DEUTSCHER PRÄVENTIONSTAG

Youth Design Against Crime
Enabling youth-led innovation in crime prevention

by

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SUMMARY

Young people are commonly considered a source of problems, especially in relation to issues of insecurity in the public realm of towns and cities. In the UK, young people are increasingly accused of acting anti-socially and generating feelings of insecurity in other users. This paper describes a programme called *Youth Design Against Crime (YDAC),* developed by the *Design Against Crime Solution Centre* at the University of Salford (UK) in partnership with a UK young people's charity, Catch22. YDAC engages with young people considered 'at risk of offending' and challenges them to address problems in their neighbourhoods using a process of research and design to help generate innovative and evidence-based solutions. This paper briefly outlines approaches to dealing with 'problems' associated with young people, and details the structure of the YDAC programme. It presents in some detail findings from a process evaluation begun in 2011 of five YDAC projects. This indicates the value of the YDAC design challenge in improving young people's confidence, knowledge, qualifications and skills, and fostering better relationships with adult participants, including local police. Teams of young people developed creative solutions to local crime problems, and were able to convince stakeholders involved in policing, community safety and urban planning of the value of their ideas. While the resulting changes in attitudes and skills may help divert young people away from antisocial and offending behaviour, YDAC also confronts preconceptions of adult participants—challenging stereotypes of young people, and demonstrating the value of engaging rather than excluding young people in society.

1.0 INTRODUCTION

1.1 What is Design Against Crime?

Design and innovation research at the University of Salford focuses on the role of design in crime prevention and the use of 'design thinking' to address issues affecting people's quality of life. Interest in the role of design in crime prevention dates back to Salford's participation in a research programme entitled *"Design Against Crime"* (1999 to 2002), which was funded by the UK Home Office and Design Council. Design Against Crime aimed to embed crime prevention into design education and professional practice, and included: (a) a project to teach school children about solving crime issues as part of the Design & Technology curriculum; (b) a competition that challenged design students to apply their creative talents to solving crime and related social issues; (c) case studies; and (d) professional development for design professionals (www.designagainstcrime.org).

In 2003, the *Design Against Crime Solution Centre* was established at the University of Salford—a unique partnership with Greater Manchester Police (UK) and DSP-groep (NL). The Solution Centre has delivered consortium projects on design-led crime prevention, social responsibility and sustainability, including four EU-funded *Design Against Crime* projects. The Solution Centre recently completed the EU-funded *Planning Urban Security* (PLuS) research project, led by the German Landeskriminalamt (state CID) in Lower Saxony.

The Solution Centre is innovative in its use of design to engage stakeholders, develop and communicate conceptual models and conceive approaches suited to addressing the concerns of citizens in the 21st century. The centre adopts a holistic, human-centred design approach, generating innovative solutions from a combination of creative thinking and a sound understanding of different stakeholder needs and requirements (Wootton & Davey, 2003, 2005, 2012). Human-centred design focuses on the human participants in a system, but goes beyond just physical ergonomics. Formal roles and informal (social) roles are considered, including behaviours, goals, motivations and aspirations. Relationships between different parts of the system being examined are taken into account. Good design solutions meet and resolve conflicting priorities and needs, and are suited to the specific context—including cultural norms, physical environment, systems of management and user services.

The *Design Against Crime* approach integrates consideration of crime and anti-social behaviour within the creative design process, involving research, idea generation and evaluation (Design Council, 2003, 2011; Wootton & Davey, 2003, 2005, 2012). More recent projects have supported a range of stakeholders in their efforts to address crime issues and integrate crime prevention into design, planning and management of urban environments (see www.plus.eu). Design-led crime prevention recognises that security is just one of a range of objectives. Priorities therefore have to be identified and trade-offs made where necessary. Crime prevention is a component of *Socially Responsible Design*, where design is used to help achieve social and environmental goals such as fair trade, equality, health and wellbeing (Davey *et al, 2*005; Davey *et al,* forthcoming).

1.2 Youth Design Against Crime

This paper is based on the authors' presentation delivered at the 2012 *Deutsche Präventionstag* on *Youth Design Against Crime* (YDAC)—a programme to engage young people in design-led crime prevention, developed by the *Design Against Crime Solution Centre* and UK young people's charity Catch22. Supported by youth workers and teachers, and mentored by local police officers, multiple teams of up to nine young people are challenged to address issues of crime and community safety in their neighbourhoods. The ideas generated are presented to senior local stakeholders, from agencies such as the police, planning authority and local council. YDAC is aimed at

young people who have come to the attention of school and/or police authorities due to behavioural problems, and may be excluded from school and following an alternative curriculum. It is the first Design Against Crime project to engage young people at risk of offending in developing ideas to solve crime problems.

