

Teaching methods that help to build resilience to extremism Rapid Evidence Assessment

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OPM

This research report was commissioned before the new UK Government took office on 11 May 2010. As a result the content may not reflect current Government policy and may make reference to the Department for Children, Schools and Families (DCSF) which has now been replaced by the Department for Education (DFE).

The views expressed in this report are the authors' and do not necessarily reflect those of the Department for Education.

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1. Introduction

1.1. Aims of the review

The Office for Public Management (OPM) was commissioned by the Department for Education (DfE) to conduct a review of the literature on good practice in preventing gangs and gun activity and extremist behaviour amongst young people. This review is part of a wider programme of work being undertaken by OPM, in partnership with the National Foundation for Educational Research (NFER), for DfE, the aim of which is develop an evidence base about the teaching methods and tools that work in building resilience to extremism.

The specific objectives of this review were to provide an overview of the evidence relating to:

- What works in building resilience against and prevention of the following risky behaviours amongst young people:
 - Guns and gangs crime/violence/activity
 - Extremist behaviour, including Al-Qaeda inspired extremism, far right extremism or racist extremism
- The role of teachers and schools in the prevention of the above behaviour

Representatives from the DfE and OPM team recognised from the outset that the broad nature of the subject of study had a number of implications for the literature review, including:

- There is likely to be a greater amount of high quality material relevant to the prevention of gangs and guns activity compared with extremist behaviour, particularly Al-Qaeda inspired extremism
- The inclusion of international literature means that there is likely to be a broad range of preventative initiatives identified in the literature, with varying degrees of relevance to the UK context
- Methodologies used, particularly, in the case of evaluations of preventative initiatives, are likely to vary considerably, thus making it difficult to compare across studies and generate conclusions

This review has thus been designed to ‘map out the terrain’ and to adopt a strategic approach to honing in on particular areas that have the greatest potential in yielding key insights and learning points to inform DfE’s work.

1.2. Reading this report

There is a broad range of material relating to the types of interventions that have been found to be successful in enabling young people to leave gangs and guns activity behind. The focus of this review is the prevention of such risky behaviour.

There is also a broad range of material about the strategies and approaches adopted by different countries in preventing Al-Qaeda inspired extremism or right-wing sentiment. However, this literature is largely descriptive and includes no indication of the extent to which these strategies have been successful or represent good practice in preventing the above behaviours. This is therefore not an exhaustive review of literature relating to the prevention of the identified behaviours.

The rest of the review reads as follows:

Chapter 2 describes the methods used for searching, securing and reviewing the material. It also provides an overview of the main characteristics of the reviewed literature in terms of methods used, types of literature or study and the quality of the literature. Challenges relating to methodologies, terminology, data analysis and reporting are also discussed.

Chapter 3 discusses the evidence in the literature relating to the types and impact of multi-modal preventative initiatives. It also highlights some of the arguments presented in the literature in support of such initiatives.

Chapter 4 presents the evidence base for a range of preventative initiatives: cognitive behavioural initiatives, mentoring and counselling approaches, knowledge based initiatives, peer mediation and conflict resolution approaches, family based approaches, community based approaches and opportunities provision. Those initiatives that have received greater coverage in the literature reviewed are discussed earlier than those that have received less coverage. For each type of initiative, examples of initiatives from the literature are discussed as well as evidence relating to the effectiveness of these initiatives. Finally, any good practice in delivering initiatives identified from the literature has also been highlighted.

Chapter 5 explores, in further detail, the types and quality of school based preventative initiatives that have been described in the literature. This section also highlights any good practice in delivering school based initiatives discussed in the literature.

Chapter 6 presents the evidence base for the role of deliverers in implementing and delivering effective preventative initiatives.

Chapter 7 concludes the report by highlighting how the findings of the review relate to the wider programme of work OPM is conducting on teaching methods and tools that work in building resilience to extremism.

2. Method and overview of material included

2.1. Literature search and review process

Our approach to the literature search, review and synthesis has been informed by good practice guidelines issued by government agencies and universities.¹ These have been developed with the specific aim of synthesising diverse material to inform the evidence-based policy and practice movement within the UK.

In recognition of the importance of qualified search specialists in enhancing the quality of reviews,² we worked with search specialist Alan Gomersall, Deputy Director of the Centre for Evidence-Based Policy and Practice (CEBPP). Alan provided expert advice and support as we developed our search strategies. The stages of the review process were as follows:

1. Initial and revised search of databases

DfE and OPM worked in partnership to develop the approach towards database searches. We agreed that it needed to be underpinned by an iterative process of progressive and informed filtering. Initial searches were broad and allowed us to ascertain the broad contours of the terrain and identify the extent and type of relevant literature available on the different databases. It also helped us to ensure that none of the critical items were missed. Each subsequent search was based on decisions informed by the findings of preceding searches and guided by the overall objectives of the review.

The initial broad search terms were developed in accordance with the aims and objectives of the project and compiled by OPM and our literature search expert at CEBPP with contributions from DfE. At the pilot stage, four groups of search terms were developed. The first group included terms relating to young people (e.g., teenagers), the second, terms relating to the behaviours that form the focus of this review (e.g., gangs and guns activity, extremist behaviour), the third group included terms relating to prevention (e.g., resilience) and the fourth, terms relating to teachers and schools.

Searching involved a number of iterations where initial trawls were conducted to assess the usefulness of search terms. The experience of the initial searches fed into the refinement of search terms. For example, the inclusion of the term 'school' in pilot searches meant that a great deal of irrelevant literature regarding violence in schools and school safety was identified. OPM and DfE thus decided to omit the term and instead include terms such as 'educate' and 'learn'. Additionally, the pilot searches resulted in very little literature relating to 'extremist behaviour' being identified. It was decided to create a separate group of terms

¹Government Social Research, Rapid Evidence Assessment Toolkit (http://www.gsr.gov.uk/professional_guidance/rea_toolkit/index.asp); EPPI-Centre, Systematic Research Synthesis (<http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=67>); Hartley, J. (2004). *Long-term Evaluation of the Beacon Council Scheme. Outline for the Systematic Review of Innovation and Improvement*. Draft report to the ODPM and IDeA. Coventry: University of Warwick:

²Wade, C.A., Turner, H.M., Rothstein, H.R. and Lavenberg, J.G. (2006) Information retrieval and the role of information specialist in producing high quality systematic reviews in the social, behavioural and education sciences, *Evidence and Policy*, volume 2, issue 1

relating to extremist behaviour (group 5) so that searches relating this could be more focused. A full list of search terms used can be found in Appendix 1.

Our search expert conducted a total of 31 searches across 11 databases using the following general search strategies:

- Groups 1-3: For example, (young people, adolescents, teenagers) + (gangs, guns) + (prevention, resilience, deter, deflect)
- Groups 2-4: For example, (gangs, guns) + (prevention, resilience, deter, deflect) + (teachers, educate, learn)
- Groups 1,3,5: For example, (young people, adolescents, teenagers) + (prevention, resilience, deter, deflect) +(extremism, radicalism)
- Groups 3,5: For example, (prevention, resilience, deter, deflect) +(extremism, radicalism)
- Groups 1,4,5: For example, (young people, adolescents, teenagers) + (teach, educate, learn) + (extremism, radicalism)

Early searches yielded a significant amount of irrelevant material relating to the prevention of drug abuse as well as other health conditions. Together with CEBPP, we thus developed our search strategies further by often adding a 'NOT' clause in order to further refine our search. This helped to filter the results and make the results list more manageable to sift. In general, the search strategy was tailored appropriately to the nature of the various databases.

We shared all material identified with DfE. As expected, there was a greater amount of literature relating to the prevention of gangs and guns activity as compared with literature relating to the prevention of extremist behaviour. Appendix 2 shows the databases that were searched, the specific search strategies that were used and the results obtained.

The search and reviewing process was designed to be robust, and every effort has been made to ensure that no relevant item has been omitted. At this early stage, we did not filter results on the basis of their quality. We agreed with DfE that decisions about the appropriate quality standards to use should come at a later stage of the process, once we had a better understanding of the extent and quality of the material available.

2. Input from NfER

In addition to material identified through the database searches, our partners at NfER referred us to potentially relevant material relating to effective teaching pedagogy. This was because, whereas our searches did identify a considerable amount of literature on school based preventative initiatives, there was little literature that looked specifically at the role of teachers and schools in delivering preventative initiatives.

3. Defining inclusion and exclusion criteria

Following the broader search, we developed a set of inclusion and exclusion criteria against which to generate a shortlist of relevant material to be included in the detailed document review.

We did not feel it was appropriate to set inclusion and exclusion standards prior to carrying out the initial searches. We wished to ensure that the standards we did develop were informed by our initial searches, which yielded helpful clues about the relative distribution of various sources of material and their likely content and quality. In searching and reviewing less well-researched areas, imposing objective inclusion or exclusion standards prior to any

search being carried out can mean that potentially useful material is excluded. It can also mean that too little or too much literature is included in the review.³

The eventual set of inclusion criteria was agreed in consultation with DfE and comprised:

- Focus on project aims
- Published between 1999 and 2010

4. Review of evidence against quality standards

The purpose of this review was to draw together and map the terrain of the available literature on the prevention of gangs and guns activity and extremist behaviour amongst young people. Because of the anticipated gaps in the literature, DfE and OPM agreed that using stringent quality standards to exclude literature that met the above broad inclusion criteria was not appropriate at the early stages. Following the search and sift process, OPM and DfE decided that all material that met the inclusion standards would be included on the final short-list for review, regardless of quality. This was because, as expected, there was a significant gap in the amount of robust relevant literature identified. There were also a large number of think pieces and articles with valuable insight and learning identified (discussed in more detail in the next section). Using quality standards as a means of excluding literature would have meant that very little literature would have been included in the review, therefore generating little learning. We thus agreed with DfE that although all material would be included in the review, OPM would also assess each document against a set of agreed quality standards. The purpose of this was to ensure that we could interpret and present the findings alongside appropriate caveats about the quality of the data.

To facilitate a systematic extraction of relevant information, data extraction sheets (DEs) were designed so that identification of relevant evidence was consistent and directed towards answering the review questions. The DEs were designed in collaboration with DfE. Copies of the blank DEs are provided in Appendix 3.

OPM designed a bespoke set of quality standards to assess the reliability and validity of the different studies included in this review, in recognition of the wider debates around appropriateness of standards in relation to different types of studies.^{4,5} The quantitative and qualitative research studies were assessed using a set of standards adapted from

³ Government Social Research, Rapid Evidence Assessment Toolkit (http://www.gsr.gov.uk/professional_guidance/rea_toolkit/index.asp)

⁴ Oakley, A., Gough, D., Oliver, S. and Thomas, J. (2005) The politics of evidence and methodology: lessons from the EPPI Centre, *Evidence and Policy*, volume 1, issue 1; Bambra, C. (2005) Reviewing the evidence: reflections from experience, *Evidence and Policy*, volume 1, issue 2; Attree, P. and Milton, B. (2006) Critically appraising qualitative research for systematic reviews: defusing the methodological cluster bombs, *Evidence and Policy*, volume 2, issue 1.

⁵ Popay, J., Rogers, A. and Williams, G. (1998) Rationale and standards for the systematic review of qualitative literature in health services research. *Qualitative Health Research*. 8(3), 341-351

recommended standards published by the Cabinet Office⁶, the Public Health Resource Unit (PHRU)⁷ and the U.S Census Bureau⁸.

These standards rated the reliability and validity of studies across five dimensions: research design, sampling and recruitment, data collection, data analysis and reporting. Each study was assigned a rating of low, medium or high for each dimension, following which an overall rating was ascribed. Overall ratings were assigned based on comparative scoring, in that studies were assigned a rating of high if they were of high quality compared to the other studies identified for inclusion.

