pedagogical methods with the explicit goal of the prevention of violence – as is shown by this national appraisal – is not very widespread in Portugal. As there were too few projects to carry out a quantitative study, the focus of the Portuguese project was on the qualitative study. Nonetheless, there still are some well developed concepts for sport-pedagogical prevention work in Portugal, which provided stimulation to the discussions on the country comparisons (s. the concept of the pedagogy of controlled risk).

3 Target Groups for Prevention Work

Crime prevention is understood in the criminological discussion as “Prevention of crime and the decrease in fear of crime by influencing society (primary prevention), by influencing potential offenders and victims (secondary prevention), and by influencing persons who have committed crimes or have been victims of crimes (tertiary prevention).”² This study is limited to the analysis of projects that work preventively with offenders or potential offenders (although juvenile offenders often are/will be also the victims of crimes. The following prevention-work groups are differentiated in the criminological discussion in Germany³:

3.1 Primary Prevention

Target groups of primary prevention are juveniles, who have not yet committed crimes. The aim of the prevention work here is to avoid any future criminal activity. Projects and measures in primary prevention have the general goal of socially integrating children and youth. That means supporting children and youth in their development and accompanying them through critical life phases. Positive life conditions are to be promoted and disadvantages reduced. In this sense, ‘normal’ activities offered by youth social work, which are intended to encourage social integration, can also help avoid delinquency. It is exactly this general, imprecise approach, however, that is the problem when the question of effectiveness is being discussed. Primary crime prevention in this sense is a superior goal that is reached simply when children and youth do not commit crimes, without an increased endangerment for these children and youth having to exist.

It should be critically noted here that by making this classification, children and juveniles in general are considered to be a risk group, which could cause stigmatisation.

3.2 Secondary Prevention

Target groups for secondary prevention are juveniles who have not yet committed crimes, but who, due to their life situations, are strongly in danger of doing so. This includes children and youth who face disadvantages socially, academically, at home, or economically, and whose vocational integration is marred by massive breaks and precarious work situations. For these children and youth, it is probable that they will eventually begin demonstrating delinquent behaviour. Also in this group are children and youth who live in problematic condition and/or reaction to these living conditions with anti-social behaviour. The term “disad-

² Deutsches Jugendinstitut e.V. (DJI), Arbeitsstelle Kinder- und Jugendkriminalitätsprävention. Literaturdokumentation von Arbeitsansätzen der Kinder- und Jugendkriminalitätsprävention. München 1998, p.5f.

³ see *ibid.*

vantages”, which is a central characteristic for target groups for secondary prevention, is quite diffuse and can include a variety of problem situations and social and ideological backgrounds, which each require a different strategy. This target group, for instance, also includes youth whose delinquency has a right-wing background.

In the criminological discussion in Portugal, the target group is somewhat more closely defined than in Germany and Spain and is coupled with a delinquent background: “Regarding secondary prevention, the intervention is focused on another group – youths with delinquent backgrounds who are considered to be at risk of easily adopting violence and aggressive behaviours in normal daily situations, namely when facing obstacles resulting from social life (e.g. Programa Escolhas).”⁴

3.3 Tertiary Prevention

The target groups for tertiary prevention are juveniles who have already committed crimes. The aim here is to avoid recurrences. It should be critically noted here that there is no differentiation between the types of crimes committed (kids convicted of theft are in this category together with those who have committed severe criminal assault).

In contrast to the other two types of prevention, the target group is clearly defined. Measures for tertiary prevention could either be ambulatory measures or activities for youth who have become delinquent, or they could be stationary measures (juvenile arrest, pre-trial confinement). They could also include measures of resocialisation following confinement in a juvenile detention centre. Participation in these measures is generally only limitedly voluntary for these youth. Should they not follow the orders and conditions, juvenile detention is often a result.

Tertiary prevention is also more clearly defined in Portugal, as it is limited to real imprisonment: “The tertiary prevention is directed toward those, especially juveniles, who are imprisoned and under the custody of the justice services in penitentiary institutions, due to serious delinquent behaviours, which have lead to judicial proceedings with trials and convictions (e.g. Penitentiary Institutions).”⁵

In conclusion, one can say that although this classification is not unproblematic, as it is very inexact and combines very heterogeneous groups under the same general classification, it is used here for orientation, as they are the terms used commonly in this discussion.

⁴ Questao de Equilíbrio: Abschlussbericht AGIS. Setúbal 2007.

⁵ *ibid.*

4 Sport and the Prevention of Violence: Various Project Types

There are basically two different types of projects: projects that attempt to achieve “the prevention of violence through sport” through their sports pedagogical approaches, and projects those that are working toward “the prevention of violence in sport,” primarily in football.

This differentiation was used for all three countries in this study.

4.1 The Prevention of Violence *through* Sport

The focus of our study lies in the area of “the prevention of violence through sport.” There are three different types of these projects: Open, low-threshold activities, closed programs or training and sport in the juvenile detention centres.

These three project types are described in the following:

4.1.1 *Open, low-threshold activities*

In **Germany**, these are programs offered within youth clubs or special youth sport clubs. The activities are open to all youth, but are directed more towards marginalized and high-risk youth. The facilities are easily accessible for the youth. Sport is used as a means of binding the endangered youth to the organisation and creating long-term relationships. By offering a diverse and attractive array of activities on various days of the week, an alternative to “frustrated hanging out on the streets” is to be created. There are open activities offered especially to just boys or just girls, as well as activities for mixed groups.

In some special projects, in addition to the open access for the target group, support is also provided in the placement of the youth. For instance, for the Berlin project “KICK”, youth who were involved in petty theft are brought to the project by the police. The police interrogation includes a so-called social case history, in which the police officer attempts to find out why the youth became delinquent and whether or not there are deficits in his free-time activities. The officer provides information about the attractive activities offered at a nearby KICK youth club. At the same time, the address of the youngster is given to the local KICK project. Participation in the KICK activities is voluntary.

Another special form of open activities includes tournaments – such as street football or midnight activities. Midnight sports events – mostly football or basketball – take place regularly at unusual times (evenings until late at night). The events also have the goal of creating venues for activities in their own neighbourhoods. The continuous pedagogical support of

these events is important in order to develop the relationship between the young participants and the social workers.

The youth welfare office in Hanover puts on one successful midnight sports project. The youth welfare office coordinates and accompanies the project. In Hanover, there are regular monthly midnight sports events going on throughout the city – at 15 different venues. The purpose is to offer the youth an attractive and meaningful leisure activity to “get them off the streets”. For this reason, the event is carried out simultaneously at 15 different events to avoid having the kids have to travel long distances at night across the city, but rather to offer the programme to youth in their own neighbourhoods. For each double gym, there are four staff members who are schooled in conflict resolution, drugs, and violence. In addition to the athletic staff, there are also always two pedagogues who have nothing to do with the sporting event, but rather roam around to make contact with the youth, to speak with them and to monitor the dressing rooms and outside areas. Thus, conflicts can be addressed directly. The youth not only want to participate in the sports events, but also come looking for contact between and during the events. The importance of the sporting aspect of the tournaments has been consciously rolled back; competition is not the focus. It is more about moving around and having fun playing and trying out new sports (i.e. basketball, soccer, badminton, skating, BMX, trampoline, martial arts, and dancing).

A lot of these open activities are marked by a large degree of self-organisation by the participants. The self-organisation is part of the pedagogical concept: the kids are to actively take on the design and implementation of the tournament, thus learning to assume responsibilities. Open projects such as tournaments are also combined with forms of peer-education, where the youth are trained as mediators and monitors – such as for the Erfurt “Soccer Tour” organised by the sports club “freeaction”. The Soccer Cup has a very strong event character. The cup’s motto is “Fun without violence”. The aims include teaching peaceful strategies for conflict resolution. The idea of fair play is more important than the competitive aspect. Teams that have been there longer help convey the idea to the new teams. By taking on tasks, the older players learn to take on more responsibility. The project trains kids to become mediators, who then have the task of sanctioning fouls if the players do announce them themselves, and to give out Fairplay Points. In contrast to regular football, there is a greater danger of fouls at the Soccer Cup because they are playing 3 on 3 on a small, tight court. This gives it its special educational value.

The Munich street soccer league “Buntkicktgut” has developed a special form of peer-education. In addition to training kids to be referees, the project has a league council comprised of representatives from each team that determines the sanctions should violent conflicts or verbal insults occur.

In **Spain**, open sports projects exist in youth organisations in general and in exclusively athletic organisations and clubs. Any young people interested can participate.

The children and youth attend the activities voluntarily, on their own or upon their parents' or teachers' advice. The attendance is usually good and regular during the week (two or three days weekly).

Some projects are quite unique, as they have been developed by participants themselves – such as the project, “League for your integration. Ecuadorian women in the riverbed of the Turia”, in Valencia, which is promoted by the immigrants' association, Rumiñahui. The activity is women's football, where the South American women play a football championship to have fun, while at the same time it acts as a catalyst of social, cultural and gender identity.

Other types of interesting open projects are the ones that, in addition to revitalising the sport activities for disadvantaged youth, offer the possibility of promoting technical and athletic training. This is the case in Burjassot (Valencia), where the social services and the neighbourhood have created an association where the youth can practise sport, while being assisted by older participants of the activity. The children's motivation is greater when they have people they know helping out.

In **Portugal**, there are very similar kinds of open activities offered as there are in Spain and Germany. These are easily accessible and participation depends exclusively upon the motivation of the group, which often is a response to the activities previously offered.

4.1.2 Closed programs / training

In **Germany**, closed activities for preventing violence are often directed towards youth who have already committed crimes or who are greatly endangered. In general, these are for boys; there are seldom co-ed activities or activities for delinquent girls. The activities are offered as whole-day events – for instance in the form of training camps – or in the form of regular weekly courses. For these courses, generally one sport is taught (e.g. martial arts, climbing, ropes). Closed activities are more target-oriented than open activities, as the goals – such as the reduction of violent behaviour – are to be achieved within a certain time frame. Sport is precisely implemented as an important element of the prevention work. Sport is focused on much differently here than in the sports clubs, however, as high achievement and competition are not the focus. Special activities are chosen that seem to be especially applicable for the target groups and the goal of the prevention of violence. For instance, in a Ju-jutsu-project in Hamburg, the floor exercises chosen are those that primarily impart empathy that alter one's own perspective or strengthen the positive relation to one's own body.

The closed offers in **Spain** are – as in Germany and Portugal - frequently addressed to the tertiary or secondary prevention, that is, young people who have committed a crime or are at risk of committing one. They usually are organised as weekly or weekend sessions. Most of them are limited to students of the centre.