Previous papers on YDAC are aimed at design researchers and professionals (Wootton *et al*, 2011; Davey & Wootton, 2012). In contrast, this paper is targeted at authorities responsible for the management and safety of the public domain, and for tackling issues related to young people and deprived communities—including crime prevention experts, city planners and social services professionals. The authors present in detail findings from an ongoing evaluation into the impact of YDAC.

2.0 THE PROBLEM

2.1 Feelings of insecurity

In the UK, young people tend to be portrayed by the media, politicians and policymakers as a source of problems rather than of solutions (Waiton, 2006; Day *et al*, 2011; Fionda, 2005). Within the public realm, young people are considered threatening by some social groups, and feelings of insecurity may deter users from making use of public space and facilities. Fear and isolation amongst citizens are factors that damage wellbeing and undermine quality of life (Davey & Wootton, forthcoming). According to Fionda (2005, p.27) such attitudes may be linked to perceptions of childhood. The author suggests that children who misbehave are typically demonised and feared because they challenge adult social identity and the prevailing social order—which is considered 'stable'. Of course, concern about the non-conformity of young people to adult social norms of 'good behaviour', is not new.

"Children today are tyrants. They contradict their parents, gobble their food, and tyrannise their teachers."

Socrates (469–399 BC)

2.2 Crime and young people

The link between young people and delinquency is not merely a social construction, however. When we look at the scientific studies, evidence supports the view that young people—especially young males—are more at risk of committing criminal offences or engaging in anti-social behaviour. However, criminal activity tends to be concentrated around property crime, rather than violent crime. In general, the risk of offending peaks between early adolescence and the mid-20s, and thereafter declines (Farrington, 1986; McVie, 2005). We do not know whether the incidence of anti-social behaviour involving young people has increased because the term is highly subjective and UK legislation is relatively new. There is no evidence that offending levels have increased amongst young people, and crime levels across Europe have fallen (van Dijk *et al*, 2007). Fionda (2005) sums up by saying that:

"The problem consists predominantly of young men aged over 14 who commit property offences, occasionally persistently, and rarely commit violent or sexual offences. Overall youth crime has not significantly increased in the last two decades, some figures even suggest it has fallen."

Fionda (2005) p. 68.

We should not only consider the evidence identifying young people as perpetrators of crime. Research also reveals the above average victimisation of young people. Evidence shows that young people aged between 16 and 24 are more likely to be victims of crime than other age groups (Flatley *et al,* 2010). In England & Wales, the 2006 Offending, Crime and Justice Survey showed that just over a quarter (26%) of young people aged between 10 and 25 were a victim of either personal theft or of violent assault in the previous 12 months (Roe & Asche, 2008).

2.3 Causes of crime

Factors that are linked to offending and anti-social behaviour by young people include neglect, violence and abuse in childhood, as well as living in a low income family, with a history of unemployment. In terms of attitudes and behaviours, offenders are prone to negative beliefs and emotions, such as low self-control, anger, hate and distrust of others. They seek the immediate rewards that criminal activities appear to offer, rather than longer term life goals, and adopt a confrontational style that may mitigate against educational and career success (Burt *et al,* 2006).

Researchers have attributed bad behaviour amongst young people to lack of self-esteem. Lack of self esteem is especially common amongst those from deprived backgrounds (Lo *et al*, 2011). To feel better about themselves, young people may seek to impress their peers by acting rudely or aggressively in relation to those in positions of authority i.e. teachers at schools (*ibid.*). Anti-social behaviour may indicate a risk of offending for some young people, and early intervention is therefore recommended:

"In some cases, early intervention that targets young people involved in anti-social behaviour may help to reduce the likelihood of offending later on."

Hales et al (2009) p. i.

Hales *et al* (2009) conclude that family, peer group and school factors are important influences on the behaviour trajectories of young people during their teenage years. For this reason, interventions with families and schools are—and should be—the focus for intervention. Hales *et al* goes on to propose that interventions might disrupt the spread of offending amongst peer groups.

"The significance of peer groups, whether siblings or friends, as an influence supports previous findings emphasising co-offending as a feature of youth crime and raises the question of whether it would be possible to intervene to disrupt the spread of offending between peers."