The review also identified a significant number of literature and systematic reviews for inclusion. A bespoke set of standards to assess the quality of these reviews was also compiled. These were adapted from standards published by the PHRU⁹ as well as the criteria used by the NHS Centre for Reviews and Dissemination¹⁰. As above, each study was assigned a quality rating of low, medium or high.

Finally, as mentioned above, the review identified a significant number of think pieces, articles and papers. These were not assessed using quality standards, as they are generally based on the authors' personal experiences and interpretations of research (discussed in more detail in section 2.3).

The full list of quality standards can be found in Appendix 4.

5. Final synthesis

The reviewed material was subjected to broad content analysis, with key themes and associations drawn out.

2.2. Overview of material included

A total of 37 studies have been included in this review. The source documents comprise a combination of:

- Qualitative and quantitative primary research studies with young people and the participants and deliverers of preventative initiatives (10 studies)

⁶ National Centre for Social Research (2003): *Quality in Qualitative Evaluation: A framework for assessing research evidence*. Cabinet Office

⁷ Critical Appraisal Skills Programme (CASP) (2006): *Qualitative Research Appraisal Tool*. Public Health Resource Unit

⁸ U.S. Census Bureau Standards: *Minimal Information to Accompany any Report of Survey or Census Data*.

⁹ Critical Appraisal Skills Programme (CASP) (2006): *Systematic Reviews Appraisal Tool*. Public Health Resource Unit

¹⁰ Criteria used for inclusion on the Database of Reviews of Effectiveness (DARE). Available from: <http://www.york.ac.uk/inst/crd/darefaq.htm>

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- Evaluations of preventative initiatives employing quantitative and/or qualitative methodologies (4 studies)
 - Secondary analysis and reviews of evidence including literature and systematic reviews on the effectiveness of preventative initiatives (6 studies)
 - Theoretical or academic think pieces, articles and papers (17 studies)

The majority of the literature (26 out of 37 documents) focused on preventing young people from getting involved in gangs, guns and knives activity. Only two documents were concerned with teaching pedagogy. A further 9 documents focused on addressing extremist thought or behaviour. Within this group of documents, there was very little literature that looked specifically at what works in the prevention of far right extremism or Al-Qaeda inspired extremism. Instead the literature included a collection of varied studies, each of which tended to look at a narrowly defined subject. For example, some studies looked specifically at the prevention of racism through anti-racist education or inter-group contact, others looked at preventing right-wing extremism amongst German youth or support for the far right amongst young British men and yet others at preventing anti-Semitic sentiment amongst Muslim youth. Given the dearth of directly relevant literature identified in the searches, OPM judged these studies to be relevant to the research objectives for this review.

There were 9 studies that used quantitative methodologies and these tended to be of medium and high quality (H=4, M =4, L/M= 1). The higher quality studies generally consisted of evaluations of large scale preventative initiatives whereas the lower quality studies were generally small scale experimental studies with young people. Those studies that were of lower quality were tended to be assessed as such due to a lack of detail about research design and data collection. Additionally, there were 6 studies that used qualitative methodologies and these tended to be of medium or low-medium quality (M=3, L/M=3). The comparative lower scoring of this set of studies was due to the fact that many of these were small scale studies that provided very little information about data collection (for example, method and tools used), sampling and recruitment and data analysis procedures. The 6 secondary studies and reviews included in the review tended to be of high quality (H=4, M=1, L=1).

The full list of literature reviewed and the quality scores assigned can be found in Appendix 5.

2.3. Challenges relating to data and methods

As is apparent from the discussion above there is significant variability in the robustness of material included in this review. Large scale evaluations of preventative initiatives tended to use more rigorous methods and were of better quality than smaller scale studies using methodologies that were not clearly defined. However, there were very few such evaluations identified in the searches. Whereas these provided useful evidence about what works in preventing gangs, guns and extremist activity, the majority of this evidence was drawn from secondary reviews of evidence. Although the secondary reviews were in themselves of high quality, the level of detail about the evaluation and impact of specific preventative initiatives was understandably limited. The lack of robust evaluations of preventative initiatives was also recognised as a significant research gap in the literature reviewed. Comparing across evaluations of preventative initiatives (from both primary and secondary sources) was also

difficult due to the variability in evaluation methods employed, particularly with respect to the types and level of sophistication of the outcomes measures used to assess impact.

A number of other limitations also make comparisons difficult. The literature reviewed highlighted a range of types of preventative initiatives from which OPM constructed a typology. However, it is important to note that there were often differences in the way in which different studies classified preventative initiatives. This was particularly the case in relation to cognitive behavioural initiatives where definitions and interpretations varied. For some authors these initiatives were broad and encompassing and referred more to a theoretical approach towards prevention work whereas for others these initiatives consisted of a very specific programme of work. As far as possible, OPM have tried to use the terminology used in the literature reviewed and provide adequate detail about different initiatives.

There were also significant intra-group differences which meant it was difficult to compare across and generate conclusions about any one type of preventative initiative. For example, there were differences in the target participant group (e.g., age, ethnicity), the setting for delivery (school based, community based), the length and intensity of the programme and the deliverers (teachers, police, youth workers).

The terminology used to define target populations and behaviours also varied considerably across the literature. For example, with respect to gangs and guns activity, some studies were explicit in their focus on young people at risk of these behaviours, whereas others focused on anti-social or delinquent behaviour which they regarded as proxies for involvement in gangs and guns activity. Additionally, as discussed earlier, there were very few studies that looked specifically at what works in the prevention of far right extremism or Al-Qaeda inspired extremism. Instead, studies tended to focus on narrowly defined behaviours or attitudes such as support for the far right amongst a small sample of German youth, or anti-Semitic sentiment amongst a small sample of Pakistani youth.

The qualitative primary research studies included in this review tended to have been conducted on a very small scale, focusing on particular local areas and very specific populations. Recruitment and sampling was generally based on convenience, with participation often voluntary. The aim of these studies was not to generalise findings but to explore in more depth and shed some insight into the prevention of the risky behaviours that form the focus of this review. There were thus very few attempts to validate the findings, for example by considering the findings in the context of the wider evidence base, as these were meant to be descriptive rather than inferential. For these reasons we urge caution in the interpretation of the findings and the extent to which they are representative of wider populations.

Finally, almost half the studies included in this review (17) are theoretical or academic think pieces, articles or papers. These have provided valuable insight into what represents good practice in delivering different types of preventative initiatives and role of schools and deliverers in the implementation and delivery of these programmes. However, it is important to bear in mind that these insights are based on the authors own arguments and interpretation of theoretical and secondary research, rather than on any robust and rigorous primary research.

The available evidence base is presented in the following sections of this report and needs to be understood within the context of the caveats highlighted here.

3. Multi-modal preventative work

International literature on the prevention of gangs, guns, and to some extent knife, crime, argues that the most effective way of preventing involvement is through a multi-modal approach.

A multi-modal approach is one which involves a range of institutions working together to deliver a preventative programme that includes a variety of different approaches or elements. Partners can include schools, police, youth offending teams, community or youth centres, youth workers, families and others. Elements of a multi-modal programme described in the literature are discussed in detail in the next chapter. They can include the use of cognitive behavioural based approaches which are designed to adapt behaviour in a number of ways, knowledge based approaches which can involve educating young people about the consequences of their actions and those which are goal orientated, which help young people focus on achieving positive outcomes such as gaining employment. Other techniques or approaches that are often used include counselling, conflict resolution training and peer mediation.

Preventative programmes are usually delivered over an extended period of time, for example one to two years. For example programmes that are school based tend to be delivered over the academic year and typically include a number of different sessions focusing on different topics. However, multi-modal programmes can be school or non school based and include community and family based initiatives.

3.1. The rationale for multi-modal programmes

The literature reviewed also highlights a number of reasons why multi-modal programmes are in fact the best approach to the prevention of the different types of risky behaviours discussed above. However, it is important to note that these are often drawn from articles and think pieces rather than from robust primary or secondary research. For example, Poretti (2009), in her paper on why children (defined as young people less than 18 years of age) join armed groups, argues that the reasons why children get involved are complex and wide ranging.

Despite this, some preventative programmes focus only on a single risk factor for example, by trying to change children's attitudes and behaviour, and ignore the societal, environmental, and systemic factors creating the conditions in which violence can occur. She notes that:

'Given that violence is the result of interplay between context and person, it is vital that prevention efforts focus on both' (Poretti, 2009: 139)

In Poretti's final recommendations of her report, she notes the importance of a:

'Multilevel and multidisciplinary approach: the complexity of the problem calls for a range of measures aimed at directly or indirectly influencing environmental factors. Implementing a set of programmes would doubtless call for skills in many different settings (e.g. psychology, sociology, economics, anthropology, law and communication)' (Poretti: 2009: 142)

She also notes that such an approach is consistent with guidance issued by the United Nation's Disarmament, Demobilization and Reintegration (DDR) strategy for former

combatants which indicates that comprehensive (e.g. multi-component, multi-dimensional) long term (3 – 5 years) programmes are most effective.

Carylon and Jones (1999), in their study on youth gangs and cognitive behavioural interventions in schools, have also argued that because the causes of gang involvement and activity are complex, a multi-modal approach to prevention is necessary:

‘The complexity of the etiology of gang involvement and propagation should clearly reflect the need for a comprehensive, multi modal, multi setting, and prescriptive programs for prevention and intervention parallel in complexity of the problem’ (Carylon and Jones, 1999: 179)

Broadhurst et al (2009) conducted qualitative case study research with four schools in the UK where here gangs have had an impact and where preventative programmes or policies have been implemented. The authors found that respondents across the case sites described a complex range of factors that could make young people vulnerable to involvement in gangs. These included family breakdown, poor parenting skills, a lack of diversionary activities and opportunities for young people and poverty. Based on these findings, the authors argue that:

‘Any intervention designed to tackle gangs and gang culture needs to adopt a holistic approach that involves young people, the school, the local community and parents. Any response will require the development and implementation of a range of interventions that are relevant to the local problems and will need to be delivered by local professionals and community organisations that understand the local issues and context.’ (Broadhurst et al, 2009: 103).

However, it is important to note that Broadhurst et al make clear that their findings are not generalisable to all schools across the UK, and that their research only provides a snapshot of gangs and guns-related prevention in a small number of urban schools.

3.2.Types and impact of multi-modal programmes

The majority of preventative programmes described in the literature are in fact multi-modal programmes. Although these programmes are popular, as demonstrated by the rationale described in the previous section, there is mixed evidence as to how successful they have been, with some demonstrating more positive results than others. A number of impact assessments also fail to provide sufficient details regarding evaluation methods and these results should thus be treated with caution.

One example of a classroom based multi-modal programme is the Gang Resistance, Education and Training program (G.R.E.A.T) in the United States that has been evaluated by Esbensen et al (2002). An overview of the programme is included in the box below.

Gangs Resistance Education and Training Program (G.R.E.A.T)¹¹

The (G.R.E.A.T) programme in the United States is a multi-modal classroom based prevention programme that has been evaluated by Esbensen et al (2002). It consists of eight topics delivered over nine lessons. This begins with an introduction session, and then involves young people in lessons on:

- **Crimes/Victims and Your Rights.** Officers demonstrate the impact crime can have on victims and neighbourhoods.
- **Cultural Sensitivity/Prejudice.** Students learn cultural differences and their impact on the community.
- **Conflict Resolution.** Officers create an atmosphere of understanding to enable all parties to better address problems and work on solutions together (two sessions).
- **Meeting Basic Needs.** Students are taught how to become better equipped to meet their basic needs.
- **Drugs/Neighborhoods.** Officers teach students the effects drugs can have on a neighborhood.
- **Responsibility.** Students learn the diverse responsibilities of individuals in a community.
- **Goal Setting.** Officers teach students how to set long-range goals.

The deliverers of the G.R.E.A.T. program are police officers, sheriff's deputies, town marshals, military police officers, and (in a few cases) agents from the Bureau of Alcohol, Tobacco and Firearms. In addition, the eight lessons, spaced over nine classroom sessions, synthesize the content of many other classes that students have been exposed to during their school years.