In **Portugal**, the activities are also planned for a specific group of participants and require compulsory attendance. Such activities are within the scope of the educational/socialisation

intervention work developed with the groups. These activities include traditional collective sports, such as football and basketball tournaments.

At a general level, these activities' educational aim is to develop the juveniles' personal and social skills. Boxing and martial arts can also be included to promote the development of emotional self-control, personal management and self-defence, and dance can offer a means of liberating energy, socialising and developing motor skills.

Adventure sports, such as climbing and MTB, are also used for their pedagogic potential, contributing to higher individual and group empowerment, and helping to develop self-esteem, team-work and confidence.

In addition, in all three countries both open and closed programmes are offered for specific target groups, which are oriented toward the project forms already described, but which are custom-tailored to specific issues. These include projects for right-wing or right-wing-oriented youth, as well as those that are primarily directed toward youth with migrant backgrounds.

We did not include youth with drug addictions in our study, as drug addiction represents a very specific issue that needs to be studied separately.

4.1.3 Sport in juvenile detention centres

Juvenile detention centres in **Germany** have the responsibility of educating the youth. While according to juvenile law, sport is part of this education, it has not yet been a set and systematic part of the routine. There are no set sports activities and no requirement for the proper equipping of the penitentiaries with personnel, facilities, or equipment.

In 2006, the Federal Constitutional Court called all states to create new legal regulations for the penitentiaries.

"Deutsche Sportjugend," primarily the Hessian Sportjugend, has been working hard within the nationwide working group, "Sport in the Penitentiary", toward anchoring sport as a set part of all facets of life in the penitentiaries. They are also trying to persuade the new legislation to support these goals.

The Sportjugend organises continued education and conferences for those involved in sports in the penitentiaries, and it promotes networking and exchange between the individual penitentiaries.

Experience from the prisons shows that the potential for sports in the practical work of the penitentiaries is not being sufficiently taken advantage of. Sport is seen more as a means of spending leisure time – a privilege that can also be taken away and which can be used as a means of disciplining. Even in the areas of leisure and fitness, the opportunities to participate in sports in the penitentiaries are very limited. That is especially problematic as being in

prison already means a restriction in movement for the young prisoners. The potential for aggression, which is produced by imprisonment itself, can hardly be worked out. Sport is too infrequently utilised as a method of diagnostics, education, and resocialisation. Rather, it is often viewed as a means of compensation for providing safety and relaxation in the prisons. Some penitentiaries have in fact developed goal-oriented programmes, but there are no binding universal quality standards for sport-pedagogical work in the prisons.

Up to now, the individual prisons have been free to determine the qualitatively and quantitatively varied sports programmes – according to the personnel available and the institutions' leaders' own ideas about the importance of sports. What sports are offered is often determined by the initiatives of the individual prison officers who are responsible for the area of sport. While these officers must have received basic sports training licenses (Übungsleiterlizenz), they do not necessarily have thorough pedagogical training.

In the Iserlohn institution in the region of Sauerland, a club was founded by motivated sports officers, in which both the employees and the prisoners are members. The club has regular games. That means that outside teams come to the prison for all games, as the away games have to be played "at home", too. Through this opening, the first contacts to the local area can be made. Former prisoners have a chance to become integrated in the local sports clubs or find positions as work trainees after they have completed their sentences. Sport can thus play a role as a means of resocialisation and collectivisation for former prisoners, as is demonstrated by this example.

In some prisons, such as in the youth detention centres in Roggenberg and Wittich, there is so-called "access sport". This concept is utilised to get to know and assess newly arrived prisoners – as a non-verbal method of getting to learn something about the personality and special problematic of the juvenile.

The following sports programmes were postulated as elements in prison life in an interview with the head of the federal working group "Sports in Prisons":

- Leisure Sport Programmes: These are open programmes of simple fun with physical activity, which also promotes the contact between the prisoners and which gives them an opportunity for self-organisation.
- Learning Sports Programmes: These are programmes, that first and foremost give the prisoners the opportunity to learn a new sport, which they can then do in their free time, and that also promote the physical fitness of the prisoners. This could also lead to new interests for how to spend their free time following their incarceration. Prisoners could then join sports clubs and gain qualifications (such as training to be a youth leader or referee) which would enable them to become involved in sports clubs following their release.
- Therapeutic Sports Programmes: These are programmes in which the motor and psycho deficits and dysfunctions can be compensated for and worked through.

- Social Competency Training Programmes: These programmes have the goal of teaching social competencies, breaking down aggressions, working through conflicts, etc. This is where the sport-pedagogical principles described in Chapter 6 come to use. For prisoners who have almost completed their prison terms, there are special courses that are to assist them in getting ready for their life in freedom and that promote self-responsibility.

The wide palate of programmes described here has not been developed conception ally at any institute in Germany in a systematic manner. In individual institutes there are elements and innovative concepts, as well as selective projects by individual sports scientists within the framework of their qualifications, which, however, are often not continued due to lack of financial and personnel resources.

In **Spain**, the General Penitentiary Law of 1979 was the one that introduced sport and physical activity in prisons as one more of the treatment activities and at the same time established the requirement for having sports facilities available in prisons.

In 1997, the Spanish government and concretely the General Direction of Penitentiary Institutions was aware of the importance of sport for the prisoners and proposed a programme of sport activities in its centres. This programme was structured in three sub-programmes:

- Physical activity with a recreational purpose: trying to provide physical activity to most of the inmates, trying to address the main interests of the inmates.
- Physical activity aimed at competition: in the centres where it would be possible, the promotion of official competition in the sports categories of greatest interest to the inmates and the establishment, in this way, of contacts with the regional federations that would consolidate the official competition in the penitentiary centres. In any case, internal championships are to be organised and, if possible, inter-prison championships are to take place, as well.
- Training and sports motivation: this programme would be focused on sports education, where people learn to improve their physical and technical aptitudes and to value and promote attitudes of respect for themselves and for others. Moreover, these sport-motivated activities would constitute an important stimulus for the inmates' integration in the Sports Activities Programme.

It was also recommended that the intervention in the centre be cross-the-board; thus, sports activities plans as well as socio cultural ones are to be complemented with educative ones, professional occupational training, work and with activities for the personal development of the inmates.

At present, the Spanish Home Office in agreement with the autonomous communities creates laws in which programmes of sports activities are regulated, as are the training courses for sports assistants and the nominations for coordinators in each one of the penitentiary centres.

The reality is that in Spain there is a little down to promote the inmates' rehabilitation by means of physical activity and sport. Sport is almost a spare time activity without any other type of importance.

In **Portugal**, in the case of the penitentiary institutions, there are several opportunities for sports activities within the prison community, and each individual can select the one he's most interested in and to which he's more suited to. In this case, participation is unregulated and depends exclusively on the will of each participant.

In this kind of programme, the available activities are:

- Traditional Individual Sports (swimming, athletics, ...)
- Traditional Collective Sports (football, basketball, ...)
- Indoor physical activities (indoor boating and bodybuilding).

"Sport is Rehabilitation" is a project promoted by the Penitentiary Institution of Coimbra, which has been taking place for over 15 years. This project is conceived for youth/adult, male inmates aged between 20 and 65. The technical team includes 2 assistants, an advanced technician for the re-education area and a physical education teacher. Such projects are based on the creation of an occupational area for the whole inactive contingent, as well as an occupational complement for those who work and study in prison.

This project has well defined objectives, which are included in the Sports Club, as part of the school/prison educational project. Its aim is the social rehabilitation, through the promotion of sports; the specific objectives are an improvement of physical and psychic health, social and emotional well-being, quality of life and relational interaction.

The existing infrastructures are being surveyed and the existing material is being catalogued and the population is being characterised with regard to the motivations for the sports activity; the groups were divided by activities, taking consideration of the availability of the intervention, and by sports activity such as indoor soccer, basketball, volleyball, indoor boating and bodybuilding and sports activities.

Subjects concerning the individuals' adaptation to life in prison and the behavioural assertiveness were evaluated, transferring values such as justice, respect, team spirit, solidarity and cooperation amongst them, through the practice of the activities.

Considering the reports, the main intent of the project is to offer the target population a useful occupation that promotes significant changes concerning the improvement of teamwork, the growing perception of one's own and other people's limits, increasing self-knowledge, the

adoption of constructive and assertive behaviours, increasing emotional self-control and a higher ability to handle/control aggressiveness.

4.2 Prevention of Violence *in* Sports

The second area – the prevention of violence in sport – is only studied here on the periphery, as sport-pedagogical methods do not stand in the forefront for this area.

Here is a brief overview of the most important approaches:

There are the ones we have called organisational activities, developed by the security bodies and powers of the state in collaboration with other institutions (federations, Olympic committees, clubs, etc) in order to assure the maintenance of the order and the public security in the sport events.

On the other hand, there are the preventive projects:

- Programmes of intervention promoted by the local authorities and clubs against violence and racism, information and promotion campaigns in order to disseminate the educational values of sport with courses, showings, etc.
- Anti-violence fans associations. Their action is addressed to the fans teams in order to avoid troubled situations.
- Training courses for trainers and referees: As violent behaviour happens again and again in the sports clubs, coaches and referees are sensitised for de-escalating conflict situations.
- Mediation projects in sport: Mediation projects in sport attempt to teach the youth strategies for solving conflicts, such as anti-violence training where peer mediation is taught. In Germany, one must mention a project called “Intercultural Conflict Management/Mediation in Football“, which is carried out by the Sportjugend Hesse in cooperation with the soccer association and has demonstrated a high rate of success for the mediations it has facilitated.
- Youth social work in the context of sports: A special kind of youth social work has developed in spectator football, which also works toward anti-violence aims. The so-called fan projects also work with sport-pedagogical means, but not as a central focus. For these fan projects, football fans are accompanied to the games. The pedagogical supervision of the fans is to pre-empt violent conflicts. In Germany, there is a coordination centre for the individual locations of the fan projects.

5 Activities: The Utilisation of Various Sports

Any sport or physical activity could be utilised as a tool for fighting against violence, but it is necessary to bear in mind which group of prevention is being addressed. From our point of view, there are some activities, which are more suitable than others, depending on to whom they are addressed.

In the projects studied, the sports utilised can be embraced in the following categories:

5.1 Classic Team Sports

Why team sports? Team sports, especially football, correspond to the leisure activity needs of the mostly male youth. There is also offered basketball, volleyball and handball. Team sports are thus a means of binding a youth to an institute or to a project. These sports have many advantages, as they demand co-operation and solidarity among the members of the team or group, as well as respect and understanding. However, at the same time they have serious disadvantages. The most important fault they present is that when in practice, values associated with competition and excellence are reproduced. This can provoke emotionally charged situations through the competitive situation.