Hales et al (2009) p. i

3.0 COMMON SOLUTIONS IN THE UK

In the UK, guidance on Crime Prevention Through Environmental Design (CPTED) recommends that designers of urban environments seek to understand the needs of different stakeholder groups, and address potentially conflicting requirements of urban environments. It also highlights the benefit of consulting with young people, especially regarding facilities designed specifically for their use—such as schools and youth centres (Hampshire and Wilkinson, 1999). In practice, however, solutions to problems of insecurity frequently aim to exclude young people from the public domain, rather than engage them or tailor designs to their particular needs. Recent interventions include the *Mosquito* device or the playing of 'uncool' music (the so-called "Manilow method") to deter young people from 'hanging out' in public areas. Such solutions perhaps reflect a punitive approach in the UK to young people who transgress social norms of behaviour.

In the 1990s, a wider range of behaviours began to be targeted by authorities, and less serious incivilities were criminalised in the UK through the formal legal adoption of the term "antisocial" within the Crime and Disorder Act 1998. With the Act, came the Anti-social Behaviour Order (ASBO)—a civil sanction, effective for a minimum of two years. An ASBO does not result in a criminal record, but sets conditions prohibiting the offender from specific antisocial acts or entering into defined areas. While the ASBO was originally designed for use solely against adults, its popular portrayal now is as a legal measure for dealing with young people considered out-of-control. This perception is confirmed by the statistics, which show that up to the end of 2005, just over 40 per cent of ASBOs issued in England and Wales were against 10 to 17 year olds (Macdonald & Telford, 2007). In addition, a review of existing literature reveals that young people's needs are not being adequately addressed by planning and regeneration policies and practices (Day *et al*, 2011):

"Children's voices have been notably absent from UK planning and regeneration policies throughout the past two decades", and "there has been comparatively little attention to children's roles in shaping a wider regeneration agenda. It would appear there has been something of a missed opportunity..."

Day et al (2011) p. 2

4.0 ENGAGING YOUNG PEOPLE

The literature suggests that alternative, more positive, approaches to dealing with young people are desirable and possible, based on understanding, engagement and respect. In 1989, the *UN Convention of the Rights of the Child* (CRC) highlighted the need for children to participate in decision-making. This was taken forward in the UK by the 2004 Children's Act, the *Every Childs Matters* agenda and a ten-year Children Plan (DCSF, 2003, 2005). Large-scale events have been run, such as the *International Children's Conference on the Environment* and the *World Urban Forum*. Participatory design approaches, such as co-design, have also been used with young people. National programmes have attempted to improve the quality and accessibility of youth services and develop spaces tailored to the needs of young people. For example, the Netherlands' *Kids & Space* initiative involves young people in public space planning (see www.kidsandspace.nl). In Germany, *Jugend macht Stadt!* (*Youth Makes the City!*) has enabled young people to contribute to the development of cultural and physical aspects of urban environments (BMVBS, 2010a & b, www.plan-zwei.com). In addition, there are a few examples of creativity being used to engage young people in planning and design. Inter-generational 'Charrettes' use creative thinking to tackle a single issue within a specific time frame (Condon, 2008).

Participation in decision-making processes that impact on the lives of young people and on their communities is considered a fundamental right, and the basis for modern day democracy (Hart, 1992). Ideally, young people should be able to gain leverage over adults in position of power and influence, in order for ideas to be implemented and for relationships between the generations to be positively transformed. Influence over adults may emerge from the process, but results may be unexpected. For example, the *Banners for the Street* public art project in Massachusetts (USA) in the 1990s started as an arts showcase for young people, but *"... quickly took on a more political dimension when the participants discovered the poor quality of living conditions within the neighbourhood."* (Frank, 2006, p.360).

Engagement should bring benefits for young people—i.e. young people should not simply be used to serve the interests of adult stakeholders. Hart's Ladder of Children's Participation (1992) is the most widely applied scale of measurement (Day *et al*, 2011). The Ladder consists of eight rungs, the bottom three of which are classified as 'non-participation', as children's views are simply co-opted to validate adult decisions. For Hart, true participation does not begin until the fifth rung, and then escalates according to children's power to direct matters and the reducing influence exerted by adults. The top two rungs on the ladder imply a high level of independent decision-making by children, with adults performing more of the role of partners. Matthews' examination of participation in UK regeneration programmes (Matthews, 2003, p.268) focuses on the real participatory levels of Hart's ladder. Matthews identifies four different levels of engagement, ranging from 'dialogue' (listening to young

people), through 'development' (adults working on behalf of and in the interests of young people), 'participation' (young people working within their communities), and 'integration' (young people working together with their communities).