The programme is described as a cognitive behavioural based programme delivered to 7th grade pupils, aged 12- 13 years with the view that before young people start to get involved with gangs, they will realise through participation in the programme that gangs have '*nothing to offer them*' and provide them with '*the necessary skills and information to say no to gangs and become responsible members of society*' (Esbensen et al, 2002: 145).¹²

Esbensen et al (2002) conducted a longitudinal evaluation of G.R.E.A.T. The evaluation was conducted using questionnaires which consisted of attitudinal and behavioural questions. The questionnaire measured attitudes to peer groups and gang membership and activity. Involvement in activities outside of school and in the community was also measured. For example, the students were asked to indicate whether they were now or ever had been part of a gang. Questions were asked about gang structure, gang activity and attitudes towards gangs. The survey also measured a range of social attitudes including attitudes towards the police, levels of self esteem and commitment to school and education.

The evaluation sample including the control group included a total of 22 schools. A survey was conducted one year after the programme and 1,761 surveys (response rate of 86 percent) were completed. Another survey was conducted the following year (two years after the programme) and 1,550 (76 percent response rate) surveys were completed. The two

¹¹ Cited in Esbensen et al (2002) *National Evaluation of Gangs Resistance Education and Training* in Winifred L., (Ed.); Decker, Scott H., (2002) *Responding to Gangs: Evaluation and Research*. Reed, National Criminal Justice Reference Service

¹² Esbensen et al (2002) *National Evaluation of Gangs Resistance Education and Training* in Winifred L., (Ed.); Decker, Scott H., (2002) *Responding to Gangs: Evaluation and Research*. Reed, National Criminal Justice Reference Service

year follow up results indicated that the programme had not resulted in any significant differences in attitudes or behaviours between the control and participant groups. Surveys were also conducted three and four years after the programme. After 4 years, there appeared to be a lagged effect, with G.R.E.A.T students exhibiting 'more positive social attitudes' than non-G.R.E.A.T students. For example, G.R.E.A.T students were more likely to indicate that joining a gang had more negative than positive outcomes. The contradiction between the findings prompted a review and revision of the G.R.E.A.T curriculum. Since the original G.R.E.A.T programme was not theory led, the task group assigned to review the strategy undertook research on what is proven to work in preventing delinquency and violence and proposed a revised curriculum containing new elements such as interpersonal skills and decision making. However, at the time this evaluation was published, the revised G.R.E.A.T programme had only just been implemented and therefore no details about whether it had a better impact than its predecessor have been reported by the authors.

Koffman et al (2009) describe another school based multi-modal programme called the Juvenile Intervention and Prevention Programme (JIPP) in Los Angeles, which targets students at-risk of gang involvement and other delinquent behaviour. The programme uses a systemic, whole child approach—'*a holistic perspective in which all aspects of a child are treated and supported*' (2009: 240). JIPP consists of a twelve week programme that includes four components: a physical training programme which is designed to reduce resistance to behavioural and psychological change, sessions on empowerment, sessions on leadership and training for parents.

Koffman et al conducted an impact assessment with 387 participants of the programme in Belmont High School in a neighbourhood that has the highest concentration of immigrants, non citizens, low-income families, households with second languages, and residents without a high school diploma in all of Los Angeles. Three very basic outcomes measures were used to assess the impact of the programme: depression measure, suspension rates and academic performance.

The evaluation found that after the intervention, depression levels decreased, and the number of students who fit into the 'normal range' increased from 35 percent to 66 percent. Koffman et al note that mild mood disturbances, borderline clinical depression, and moderate depression were all lower after completion of the program. Additionally, another measure used, the number of days of suspension, decreased by 50 percent, and the number of incidents of suspension has decreased by more than 90 percent. Suspension rates for disruptive or defiant behaviour decreased by more than 70 percent. The authors argue that this reduced rate of suspensions can be viewed as a '*direct result of the creation and implementation of the JIPP program*' (Koffman et al, 2009: 244). However, it is important to note that the quality of this study was not assessed due to the significant dearth of information on evaluation methods and tools used. Findings should thus be interpreted with caution.

Another example of a multi-modal programme is provided by Howell (2000), in his review of youth gang programmes and strategies. The author describes how the Montreal Preventative Treatment programme is different from other programmes because it is aimed at a younger age group of boys between 7 and 9 years. It was designed to prevent antisocial behaviour amongst boys of low socioeconomic status who displayed disruptive problem behaviour in kindergarten. The programme demonstrated that a combination of parent training and childhood skills development can steer antisocial children away from gangs. Parents received an average of 17 training sessions that focused on monitoring their children's

behaviour, giving positive reinforcement for pro social behaviour, using punishment effectively, and managing family crises. The boys received 19 training sessions to improve their pro social skills and self-control. Howell reports that an evaluation of the programme by Tremblay et al (1996)¹³ showed both short- and long-term gains, including less delinquency, substance use, and gang involvement at age 15. However, no further detail about outcomes measures or evaluation method employed by Tremblay et al is provided.

Williams et al (2002), also report on a high-quality evaluation of a community based multi-modal prevention programme for female adolescents in Pueblo, Colorado in the USA. The programme is called the Movimiento Ascendencia (Upward Movement), which reaches out to a primarily Mexican – American population. It was established to provide young females with positive alternatives to substance misuse and gang involvement. It was designed to serve 240 girls at risk of gang involvement and 120 gang involved females and their families and includes a drugs prevention program, a youth centre for runaways and the homeless, community – based services for youth involved with the juvenile justice system, a diversion programme for first time offenders, community services and a transitional living program. The activities include three main components: mediation or conflict resolution, self esteem or social support and cultural awareness.

An impact assessment was conducted using a survey before and after involvement in the programme by participants (N=60) as well as by a comparison group of non-participants (N=61). The evaluation demonstrated that the programme was successful in reducing five of the seven types of delinquency measures. The 5 measures that were successfully reduced were: used included damaging property, throwing objects, running away, stealing goods over £50 and buying, selling or holding stolen goods.

13 Tremblay, R.E., Masse, L., Pagani, L., and Vitaro, F. 1996. From childhood physical aggression to adolescent maladjustment: The Montreal Prevention Experiment. In *Preventing Childhood Disorders, Substance Abuse, and Delinquency*, edited by R.D. Peters and R.J. McMahon. Thousand Oaks, CA: Sage Publications, Inc.

4. Types of preventative initiatives

This literature reviewed highlighted a range of types of preventative initiatives. This chapter presents the evidence base for these different types. Those initiatives that have received greater coverage in the literature reviewed are discussed earlier than those that have received less coverage. The initiatives discussed are:

- cognitive behavioural initiatives,
- mentoring and counselling approaches,
- knowledge based initiatives,
- peer mediation and conflict resolution approaches,
- family based approaches,
- community based approaches, and
- opportunities provision

For each type of initiative, examples of initiatives from the literature are discussed as well as evidence relating to the effectiveness of these initiatives. Finally, any good practice in delivering initiatives identified from the literature has also been highlighted.

4.1. Cognitive behavioural initiatives

4.1.1. Types and impact of cognitive behavioural initiatives

There are a number of references to and descriptions of cognitive behavioural initiatives in the literature reviewed. However, there are very few evaluations, which makes it difficult to assess how well they have worked, a gap that is identified in the literature reviewed as well. Whereas a number of meta-analyses and reviews of preventative programmes suggest that these initiatives work better than others, it is important to bear in mind that these were published more than ten years ago.

Cognitive behavioural interventions, as defined by Fischer et al (2009) in their study on cognitive behavioural interventions for preventing youth gang involvement, are '*designed to address cognitive deficits and learning patterns in order to reduce maladaptive or dysfunctional behaviour*' (Fischer et al, 2009: 3). Common initiatives reported by Fischer et al include anger management, empathy, social perspective taking, lateral thinking, problem solving, self- control, self instruction, life skills development, goal setting, moral reasoning, social information processing and social skills training. As well as the above, these can also include counselling, conflict resolution and peer mediation.

Carylon and Jones (1998) in their study on youth gangs and cognitive behavioural interventions report that this approach is based in social learning theory and cognitive development theory and seeks to correct maladaptive cognitions (e.g beliefs, self statements, perceptions) and build positive coping skills (e.g., prosocial skills, anger control). The authors argue that:

The assumption is made that faulty social cognitions and specific skills deficits result in gaps in delinquents role- taking ability, impulse and anger management, moral reasoning,

social perceptions, or social competence...and these skills gaps result in the use of antisocial alternatives.' (Carylon and Jones, 1998: 182)

The authors also report that meta-analyses of treatments for delinquency are clear in suggesting that cognitive behavioural methods have the best potential to reduce aggression, delinquency and criminality. The authors draw on reviews published in the late 1980s and early 1990s to make this argument.

The evidence indicates that many multi-modal preventative programmes include elements of cognitive behavioural techniques. For example, the G.R.E.A.T programme discussed earlier included, amongst other things, sessions on responsibility and life goal setting¹⁴. Similarly, Arbretton and McClanahan (2005), in their report on the Boys and Girls Clubs of America's approach to gang intervention and prevention, report that their model of prevention includes goal setting and life skills development, as part of a wider array of initiatives.

As discussed earlier, Koffman et al (2009), report on the impact of the multi-modal school based Juvenile Intervention and Prevention Program (JIPP)¹⁵, for youths at risk of gang involvement and other forms of delinquency in Los Angeles. The part of the programme that focuses on empowerment uses an interactive session called 'Ripple Effects', the details of which are highlighted in the box below.

JIPP Ripple Effects

The Ripple Effects course consists of 390 tutorials and is an interactive computer programme which is used in the lessons throughout the 12 week programme. It is split into two courses delivered in succession.

The first course is designed to promote core social and emotional competencies which may increase resilience in the face of adverse situations, enable good decision making, promote positive social behaviour. The course includes cognitive, behavioural and mindfulness strategies that have been linked to self efficacy, resilience and reduced rates of depression and posttraumatic stress disorder.

Lessons are organised into strengths (assets), problems (behavioural, academic, social) and reasons (risk factors 'inside you' and 'outside you' at individual, family, peer, school, community and social structure levels).

These lessons are cross indexed by concrete challenges in the domains of self, family, peers, school, community and larger society. Tutorials are peer-narrated, reading-independent training modules, each of which takes 15 minutes to complete. They comprise photos, illustrations, videos, sounds, text and interactive exercises all with a hip hop look and feel. The interactive elements of the each tutorial are tracked through an electronic score board.

The second course emphasises practical problem solving and conflict resolution skills as a means to channelling frustration, anger or depression into positive activities such as activism and civic participation.

The lessons are divided into two activities. The first is a 30 minute computer lab session in which students work individually through the prescribed interactive topics. Students then privately

¹⁴ See section 3.2 for an overview of the G.R.E.A.T programme

¹⁵ See section 3.2 for an overview of the JIPP programme

explore tutorials to address their personal risk factors.

The second part of the activity is a 45 minute breakout session in which students participate in group discussions about topics which have come up as a result of their personal explorations. These are facilitated by graduate-level students who need to complete a certain number of hours of fieldwork for their California Pupil Personnel Services and Child Welfare and Attendance counselling credentials.

A fundamental purpose of Ripple Effects within JIPP is to help students understand the underlying reasons for engaging in antisocial, self-defeating, or risky behaviors and to identify and enact positive strategies that will lead to academic and life success despite obstacles.