In light of this situation, it is necessary to introduce regulation adaptations and strategies that favour the aims. At tournaments, fair play points are often given out and a fair play prize awarded, in order to promote this aspect of team sport and to put the competitive nature more in the background.

As classic team sports do not require great amounts of equipment or special training – you only need a ball and a flat area for football – they are often utilised for work with juveniles.

5.2 Individual Sports and Endurance Sports

Sports, and especially individual sports, aid in the physical development of the individual, enhancing body control and the acquisition of skills, since all the activity depends on oneself without the assistance of the others. This is why they facilitate a valuing of the body, raise self-esteem and assist in one's becoming aware of one's own limitations.

Individual sports – such as athletics, swimming, cycling, jogging or gymnastics – are in our estimation only infrequently utilised for the projects in question, as the aspects of teamwork and conflict resolution are lacking – both important aspects of social learning, which is important in the prevention of violence. However, especially in endurance sports there are some valuable aspects that can play a role in the prevention of violence – such as reaching one's own physical limits, the positive utilisation of one's physical abilities, and the regulated expenditure of a young persons drive for physical activity.

5.3 Martial Arts

Why martial arts (boxing, wrestling etc.)? Martial arts can promote self-control and self-discipline, there are very strict rules, and the consequences on one's own behaviour can become apparent quickly. In wrestling, for instance, there is direct body contact and one quickly gets a sense of what it feels like to hurt someone else.

By doing martial arts, the youth are confronted with their own potential for aggression, which can be let out and canalised in a controlled manner with the trainer's assistance. This teaches a long-term and cultivated manner of dealing with aggression. In many martial arts, a moral superstructure and a specific code of behaviour, or "honour code" is also taught.

An important aspect of martial arts is the liaison between body and mind. Exercises are carried out which aid mental performance (i.e. Concentration), and refine motor skills.

The youth learn to have a realistic idea of their own strength, and how to deal with it. They are then capable of utilising their abilities in a controlled and appropriate manner should they be confronted with a violent situation (defence against a violent attack). Martial arts also allow one to jump into various roles, to change the perspective, and to train assault and defence in a controlled space.

Martial arts can also give one a new attitude toward the utilisation of physical violence. Through their abilities, the youth are put into a stronger position, and at the same time, they learn that this strength gives them a sense of security and that they do not have to constantly prove this strength through aggressive behaviour.

There are numerous martial arts of European and primarily Asian background, which are utilised in programmes for the prevention of violence and which vary greatly in character – especially with respect to the use of violence. These martial arts include boxing, wrestling, Thai boxing, Ju-Jitsu, as well as Capoeira and Aikido. While in Aikido no techniques for effective use of force are taught and primarily cooperative actions are trained, in Thai boxing both hitting and kicking methods are taught, where both the knees and feet are used.

Martial arts are divided into two categories: full-contact martial arts (such as boxing, Thai boxing, and karate), and light or medium contact martial arts (such as wrestling and judo). In full contact martial arts, violence is a permitted means for winning, as the goal is to hit and/or injure the opponent in order to win. For the other kind, the competition is a comparison, in which the goal is not to injure the opponent, but rather to determine which one is stronger.

The usage of martial arts in the prevention of violence is quite controversial, however. It is generally criticised that violence is the essence of the sport, and that training promotes the willingness to become violent and its technical perfection.

For the Asian martial arts, the authoritarian fixation on the trainer and the promotion of classic gender roles (the man as a fighter), as well as the adoption of Far Eastern philosophies that are intellectually overtaxing for the youth, are also criticised.

Those supporting martial arts for the prevention of violence, however, state that it depends upon the way the sport is conducted, the pedagogical concept, and the type of exercises chosen. While boxing belongs to the group of full-contact martial arts, this sport is often utilised in Germany in programmes designed to prevent violence. The decisive difference here is that the sport is not taught like in a normal sports club, but rather with much different pedagogical goals and methods (see here the Best-Practice project “Box-and-Work-Company”). In Spain, on the other hand, boxing is taboo in violence prevention programmes, as the sport is strongly connected with violent behaviour.

5.4 Adventure and High-risk Sports

There is a fascination in the aggressive youth cultures and youth groups for these sports, as they allow them to work through their own feelings of fear through adventure and high-risk activities.⁶ For high-risk sports, positive risks through sport are meant to counter destructive risks – such as violent confrontations. Unusual sports are to provide an alternative to the culture of violence. Climbing seems to be especially applicable in the field of violence prevention. It requires overcoming one’s fears in existential situations and trusting one another. In addition, climbing can topple the classical gender roles:

“We went climbing with violent hooligans, school kids, and students. Here were some female sports students who climbed up the wall quickly, while the macho hooligans stood below in fear. They noticed that there are no major differences, or that the girls were better at it – which ate away at their own fantasies of masculinity. In the evening, no one made fun of anyone else, but rather, each person was occupied with what they themselves had experienced that day.” (Sport scientist)

Activities with controlled risks play a special role in adventure sports, as is described in more detail in the Chapter “Best Practices”. The pedagogy of controlled risk, which takes place in clearly defined consecutive phases, includes athletic activities such as climbing and high ropes. The aim of controlled-risk activities is to make the value of one’s own life experience able to the youth and to allow them to develop feelings for themselves and other through extreme situations. Controlled usage of shock situations – such as the fear before attempting an element on the high ropes or climbing up a wall that seems impossibly steep – is used as a pedagogical instrument.

⁶ See Henning Böhmer, *Erlebnispädagogik zwischen Tradition and Aufbruch*. In: Gunter A. Pilz / Henning Böhmer (Hrsg.), *Wahrnehmen – Bewegen – Verändern. Beiträge zur Theorie and Praxis sport-, körper- und bewegungsbezogener Arbeit*. Hannover 2002, p.25.

In an extended sense, outdoor activities such as orientation, trekking, outing to shelters, camps, horseback riding, the organisation of adventure days, long-distance skiing, cannoning, canoeing, rafting, diving experiences, sailing, etc also belong to this group.

For most of these outdoor activities, the group experience and group learning in unknown and unexpected situations that are out of the ordinary are the main focus. These situations must be handled jointly in the group.

In high risk and adventure sports, reflection is a key element. It takes on the function of bringing to consciousness the emotions experienced (fears, tension, blockages, trust, success, fun, etc.) and in a second step, of putting them into the context of daily life and previous experiences.⁷

One of the most serious problems of these kinds of activities is the high financial cost that normally comes with getting to the activity area, the materials and the activity itself. This is why some of these activities are carried out punctually and not regularly.

In addition, these kinds of sports not only require a high degree of sports pedagogical skills, but of the actual skills of the sports, as well.

5.5 In-sports for Adolescents

In our estimation, in-sports for adolescents – such as skating, skateboarding, breakdance, BMX, etc. – are relatively infrequently utilised in crime prevention. Rather, they are less regulated sports activities with an open character. The youth-culture character implies a certain degree of self-organisation outside of the regular work of the youth service agencies, and the activities often take place in public spaces in the respective city districts. Nonetheless, these kinds of sports are still utilised in anti-violence initiatives. They primarily serve the purpose of creating long-lasting ties for the youth to their own part of the city. In addition to training specific skills, which all of these sports do, with inline skating, responsible conduct in road traffic can also be practiced.

⁷ *ibid.*, p.68.

6 Sport and the Prevention of Violence: Basic Assumptions and Principles for Social Educational Work

Considering sports/physical activity as a pedagogical instrument to prevent violence and delinquency, we must associate it with specific pedagogic objectives. The purposes developed at the primary prevention level should be extended to the other prevention levels (secondary and tertiary).

6.1 Primary Prevention

At this level, aspects reinforcing some personal and social skills which facilitate assertive behaviours must be developed towards specific purposes, such as: the valorisation and adoption of team work, of the group spirit and cohesion; the acquisition of norms and values; the respect for third parties; the adoption of constructive behaviours (through the participation in discussions and reflections); the development of greater tolerance and cooperation skills.

Collective sports and pedagogic games (group dynamics) can be the most adequate activities, since they will include the defined purposes and will allow a deeper reflection about them.

6.2 Secondary Prevention

At the secondary prevention level, the purposes should complement those referred on the primary prevention level, added to others that allow acquisitions concerning personal and individual structuring. This way, presuppositions favouring the development of self-esteem and emotional self-control should also be integrated to create a structure facilitating the reflection about the self-knowledge and the self-critic; allowing commitments and individual responsibilities; developing a better perception of the personal limits and a higher emotional control, namely concerning the handling of aggressiveness, and of angry and rebellious demonstrations.

6.3 Tertiary Prevention

The pedagogic guidelines described before must be reinforced, in order to observe an effective behavioural and emotional modelling; they must be included in the direct intervention concerning social attitudes and behaviours, in aspects such as finding the meaning of life, valuing the personal effort, searching for references and identification models, being able to

obtain and to share pleasure, valuing the environment, valuing the personal role within a group, social integration, restructuring and defining future projects and finding creativity.

6.4 Characteristics of Sport

Sport should be considered as an ensemble of physical skills with a playful element. Sport has to be rewarding. The basic features that characterise sports activity are:

- Antagonism: It must imply a fight against someone or against any limitation in himself/herself or in the environment.
- Regulations: Sports need rules and regulations, which have to be known and accepted by the players.
- Certain physical intensity: The sport activity must overcome in general the physiological mechanisms of adaptation to a daily activity.
- Assumption of own attitudes. Sport implies an assumption of attitudes, in general, that can be transferred to the daily life.

In summary, we may say that the concept behind actions called “sports” is the game element. The sport action must be essentially playful. Sport practice demands of the sportsman an adaptation of his reality, a respect for the rules as a way of respecting the others’ interests and values, since it creates a proper social environment. Sport teaches the reality principle.

In our qualitative study, we addressed the question, in how much can sport have an anti-aggression effect, or, what value does sport have as an instrument of violence prevention. These questions were addressed to our interview partners, who then answered from the perspective of their practical experience working with youth.

The following three assumptions were formulated again and again by every interview partner in a variety of ways. They present the basic tenants of preventing violence through sport.

6.5 Assumption I: Regulated Acting out of Emotions and Aggressions

Sport is one area where emotions and aggressions can be played out in a socially acceptable way – a special social area in a very rationalised world. The aggressions and emotions must be subordinated to a set of rules in sport. Of course rules get broken, but they are sanctioned as affect regulations in this system (i.e. Football fouls are penalised).