It is suggested that the participation of young people in design and planning brings with it a range of benefits, including (Day *et al,* 2011; Frank, 2006):

▪   *Personal benefits to young people* – such as improved confidence, self-esteem, assertiveness and sense of control over the environment

▪   *Development of 'life' skills that help young people progress* – communication skills, creativity, problem solving skills, design skills, map interpretation and better understanding of community processes and the needs and perspectives of different social groups

▪   *Educational benefits* – related to academic achievement, attendance and behaviour at school

▪   *Enhanced civic and social responsibility* – including better understanding of community issues, enthusiasm for community participation, informal networking between young people, change in behaviour (toward the community and environment), increased sense of community and ownership

▪   *Changes to physical and social environment* – improvements in design, planning and use of space

▪   *Social benefits* – changes in adults' attitudes towards young people and development of better inter-generational relationships.

In relation to some projects, there is a real sense of 'distance travelled' by participants, with empirical evidence regarding the benefits to young people tending to focus on impact at the end of the intervention (Day *et al,* 2011). However, there is a lack of research into the longer term impact and implications of youth engagement projects. Further research also is required to more fully understand changes in perceptions of young people held by adult participants and the implications of attitudinal change for inter-generational relationships.

5.0 YOUTH DESIGN AGAINST CRIME

5.1 Background

Between 2007 and 2008, the *Design Against Crime Solution Centre* conducted a research project called *City Centre Crime: Cooling Crime Hotspots by Design*. This investigated problem areas (so-called „crime hotspots") in Manchester's city centre, and involved the development of a methodology for determining the relationship between the design, management and use of the urban environment and the crime problems occurring within it. The project resulted in 20 practical design interventions to address crime and anti-social behaviour issues (Wootton, Marselle and Davey, 2009; Wootton,

Davey and Marselle, 2011). Press coverage of the project led to the Solution Centre being contacted by UK charity Catch22 about the possibility of engaging young people in design against crime. In collaboration with Catch22 and Prudential for Youth, the Solution Centre developed the *Youth Design Against Crime* (YDAC) programme, to engage young people considered at risk of offending in generating ideas to tackle crime and anti-social behaviour problems in their neighbourhoods. YDAC draws on the Youth Action concept developed by Catch22.

5.2 The Youth Design Against Crime Programme

YDAC acknowledges that young people are too often seen only as "trouble-makers" and their opinions ignored by adults. It offers teams of young people the opportunity to challenge such stereotypes by creatively tackling crime and anti-social behaviour in their community and developing design ideas that "make a real difference". In addition, young people completing the programme and associated workbook, have the chance to gain an ASDAN Wider Skills Level 2 qualification in ‚Problem-solving' and ‚Working With Others'.

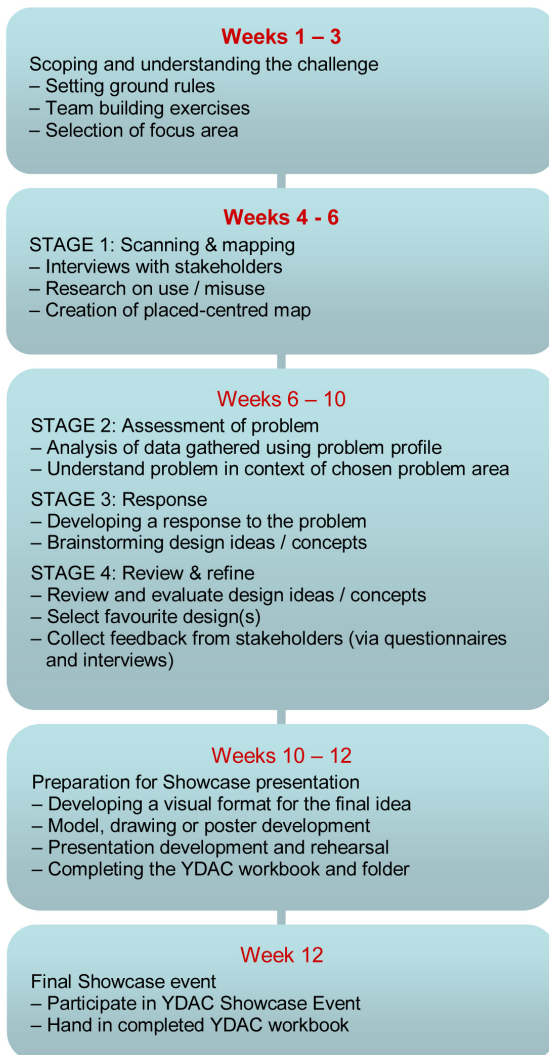The YDAC programme is structured to run over ten to twelve weeks, as shown in Figure 1, below.