(Koffman et al, 2009: 242-3)

Wilson et al (2001), in their meta analysis of 165 school based prevention activities found that those initiatives that used cognitive behavioural methods were most effective in reducing delinquency, anti-social behaviour, drug use and school dropout. These included social competency and self control development instructional programmes and other cognitive behavioural programmes that involved teaching new behaviours through modelling, rehearsal, feedback on performance and reinforcement. Wilson et al go on to argue that cognitive behavioural prevention programmes '*appear to be among the most effective school based programs* (Wilson et al, 2001: 269)'

A recent systematic review of literature conducted by Fischer et al (2009) concluded that there is an 'urgent' need for additional primary evaluations of cognitive- behavioural interventions for gang prevention. They also emphasised the importance of high standards required of research conducted to provide meaningful findings that can guide programmes and policy recommendations as this cannot currently be done, due to the absence of randomized control trials for cognitive behavioural interventions for gang prevention. This conclusion was based on a systematic collection and assessment of data which generated 2,284 unduplicated citations from which 2,271 were excluded due to lack of relevance. The remaining literature was assessed and excluded due to none of the studies being randomised or quasi control trials.

4.1.2. Good practice in delivering cognitive behavioural programmes

There is a general absence of literature on what represents good practice in delivering cognitive behavioural programmes. However, Gottfredson and Gottfredson (2001), in their survey with a sample of 1,279 schools across the USA, have tried to assess the quality of school based programmes aimed at preventing gang involvement by assessing them against a list of best practice in methods and content (developed by the authors). For cognitive behavioural initiatives, best practice methods highlight the importance of ensuring that different specific behavioural or educational goals are set for each individual or group and that the behavioural or educational plans involved in this programme always include a method of monitoring or tracking the behaviour over time and that behaviour is always monitored or tracked for a period of time before attempting to change it.

In terms of the content of the programme Gottfredson and Gottfredson note that behavioural programmes should have individual plans in which rewards or punishments in school are contingent on meeting individual educational behavioural goals. There should also be home-based backup reinforcement for individual behaviour in school.

4.2. Mentoring and counselling approaches

4.2.1. Types and impact of mentoring approaches

The literature reviewed contained significant evidence about the increasing popularity of mentoring programmes. However, evaluations of such initiatives have not yet provided any strong evidence as to whether these initiatives have a positive impact on participants. Some authors have argued that such programmes may be more effective when delivered as part of multi-modal programmes rather than on their own.

As noted by Tarling et al (2004) in their national evaluation of the Youth Justice Board's (YJB) mentoring projects, mentoring has become established in the UK as an important mechanism for working with disadvantaged young people. The authors report that mentoring is viewed as a way of tackling social exclusion and youth crime and compensating for poor parenting and lack of family support. A mentor can be a peer, adult or professional, depending on the context of the programme. For vulnerable and disadvantaged young people, the mentoring role can involve mentors acting as positive role models, sources of practical help, providing encouragement to take on education and training and to criticise and challenge attitudes and behaviours associated with anti-social behaviour and youth crime.

With regards to gang prevention programmes, Gottfredson and Gottfredson (2001), in their survey with a sample of 1,279 schools across the USA which have school based prevention programmes, found that less than 5% of programmes involve mentoring, tutoring or coaching programmes. The overall literature highlights a significant number of mentoring programmes but most are delivered in a community based rather than school based setting, which is consistent with the findings from Gottfredson and Gottfredson (2001).

Tarling et al (2004) note that it is only relatively recently that demonstration research projects have begun to produce evidence to suggest that mentoring has positive results. However, the authors go on to state that many of these evaluations are based on weak and unsound research methods. The authors conducted a study of reoffending by a sample of participants (505) of the YJB's 39 mentoring schemes. One year after the participants had started the mentoring programme, reoffending rates were noted. Of this group 146 could not be traced, which left 359 whose reoffending status was noted. The authors noted that 55% of participants reoffended, with males more likely to reoffend (60%) compared to females (40%). Additionally, younger participants were less likely to have reoffended than older participants, and those who had a greater number of previous offences were more likely to have reoffended than those who were first time offenders. The authors interpret these findings by arguing:

'As many young people who receive mentoring support are facing multiple personal problems and social difficulties, the nature and complexity of these problems may be such that regular mentoring sessions alone cannot be expected to have much of an impact on the pattern of offending behaviour in the short term....more intensive mentoring support, in combination with other forms of intervention, may be required' (Tarling et al, 2004: 50-51)

Silvestri et al (2009) report that in the UK the largest mentoring evaluation was published in 2004 and was an assessment of ten programmes known as 'Mentoring Plus'. Mentoring Plus consisted of one-to-one mentoring with disaffected youth employing adult local volunteers, plus structured education and careers support. The evaluation found that the programmes

had been 'reasonably successful' in re-engaging socially excluded young people with education and training and that there was also a downturn in offending, especially in the carrying and use of weapons. However, with regards to the latter this '*could not be attributed with any confidence to the programme*', as it was a finding that related to both participants and non-participants of the programmes (Silvestri et al, 2009: 57). The authors also quote a meta analysis of 18 studies of mentoring programmes conducted by Jolliffe and Farrington (2007)¹⁶ which found that mentoring programmes were, unsurprisingly, better at reducing reoffending the longer the mentoring relationship had been in place, and also when they were delivered as part of multi-modal programmes. With regards to mentoring programmes the authors (2009: 58) conclude that '*despite their widespread popularity and acceptance, there is very little other empirical evidence about the efficacy or otherwise of mentoring programmes.*'

There is also some anecdotal evidence about the popularity and effectiveness of mentoring programmes. Silvestri et al (2009) also note that an 'anecdotal' review has been conducted of the Juvenile Mentoring Programme (JUMP) programme which is a USA nationwide initiative aimed at decreasing delinquency and gang participation, improving academic performance and reducing drop-out rates. The authors report that the mentors and the young people being mentored reported that it had been a positive experience, that they had benefited from the experience and that it had particularly helped them in avoiding alcohol, drugs and fights, keeping away from gangs and not using guns or knives. However, the authors include the following caveat:

'This information was provided by people who voluntarily provided feedback; it is therefore not necessarily representative of all mentors and participants.' (Silvestri: 2009: 58)

4.2.2. Good practice principles in mentoring

Tarling et al (2004) in their national evaluation of mentoring schemes funded by the Youth Justice Board describe the features of a good mentoring scheme. They argue that these should be focused on three broad areas: '*the organisation and administration of mentoring schemes; the attitudes and attributes of volunteer mentors; and the nature of the mentoring relationship*' (Tarling et al; 2004: 53).

The study notes that from an organisational perspective, there are three key elements that need to be in place to ensure successful provision and delivery of mentoring schemes. These include:

- Establishing effective partnerships or relationships with local agencies to ensure that where applicable, they are receiving referrals from the right young people.
- A strong coordinator is needed who has a clear idea about what they hope to achieve. To make this possible the authors note that schemes need to be of a minimum size that can support an internal management structure of more than one experienced member of staff.

¹⁶ Jolliffe, D. and Farrington, D. (2007): *A rapid evidence assessment of the impact of mentoring on re-offending*, Home Office online report 11/07

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- Making suitable provision for volunteers which entails providing appropriate training, establishing support systems and acknowledging the contribution volunteers make

With regards to the attitudes and attributes of mentors, the authors report that mentors should:

- Have a realistic view as to what they can achieve and the impact they can have on a young person's life over the course of a mentoring relationship
- Learn quickly how to cope with disappointments and temporary set-backs, given the nature and complexity of the personal problems and difficult social circumstances experienced by many of the young people receiving mentoring support

Finally, with regards to the mentoring relationship Tarling et al (2004) suggest that

- Mentors and young people need to have a clear understanding of what is expected of them, in terms of personal commitment and conduct and this can be facilitated by having a contract or agreement that is recognised by both parties.
- The mentoring period and frequency of contact need to be sufficient to give both parties time to adapt to each other and establish a comfortable and mutually satisfying relationship.
- Mentors need to create an atmosphere of trust and respect before they can begin to address some of the issues and problems facing individual mentees.

4.2.3. Good practice in counselling approaches

There is limited information in the literature about counselling approaches and how effective they have been as part of prevention programmes. However Gottfredson and Gottfredson (2001) in a national survey with 1,279 schools in the USA found that 10% of all the gang prevention programmes in these schools were counselling which the authors estimate amounts to approximately 78,000 programmes across the country.

The authors define counselling as involving '*educational, vocational, or interpersonal guidance or advice to individuals or groups*' or '*the encouragement of communication, insight, and understanding to remedy or prevent mental health or behavioural problems or to promote healthy development.*' (Gottfredson and Gottfredson, 2001: 12)

Gottfredson and Gottfredson (2001) have also assessed the quality of the different types of preventative programmes identified as having been implemented in schools. The authors found that counselling and social work programmes on average used only 35% of the best practice indicators relating to methods and content developed by the authors. This, in their opinion, indicated that these programmes were of very low quality.

Best practice methods identified by the authors include formal assessments to understand each participant's situation and written diagnosis and treatment goals about each participant. It is also important for participants to agree to a treatment plan and for the deliverer to ensure there is a method for monitoring and tracking participant behaviour over time.

Thomas (2003), in her paper on identifying and intervening with girls at risk of violence, argues that counselling programmes can be an effective way of working with girls that are vulnerable, isolated and at risk of violent behaviour. Thomas argues that it is important for the counsellor (a psychiatric nurse is Thomas' recommendation) to:

- Engage the girl in a therapeutic relationship;

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- Screen for history of child abuse, substance use, and psychiatric illness (e.g., depression);
 - identify family strengths and help the girl to find a new, supportive peer group and other sources of support within her community.

Thomas (2003: 137) also reports that the Valentine Foundation (1990)¹⁷ asserts that treatment programmes for girls must provide *'space that is physically and emotionally safe; time for girls to talk with one another; and opportunities to develop trusting relationships with women already present in their lives, such as neighbours or relatives, and with mentors who exemplify survival and growth. Programs should tap the cultural strengths of girls and give them a voice in program design.'*

It is important to note that Thomas constructs her arguments based on her own interpretation of theoretical and secondary research, rather than on any primary research. The extent to which the above represents good practice in counselling should thus be interpreted cautiously.

4.3. Knowledge based initiatives

Knowledge based approaches described in the literature reviewed consist primarily of two types of programmes: (i) those that aim to change attitudes and behaviours by educating young people about the consequences of risky behaviours (gangs, guns and knife crime, terrorism) and, (ii) anti-racist education, multiculturalism and awareness raising.

4.3.1. Educating young people about the consequences of violent actions

There are a number of preventative programmes described in the literature reviewed that seek to educate young people about the consequences of their actions. However, evaluations of these programmes have tended to be mixed with impact often identified as being restricted only to the short-term.

Broadhurst et al (2008), in their qualitative case study research with four schools in the UK with gang problems and programmes, report that students consulted with were very positive about knowledge-based approaches to prevention that highlight the likely real-world consequences of violent behaviour to young people:

'Prison visits may act as a deterrent to joining gangs... Often the lavish lifestyle young people associate with gang culture appeals to them without truly understanding the potential long-term consequences' (Broadhurst et al, 2008:104).

However, due to the small number of case studies, Broadhurst et al make clear that their findings are not generalisable to all schools across the UK, and that their research only provides a snapshot of gangs and guns-related prevention in a small number of urban schools.

Silvestri et al (2009), in their review of gun and knife strategies in the USA and the UK identify knowledge-based approaches which focus on educating young people about the consequences of violent actions as means of achieving attitudinal change. One such

¹⁷ Valentine Foundation. (1990). A conversation about girls. BrynMawr, PA: Author.

approach - the *Detroit Handgun Intervention Programme* aimed at young people who had been arrested for possession of a concealed weapon - is reviewed by Silvestri et al:

'The programme included showing slides of victims to impress upon participants the nature of handgun violence. It also provided information on guns and the high risk of violence that comes from carrying a gun as well as presentations by older offenders' (Silvestri et al, 2008: 52).

The authors report on a mixed-method evaluation of the programme by Roth (1998)¹⁸. Using a randomised control trial methodology and quantitative before-and-after measurements of programme participants' attitudes, Roth (1998) found that:

'The study found statistically significant movements in the anticipated direction for 19 of 21 attitudes (e.g. a weaker belief that guns give control in threatening situations; stronger belief that gun fights could be avoided; greater knowledge about the risks of injury and death from gun use). These suggested that [the programme] changed participant attitudes regarding handguns and handgun violence over the short-term' (Silvestri et al, 2009: p. 52).