Sociologist Norbert Elias described these affect regulations, which are stored in the individual through the process of civilisation. Parallel to the process of industrialisation, Elias speaks of the process of “Versportlichung” (sportification). While during industrialisation, the kind and manner of work changed, leisure activities were transformed into what we now call “sport”. Rules and regulations were developed, which “provide a balance between the highest level of intense contest and appropriate protection against bodily harm.”⁸

6.6 Assumption II: Sport as a Means to the End – The Importance of the Pedagogical Concept

Certain aspects for the prevention of violence are structurally part of sport as a field of action. That means that sport structurally transmits certain values (team spirit, fairness, responsibility, respect, etc.). It is emphasised again and again, however, that these structural values must be accompanied by a pedagogical concept in order to function as a means for preventing violence. Sport without such a pedagogical concept thus has no anti-violence affect.

“Sport is a means to an end for me. But it is a fantastic means to an end, I must say. It is not just anything. It conforms deeply to the needs that youth have. It must not become an end in itself, however.” (Project leader)

Sports activity as a means to prevent violence, is recognised by the staff of the contacted projects as a complementary instrument of the work developed, within the behavioural changes, the socialisation and within the adoption of healthy lifestyles, allowing an easier pedagogical intervention. In general, the opinions expressed indicate that the choice of the activities should represent the preference of the target group, considering their viability.

6.7 Assumption III: Double Function of Sport in Social Work

Sport in social work basically has two different functions: Sport is *a field of social learning*, in which certain values, for example success experiences, orientation of senses, and a better body perception can be communicated.⁹ Sport is also an attractive means of binding children and youth long-term to social projects: Sport is also *a means of reaching the target group*. In addition, sport can also present a basis for creating relationships, as through sport more intensive contact between the teachers/staff and the youth can be made on a non-verbal level.

⁸ Norbert Elias / Eric Dunning, *Quest for Excitement. Sport and Leisure in the Civilizing Process*. Oxford / New York 1968, p.274.

⁹ Further principles of this field of social learning will be addressed at Chapter 6.8.

6.8 Further Principles of Sport-Pedagogical Anti-Violence Work

We inquired into the principles of anti-violence work through sports in our interviews. Our partners formulated different principles and effects of sport-pedagogical work. Here are a few of them:

6.8.1 *Individual level*

- Sport can provide a meaningful structure for one's own life – this is especially important for those juveniles who are hardly able to get through a day successfully without violence, on their own.
- Sport can be an appropriate means for demonstrating a personal reality and place where the person discovers and shows himself/herself without conditional or social prejudices. It also assists in greater self-esteem and autonomy.
- A change in emotional behaviour can also be considered as an important presupposition for the use of sports/physical activity as a means to prevent violence, since the environment of the practice favours the natural expression of emotions and sensations, rather than their artificial control. The emotions resulting from the practice can later be developed and transferred to daily situations.
- Sport creates success experiences and offers forms of recognition in a social area outside of the family, school, or vocation. This strengthens self-confidence and a positive sense of identity. Such a strengthening is of special importance as one approach for understanding why juvenile violence develops. Accordingly, violence comes from a position of subjective weakness and results from a lack of (academic) recognition¹⁰. One goal of the sport-pedagogical violence-prevention projects is also teach how to better deal with success and failure. It is still important here to avoid situations that could potentially be embarrassing or disgracing.

6.8.2 *Social level*

- Sport, especially team sports, can promote team spirit. Sport creates social relationships on a non-verbal level and is thus a very direct form of communication. Encounters through sports are also a means of decreasing conflicts between rival groups in neighbourhoods. Special pedagogical framework and supervision is necessary here, however.

¹⁰ See Sylva Panyr: Theorien und Befunde zu Gewalt an Schulen, p.17. In: Bernhardt Schmidt / Rudolf Tippelt (ed.): Jugend und Gewalt – Problemlagen, empirische Ergebnisse and Präventionsansätze. Munich 2004.

- Through the above-described subordination to a system of rules accepted by all, sport can make one more aware of other's limits, and it transports a sense of self-control and self-discipline. In this sense, sport demands mutual respect and tolerance.
- Sport creates group structures and social relationships. The youth have a chance to get to know one another and through the sports activities they can make friends who can provide an alternative to their own delinquent peer group.
- Sports can strengthen the sense of responsibility: juveniles can gain the experience of designing their surroundings as they chose. A climbing wall or skate park that they design or build themselves receives much greater acceptance than something simply put in place. Participating in this process not only increases the identification with one's own surroundings, but it also strengthens the feeling of being able to change something and with it, one's own self-confidence. The youth can thus learn to realise their interests without using violence.

6.8.3 *Physical level*

- Sport facilitates the harmonic development of the physical person, body control and the acquisition of skills necessary for the humanisation of oneself. Sport helps one to value the body and to become directly aware of our physical dimension.
- Existing physical skills can thus be utilised; aggressions and desires for motor activity can be worked through in a regulated manner. This is especially important if one keeps in mind that the fascination with violent youth cultures and groups can also lie in their desire to experience their own bodies more intensively and to "prove their worth" both physically and socially.
- Sports strengthen the sense and perception of one's own body. A better understanding of one's own body also sensitises one to the (physical) limits of others. This requires gender-specific sport-oriented work, as for boys it is essential to strengthen the consciousness for their own bodies and to break through the instrumentation and one-sided focus on strength, power, and physical supremacy. For girls, it is important to strengthen their sense of (physical) self-esteem and self-assertion.

6.8.4 *Cultural level*

- Sport is fun and conforms to the leisure needs of youth. The exertion and comparison of their own bodies is a constitutive part of a juvenile's needs. Attractive sports activities can be established as alternatives to a culture of violence; this is especially true for trendy sports such as inline skating, as well as events that promise action,

adventure, or excitement. Positive risk is established as an alternative to destructive risk.

- Sport creates venues for activity in city settings and provides a counter-design for the deficit in the existing space for physical activity for youth. A poverty of movement and increasing control and limitation of social spaces is considered to be one factor for the increase in juveniles' readiness to become violent.
- Sport allows a citizen to feel more integrated in a region or a cultural and social environment and in this way, to better get to know and become integrated in it.

7 Excursus: Gender-Specific Work

Basically, sport continues to promote a school of virility and diffusion of male values; sport is mostly characterised by battling, exertion, risk, and toughness – all values which are connoted as “male”.¹¹

There are, however, gender-specific differentiations in sport: sports are often conducted in single-sex groups; there are different gender-specific methods for measuring the athletic performances.

Even today, for girls, adolescence is a period when the female roles are reinforced and the pressure towards a femininity separated from sports practice is increased. The mass media contributes to the proliferation of the identifications that produce the stereotypes in which sport is basically related to male qualities.

When boys act in a violent manner, they are within the framework of the male stereotype. Violence can be understood as a resource for interactively creating manliness. Girls' violence, on the other hand, represents a two-fold crossing of the limits of social norms: The behaviour is not only deviant from the social norms, but it also is the adoption of a role that society does not intend for girls.

Regarding the question of whether they work in a gender-specific manner in their projects, many responded hesitantly. Our qualitative study showed that while many of our interview partners could formulate a connection between the male role expectations and violence, only a few could draw consequences from this ascertainment for their practical work.

Gender-specific work is often equated with “working with girls” and not with working with boys. Work with girls often is an attempt to dismantle their social disadvantages through special support. In the projects we studied, this is most often understood to be a selection of activities according to the special interests and needs of girls – such as midnight sports activities which girls especially like (such as dance, aerobics), in order to increase their participation.

Coeducational projects often have a similar goal: The aim is to increase the participation of girls, and through contact and contest, to promote mutual respect and esteem.

There are various concepts for promoting girls' interest in sports that are considered to be “male”, such as football, and to introduce them to these sports. Girls are only infrequently involved in (street) soccer projects. Either they make up their own teams and are integrated into the tournament, or they are to be supported in mixed teams through an alteration of the rules. In the project “Street Soccer for Tolerance” in Germany for instance, only the girls are allowed to score, or they have to score the first goal. This concept is very controversial: on

¹¹ See Sportjugend NRW (ed.): Handreichung für die reflektierende Jungenarbeit im Sport. Duisburg 2003.

the one hand it serves to support and integrate the girls in to the teams, but it can also put the girls under extreme pressure or functionalise them.

There are similar concepts in Spain. The social guarantee programme in Madrid, for example, established a set of rules in different activities that promote the integration and co-operation of the others. Some of them were: teams had to be mixed; the rules included that at least one girl per team had to touch the ball before making a goal or basket.

It is important to guarantee the presence of women in responsible positions. This provides a good role model for the participating girls and could serve to help increase their self-confidence.

Gender-specific work also means, however, the reflection of gender as a category for work with girls and boys. As boys are frequently the target group for secondary and tertiary prevention work, the question arises of what gender-specific work with boys could mean in a sports context. In general, work with boys has the purpose of accompanying boys in their sexual and identity development, in helping them to deal with their own limits and those of others, and to present them with a multitude of identity designs that do not simply reproduce the typical male stereotype.

Two aspects of sport-pedagogical prevention work with male children and youth are especially important

- **The reflection of the images of manliness, questioning of the traditional male roles, and the creation of new role models:** This could mean not only offering sports that confirm male strength and dominance, in order to break the one-sided focus on strength, power, and superiority. On the high ropes, teamwork and cooperation are practiced; having the courage and trust that one needs 10m up in the air has nothing to do with physical strength or superiority. This can be an important experience when climbing activities are coeducational. Reflecting manliness can also mean reprogramming, or filling images of manliness in new ways by discussing ideas of strength and superiority.
- **Body-related work as part of working with boys:** Boys have difficulties with body perception and feeling, expressing emotions, creating a positive body image for themselves and realising their own limits (i.e. continuing to play despite an injury, not crying, etc.). Exercises that promote body perception give the boys an opportunity to have new bodily experiences in a protected space. In one project that we studied in Berlin, one pedagogue works with Turkish and Arabic kids and discusses concepts of manliness with them, as well as values such as honour and strength and feelings like fear and powerlessness. This boys' project is combined with physical activities, the kids learn, for instance, how to massage one another. The goal is to train sensitisation for their own physical needs and to assume other, ostensibly "unmanly" roles, as well as self-defining a strong personality without orienting themselves on one-sided clichés of manliness.

8 Excursus: Dealing with Competition and Performance

The pedagogical potential of sport and the possibilities that it offers for prevention work have already been described in detail.

Although physical activity and sport have many training values, it is necessary to bear in mind that it also implies signs of less desired behaviours.

Competitive sport is constantly providing examples of behaviour contrary to an education in values: insults, aggressions, doping, children taken to the limit of their capacities.

Winning is frequently considered as an essential sport value. However, such “values” may act in a negative way when sport is being utilised as a means of prevention of anti-social behaviours.