Weeks 1 – 3

Scoping and understanding the challenge
– Setting ground rules
– Team building exercises
– Selection of focus area

Weeks 4 - 6

STAGE 1: Scanning & mapping
– Interviews with stakeholders
– Research on use / misuse
– Creation of placed-centred map

Weeks 6 – 10

STAGE 2: Assessment of problem
– Analysis of data gathered using problem profile
– Understand problem in context of chosen problem area

STAGE 3: Response
– Developing a response to the problem
– Brainstorming design ideas / concepts

STAGE 4: Review & refine
– Review and evaluate design ideas / concepts
– Select favourite design(s)
– Collect feedback from stakeholders (via questionnaires
  and interviews)

Weeks 10 – 12

Preparation for Showcase presentation
– Developing a visual format for the final idea
– Model, drawing or poster development
– Presentation development and rehearsal
– Completing the YDAC workbook and folder

Week 12

Final Showcase event
– Participate in YDAC Showcase Event
– Hand in completed YDAC workbook

Figure 1. *Example 12-week YDAC programme schedule*

In the first three weeks, the young people undertake team-building activities, including identifying individual strengths and weaknesses and creating a team name. They also identify the area that will be the focus of the team's YDAC activity.

The Scanning & Mapping stage (weeks four to six) involves researching the focus area, considering why the area is important to team members, researching whether the area really has problems and understanding why. This enables young people to tackle problems of concern to them, and to use their own personal experience to identify and understand issues.

In collaboration with the police mentor, the team members must research crime and anti-social behaviour problems in the area as experienced by other users. This may involve discussions with police officers, interviews with local people (e.g. residents, shopkeepers, area management and maintenance staff) and visiting websites (e.g. www.upmystreet.com). YDAC provides the young people with a template and questions for conducting a structured interview to identify the location of problems and the causal factors associated with crime and anti-social behaviour. The research enables the young people to understand the problems and issues from the perspective of different stakeholder groups. This kicks off a process of consultation with local people, and encourages design concepts that reflect the requirements of all stakeholders.

From information collected via interviews, site visits and observation, the young people develop a 'Place-Centred Map' detailing changes in legitimate and illegitimate activity over time. For example, this might indicate where young people choose to 'hang out' (and why); and the activities taking place in different areas at different times.

Through this work, the teams identify the most common / serious crime and anti-social behaviour issues. Insight into their causes is gained by developing a 'Problem Profile'. This involves organising research findings on offenders, victims, behaviours and the environment to help identify the causal factors associated with different crime and anti-social behaviour issues. The structure and content of the Problem Profile is derived from the *Crime Lifecycle Model* developed by Wootton & Davey (2003).

In weeks six to ten, the group use creative ideation and brainstorming methods to develop design concepts in response to their research. These design ideas are evaluated by the young people in terms of their potential impact on: users; crime and anti-social behaviour; and the quality of the area. The group also considers whether any aspects of their design proposals might cause the seriousness of crime or anti-social behaviour problems to increase. A final design concept is selected and further feedback sought from stakeholders regarding its strengths and weaknesses.

In weeks ten to twelve, the young people develop drawings, models, presentation materials and argument to communicate the benefits of their final design proposal to the judging panel at the YDAC Showcase Evening. They include details of how the design was researched and developed, as well as how the team developed in terms of its thinking, skills and ability to work together.

At the showcase event, each group is given ten minutes to present their finished design in any way they choose to the judging panel and an audience of family, friends and invited stakeholders. After their presentation, the group spends five minutes answering any questions the judging panel has regarding their design idea, its implementation or the process by which it was developed. The groups are judged on: the strength of the design idea; the evidence base of the idea (including the research and consultation that was carried out); and team-working. One group is selected by the judging panel as the YDAC winner, and receives a trophy, while all runners up are awarded medals and certificates of completion.

5.3 Running YDAC projects

Five YDAC projects have been initiated to date: Greater Manchester YDAC (2009); the London borough of Southwark YDAC (2010); the London borough of Lambeth YDAC (2011); Salford YDAC (2011) and Bolton YDAC (2012). Together, these projects have directly involved over 200 young people aged between 12 and 19 years from schools and youth groups. The young people have generally poor educational backgrounds, with some having been excluded from school or involved in anti-social behaviour and identified as 'at risk of offending'.

The four teams of young people in the Greater Manchester YDAC identified the following problem areas on which to focus:

- An isolated subway (motorway underpass) close to the team's school that attracts robbery, anti-social behaviour and serious crime.
- A pedestrian route to a local shopping precinct with several problems. For example, groups of street drinkers congregating on the public seating, creating a climate of fear.
- A local public park and sports ground that is underused (except by drug dealers and their clients), poorly lit, poorly maintained and considered unsafe by local residents.
- The playing field next to the team's youth centre, which has become a hot spot for drug dealing.