However, Silvestri et al (2009) also report that the more qualitative aspects of Roth's (1998) evaluation reveal that these changes in attitudes were unlikely to be sustained or positively impact on behaviour:

'Focus groups of HIP participants suggested that they may have difficulty over the long term, given the strong pressures in certain urban neighbourhoods to use guns (Roth 1998). The programme was therefore found to lead to little corresponding change in behaviour, partly because it did not "address dangers in the community that led youth to feel they needed to carry guns for protection (Fagan, 2002¹⁹)"' (Silvestri et al, 2009: pg. 52).

In a qualitative study on the school based *Youth Handgun Violence Prevention Project* (YHVPP) in Denver, USA, Williams and Matson (2006) claim that:

'Discussing the consequences of handgun behaviour seemed to engage youth. Understanding the potentially devastating consequences for youth, parents, and victims seemed to sensitise them to the consequences of their actions. These discussions were particularly important because youth engaged in a difficult situation involving handguns tend to focus on their anger, revenge, and threats to their status rather than on the legal consequences of their actions or consequences for others' (Williams and Matson, 2006: 9).

In this case, knowledge-based approaches that emphasise the *wider and longer-term consequences* of violent actions were seen by project staff as effective in engaging young participants who were thought to be more concerned with *immediate consequences* such as addressing a threat to their status. Although this provides some supporting evidence for knowledge-based approaches that focus on the consequences of violent action, and some insights into how to design such an approach, Williams and Matson (2006) also state that:

18 Roth, J (1998), *The Detroit Handgun Intervention Program: A Court-Based Program for Youthful Handgun Offenders*, Washington: US Department of Justice.

19 Fagan, J. (2002) 'Policing Guns and Youth Violence', *The Future of Children*, Vol.12, No.2, pp.133-151

'While the YHVPP achieved its general objectives, the effectiveness of the interventions implemented was not empirically demonstrated. The evaluation found no intervention effects indicating an increase in anti-handgun attitudes, knowledge of legal consequences, or a decrease in handgun carrying' (2006: 5-6).

Boucek (2008) briefly describes the educational component of Saudi Arabia's counter-terrorism strategy while attempting to evaluate the success of the strategy as a whole. This educational component of the strategy appears to take a relatively conventional knowledge-based approach which focuses on educating young people about the dangers and consequences of violent extremism:

'The Ministry of Education runs lectures and programs throughout the kingdom's schools to educate and warn students from a very early age about the dangers of extremism and the effects of terrorism and violence. Through the books, pamphlets, and materials distributed at the events, the programmes also aim to enlighten students' parents and families' (Boucek, 2008: pg. 8).

Boucek (2008) provides very limited evidence about the extent to which the above mentioned educational component of the strategy has worked:

'According to the Ministry of Interior, printed materials distributed in schools and brought home are read by an average of five people' (Boucek 2008: pg.9).

From this evidence, it is unclear whether pupils or parents read the printed materials, and whether or how this measure was used as a proxy for success.

The above evidence indicates that knowledge-based approaches which focus on the consequences of violent actions have only enjoyed mixed success. Where Roth (1998) suggests that such approaches can affect at least short-term changes in attitudes towards violent behaviours, Williams and Matson's (2006) evaluation claims that attitudinal change could not be demonstrated empirically. The above evidence also provides some insights into how such approaches may be better designed. On the basis of their qualitative work, Williams and Matson (2006) argue that initiatives focusing on the wider consequences of violent action tend to engage young audiences. Silvestri (2009) also argues that knowledge-based approaches have not enjoyed a long-term impact on attitudes and positive changes in behaviour, often because they fail to confront participants' real-world experiences of violence.

4.3.2. Anti-racist education, multiculturalism and awareness

There are very few knowledge based initiatives that include anti-racist education or awareness raising about the importance of diversity and multiculturalism initiatives in the literature reviewed and although some of these appear to have had some impact, it is difficult to draw any conclusions. This is because these studies tend to be of poor quality, often providing very little detail about the research methods used.

One example is provided by Amjad and Wood (2009) who, using an experimental and control group of Muslim students (N=92) in a university based in Pakistan, quantitatively assessed the impact of a knowledge-based intervention that attempts to change normative beliefs about aggression towards Jews. This study also seeks to establish whether any observed change in beliefs is accompanied by a change in the likelihood of joining an extremist group.

'In the experimental condition, students received a talk by a British Pakistani psychologist who is currently working on Muslim-Jewish relations. The lecture title was 'Perceptions of

Jews amongst Muslims'. It lasted for 1hr 40min and addressed the history of victimisation of Jewish people before the Crusades; the kind treatment of Jewish people before the Crusades; the kind treatment of Jewish people by the Prophet Muhammad in early days of Islam; the shared Semetic heritage of Judaism and Islam; and the sharing of knowledge between scholars of Judaism and Islam throughout history. Normative beliefs were administered at the start and end of lecture for both groups. During 3 days following participants were approached and asked to join extremist groups.' (Amjad and Wood, 2009: 517).

Amjad and Wood provide no more detail about the content and methodology of this particular knowledge-based intervention than is contained in the above citation and the findings should thus be interpreted cautiously. The results of their assessment show that those participants who received the intervention were less likely to request information about or join the extremist group when approached:

'People who had not received the intervention were 5.29 times more likely to request information and 16.57 times more likely to join....magnitude of effect suggests that normative beliefs were not strongly held and were relatively amenable to change' (ibid).

Oser et al (2005) also report on some of the findings from a mixed-methods evaluation of a knowledge-based anti-racism project in Swiss schools conducted by the authors and fully reported on in a separate document. This project operationalised certain theoretical propositions about the causes of racism and anti-racist education, in particular, the suggestion that racist attitudes and behaviours are often due to a binary and exclusive interpretation of identity – an interpretation that classifies people exclusively as 'We' or 'the others'. The authors examined the extent to which participants' attitudes changed pre and post intervention as regards the equality of immigrants and cultural diversity in school (amongst others). On the basis of systematic classroom observations, Oser et al claim that:

'Students became more alert to the different forms of exclusion and their consequences, and that they started to challenge over-generalisations, enemy images, and concepts of normality' (Oser et al, 2005: 7)

Oser et al also examine the extent of attitudinal change amongst groups of students that self-identified as 'left-wing', 'more left wing than right-wing', 'neither left-wing nor right-wing', 'more right-wing than left-wing' and 'right-wing'. From quantitative pre and post intervention interviews with students, positive attitudinal change was observed in all of these groups as a result of the intervention, with some of the most significant changes observed in those groups that identified broadly with having 'right-wing' views:

'Those students who had positioned themselves 'right wing' partly showed themselves sceptical towards teachers and members of the project group and in post interviews often rejected the idea of having experienced a change in their beliefs due to the project...however, their results show positive changes nonetheless: in four of the five factors their results improved in the pre-post comparison' (Oser et al, 2005: 9).

Buhin et al (2008) describe a form of racism prevention– 'a 6 week multicultural awareness programme designed using contact theory'– delivered to 113 White children between 11 and 14 years of age (Buhin 2008, p. 51), where a knowledge-based approach forms one part of the overall programme:

'Prevention developers selected one country for each of the 6 weeks and spent the week participating in a variety of educational activities. Examples included studying basic facts,

visiting museums, watching videos, learning dances and trying foods representative of the country' (ibid).

Buhin et al's (2008) study is a piece of secondary research and as such, a relatively limited amount of detail is provided about the programme itself or the evaluation of its success. Buhin et al (2008) claim that the programme can be regarded as a success on the following grounds:

'Global results of this intervention were positive. Children's attitudes, measured quantitatively, about a number of different racial and ethnic groups were tested pre and post intervention. Results showed that multi-group prejudice significantly decreased at post-test. Additionally, intervention participant's global self-esteem increased at post-test.' (Buhin, 2008: 51-52).

However, it is important to note that this positive result was based on the whole programme rather than only the knowledge based aspect.

4.3.3. Good practice in delivering knowledge based initiatives

From the available literature on knowledge-based forms of prevention relating to extremism, a few good practice principles can be gleaned. For example, it appears that these initiatives ought to be participant-led.

Ezekiel's (2002) paper drawing on his findings from an ethnographic study with young members of a neo-Nazi group in Detroit, USA, found that conventional knowledge-based approaches to anti-racist education in schools were felt to be ineffective from the participant's perspective:

'For the neo-Nazi youths, the teaching in school of multiculturalism had been another adult exercise in hypocrisy. Black History Month was an annual annoyance. It is easy for an adult-led discussion to seem like sermonising' (Ezekiel, 2002: 65)

Ezekiel (2002) argues that respecting the pre-conceptions of participants - however unpalatable - without necessarily accepting them, is an essential first step in making educational initiatives genuinely participant-led:

'Education about racism should begin with respect for the constructs and emotions that students bring with them into the classroom' (Ezekiel 2002: 65).

The literature also suggests that educational forms of prevention must allow for participants' self-reflections if they are to be genuinely participant-led.

Pratchet et al (2010) review the available literature on preventing support for violent extremism through community interventions, concluding that:

'Education and training delivered to challenge ideology and theology was successful when it was non-prescriptive, but instead focused on allowing individuals to develop independent thinking or research and leadership skills in order to question and challenge themselves and others about knowledge they received from sources such as the internet and radical groups' (Pratchet et al, 2010: 25).

Ezekiel reaches similar conclusions from his ethnographic research with neo-Nazi youths when he writes:

'Teaching about racism is a subtopic of teaching about identity. Perhaps the first step is to help the student think through his or her own sense of identity and to or its roots....only

then can the student begin to acknowledge that other people also have a sense of identity and that it also had multiple roots (Ezekiel 2002, p. 66).

By implication, helping participants' to reflect on their own experiences and sense of self can communicate respect for these perspectives, which, as mentioned above, the literature suggests is central to making educational initiatives participant-led.

4.4. Peer mediation and conflict resolution approaches

Peer mediation and conflict resolution approaches have been discussed in the literature reviewed to a lesser extent than the other approaches described above. Where such approaches have been discussed, the literature primarily includes descriptive examples rather than any evaluations of the impact that they have had.

Gottfredson and Gottfredson (2001), in their survey with 1,279 schools across the USA with school based prevention programmes, found that less than 3% of programmes involve youth roles in regulating or responding to student conduct, through youth courts, conflict resolution and peer mediation. However, the authors also note that *'there are so many schools and so many programs in the nation that this nevertheless amounts to about 20,500 such programs.'* (Gottfredson and Gottfredson, 2001: vii)

Huan and Khoo (2004), in their quantitative study on the role of the mediator in a peer mediation setting, note that *'peer mediation is based on the principles of applied conflict resolution which is a strategy employed by individuals to help solve their problems in a non adversarial and positive way'* (Huan and Khoo, 2004: 27). Peer mediation is noted to be an effective method to employ with young people as the purpose of it is to encourage them to question the use of violence as a conflict management strategy and to analyse problems arising from conflicts. The authors note that through peer mediation, students are equipped with the interpersonal skills necessary to resolve and manage these conflicts with a positive problem solving framework and assume responsibility for their behaviour.

In the same study the authors examined the preferences of at risk (those involved in smoking, playing truant, fighting and stealing) and not at risk youth in a peer mediation setting and found that at risk youth preferred peer mediators who they feel they could relate to. The authors conducted primary research in Singapore with 359 students from three secondary schools, 225 females and 134 males. They were between 14 and 15 years of age and were selected from less academically inclined classes, so those where students were achieving lower grades. The students were given two vignettes which described the lifestyles of two different people, one, a stereotype of an ex-gangster and one of a prefect. At the end of reading the vignette students were asked to answer 12 questions on a 6 point scale. Results indicated that in a peer mediation session, at risk youths were found to identify more with a mediator who is an ex-gangster whereas not at risk youth preferred the prefect.