For this reason, the question of competition and performance in prevention work is being discussed with great controversy. The following outlines the various positions and ideas:

- **Concept I:** The factor of competition should be reduced in prevention work, but rather joint experiences and the promotion of cooperative behaviour should be the main emphasis. The goal is to avoid permanent comparison and devaluation of the weaker ones, and to prevent conflicts, which could develop when expectations are not fulfilled, from the onset. The aspect of fun participating in the activities is the key element, not the athletic comparison. The activities are to have a leisure character: Sometimes the term “sport” is avoided entirely; instead, the activities are termed “opportunities to move”. That is also the case for prevention activities that view sport as more as part of a therapeutic concept. In this case, physical activity is utilised for dealing with individual problem situations.
- **Concept II:** Competition and performance are part of the juvenile (male) needs and it is thus important to address these needs. These projects believe that the emphasis on performance, however, must be relative and not be too much for the youth. The problem does not lie in the competition and performance per se, according to these projects, but in the way they are dealt with. The youth must learn how to deal with victory and defeat in an appropriate way. The pedagogical framework of the activities is of essential importance, which differentiates the activities offered in prevention work from regular sport club activities.
- **Concept III:** Competitive situations and orientation on performance are utilised and produced in a very conscious manner. The idea is to repeatedly produce conflicts between the kids and emotionally charged situations for them through performance-based competitive situations. These conflicts and heated situations provide real opportunities to resolve conflicts without using violence – real-life training for conflict resolution. These projects require the respective instruments and strategies of intervention to support kids who are interested in violence-free conflict resolution and who will influence other kids through peer education.

9 Important Parameters

The following important supporting parameters for pedagogical prevention projects can be drawn from the analysis of the projects studied:

9.1 Continuity

Programmes supported by policies that plan long-term and mid-term initiatives with the necessary continuity that can lead to their success are essential. Punctual actions are carried out frequently with short-term policies.

9.2 Long-term Funding

The degree of effectiveness of the project depends significantly on the internal organisation, where the funding has a primordial role, assuring – or not – the continuity of the projects.

For that reason, financial support issues also affect, sometimes impede, the accomplishment of an adequate, quality, multidisciplinary and articulate work, which meets the needs of a very specific population and groups with difficult (anti-) social backgrounds.

Several of the projects we surveyed do not have any long-term funding, even though they are designed to be long-term projects. Insecure funding is an incredible burden on these projects. They spend much time trying to secure further funding, and they have no financial security, making the personnel situation difficult, which is especially bad as in this kind of preventive work, long-term association with the target group and the creating of trust is of great importance.

9.3 Quantitative Relationship of Youth and Trained Staff

The youth in the sport-pedagogical prevention projects must be adequately supported by trained staff. In some projects, there is an insufficient staff/youth ratio, given the reduced and insufficient number of professionals dedicated to the project, compared to the high number of kids in the group(s). As consequence, the staff is less available to follow each particular case, which is completely unadvisable (e.g. in some penitentiary institutions in Portugal the usual ratio is 1 staff member for 200 inmates).

9.4 Duration of Sport-Pedagogical Elements

Sport-pedagogical prevention projects require sufficient time to implement sport-pedagogical elements in order to be effective. The pedagogues believe that in some cases the time allocated to the project is not enough to make significant changes for these young people. The

time available for practice in some of the projects is scarce, and this leads to a decrease in the effectiveness of the projects.

9.5 Infrastructure and Materials

Sport projects require a sufficient infrastructure, such as a regular gym times or the necessary equipment. In the prisons, sports facilities must be available in both the summer and winter. Without access to the necessary infrastructure and materials, some sports cannot be practised at all. Cooperation between the various projects, as well as with the youth welfare organisations and sport clubs are important, as the infrastructure and materials can often be shared.

9.6 Staff Competencies

The projects' staff must have both pedagogical competencies and a personal interest in sports. It is important that the staff members are capable of developing a relationship of trust with the juveniles and that they can understand the world they live in, while, despite this empathy, being able to set limits. Many projects work in interdisciplinary teams comprised of educators/pedagogues, sport scientists, psychologists, etc., and they perceive this as being a very productive and essential way of working. There is the necessity of a specialised technical staff, work groups with proper and staff well trained at the level of the qualified sport staff as well as professionals of the social action.

Numerous projects were developed or are supported in their team by autodidacts, staff with no direct training. These are sometimes staff members who have their own "career of violence" behind them, who know the violent youth scenes from their own experience, or who have spent time behind bars themselves. These staff members often enjoy special respect from the aggressive youth, as they are authentic, can speak the lingo of the youth, and their empathy comes from their own experiences. They require support through professional teaching/pedagogical staff.

A further important supporting parameter is the opportunity for further training for the staff of sport-pedagogical projects. In some of the experiences studied, despite the good intentions of the social workers, more staff with a high level of technical sport training really had been necessary. In two of the experiences studied, the staff was made up of "forced volunteers", as the trainers were students in training and were therefore not paid.

9.7 Pedagogical Guidelines and Framework

As already stated, the pedagogical concept is essential for these projects to have an anti-violence effect. It is necessary to establish a precise methodology with concrete aims and practical activities and strategies that make them work.

It is important to emphasize the reach of these resources (the various physical activities or sports) while developing an objective, since each practice has a final objective and, individually or collectively, the individuals assume an assertive attitude to successfully achieve the objective. That allows an effective transfer of the situations they experienced to the life paths that previously were not delineated. The transfer of these aspects of the activities to their daily life activities is an objective that is as important as the activities themselves and which assumes great importance for the intervention. The intervention should allow the development of personal and social abilities progressively acknowledged, developed and validated by the individual himself.

One main question how various sports can be integrated into such prevention projects after they have been put into a pedagogical framework (e.g. through supervision, contact people), or whether the character of each sport has to be altered through specific pedagogical measures. The sticking point of the discussion here is the orientation toward achievement and competition in many sports versus the demand by some experts to reduce this in order to emphasize a focus on movement, fair play, and common experiences. Other experts emphasise that a certain element of achievement is necessary in order to make the sports attractive. From this perspective, the explosiveness of emotionally charged competitions can even promote the opportunity for social learning as it sets aggressions free that have to be controlled and dealt with pedagogically (see Chapter 8).

To involve young people in the programmes' management, to make them participants not only in the activity but also in its organisation and management, is another important aspect.

9.8 Supporting Partners and Networking with the Social Surroundings

Many projects report on the great importance of networking within the city section with cultural associations, youth associations, school centres, and neighbourhood associations, which aid and participate in the projects.

It is also necessary to have a plan of integration for these activities in the clubs' and associations' structures in order to accomplish real integration. To aid in social insertion, projects try to help the most motivated youth in gaining access to jobs as sport monitors, physical activity monitors, trainers, etc.

In order to establish a long-term project, political recognition is also essential. Cooperation with the police and court system is possible and often successfully implemented for some

projects (see Chapter 10). Thus, there are projects in Hamburg, Germany, which allow former inmates to visit juvenile detention centres for sports events. In other projects, such co-operation is not, or only limitedly, possible, as the police, court system, and social work operate on differing institutional logic (the police must follow up on every crime, while juvenile social work is based upon trust).

9.9 Evaluation

The continual evaluation of the pedagogical work is another important supporting parameter. Only by setting goals and regularly controlling the achievement of these goals can the projects monitor their effectiveness and continue to improve. This can happen in a variety of ways – as structured self-evaluation, during which the youth are asked for their assessment, as regular assessment meetings by the staff, or as external evaluations. The topic of evaluation will be examined in more detail in Chapter 11.

10 Partners and Networks

10.1 Experiences in Germany

In **Germany**, various candidates come into question as partners for the sport-based prevention work. The primary ones are the sports clubs, schools, other youth organisations and projects in the city district, the police, courts, and youth court services. In addition, many projects work together with volunteers who like to combine their interest in sport with social activeness. The partnership with the sports clubs often is in the form of integrating the youth into the normal program of the sports club; to do so, a certain framework (such as pedagogical experience of the club with problematic kids) and certain preconditions (such as the readiness of the youth to be integrated and to solve conflicts peacefully) must exist. Networking with sports clubs is also important in order to utilize the personnel with the athletic competencies and the athletic venues.

The networking of youth organisations within a city district is especially important for those projects that are strongly oriented within a social space (e.g. in poor areas). Various forms of cooperation are possible here, as well – from the cooperative organisation of football tournaments with the primary aim of preventing violence (e.g. for rival gangs), to the networking of workgroups that serve the professional exchange on a local level.

There are projects that work officially with the schools, meaning that schools are directly addressed and specific programs are designed for them (e.g. anti-violence training for entire classes or for aggressive students). An institutional connection is helpful here. In Hamburg, for instance, a sports project works together successfully with a counselling service for the prevention of violence that is connected to the school administration. The counselling office serves as a mediator between the schools and the project.

For other projects, there is no direct or official cooperation. Projects based in a certain social environment described their difficulties here in cooperating with the schools, which they see as being disinterested, the reason for which is considered to be the weary and overworked teaching staff.

As described previously, the police, courts, and social workers all employ different institutional logic. Cooperation with the courts on the level of tertiary prevention comes mostly within the framework of the juvenile court services. Some youth participate in special training upon court orders. For the police, criminal prosecution has the highest priority, while social workers understand their primary work to be representing the interests of the youth. For cooperation with the police, it is mostly projects for primary and secondary prevention that are seeking this cooperation, for instance for the logistical and practical support of sports events with the aim of decreasing prejudices and fears.

Social projects that work with kids who have already committed crimes and for whom there is a considerable risk of recurrence have a different procedure. In this case, the cooperation is usually tied to a conflict – such as a specific incident in that district for which joint crisis mitigation is created. It is not an option to share discreet information about a specific individual, as that would break the trusting relationship between the social worker and the youth, upon which successful pedagogical work is based. This primarily means information relevant to crimes. The police are required to take investigative action as soon as they receive such information or even vague tips. This makes it difficult for some projects, primarily in tertiary prevention, to work together with the police. One youth welfare project, it was disclosed in an interview, wanted to invite a police officer, who had been successfully working with the neighbourhood project for a long time, to join them on a summer trip. That this overstepped the limit of their possible cooperation was soon made clear. The social worker reported:

“I had been tempted before to invite a police office to join us on a canoe trip. It is clear, though, that the principle of legality is central for the police, and that at night around the campfire some biographical things could no longer be discussed. The cooperation would be going to far.”

In Germany, however, some interview partners, both social workers and police officers, stated that the change in perspective on the role of the police has clearly aided the cooperation. Within the framework of the police work prevention has received greater importance; the perspective of the police crime fighting no longer lies in sanctioning alone. This can also be found in the internal police structures, as well. In Berlin now, for instance, as well as in some other cities, the police stations have full time officers who are involved in prevention. These officers are the specified contact officers for the neighbourhood, and are primarily responsible for prevention work. On the other hand, the social workers are also now more open to the concerns of the police.