At the final showcase event in November 2009, all four teams presented their design interventions. A Judging Panel made up of senior decision-makers working in the areas of crime and community safety in Greater Manchester were tasked with selecting the winning team. Inspired by the high standard of the ideas, the judges pledged on the night to provide funding to implement the design solutions of all four teams.

Figure 2. *A team presents their ideas at the London Borough of Southwark YDAC Showcase Evening*

The YDAC projects delivered in London and Bolton differ slightly from the original 2009 Greater Manchester programme, as these each involved groups of young people from a single school—so-called 'alternative curriculum' students. This meant that their YDAC activities were undertaken as part of their school lessons, falling under the subject area of 'citizenship'.

Figure 4. *One of the teams with their Police Mentor at the YDAC Showcase Evening*

Figure 5. *Young people and judges at the London Borough of Southwark YDAC Showcase Evening*

The YDAC teams impressed the judges with the quality of their proposed solutions and the creativity of their ideas. A Lambeth YDAC team called 'Kick Out Crime" (from Lilian Baylis Technology School) perceived a problem with anti-social behaviour in a local park. However, consultation revealed the main problem to be dog fouling. The team proposed a dedicated area for dogs, funded by dog owners—'dog paradise'. Fines for dog fouling was also proposed (i.e. a criminal record for dogs). Solutions were also innovative. A YDAC team from Greater Manchester tacked the problem of public seating on a pedestrian route to a local shopping precinct being used by drinkers and generating fear. Police had considered asking the local authority to remove the seating, but removal would be a problem for legitimate users. The young people suggested that individuals seats spaced apart.

At the showcase events, the judges committed to implementing ideas generated by the teams of young people. This clearly made the young people extremely proud. However, the Solution Centre and Catch22 wanted more detailed information about changes in attitudes and perceptions amongst the young people. An evaluation of the first four YDAC projects was undertaken by the Design Against Crime Solution Centre with funding from Catch22 and the University of Salford.

5.4 Evaluating YDAC

The evaluation aimed to identify the impact of YDAC on young people and adult participants, and provide recommendations on how the design and delivery of the YDAC programme might be improved. Focus groups were conducted with young people, youth workers and police mentors, and telephone interviews with Showcase Evening judges.

Findings show that young people had doubts and reservations about the YDAC programme, when it was first presented at the Launch Event. YDAC was perceived as just another school project that would yield little benefit for young people. Some young people exhibited low levels of self-esteem, assuming that their involvement in YDAC was because they were *"bad"*. Others doubted their ability to complete the programme.

"I just didn't think that we would have got a good enough idea to make it all the way to the final."

Young person

YDAC presented a number of challenges for the young people to overcome. Some had to get to know team members, and participants reported feeling *"shy"* when first confronted with new social situations. Some individuals were unwilling to contribute to the work of the team, which presented difficulties for other team members. Young people had to cope with the stress of identifying and developing a suitable design

solution to present at the final event. They also had to complete the YDAC Workbook, which was considered relatively academic by youth workers and not something the young people would normally do.

Over the course of YDAC, the young people developed a strong team spirit. As they became aware of strengths and weaknesses within their team, they demonstrated their ability to help those individuals who had problems. This team spirit was evident from the shared sense of pride felt by participants on completing the YDAC project.

Interviewer:	*Even if you didn't win, did you still feel proud of each other? That you'd done it?*
All:	*Yeah.*
Young Person 1:	*We'd done it to the end, so we started and we finished.*
Young Person 2:	*In our heads, we won anyway.*
Young Person 3:	*No. We actually won for completing a whole project.*
Young Person 2:	*Did we?*
Young Person 3:	*Yeah. We was winners. We all done the whole project.*
Young Person 4:	*Saw it through to the end.*
All:	*Yeah!*

Focus Group

Focus group findings confirmed that the young people were the prime decision-makers in terms of both the problems upon which to focus, and the design ideas to develop and present at the Showcase Evening.

"The thing I liked about it: we chose where we can work; what place we can work on. They [youth workers and police mentors] never chose for us."

Young person

Youth workers stated that being given responsibility for decision-making motivated the group:

"They [the young people] actually took full ownership of it… They were as excited, or more excited than the staff in the end."

Youth worker

Participation in the YDAC project improved the confidence, knowledge and skills of the young people.

"I like the fact that people were confident enough to speak up and talk to an audience."

Young Person

Participant from three focus groups said they had developed research skills through taking part in the YDAC programme:

"Getting research, and then seeing it in different aspects... Like how you could change it—the problems there, like. And speaking to other people and hearing different comments, and then making one final view of their state."