In the reviewed literature, conflict resolution is mentioned as a technique used as part of wider multi-modal programmes. Examples of this can be seen in the G.R.E.A.T. programme (Esbenson et al, 2002) and the Movimiento Ascendencia programme in Pueblo (Williams et al, 2002), both of which have been discussed earlier²⁰.

²⁰ See section 3.2 for an overview of the programmes

A number of conflict resolution programmes have been identified by Thomas (2003) in her study on identifying and intervening with girls at risk of violence. Thomas notes that many of these programmes are now delivered in elementary schools with younger children, before they have developed long ingrained habits of using violence. Thomas cites the example of the 'Peaceful Conflict Resolution and Violence Prevention Curriculum', a 13-week curriculum taught during health education class time to young people in year 6 in the US. It is based on social cognitive theory and instructs students on how to express anger without fighting. Thomas notes that *'research at four middle schools showed the program resulted in declines in fights and disruptive classroom behaviour as well as a decline in number of concealed weapons at school'* (Thomas, 2003: 135).

Another example of a programme aimed at young people cited by Thomas is the 'Responding in Peaceful and Positive Ways' (RIPP) Program, a 25-session curriculum for young people in year 6, followed by a 12-session "booster curriculum" for those in year 7 and year 8. The emphasis is placed on personal responsibility, with the RIPP motto spelling out the alternatives: *'You can Respond in Peaceful and Positive Ways, or you can Rest in Peace Permanently, the choice is YOURS!!'* Thomas notes that the RIPP programme has been used *'with positive outcomes such as greater use of non violent conflict resolution tactics, less physical fighting, and a decrease in weapons brought to school'* (Thomas: 2003: 135).

4.5. Community based approaches

Community based approaches to the prevention of gangs and guns activity outlined in the literature consist of a combination of outreach work by youth workers and after-school programmes delivered by organisations such as the Boys and Girls Club of America. There is little evidence about the extent to which outreach work has resulted in positive outcomes. Instead, the focus in the literature is on appreciating the important role that more familiar or informal settings and deliverers can play in reaching at-risk young people. Additionally, although evaluations of after-school programmes in the literature are positive, the evidence base is much too small to draw any firm conclusions.

White (2007), in his review of anti gang strategies and interventions, argues that community based approaches to prevention are well placed to work for a variety of reasons. He argues that gang members often have well-established relations with their communities based on their participation in conventional activities, in addition to criminal activities. Additionally, he argues that in areas where gang activity is common, community relations often sustain gang involvement by attaching a loose form of 'traditional legitimacy' to it.

One type of community based approach that is regarded in the literature as having had some degree of success, although little evaluation has been conducted, is the employment of 'detached' workers such as youth or community workers to deliver prevention projects. These projects tend to consist of a combination of the provision of supervised recreation and leisure facilities and involving young people and the community in neighbourhood renewal (White, 2001; Howell, 2000). The purpose of such projects is to provide young people with the facilities and infrastructure that they have lacked and that may have fostered gang formation and to improve the reputation of the local area or neighbourhood where they live. White (2001) argues that *'a "bad" community reputation may occasionally translate into a gang mentality based upon defensiveness and re-assertion of worth in the face of a hostile*

“outside” world’ and that ‘changing the community’s reputation through communal development is one way in which to address these issues’ (White, 2001: 40).

White also argues that the use of ‘detached’ workers, as opposed to ‘practitioners’ is effective because they are able to go to where young people are and are able to develop a supportive relationship with young people that is based on trust and mutual respect. This view was also echoed by Pratchett et al (2010) in their review of the evidence base around preventing violent extremism through community interventions. They report that alongside the type of preventative work delivered, the mechanism through which it was delivered was also identified as crucial to success:

‘Interventions need to go where the specific communities or sub-communities are, rather than working through more formal channels. In relation to young people in particular, outreach work in more informal settings seems to be much more successful than working through schools or other more formal organizations.’(Pratchett et al, 2010: 36)

These tended to be youth clubs or local community centres that were felt to provide a safe space for young people to actively participate in group activities.

After-school programmes have also been identified in the literature as having performed reasonably well at preventing gang behaviour, delinquency and youth crime. Silvestri et al (2009), in their review of gun and knife crime strategies, refer to a systematic review of after-school programmes by Welsh (2003)²¹ that had found three programmes to have had ‘desirable’ effects on delinquency or crime²². However, the authors also argue that *‘the very small number of rigorously assessed interventions meant that after-school recreation does not, at the present time, demonstrate evidence of proven effectiveness’* (Silvestri et al, 2009: 66)

A well know after-school programme is the Gang Prevention Through Targeted Outreach (GPTTO) programme delivered by the Boys & Girls Clubs of America (BGCA) which has been described as a ‘promising’ initiative with a positive impact on delinquency and academic achievement. Arbretton and McClanahan (2005) in their evaluation on the programme report that it has been designed with special consideration given to the reasons that young people tend to be drawn towards gangs. These include a search for acceptance and belonging, social support and self-esteem. The authors argue that *‘given the reasons that youth join gangs, prevention strategies must accommodate both youth’s developmental needs for safety, support and structure, as well as their interest in having fun, seeking excitement and making money.’* (Arbretton and McClanahan, 2005: 2)

An overview of the programme, as described by Arbretton and McClanahan (2005) is provided in the box below:

The GPTTO provides positive alternatives for youth with risk factors associated with gang involvement. The four components and the overarching objectives of these components (e.g., their intended outcomes), as stated by BGCA, are:

21 Welsh, B. (2003) Community-Based Approaches to Preventing Delinquency and Crime: Promising Results and Future Directions, US: Reprinted from the Japanese Journal of Sociological Criminology, 2003

²² No further detail about these programmes is provided.

-
- Community mobilization of resources to combat the community gang problem;
 - Recruitment of 50 youth at risk of gang involvement (prevention)
 - Promoting positive developmental experiences for these youth by developing interest-based programmes that also address the youth's specific needs through programming and mainstreaming of youth into the Clubs. For example, the youth might be interested in basketball and need to develop conflict resolution skills. Thus, the staff running the basketball programme could integrate a conflict resolution component into the basketball activity instead of asking the youth to attend a separate conflict resolution program; and
 - Providing individualized case management across four areas (law enforcement/juvenile justice, school, family and Club) to target youth to decrease gang-related behaviors and contact with the juvenile justice system, and to increase the likelihood that they will attend school and show improved academic success.

The evaluation of the programme noted that one of its key successes was the manner in which it was able to recruit at-risk young people, which has historically been a problem for non-school based initiatives. Recruitment consisted largely of direct outreach works as well as some parent/relative, police, probation and school referrals. The evaluation also assessed the extent to which the programme had made a positive difference in the life of participants by looking at school, gang and delinquency behaviour. The evaluation found that young people involved in the programme had fewer delinquent and gang associated behaviours and more positive school experiences. More specifically, more frequent club attendance was associated with less contact with the juvenile system, improved school outcomes (higher grades), more productive use of out-of-school time and better peer and family relationships.

4.6. Family based approaches

Programmes and interventions, aimed at preventing youth involvement in gangs and guns, included in the literature reviewed often include family based approaches. The evidence base for such approaches is small and evaluations have resulted in mixed results which makes it difficult to make any conclusions about their effectiveness. Additionally, because family based initiatives are often delivered as part of a multi-modal programme, it is difficult to assess the extent to which individual components have been successful.

Family based initiatives tend to consist of parent and carer training relating to child behaviour management and supervision as well as behavioural interventions to reduce coercive family processes and family counselling and therapy (Gottfredson and Gottfredson, 2001). These programmes can be delivered as distinct interventions or as, previously mentioned, part of a wider programme of work.

A popular family based prevention approach is multi-systemic therapy (MST) which is an intensive home based and family-driven treatment programme for young people who exhibit serious delinquent behaviours. Silvestri et al (2009), in their review of gun and knife strategies define it as:

'MST focuses on multiple risk factors and systems of influence: schools, peer, family, neighbourhood. It uses family therapy and parent management training and consists of brief, intensive treatment sessions carried out by one therapist operating across all the different domains.' (Silvestri et al, 2009: 62)

However, the authors go on to report that evaluations of MST have been mixed:

'A 1999 study found positive outcomes: families which had been randomly assigned to it showed increased cohesiveness compared to those receiving other interventions, and young people given MST were found to be less likely to be rearrested and to spend fewer days incarcerated (Jenson and Howard 1999)²³. However, a large scale independent evaluation, carried out in Canada, did not find MST better at reducing convictions than traditional probation-based programmes (Leshied and Cunningham 2002)²⁴. While a meta-analysis found that MST was effective (Curtis et al 2004)²⁵, a systematic review of the evidence concluded that the efficacy of the programme was not proven (Littell 2005)²⁶.' (Silvestri et al, 2009: 63)

These findings are echoed by Prior and Paris (2001) in their review of preventing young people's involvement in crime and antisocial behaviour. Whereas the authors report that a number of programmes that have included MST have shown positive results, they qualify these findings by referring to the *'difficulty of distinguishing between the effects of different programme components and the uncertainties generated by implementation variables'* (2001: 43).

Another example of a family based initiative is provided by Koffman et al (2009) who describe the multi-modal school based Juvenile Intervention and Prevention Program (JIPP) discussed earlier. Amongst other initiatives it includes an 18- week psycho-educational parenting class which is described in more detail in the box below.

JIPP parenting classes

The parents embark on a parallel process of learning and positive change with their children. The class is designed to serve families facing today's challenges of raising children in a nonviolent and nurturing way. This goal is accomplished by teaching the parents new, proactive parenting skills in an atmosphere of respect, love, and compassion.

The expectations of the parents are as follows:

- that they will come to the parenting classes on time,
- be open to new strategies and ideas that will result in better parenting,
- share best parenting practices amongst themselves and learn from others.

The parenting component is designed to empower parents to make changes in their parenting techniques and to continue networking through an independent support group outside of the school site.

The classes are conducted in Spanish and English under the supervision of a psychiatric social worker who is a certified parenting instructor and holds a Master of Social Work. The classes are approved by the Department of Child and Family Services and the Juvenile Courts as a certificated program. In

23 Jenson, J. and Howard, M. (eds) (1999) *Youth Violence: Current Research and Recent Practice Innovations*, Washington: NASW Press

24 Leshied, A., and Cunningham, A. (2002) *Seeking effective interventions for serious young offenders: interim results of a four-year randomized study of multisystemic therapy in Ontario, Canada*, London: Centre for Children and Families in the Justice System

25 Curtis, N., Ronan, K. and Borduin, C. (2004) 'Multisystemic treatment: A metaanalysis of outcome studies', *Journal of Family Psychology*, Vol.18, pp. 411–419

26 Littell, J. (2005) 'Lessons learned from a systematic review of multisystemic therapy', *Children and Youth Services Review*, Vol.27, pp.445–463

addition, each parent is assigned a California State University, Los Angeles, intern as a case manager for the duration of JIPP.

The evaluation of the programme (described in detail in section 3.2) looked at three measures: depression, suspension rates and academic performance. Participants of the programme demonstrated lower levels of depression and fewer days of suspension following their involvement in the programme, which the authors attribute to the programme. However, it is important to bear in mind that this relates to the JIPP programme in its entirety rather than only the parenting element.

White (2007), in his review of anti-gang strategies, argues against family based approaches that emphasise models of parenting and identify parental 'deficiencies':

'The focus on bad parents and bad parenting serves to justify increased punitive intervention into the lives of working-class families and youth in ways that simultaneously stigmatise them for their apparent shortcomings. Individualising the problem is achieved through making it appear to be a matter of parental (and, thereby, youth) choice in how people behave and act. Moralising the problem is achieved through stressing its origins as lying in permissiveness or lax discipline.' (White, 2007: 22)

Instead, White argues that it is important to consider the structural factors that shape parenting. These can include financial stability, size of the family and the local community context (including community facilities, social services, housing patterns). All these are regarded as important variables that can have an impact on the parenting process and how much time parents actually have to spend with their children. White recommends that rather than apportion blame, what is needed is *'to nest and nurture positive familial relationships within a web of financial, social and institutional supports'* (2007: 23).