A representative for the “Berliner Sportjugend” described these improvements in the cooperation with the police very clearly:

“As there were many reservations at the beginning about how traditional social work and the police should work, as each side had viewed the other with reserve for a long time. However, the cooperation has developed wonderfully, both sides have learned to trust the other, and this trust has grown over the many years. Now it is a little bit like a “social-pedagogisation” of the police and a “law-and-order development” of social work which both now agree that prevention has two sides: pedagogical activities, pedagogical interventional, as well as repression or at least the threat of repression to help keep children and youth from making stupid decisions. “

A few important factors for the successful cooperation between the police and youth social work can be drawn from the experiences of the Berlin KICK project, one successful cooperative project between the police and youth social services that has already been briefly described:

- The tasks of the police on the one hand and of social work on the other must be clearly defined, divided and understood, and these limits are to be adhered to.
- The police must provide a concrete contact person for whom prevention work is anchored in his work profile, as well as coordinate groups or individuals who make the contacts and organise the preliminary arrangements.
- Both parties must be actively and enthusiastically involved and have the ability to change their perspectives and reduce prejudgements.
- The mid and upper levels of the police must support the prevention goals.
- The police officers must have a positive attitude toward prevention and be willing to work on these attitudes.
- The projects must have a reliable time frame, successful projects must be continued, and there must be continuity in the staff.
- Joint continuing education should be offered.
- Joint evaluation/analysis, discussion and analysis of successes and failures are necessary.
- Active public relations efforts to gain political support for the cooperative projects, and political lobbying are needed.

10.2 Experiences in Spain

In **Spain**, as mentioned before, it seems that most people involved in delinquency prevention work consider it to be essential to have cooperation partners.

It is necessary to consolidate a project in order to be able to rely social and political support.

Most of the projects studied are funded by public institutions, 46% by local funds, 33% by independent funds and 21% by state funds.

Some of the projects have assisting partners (contributing with staff, material, facilities transfer) such as town councils, regional delegations, universities, students' parents associations, and neighbourhood associations.

10.3 Experiences in Portugal

In **Portugal**, violence is a rather recent, yet still worrying phenomenon, sensed both at the level of the work developed in the scope of social intervention and by local authorities and criminal services.

Thus, the police force has recently been elaborating studies showing that violence is becoming gradually more serious in quantity and danger, and increasingly present in our daily life.

With the increasing violence index, prevention is seen as the most adequate and least costly method to contradict such a trend.

The analyses of the projects and practices we had access to revealed that there is an increasing interest in partnership for this field of violence in order for it to be effective and established in due time. That must be urgently accomplished.

Nevertheless, such cooperative projects face unexpected difficulties. A great number of partnerships are established precariously despite their attempts to try to fulfil common interests, especially when established between municipalities and public services and NGOs, sports clubs, companies and sports centres.

Concerning the stance of the official authorities prior to an NGO's invitation, they have mainly been adhering to informal partnerships, which has been promoting the creation of fragile and short-lived partnerships, vulnerable to various adversities.

This aspect is clearly evident through the analyses of expressions shared with us such as: "(...) it would make sense to strengthen the cooperation between the "project-makers" and the judicial authorities (...); "(...) make the judicial authorities realise how essential it is to combine our interventions with projects intended to assist youth with violent behaviours".

Thus, the project groups believe it is vital to create partnerships with common and precise objectives and with an ability to create multidisciplinary teams that can tap on a wider diversity of knowledge and competences. That would facilitate the visibility of the work developed and its acceptance for its social utility, namely concerning the perceptions of the target public, as well as before their families and fellow-citizens.

11 Effectiveness and Evaluation

Currently, to make any intervention project credible, it is essential to make sure that the evaluation system is relevant.

Such relevance arises from the need to follow the evolution and the effectiveness of the developed projects and activities, to allow a clear perspective of the effective success of the results and to enable an assessment of the effectiveness of the strategy employed in the activity.

However, an effective evaluation requires valid instruments adapted to the reality and to the context of the project.

The inexistence of quality standards concerning the educational/socialising/integration intervention using physical/sports activities as violence prevention instruments hinders a consistent and objective assessment.

11.1 Experiences in Germany

Within the projects themselves the question of effectiveness and the success of the projects is addressed.

In **Germany**, as the quantitative study shows, a majority of the projects reported that they are evaluated and documented regularly. What exactly that means varies greatly from project to project.

There are some forms of self-evaluation in which the goals and the indicators for achieving those goals are formulated. Within the course of the project, it is determined whether or not these goals have been achieved, and if not, why. The methods of self-evaluation include questionnaires, feedback rounds with the youth, and assessment rounds with the staff. Even though many of the projects carry out self-evaluations on a regular basis – 75% of those surveyed report that there is “regular evaluation and/or documentation” of their projects – practice shows that the time budget allocated for doing so is relatively tight. Some projects do not have the methodology in order to implement a meaningful (self-) evaluation. There are also projects that are professionally evaluated from the “outside,” usually using the methods of quantitative empirical social research. This is often problematic, as measurable or discernable changes cannot be derived from a single cause or measure. The effectiveness of sports activities cannot be viewed in isolation, nor does it make any sense, as it is the pedagogical framework of the athletic activities and the whole concept of the project that is of great importance for its success.

Another important source of evaluating the effectiveness of the projects is, in their view, the feedback from the youth, as well as from their parents and the staff. Even though this is not a

systematic method of evaluation, the discussions give a good impression of the effectiveness of the project work. Staff members describe that youth who had been part of a project over the course of several years and who had developed an intensive relationship with the staff members often feel like that have to let them know when they reach a turning point in their lives:

“We have been with them for about 4 years. I keep getting phone calls from the first group that we started 10 years ago, and I am constantly surprised that some of the boys who I did not think would survive call, saying: “I have an apprenticeship and a girlfriend, and you helped make that possible.”

One must also say that feedback from this target group of tertiary prevention is often missing, as one project member stated: “The shame is great to have wasted one’s own life.” These youth often come from problematic homes, so that even the parents often do not comment on any changes in their kids.

11.2 Experiences in Spain

In **Spain**, around 50% of the projects surveyed regularly carry out written and objective self-evaluations, while 10% do it but not in a regular and written way. The rest of evaluations are subjective.

Those who do, assess the processes and changes in the group of young people that may have resulted from the sport activities.

All the projects, also the ones that do not do objective evaluations, consider it necessary and essential to have an objective evaluation and to use the results to verify the effectiveness of the methodology, strategies and activities used in order to introduce the proper modifications or to remove some aspects, if deemed necessary.

Those who do not fulfil these objective evaluations state that they do not them because they do not have time and/or tools and information, but rather they simply do a subjective evaluation when they think it is necessary.

11.3 Experiences in Portugal

In **Portugal** as well, the staff involved in the projects expressed an explicit concern to evaluate their actions and activities – from a pedagogical standpoint – through an analysis of the collected questionnaires and forms. Consequently, the importance of combining the work of the staff specialised in the sports area with the work of the psycho-pedagogic and social work staff was mentioned as a way of emphasising and valuing the effects of the practice of these activities on individuals.

Another aspect referred to as fundamental to the effective evaluation is the need to combine the efforts of the staff and the target population involved in the projects.

It is unequivocally accepted that the group should carry out an evaluation of the activities – through adequate reflection and during pre-established and identified periods.

This kind of evaluation confers a much more accurate perception of the effectiveness, the commitment and the participation of the individuals in the activities. It also allows for an evaluation of the short and medium-term results, of the adequacy of the tools and methodologies used in the intervention and activities.

In this area, several teams identified the importance of an internal evaluation carried out by the staff directly involved in the activity, and an external evaluation carried out by staff members who are not involved in the projects. That would allow for an appraisal of the instruments utilised, as well as ensuring a higher effectiveness of the evaluation system used.

With regard to the difficulties of effectively evaluating the activities, some aspects were referred to as follows:

- Regarding the duration of the projects, the amount of time available is sometimes inadequate and insufficient, which makes it more difficult to evaluate the acquired competencies, as previously described in the defined goals;
- Before the intervention, a diagnosis evaluation process often does not exist, which would include an essential assessment of the individual's behaviour;
- The evaluation system is often not “fine-tuned” enough to reflect the small changes during and at the end of the intervention.
- A follow-up evaluation system is generally not adopted.

12 Selected “Best-Practice” Examples

12.1 Best-Practice Examples from Germany

12.1.1 *“bunkicktgut” – an intercultural street football league (Munich)*

bunkicktgut (diverse kicks well) was founded in 1996 by two social workers at a refugee home. They used street football – the most popular activity for the boys living in the refugee homes – as a means for identification and integration. Now over 150 teams with about 1500 players from various nations participate in the tournament. The target group not only includes refugees living in refugee housing, but youth from various ethnic backgrounds from various parts of Munich, especially disadvantaged youth. Street soccer – in contrast to club football – is associated with autonomy, self-organisation and self-determination by the youth. The project reaches its target group through mouth-to-mouth propaganda in the schoolyards, in youth centres, and through peer groups. Teams register for the league on their own and organise themselves. Girls play too, but only the younger kids play on mixed teams. There is one all-girl team in the league; there is no quota for the number of girls required to play on a team.

The project works closely together with youth service institutions, school social workers, and integration workers, who are aware of and utilise the activities offered by bunkicktgut. At the beginning of the season, street workers, social workers, and social education workers are contacted; about two thirds of the team show up with a kind of ‘manager’, but one who allows the kids to follow the principle of self-organisation. Teams that sign up for the league have to commit to playing year round and coming to all games.

The participants play throughout the year with small-field teams in five age groups according to set regulations. The rules are in writing. Two cup events are played each year, too. The longevity of league year after year is what is required to make it successful. The continuity of the league assists in creating ties between the youth and the staff, and assists in socialising the kids with regard to the value system of the league. When new teams join, they are shown the ropes and taught the rules by the teams that have been participating for a while.

One of the primary goals of the project is the prevention of violence. The project concentrates especially in the peaceful resolution of conflicts with an intercultural context (i.e. racist prejudices and intercultural misunderstandings). The kids are taught peaceful strategies for conflict resolution, democratic negotiation, and the idea of participation.