<div align="right">

Young person

</div>

Young people were able to overcome fears about talking in public and deal with setbacks. They were also able to use their confidence and skills positively by, for example, talking to the community, presenting their ideas on stage and generating ideas to address problems. Young people often have direct experience of crime and anti-social behaviour and therefore bring new insights to design activities. For one participant, this development in confidence was described as *"life-changing"*.

Young person: It was life changing...
Interviewer: How did it change your life?
Young person: I wasn't confident.

<div align="right">

Focus Group

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When interviewed, young people said how 'proud' they felt—for winning, for coming second or for completing the programme. Participants were aware that they had seen something through to the end—which is typically difficult for this group of young people.

"I was proud of my group... I loved them. 'Cos we won and we done great!"

<div align="right">

Young person

</div>

"I was proud because we came second!"

<div align="right">

Young person

</div>

"Everyone took part and said: if we win or we lose we're still, like, still going to do it. So everyone was proud of each other really."

<div align="right">

Young person

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The sense of achievement felt by young people was clearly evident to those watching the Showcase event. An intentional 'side effect' of the YDAC process is that it helped generate better relationships between the young people and teachers, residents, community workers and the police. As one police mentor remarked:

"... I feel I have broken down a barrier between myself as a Police Officer and the group. What I have been a part of in the past few weeks has opened my eyes and made me realise that these young people really do care about their community and really do want to make a big difference."

Police Mentor

Another police officer stated that she is now able to chat to members of her team when she sees them in the neighbourhood. A schoolteacher said that her relationship to class members has improved, since completing YDAC.

While judges may pledge funding for good ideas, funding or feedback about progress is not always forthcoming. Some focus groups members felt that this was demotivating for young people.

6.0 DISCUSSION & CONCLUSION

YDAC demonstrates that young people at risk of offending can successfully design against crime. However, the ability to engage this group of young people and support them in their efforts to develop solutions to local problems depends on the design and delivery of the programme.

6.1 Personal development

Young people participating in YDAC must be given the opportunity to learn about research, design and the communication of ideas. Indeed, really understanding problems and needs is the key to developing successful new designs. The authors believe that the research process is central to the success of YDAC and that the 'creative challenge' nature of YDAC is an important component. In the authors' opinion, providing a more simplified, less-challenging process (for example, by reducing the need for the teams to understand the problem, its context, or others' perspectives) would significantly reduce the personal impact experienced by the young people—as well as leading to less valuable design solutions being developed and potentially implemented.

To be able to develop the necessary skills and address the challenges, young people must be supported by motivated youth workers, police mentors and teachers. Youth workers had an important role to play in helping young people overcome lack of confidence and motivation, as well as in dealing with specific personal issues that arose. On rare occasions where a police mentor or teacher was not fully engaged in YDAC, it proved difficult for young people to develop innovative design ideas and for better relationships between young people and adult participants to be generated.

6.2 Tackling real issues

Young people address real issues of concern to them and their community. Being given responsibility for tackling real world issues helps generate in the young people a

sense of ownership of the project and intrinsic motivation to create a good design. In addition, young people—especially those at risk of offending—bring to their projects a level of 'inside knowledge' and insight into the issues in their local areas that is often simply unavailable to outsiders. For example, one group of young people identified problems related to prostitution in their area about which the police had no prior knowledge. This opportunity to use their insight into the issues in a constructive way is empowering for young people and potentially enables them to gain some leverage over adults in positions of power.

Responsibility for decisions on choice of focus areas and creative design solutions rests with the young people participating in a YDAC project. They identify the problem area on which their team will focus, and select the design ideas that will be developed and presented at the Showcase Evening. The evaluation confirmed that youth workers and police mentors act as advisors, supporting the work of the team and enabling specific actions, such as liaison with local residents and businesses, or providing more detail on crime problems. The evaluation of YDAC reinforces literature on the importance of young people's ability to make decisions about issues that impact on their lives and to benefit from the process (Hart,1992)

6.3 Benefits for young people

The YDAC programme offers significant benefits to young people. Participation in YDAC increases the young people's sense of accomplishment and self-confidence, raising self-esteem through involvement in activities of benefit to the community, rather than through rebellious or aggressive behaviour (Lo *et al,* 2011). Presenting at the Showcase Evening is both daunting and exciting, and generates a real sense of team spirit and accomplishment for the participants. There is a real sense of 'distance travelled' for YDAC participants (Day *et al,* 2011, p. 62). Changes in behaviour and attitudes are all the more significant due to YDAC's targeting of young people considered "at risk" by police and school authorities.