4.7. Opportunities provision

There is a very small amount of evidence in the literature reviewed relating to initiatives that aim to provide young people with educational and employment opportunities. Furthermore, this evidence is often purely descriptive and where any evaluations are reported there is no indication that these initiatives have had a positive impact on participants.

Fischer et al (2009), in their review on opportunities provision for preventing youth gang involvement, note that opportunities provision in the context of gang prevention includes tutoring, supplementary or remedial education, job training and preparation, job development and job placement. It is based on theory about why young people get involved in gangs. The authors argue that *'the gang provides a means of fulfilling the economic needs of youth excluded from the legitimate labour market'* and that this is supported by findings from Stinchcomb (2002)²⁷ that *"underclass" youth raised in conditions of social deprivation and exclusion are particularly likely to be drawn to gangs and associated delinquency as an alternative means to achieve status and success when the legitimate opportunities system is closed to them'* (Fischer et al, 2009: 3). Therefore, providing the relevant educational and

27 Stinchcomb, J.B. (2002) Promising (and not-so-promising) gang prevention and intervention strategies: A comprehensive literature review. *Journal of Gang Research* 2002;10(1):27–46.

employment opportunities at various developmental stages of a young person's life will reduce the need or motivation for them to join gangs.

The literature reviewed suggests that although employment focused initiatives are often a part of multi-modal preventative programmes aimed at at-risk, anti-social or delinquent youth, they are not very effective. Examples of where they have been included are in the G.R.E.A.T programme (Esbenson et al, 2001) and the GPTTO delivered by the Boys and Girls Clubs of America (Arbreton and McClanahan, 2005), both of which have been discussed earlier²⁸.

Prior and Paris (2007), in their review of preventing young people's involvement in crime and anti-social behaviour, describe a programme of 42 projects funded by the Youth Justice Board (YJB) that focused on improving education, training and employment outcomes for young offenders 16 years or over. The authors report that a national evaluation of the projects found that there was no convincing evidence to suggest that the projects had been successful in reducing reoffending. The authors also cite other research conducted by the YJB that found that there is insufficient evidence of the connection between employment, training and education and offending.

An example of where an employment focused initiative is being used as a prevention method in an Al-Qaeda inspired extremism prevention project is highlighted in a paper by Boucek (2008) on Saudi Arabia's counterterrorism strategy. The strategy notes that amongst a range of preventative activities, for example debates and other presentations supported by the Ministry of Interior in schools and universities, there are also special sessions featuring employment information opportunities to encourage young men to join the security services to serve their country and help protect the public from terrorism. However, there is no evidence about whether the initiative has been successful in eliciting a positive response from participants.

²⁸ See section 3.2 for an overview of the G.R.E.A.T programme and section 4.5 for an overview of the GPTTO

5. School based preventative work

Preventative programmes of work are most likely to be delivered in school settings. This chapter explores, in further detail, the types and quality of school based preventative initiatives that have been described in the literature. More specifically, it discusses the following typology of programmes:

- Direct services to students and families,
- Organisational and environmental arrangements, and
- Discipline or safety management activities

The evidence on the above programmes is drawn from a small number of studies including secondary reviews or meta-analyses and primary research with schools. This section also highlights any good practice in delivering school based initiatives discussed in the literature. This includes:

- Taking an evidence based approach,
- Principal recognition of problem behaviours,
- School personnel buy-in, and
- Partnership working between schools and other agencies

Evidence relating to good practice is drawn from range of literature including primary research with school personnel and programme participants, secondary reviews of evidence and think pieces and articles.

5.1. Types and quality of school based programmes

Programmes that aim to prevent young people from getting involved in gangs and guns activity, anti-social behaviour and other forms of delinquency are often delivered in schools. They tend to be run over an extended period of time, for example, between eight to ten weeks over a school term, and are often integrated into the curriculum (Petersen and Esbensen, 2004).

Whereas the different elements of these programmes have been discussed in detail in previous sections, Gottfredson et al (2001), in their report on a national survey with 1,279 schools across the US have provided a useful typology of such programmes: direct services to students and families, organisational and environmental arrangements and discipline or safety management procedures. The evidence about the effectiveness of these initiatives is strongest for organisational and environmental arrangements. However, since such initiatives are often delivered in conjunction with each other it is also often difficult to assess their individual impact.

The findings of Gottfredson et al.'s survey indicated that half (49%) of school based programmes are 'direct services to students and families'. The most common type of 'direct service' implemented in schools is 'prevention curriculum, instruction or training' which accounts for 15% of all school based gang prevention programmes. Amongst other things, these programmes tend to '*provide instruction to students to teach them factual information, increase their awareness of social influences to engage in misbehavior*' and '*expand their repertoires for recognizing and appropriately responding to risky or potentially harmful situations.*' (Gottfredson et al, 2001: 10). The authors also report that 'counselling' is another

common direct service approach to gang prevention and accounts for 10% of all gang prevention programmes. Direct services involving behaviour modification, mentoring and coaching were reported as being much less common.

In addition to direct prevention programmes, the authors also report that 40% of school based gang prevention programmes involve 'organisational or environmental arrangements'. These arrangements tend to include: improved teaching practices and classroom management; efforts to promote interaction between diverse student groups and between the school and the community; and efforts sustain a special school climate or culture through symbols, ceremonies, or systematic procedures. The authors state that '*organizational arrangements may be important in gang prevention and intervention because such arrangements are key parts of the way order and social control are established and maintained in schools.*' (Gottfredson et al, 2001: 15).

Finally, the authors report that 10% of prevention programmes involve discipline or safety management activities such as peer mediation and security surveillance programmes.

The most widely known example of a 'prevention curriculum, instruction or training' programme is the G.R.E.A.T programme, an overview of which can be found in section 3.2.

Evaluations and quality assessments of school based preventative programmes have highlighted that these programmes work to varying degrees. For example, the mixed evaluation results of the G.R.E.A.T programme have already been discussed earlier.

Gottfredson et al (2001), in their survey of 1,279 schools across the US, have also assessed the quality of the different types of preventative programmes identified. With regards to direct services for students or families, the authors report that 'prevention curriculum, instruction and training' programmes only tend to meet 50% of the best practice indicators developed by the authors. Behaviour modification programmes tend to meet only slightly more indicators (54%), with counselling and social work programmes only meeting 35%. Of these results, the authors state: '*In our judgment, the average program teeters on the brink of poor quality.*' (Gottfredson et al, 2001: 91)

On the other hand prevention programmes involving organisational or environmental arrangements are of better quality, with programmes that improve classroom organisation meeting 77% of the best practice indicators and programmes that improve teaching practices meeting 62% of best practice indicators developed by the authors.

The relatively higher quality of programmes involving organisational or environmental arrangements has also been reported by Wilson et al (2001) in a meta analysis of 216 school based programmes designed to prevent 'problem behaviours' including crime, substance use, dropout/non-attendance and other conduct problems. Twenty per cent of the programmes involved what Gottfredson et al (2001) have defined as 'direct services to students' and 20% involved 'organisational and environmental arrangements.' The analysis found that the latter are particularly effective for reducing delinquency and drug use. However, the authors also note that no real conclusions can be drawn about the effectiveness of different preventative approaches because little is known about the effects of the individual components and because of a result of a lack of properly evaluated programmes.

Silvestri et al (2009), in their review of gun and knife strategies cite a study by Wilson and Lipsey (2007)²⁹ who conducted a meta-analysis of 249 experimental and quasi – experimental school based programmes that included: behavioural strategies, cognitive techniques, social skills training, counselling and therapy, peer mediation and parent training. The analysis found that the programmes had overall positive effects on aggressive and disruptive behaviour. These programmes were all aimed at pre- kindergarten to 14 year olds. Silvestri et al concluded that:

'The meta-analysis also established that "larger treatment effects were achieved with higher-risk students". Additionally (and unsurprisingly), the universal programmes seemed to particularly benefit "students from economically disadvantaged backgrounds", while in the targeted programmes "it was students already exhibiting problematic behavior" who showed "the largest effects" (Wilson and Lipsey, op cit: 141-142) (Silvestri et al, 2009:64).

5.2. Good practice in delivering school based initiatives

5.2.1. Taking an evidence based approach

There is some evidence in the literature to indicate that schools should be conducting a needs assessment of the individual school situation and use evidence collected to inform their prevention work.

Howell et al (2001) in their review of youth gang programmes and strategies cite Goldstein and Kodluboy (1998)³⁰ who assert that:

'Gang initiatives in schools should be research based, data driven, and outcome focused. A comprehensive assessment of school-related gang problems and school safety issues should be made in conjunction with an assessment of risk factors for gang involvement and delinquency in the surrounding community.... because a sound base of research and data are needed for effective program development.' (Howell: 2001: 9)

Gottfredson et al (2001: 109), in their national survey of 1279 schools across the US, reported that programme coordinators were asked to report on the criteria upon which a prevention programme had been selected for their school. One option was *'formal needs assessment (e.g. collection or compilation of data to identify areas for improvement) done specifically for your school.'* The authors found that those programmes that had in fact conducted such formal assessments were of better quality in that they made more use of best practices with respect to methods employed, involved a larger proportion of students, and achieved a higher level of use by school personnel.

The authors found that less than half (45.9%) of school based prevention programmes had conducted a formal needs assessment. They also felt that there was *'no way of knowing how many of the needs assessments to which program coordinators referred are based on*

²⁹ Wilson, S. and Lipsey, M. (2007) 'School based Interventions for Aggressive and Disruptive Behavior', American Journal of Preventive Medicine, Vol.33, No.2, pp.130-143

³⁰ Goldstein, A.P., and Kodluboy, D.W. 1998. Gangs in Schools: Signs, Symbols, and Solutions. Champaign, IL: Research Press

careful, pertinent inquiry and how many are based on indifferent or unfocused assessments.' (Gottfredson et al, 2001: 109)

5.2.2. School personnel buy-in

A small number of studies have highlighted the importance of school personnel having confidence in and understanding the need for preventative initiatives that are implemented in schools. Peterson and Esbensen (2004), in their report on a survey of school personnel from middle schools where the G.R.E.A.T programme had been implemented, argue that school personnel buy-in and perceptions of prevention programmes can have a significant impact on implementation and success. The authors report that teachers were significantly more likely (20%) than other schools personnel such as administrators (4%) or counsellors (7%) to think that prevention programmes are disruptive to teaching. Additionally, whereas almost 70% of administrators and counsellors felt that teachers should incorporate prevention lessons in their own curricula, less than half (47%) of teachers felt the same. The authors go on to recommend:

'Because teachers are the most likely of school personnel to be directly affected by school based prevention programs...it would be wise to include them in the planning and implementation phases.' (Peterson and Esbensen, 2004: 238)

The authors also report that those school personnel that reported that their schools had problems with delinquency, violence and gangs had more doubts about the G.R.E.A.T programme than personnel in schools which did not have those problems. The authors argue that prevention programmes such as these may need a 'harder sell' in areas that face multiple problems such as gangs and other violence related activity.

The importance of teacher buy-in was also highlighted by Williams and Matson (2006) in their qualitative study with the programme coordinators, directors, deliverers and participants involved in the school based Youth Handgun Violence Prevention Project (YHVPP) delivered in Denver in the US. With regards to the successful implementation of the programme, the authors report that teachers that understood the importance of delivering the curriculum were able not only to implement it more smoothly, but were also a big help to the evaluators of the programme.