According to the motto: “Show us your Bolzplatz!” the games take place throughout the city. The teams are usually made up of mixed ethnicities and mostly come from the areas in Munich most greatly ridden with social problems. A strong emphasis of the project is the involvement of the kids and youth. bunkicktgut trains youth referees. Anyone can become a

referee. The training includes learning the rules of football, the special regulations for street soccer, and the role of the referee on the field. The kids can also participate in the Internet reporting of the project. One special institution is the league council, which is democratically made up of youth representatives from individual teams. The league council gets involved, for instance, if red cards were given, if there were physical or verbal incidents, if players do not fulfil their duties (carrying the goals, cleaning up, etc.), if teams fail to show up for a game, or if there are to be changes made to a team during the season. The league council imposes sanctions such as suspending a player for a game or from the entire tournament, or it demands written apologies.

Here is one example from the protocol of the league council:

“Momen Khewaja from the Red Devils received a red card after insulting Ardita Sekiraqa from the Harras Ladies. Momen had to appear in person at the league council. After listening to her case, the league council decided: Due to a slightly complicated incident between the players Momen Khewaja (Red Devils) and Ardita Sekiraqa (Harras Ladies), both will be given the chance to make up on Thursday, October 26, 2006 and to thus end the conflict.”

The street football league has not lost its competitive character and is thus very attractive for the majority of the teams. Qualifying games are now necessary to enter the league. The attractiveness of the league is so great that the sanctions and recommendations by the league council are taken very seriously.

The special approach of this project is not to avoid competitive situations, but rather the opposite, to create emotionally loaded situations in exciting league play. These situations offer them the opportunity to practice dealing with conflicts without using violence.

According to feedback from the schools and youth centres, the kids who participate in the league are demonstrating a reduced usage of violence to solve conflicts. The league offers the youth recognition and respect – and it strengthens their self-confidence. The relationship to the staff members of the project is close and friendly, and sometimes almost like a family. The project has few full-time staff members, but relies on a large volunteer network for support.

An international tournament is being planned, so the project now has European partners, including a street football project in Antequera, Spain.

12.1.2 Work and Box Company, hand in e.V. (Taufkirchen near Munich)

This project is one of tertiary prevention, solely for young delinquent and violent men, aged 16-21. A maximum of 14 participants are chosen by their parole officers or street workers to take part in the project for up to a year. The project is financed by the Munich Agency for Work (Agentur für Arbeit München), the district of Munich, the Munich city department for

work and economics, and the European Structural Funds; there is no long-term financing, however.

A large portion of the youth never completely school, some of the youth have already been convicted of crimes, many come from difficult family situations (drug-addict parents, domestic violence, death of parents, etc.) and are exposed to stress in their lives with their families and in their social environments.

The goal is to socially integrate the young men and assist them in finding their first jobs. The issue of violence is not a central topic for the project, but is addressed rather as part of the social integration and stabilisation process for the youth. The youth receive support and counselling for family problems, debts, housing issues, etc. The project is connected with a company where the youth are trained in order for them to gain work experience. The project's staff includes social pedagogues, trade instructors, and boxing trainers. An individual plan with the respective requirements is created for each youth, which reflects his special situation. The emphasis lies in each participant's own responsibility for taking his life into his own hands.

The participants work, do sports, and take part in one-on-one and group discussions. The project assists them in finding apprenticeships. Through the experience and good networking skills of the project director, it is not difficult for him to find such trainee positions for the youth. The project director knows each kid well enough to clearly describe his strengths and weaknesses to the employer and thus find an appropriate position. When the apprenticeship has gone well for both sides, the trainee is often carried over with further training or a job position.

There are agreements for participation that the youth must sign at the beginning of the programme. These can usually be negotiated and are there to support him in his endeavors.

The project is very action-oriented: in the morning they warm up, both physically and emotionally, with football, which also offers a challenge and confrontation. The emphasis of the project lies in boxing. Boxing can be learned fairly quickly. It is not about teaching values, but rather about making individual issues clear to the participants through boxing. Things that they can conceal in discussions through constructions ("I will behave better"), surface quickly and clearly during boxing.

When they box, the participants come in contact with themselves and with others. The individual topics and issues are not only made clear, but they can be worked through individually. The approach is therapeutic: boxing creates crisis situations and confrontations. Tried and true patterns of behaviour are put in question and altered in the boxing situation. The participant gets to know himself better and learns how to use new strategies for solving problems. Inner attitudes, it is presumed, become visible through boxing, and on the other side, a change in technique can also effect changes in attitude. Changing techniques and strategies in boxing often leads directly to success, and this success is directly visible for the participant.

In this project, boxing means consciously using force and facing one's own readiness to use violence. Boxing serves self-reflection through the use of concrete exercises, and not the increase of Narcism. The conscious usage of force leads the participants to reflect their own violent behaviour. In the boxing ring, the participants are faced with a confrontation without the elements of hate, in which they have non-verbal communication with other participants. The participants experience situations of victory and defeat, fear and helplessness, attack and defence.

"We believe that when a participant gets closer to himself, he no longer has a reason to become violent through emotional powerlessness. These changes can only take place through sport when there is true emotional contact." (Project leader)

The project is very successful: the crimes committed by the participants have been reduced over the course of the project by 60-70%. The project has the capacity for an average of 14 participants; about 80% of the youth complete the project. The success story so far lies at 80% of the participants landing jobs (measured for the participants who completed the programme).

12.1.3 Gefangene helfen Jugendlichen e.V. (Hamburg) (Prisoners Helping Youth)

The project "Gefangene helfen Jugendlichen" (Prisoners Helping Youth) is a prevention project directed at youth between the ages of 14 and 20 who have already committed crimes or are at risk of beginning a criminal career.

The project was initiated in 1996 by prisoners in the penitentiary Fuhlsbüttel in Hamburg ("Santa Fu"). The idea was to confront youth in danger of becoming delinquent with the consequences of criminal activities by a visit to a prison and discussion with prisoners, and to break the romanticised idea of doing time. After three years of active public relations work, the prisoners succeeded in convincing both the prison management and the Hamburg Senate to support their prevention project, and a pilot phase was begun. Now the project is a recognised supporter of the youth welfare office. Over 1000 kids have gone through the prison. They work in close cooperation with the counselling office for violence prevention of the Hamburg school authorities. The youth are selected via this counselling office, their juvenile probation officers, the police's commissioner for youth issues, and via the schools and youth centres. The project is supported through foundations and sponsors.

The project has dual goals, as it is not only directed toward the youth, but toward the prisoners, themselves. The project founders, who have since been released, work with a group of prisoners within the penitentiary. In their discussions with the youth, the prisoners are often very open about their own biographies, talk about life in prison, and their crimes. The prisoners have varying motivation for participation. Often it is part of a wish to make things better and to work through their own pasts, as well as to find meaning in their day-to-day life in prison.

The visits to the prison are set up to be confrontational. They do not come to preach and moralise, but rather to present a glimpse of life in prison, the security procedures in the institution, and the psychological effects of imprisonment. Before and after the visit there are opportunities for discussion.

In order to extend the sustainability of the project, a multi-week sports project has been developed for the period after the visit. The aim of the sport project is to keep the impressions of the visit to the prison alive and to remain in discussion with the youth about them. Sport is utilised as “bait” here to assist the kids in further examining their experiences in prison. The sport project – Thai boxing – is led by a former inmate and boxing trainer. Through his biography, his personality, and his physical stature, the trainer is respected with great authority. In contrast to club sport, the kids are not trained to be boxers, but rather endurance training and short discussions and reflection are emphasised. The focus is on schooling their own perceptive abilities, allowing new physical experiences, as well as getting to know their own limits and those of others.

12.2 Best-Practice Examples from Spain

12.2.1 Model of intervention in social welfare programmes (region of Madrid)

This experience is reported through a doctoral thesis presented by Pedro Jesús Jiménez Martín in 2000, who looked at the design and implementation of a model of intervention for teaching values to young people at risk through physical activity and sport, as well as to improve training for Phys Ed teachers. The model is based on the works by Donal Hellison. This model was implemented for some time, then rectified and improved in those centres by students during their final year at the INEF in Madrid.

The research began in 1998-99 in 11 centres of the social welfare programme for the region of Madrid during Phys Ed class in the schools. It was directed to approximately 300 14 to 18-year-olds who had been ejected from the educational system or who had failed in it, as well as to young dropouts. The research was conducted by 12 seniors studying the Science of Physical Activity and Sport Careers at the INEF in Madrid.

The programme of intervention was structured in three phases:

1. Confidence and participation.
2. Promotion of values throughout physical education and sport.
3. Transfer of the lessons learnt to other fields of daily life.

Phase 1: Trust and participation

Level I: Establishment of a positive environment among the participants of the programme based on trust

The main objective in this level is the establishment of a relationship of affection and trust between the young people, and between them and the educators.

The strategies composing this level are affective interactions of the group and an introduction of the programme objectives. From the beginning, the idea was to present the working philosophy of teaching values through physical activity and sport. The most important techniques utilised were the establishment of general rules with the idea of “few rules but clear ones” and the distribution of the responsibilities to the students.

Level II: Participation

Before talking about values with the students, it is necessary to get them to participate in the planned activities. The trick for participation consists in creating enough motivation in the students in order to get them involved in the planned activities. First, the choice of the activities will be carried out according to the values established together with the students.

The session design for conducting class is essential. This includes, as Hellison also states, the initial presentation of the objectives for values or behaviours to be taught in class, some activities with moments of reflection and evaluation, and a review of what happened in class.

The suggested activities include:

- Adapted traditional sports: football, basketball, volleyball, handball, and baseball.
- Alternative sports: unihockey, balonkorf, ultimate, etc.
- Co-operative games: in the playground, relays, etc.
- Co-operative activities of challenge and adventure: tirolina, rappeling, etc.
- Outdoor activities (in the city and in nature)
- Other activities, which the students were interested in included roller-skating and ice-skating, dancing, movement, martial arts.

Phase II: Promotion of values through physical activity and sport

In the project, the values to be addressed with the students must be clear. These values become the reference from which all the programme strategies are adapted.

In this experience the main value of the work was responsibility -- both personal and social. Both values were more closely defined in two points: Self-control of behaviour and integration and co-operation with others.

Level III: Self-control of aggressive and violent behaviour

The aim is to favour the development of the self-control of aggressive and violent behaviour.

The most commonly utilised strategies were:

- Practical rules to be explained in the activities: They are applied in the different planned activities in order to promote the work of reflection with the students.
- Peaceful conflict resolution: This strategy was used throughout the intervention.

Level IV: Integration and co-operation with others

Integration work included gender relations as well as intercultural relationships, which were aimed at the prevention of racist or xenophobic behaviours. These strategies included:

- Strategic distribution of the groups' composition: It is about strategically organising the composition of teams and groups aimed at the production of new relationships among students and the problems avoidance.
- Rules for conducting the activities: Set of rules established in the different activities that promoted the integration and co-operation of others.

Phase 3: Transfer of what was learned to the personal reality

These strategies were applied throughout the research, with special interest in the different comments and messages stated in the daily experience of the physical education lessons.