6.4 Transforming intergenerational relationships

YDAC brought about changes in attitudes amongst adult participants. Most significantly, YDAC built bridges between young people and police mentors and teachers. The Showcase Event also changed attitudes towards young people amongst members of the judging panel. The YDAC process requires young people to understand the behaviour of all the users of an area—both legitimate users and offenders—in order to generate solutions. This means consulting with different stakeholders and attempting to understand issues from their perspectives. This has the practical benefit of helping the teams come up with better design ideas. Importantly, it also has a 'community building' effect, helping build bridges between the young people and different social groups in their neighbourhood.

The evaluation showed that further steps must be taken to support improved relationships with the wider community. In the most recent Bolton YDAC, delivered after the evaluation, budget was allocated to providing free coaches to bring family and community members to the Showcase Evening venue. In the future, resources would ideally be dedicated to communicating young people's work and achievements to the wider community.

6.5 Young people and urban regeneration

The teams of young people present the design solutions they have researched and developed to a panel of judges. Judges are often members of UK Community Safety Partnerships (previously called Crime & Disorder Reduction Partnerships). However, the YDAC programme was not designed as a consultation method for use in urban planning projects or regeneration programmes, but to meet the needs of the participating young people. While YDAC does not claim to generate solutions to problems on behalf of other stakeholder groups, the organisers nevertheless take steps to maximise the potential for ideas to be taken forward. In particular, efforts are made to select judges with responsibility for community safety, regeneration, urban planning and development. As a result of being members of Community Safety Partnerships, judges may be able to allocate resources to implementation. This increases the possibility that positive comments by judges on an idea's quality will be followed up with action on its implementation.

Promises have been made to implement ideas presented by at least one team of young people at all Showcase Evenings held between 2009 and 2012. YDAC organisers emphasise that there is no guarantee *any* of the young people's ideas will be implemented. But promises made on the night of the Showcase event inevitably raises expectations amongst participants. The organisers are aware that promises may not come to fruition, and that even if they do, the process of implementation can lengthy. A YDAC team's designs for improving a problematic underpass, for example, took two years to become a reality. To address this issue, effort needs to be directed at managing expectations amongst participants, both at the YDAC Launch Event and following the Showcase Evening. Ideally, resources need to be dedicated to monitoring and supporting the uptake of ideas generated and communicating progress to young people and adult participants.

The value of engaging young people in planning, development and regeneration procedures is emphasised in the literature (Matthews, 2003; Frank, 2006). Although supportive of efforts to consult, the authors are aware of practical difficulties of incorporating young people into planning processes. The activities undertaken by young people would have to suit the objectives and schedule of development and planning processes—which often have long timeframes and are slow to make progress. The authors believe that the process of engagement and involvement of young people should

be tailored to the needs and interests of the particular target group.

6.6 Reducing crime and anti social behaviour

Solutions developed by young people are sometimes implemented and thus help to reduce problems of crime and antisocial behaviour. In addition, the skills gained through YDAC may help divert young people away from offending and anti-social behaviour by building self-esteem, fostering teamwork and enabling young people to collaborate in achieving a goal of benefit to the community. YDAC may also act as a catalyst for teachers and parents, showing young people in a new light. Through better publicity and follow-up of YDAC ideas generated, the community can be made more aware of the young people's commitment to their neighbourhood. Research shows that offenders are prone to negative beliefs and emotions, focus on short-term life goals and may adopt a confrontational style (Burt *et al*, 2006). Acting rebelliously and aggressively in front of peers may also be a misguided means of boosting self-esteem (Hales, 2006; Lo *et al*, 2011). The advantage of YDAC is that it encourages peers to work together in pursuit of a shared civic goal.

There is a risk, however, that positive changes in attitudes and relationships engendered by YDAC will not be sustained. Ideally, programme organisers would have access to other processes (such as mentors) for supporting ongoing development of young people from deprived backgrounds. They would also explore whether families of young people could be more engaged in the programme.

6.7 Rolling out YDAC

In partnership with Catch22 and partners in several EU states, the Design Against Crime Solution Centre is exploring ways in which YDAC might be rolled out as a national programme in the UK, and how it might be piloted in other European contexts. In the UK, the target group has been young people at risk of offending. Two models have been piloted to deliver YDAC to this target group: (i) Alternative curriculum groups in schools; and (ii) Youth or community groups. In Europe, or internationally, the target group may be young people interested in participating in democratic processes related to government or urban development—rather than those at risk of offending. There may be little or no intention to divert young people away from offending. The delivery model might be also be different. While YDAC could certainly be adapted to different contexts, we believe that the programme should continue to prioritise meeting the needs of young people. The engagement of 'hard to reach' young people requires that programmes are carefully designed and effectively delivered by professionals skilled at working with young people. In this respect, the authors acknowledge the role of Norman Lloyd from Catch22, who has years of experience of inspiring and supporting young people from deprived backgrounds.

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