Among the most outstanding strategies were:

- Personal and in-group reflection with the students
- Creation of healthy life habits: Prevention of drug addictions, sexual education, health education, hygiene, etc. Moreover, discussions on these topics were encouraged
- Peaceful conflict resolution. This strategy was used throughout the intervention.

These were some of the conclusions that they reached after the course: The teachers felt that they did not have enough time to achieve significant changes in the young people; however, they were able to positively modify some attitudes, such as:

- An improvement was produced since the number of violent and troubled situations in the class decreased and students were able to respect and accept the established rules of work by the end of the course.

- Integration improved.
- With regard to a co-education, there was no significant improvement in the practice of sports.
- With regard to intercultural integration, there was not so much intervention needed since there were few problems with foreigners to start with.

All the teachers considered the model as useful for promoting improvements in the youth's attitudes. There was greater trust and communication among students.

Some of the possible aspects to be improved were:

- Spending more time, three or four years, with the same group.
- Increasing the number of hours per week of physical education.
- Beginning to get involved with younger kids (8-10 years old).

In conclusion and as a final summary, it is important to remark that when carrying out a model of intervention, concrete methodology is necessary, which includes strategies and adapted resources in which the following aspects are clearly developed:

- Determination of the values and definition in behaviour and attitudes terms. Focused on few values depending on the specific needs of the group we are going to intervene.
- Establishment of the activities and the strategies that allow reaching the objectives proposed by structuring a progression for their development.
- Evaluation.

At present, there is not any direct intervention with any group. The project initiated the creation of a specific subject in the INEF called Models of Intervention and Techniques of Investigation to teach values through physical activity and sport.

12.2.2 Children and youth in social centres (Alicante)

This project was implemented in the northern area of the city of Alicante, one of the most underprivileged areas of the city. The action is centred on troubled adolescents. The social services of the social action ministry of the town council of Alicante were responsible for this intervention. Integrated in the social centres, the youth centres offer the young people educational alternatives for spending their leisure and spare time through the programmes created by their own centres.

They work on other aspects of personal growth and integral development, as well. This area has a population of approximately 35,000 inhabitants.

Some statistical data of interest about the youth includes:

There is 60% youth unemployment and great school absenteeism. 25% of the youth live in remedial situations. There are only limited sports infrastructures.

The programme is called Education in the Streets and tries to promote processes of socialisation for children and adolescents through playful-educational activities in the youth centres.

Its main goals are the traditional ones of physical activity – that is learning healthy habits, physical development, accepting rules, good usage of leisure time, socialisation.

The project involves young people from these neighbourhoods throughout the school year in the afternoons and at competitions on the weekends with physical activities such as gymnastics, dancing, orientation, aerobics, basketball and indoor football.

These activities are complemented with inter-centre games and outdoor activities. The sport programme, which started in 2003, still continues.

At present, the programme seems to be declining. The reasons are diverse: there is an increasing lack of interest by the youth, and the recruitment campaigns have been poor since politics have focussed their interests elsewhere.

The girls have aerobics sessions, while the boys play indoor football. At present, the activities take place in local facilities, divided in three weekly sessions and complemented with punctual competitions on the weekends.

While the idea behind the project was good, it should have been integrated into global plans that spread the educational goals and orientate them to social objectives. These plans had no specific funding and more specialised staff with a high level of technical training was needed.

12.3 Best-Practice Examples from Portugal

12.3.1 *Care to Integrate (Lisboa)*

The project "Care to Integrate", promoted by Casa Pia de Lisboa, is a regular and secure project that addresses institutionalised youths who have demonstrated socially maladjusted behaviour, are failing at school or have dropped out.

This project has 12 assistants (not all full time) who comprise a multidisciplinary team of psychologists, social service staff, educators and educational assistants.

It is set up on a basis of continuous funding, financed by the institution's own funds as well as by government funds. Its primary aims are creating a change in behavioural for the youth involved, the development of their personal and social competencies, the promotion and adoption of healthy lifestyles, co-accountability and the prevention of high-risk behaviour.

The project involves boys ages 12 to 16.

These projects utilise adventure sports and controlled-risk activities. These activities were chosen for their popularity with the kids, and on account of the strong pedagogical opportunities that they offered and their potential for transferring values such as emotional control, perception of one's own limits and of the others' limits, recognition and team work.

12.3.2 *Questão de Equilíbrio (Setúbal)*

The Association "Questão de Equilíbrio", was founded in 1995 and addressed itself to children and adolescents between 8 and 15 years old who lived in high-risk situations or social exclusion, were victims of abuse or neglect, who were caught in paedophile networks or were practicing marginalised activities. The initial intervention was made on the streets, using animation and controlled risk activities (like rock climbing) as therapeutic intervention methods for modelling emotional behaviour. Because some of these children had contact with drug addicts, the association started to focus on addiction issues. In 1997, they launched a project – "Parque the Aventuras" with the purpose of testing the potential of controlled risk activities as a resource of educative and therapeutic intervention with drug addicts who were undergoing treatment. They also work with two problematic neighbourhoods with major issues of drug trafficking, school absenteeism and marginalisation.

The organisation's objectives are:

- Working with children who lack family support

- High-risk activities as methods for teaching emotional control and motivation for children, youngsters and young adults
- Methods to involve families in educational processes.
- Formation of social skills for adults (drug addicts and dysfunctional families)
- Community projects

The use of the articulated form and sequence of basic activities – climbing, high ropes, buoys, canoeing or rafting – goes beyond the dynamics of the group and are universal to all of the interventions.

The first phase functions as “shock therapy”. The participants, never in groups of more than five, are directed through a crack (hole), without any information on safety, techniques, or characteristics of the obstacle. The intention is that they act instinctively, without questioning or thinking about the descent or contemplating the risks and tasks required for overcoming the immediate obstacles. Through such an experience, the participant feels uncontrolled anxiety when in danger, and has to learn to control it emotionally.

The intention is that the participant recognises that some behavioural patterns are normal in high-risk situations, whether during such an activity or in real life, and that fear is a natural human emotion. Further he learns that in some situations it is normal and desirable to ask for help and to accept it.

In this way the individual learns to control his emotions, his fears, and can break new ground, understanding that although he may face problems, he must try to do his best. Additionally, he can enjoy the satisfaction of having finished a task and having overcome obstacles. He recognises that despite his suffering, life is worth living and he can face it with more power and courage than he had thought would be possible.

The second phase takes place in the “School of Climbing”, on natural walls with proper equipment. In this phase, a maximum of 15 individuals participate in a group. Here, they learn that a complex and well-designed system of rules and regulations is necessary in order to participate safely in the activities. The idea of teamwork and social responsibility is taught, giving a sense of security to the others and to oneself. Real risks are distinguished from imaginary risks and it is made clear to the participants that the risk factor of these activities takes place on a more imaginary level than on a real one, provided that safety measures are taken. In contrast, they realise that some social behaviour poses real risks, such as drug use or dangerous driving.

In the third phase, the activity returns to the first location. The participants now discover that the hard work they have done since their first climbing experience has paid off and that they are able to master the path with ease which had seemed impossible at the beginning of the project.

The fourth phase is located in the Park of Adventures. The objective here is that the individuals recognise that adventures of controlled risk can be healthy and funny activities, and that working together in a positive, constructive and responsible way can be emotionally compensating.

In the fifth phase, the group is relocated to the Rocódromo. According to the abilities of the group members, they choose the activities which provide the most enjoyment and help them to improve their techniques. While a fear factor still exists, the safety regulations provide a greater sense of security.

The sixth phase can take place either at the climbing school or in the Park of Adventures. The objective is to provide the participants with the opportunity to teach other youths what they themselves had just learned. This gives them the possibility to value what their knowledge and to be proud of their accomplishments. As they show others how to control their emotions, they also strengthen their feelings of self-control.

13 Quality Standards

Definition of the Function of Sports

There must be a written pedagogical concept in which the function of sports is clearly defined within the framework of the project. The project is not to be overburdened with sport-pedagogical goals, but rather these goals are to be stated as concretely as possible for the target group for prevention and the type of project. That also means that the methods are to be named with which the goals are to be accomplished. A system for evaluation must be developed to verify the success of the achievement of the goals.

Pedagogical Framework

Sport alone will not work to prevent violence. Sport-pedagogical work differs strongly from the simple playing of sports in a sports club. There must be a pedagogical framework that guarantees that the youth reflect their athletic activities. The projects must have clear and simple rules that are valid for the interaction among all participants. Some of the rules can be developed together with the youth, while others must be set (such as safety precautions for climbing).

Sensitisation for “Body Work“

Sport works with kids on a non-verbal, physical level. That provides an opportunity to reach target groups for prevention who can no longer be reached on a verbal level. This requires the schooled perception by the staff for changes in the youth and the ability to properly detect and accompany the changes that develop through sport.

Usability for Prevention Work

In principle, sport can be utilised for all target groups for prevention. It should be taken into consideration, that different sports can achieve different goals.

Athletic Appropriateness

The athletic demands must be appropriate to the constitution and condition of the youth. The kids must not be put under pressure by excessive demands on their performance.

Plan of Action

There must be a (temporal) plan of action for activities of tertiary prevention, which coordinate the activities to the individual situation and which observes and accompanies his progress.

Transfer to Every Day Life

The most important goal of the work is the transfer of what they learned in the programmes to their every day life. In doing so, the concrete “Lebenswelte” (lifeworlds) of the youth must be taken into account. This can be done, for instance, by integrating the kids into sport clubs after the project has ended, where the club has experience with the target group, or by having them become qualified in sports activities (i.e. as a trainer).

Multidisciplinarity

Sport-pedagogical prevention work is interdisciplinary work. It requires qualifications and competencies both the area of sport and in social-pedagogy. These qualifications could be dispersed among the staff members or could be represented as a dual qualification in one person.

Reflection of Manliness

“Gender” must be considered as a category in the pedagogical conception. That not only means that -- according to the project – there must be gender-specific activities offered to the girls, but even more that there are project designed exclusively for boys, in which the needs of the boys are reflected upon and traditional male roles are questioned.

The Importance of Rules

Sport only works in prevention work when the rules are closely adhered to and breaches in the rules are dealt with consistently. This also requires that the staff members also believably represent the values that they are demanding from the youth.

Authority Relevant to Daily Life

The project staff must be persons of authority, who are accepted by the youth without being experienced as being too restricting. This requires a sense of relevance to the daily life of the youth and an understanding of their world.

Participation

The youth must have the opportunity to actively help design the project. This can include the common determination of rules of conduct, the joint planning and organisation of activities, or the taking on of responsibilities (i.e. as referees).