5.2.3. Partnership working between schools and other agencies

As suggested by the support for multi-modal programmes, the literature notes that schools should work closely with other agencies. A study by Howell (2000), on national youth gang programmes and strategies cites Kodluboy and Evenrud (1993)³¹ who suggest that school-focused gang programmes be developed in collaboration with community agencies. These programmes should:

- *'Share the common mission and objectives of the school and school district.*
- *Be public and accountable.*

³¹ Kodluboy, D.W., and Evenrud, L.A. (1993) Schoolbased interventions: Best practices and critical issues. In *The Gang Intervention Handbook*, edited by A. Goldstein and C.R. Huff. Champaign, IL: Research Press, pp. 257–299.

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- *Be based on the established standards of the profession or social service agency involved.*
 - *Have specific, written projected outcomes.*
 - *Have reasonable timelines for attaining the projected outcomes and meeting commitments.*
 - *Monitor progress toward individual agency objectives, using simple, direct measures.*
 - *Be subject to external review.*
 - *Demonstrate social validity through broad-based community involvement of all interested parties, such as businesses, neighborhood representatives, and others.*
 - *Be free of cultural bias and consistent with prevailing pro social community goals and norms.*
 - *Coordinated efforts that link school, police, probation, and other agencies also need to be attentive to restrictions on information sharing and exceptions to those restrictions under the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g). This Federal law governs the disclosure of information from education records' (Howell, 2000: 9 – 10).*

Broadhurst et al (2009) in their qualitative case study research with four schools with gangs problems and programmes report that at one case study site school staff commented that a range of initiatives provided by different agencies have helped suppress the impact of gangs in schools (although Broadhurst et al note that this evidence is anecdotal and there has not been an evaluation conducted to support this). The initiatives they mentioned included having a *'police officer based on-site, facilitating peace treaties in the community with community leaders, peer mentoring schemes and restorative justice models of practice'* (Broadhurst et al, 2009: 53). The authors argue that *'this highlights the importance of ensuring that schools are working in partnership with external agencies to ensure that young people are educated about gangs, either by inviting external providers into school to facilitate these discussions or by ensuring that there are activities in? the community'* (Broadhurst et al, 2009: 53).

In their conclusions and recommendations, Broadhurst et al also note that gang problems are often historically embedded in the community and therefore schools alone cannot tackle the problem of gangs. What is needed is a partnership approach at a local level. They go on to note that *'children and young people's services, including youth services, social care, police, YOTs, etc. and family support services will all be key players in the development of local strategies to tackle gang-related activity and it is important that they are all engaged in the process'* (Broadhurst et al: 2009: 102).

5.2.4. Principal recognition of problem behaviours

The literature contains a small amount of evidence that indicates that the willingness of leaders and/or leadership teams to address the issues within a school can impact upon how successfully they are tackled.

For example, Gottfredson and Gottfredson (2001), in their survey of 1,279 schools across the USA note that gang prevention programmes were more likely to have been based on formal needs assessments where principals reported that gangs are a problem.

The authors have also argued that where principals are not aware of gang problems in their schools, this could act as an obstacle to tackling the problem. They report the finding that in the 10% of schools with the highest student gang participation, as reported by students, only 18% of principals felt that gangs were a problem in the school. The authors then go on to argue:

'In an earlier report (G. D. Gottfredson et al, 2000) we showed that principals' reports of school crime show little convergence with reports by students and teachers of school safety, problem behavior, victimization, or classroom order. When combined with the present observation that principals' accounts of school gang problems are of limited validity, those results suggest the possibility that school leaders are often an obstacle to confronting problems of school safety – including gang problems' (Broadhurst et al, 2009: 117).

6. The attributes needed to be a successful deliverer of resilience-building interventions

This section examines the evidence on what skills, knowledge and qualities the deliverers of preventative initiatives are likely to need. More specifically, it discusses the following attributes:

- Having in-depth knowledge about the issues facing young people,
- Creating safe spaces based on trust and respect, and
- Skilful facilitation

The vast majority of the evidence relating to the skills, knowledge and qualities of those delivering preventative work is drawn from small scale qualitative studies where the views and perspectives of both participants and deliverers provides an evidence-base. However, given that these studies tend to be programme and population specific, it is not clear the extent to which the findings will be relevant for other preventative initiatives.

6.1. Possess in-depth knowledge about the issues facing young people

There is evidence in the literature to suggest that young people cooperate with prevention programmes more if they are delivered by people to whom they can relate and whom they feel have an understanding of the issues and problems they face. For example, Williams and Matson (2006), in their qualitative study with the programme coordinators, directors and deliverers involved in the school based Youth Handgun Violence Prevention Project (YHVPP) delivered in Denver in the US, reported that speakers who were invited to deliver the sessions to the young people had first hand experience of the given behaviour or attitudes that are were focus of the preventative initiative. The authors report that:

'Speakers who were slightly older and had serious handgun experience seemed to capture the attention of youth. Such speakers were brought in as part of the curriculum to talk about their experiences with handguns. Youth seemed to relate personally to these speakers and appeared more open to learn from them because they understood the youths' life circumstances, their challenges, how to change, and where their lives were going if they did not' (Williams & Matson, 2006: p. 9).

This finding suggests that the choice of deliverers, and the extent to which participants can relate to them, can have a vital influence on the successful delivery of a preventative initiative. However, it is important to note that these findings are based on the views of those involved in delivering and implementing the programme rather than from the participants and should thus be interpreted cautiously.

The importance of programme deliverers understanding the 'life circumstances' of young people has also been highlighted in other literature. Broadhurst et al (2008) conducted qualitative case study research with four schools where gangs have had an impact and where preventative programmes or policies have been implemented. The authors found that in all case study sites what emerged as an important issue was that the young people had fairly negative opinions regarding their teachers' (who were often involved in the delivery or enforcement of preventative programmes and policies) abilities to understand the real issues affecting young people when it came to living in areas where gang problems were deeply entrenched. The young people felt that it was important for teachers to be more aware of

local community issues and what it's like for young people to be exposed to these issues. They felt that teachers could benefit from training on recognising the signs of young people's involvement in gangs and gang-related issues as this would enable them to better support and divert young people at risk of involvement. It was felt that this would make teachers more 'credible' in the eyes of young people.

The authors go on to argue that there may be value in training teachers to become 'champions' in supporting the development and implementation of anti-gang strategies. They could then act '*as the eyes and ears of the community*' and '*the link with local partners who also have a responsibility to deal with gang issues.*' (Broadhurst et al, 2008: 98, 103).

However, as mentioned earlier, Broadhurst et al make clear that their findings are not generalisable to all schools across the UK, and that their research only provides a snapshot of gangs and guns-related prevention in a small number of urban schools.

6.2. Create safe spaces based on trust and respect

Another finding from some of the small scale qualitative studies reviewed was the importance of preventative initiative deliverers to strive to create safe spaces where young people were able to comfortably express their views. McCully (2006), in his qualitative study with the programme deliverers (both teachers and youth workers) involved in Speak Your Piece, a university based initiative in Northern Ireland aimed at helping young people understand and handle the 'contested' and 'divided' society they lived in, highlighted the important role preventative initiative deliverers play in creating a safe environment based on mutual respect and trust. McCully explains:

'As one interviewee explained, it is vital "that you are genuinely interested in what they have to say and that you are sincere in giving them that space ... They pick up right away whether or not you want to hear where they're coming from and what they are about."
(McCully, 2006: 61)

The importance of employing a 'listening mode of engagement' has also been mentioned by Pratchett et al (2010: 36) in their review of the evidence on preventing violent extremism. In addition to the types of interventions that work to prevent violent extremism, the authors also consider the mechanisms through which these are delivered. They found that across the interventions in the literature, a key element of success was gaining the trust of young people by employing a respectful, listening style of interaction. This was also the case in a small scale qualitative study by Cockburn (2007) with 11 young male supporters of the far right. When asked to consider the quality and impact of ant-racist education or diversity awareness training the young people reported feeling angry at the way these were delivered. This was because they felt that the deliverers were not interested in listening to them, engaging with their ideas and constructively challenging their beliefs in a respectful manner.

McCully, in his study with programme deliverers of Speak Your Piece (discussed above) reports that creating safe spaces and establishing trust was reported as even more important when preventative initiatives are aimed at dealing with particularly controversial issues and deep seated beliefs and attitudes. This view was also echoed in a review by Bunin and Vera (2009) on the prevention of racism. The authors highlight the manner in which discussing difficult issues such as race and racism can evoke difficult emotions such as fear, apathy, withdrawal and anger. Buhin and Vera recommend that:

'Prevention program staff will need to be skilled in...creating atmospheres where individuals can discuss negative reactions such as anxiety confusion, shame, and even anger and learn to cope with them in order to facilitate positive outcomes of intergroup contact.' (Bunin and Vera, 2009: 51)

The research participants in McCully's qualitative study about the Speak Your Piece university based initiative, suggested that creating such an atmosphere could be achieved by ensuring that deliverers establish a 'code of conduct' for the sessions. This was to include respecting all viewpoints, no put-downs but the right to challenge opinions and the importance of confidentiality once the sessions were over. Another way to establish trust was by being open to sharing personal biography. As one research participant commented:

'Whenever I'm talking to young people, I can bring my own experience of living through 1968 right through the civil rights movement up to the present time ... It's hard to ignore if someone is sitting across from you telling their story. ... If someone in a group has had a loved one maimed, injured or killed in the conflict, that can have a profound impact on somebody who has never actually experienced that.' (McCully, 2006: 61)

6.3. Skilful facilitation

Cockburn (2007), in his small scale qualitative study with young male supporters of the far right, reports that amongst other things, the young people's criticisms about anti-racism programmes were related to the manner in which they were delivered. They felt that rather than programme deliverers working to facilitate dialogue and discussion amongst the group, they tended to *'lecture the white kids about how great other cultures are compared to yours'* (Cockburn, 2007: 554). This resulted in the young people simply turning off and the Cockburn argues that by adopting a teaching style that rather than facilitating dialogue attaches blame to white people, the programmes were not part of the *'social and psychological spaces of many young white men'* (2007: 554). It is important to note that this was a very small scale study with only 11 participants recruited at a local pub in North East England. Findings should thus be treated with caution.

McCully (2006) in his qualitative study with programme deliverers of the Speak Your Piece university based initiative, reports that they felt that their role was not to dictate learning and outcomes, but to take young people through a process in which they facilitated their thinking and feeling on issues. McCully quotes one programme deliverer's opinion which he reports was also reinforced by others:

'The emphasis was very much placed on asking young people to critically think for themselves and not on shaping their views. It was a process—how they arrived at those opinions was the crucial factor and it was that I'm trying to influence.' (2006: 56).

According to McCully, the programme deliverers also felt that successful facilitation also relied on the capacity for flexibility as emotions can heighten quickly and unexpected. As one research participant commented, skilful facilitation rests on:

'how can you sense when an emotional thing is beginning to get close to blocking and try to shift it into the hard question or issue. I'm not aware of a magic wand for that one. It's trying to sense where a group is' (2006: 62).

Relatedly, the programme deliverers also felt that effective facilitation involved allowing emotional reactions to run their course as very often these could result in a breakthrough:

'You get those out of the way and by the end of the module we are maturing towards more rational and logic debate' (2006: 57).

7. Conclusions

A wide range of preventative initiatives have been identified in the literature reviewed, with some receiving far greater coverage than others. However, the evidence relating to the success of these initiatives is often mixed. This means that even though many preventative initiatives are highly prevalent and popular (e.g. cognitive behavioural initiatives, mentoring initiatives), there is no strong evidence indicating that they are in fact effective at achieving positive outcomes. To a certain extent this is because there is a lack of availability of high quality evaluations of projects, a gap also identified in the literature reviewed. Additionally, many preventative initiatives that have been evaluated and reported on are more than a decade old. By far the most popular preventative approach is a multi-modal one which involves a range of institutions working together to deliver a preventative programme that includes a variety of different approaches or elements. Again, there is mixed evidence relating to its success.

In addition to identifying the types and impact of different preventative initiatives, this review also identified the key attributes that preventative project deliverers should possess, including skilful facilitation and in-depth knowledge of the issues facing young people. Most importantly, the review has been successful in generating evidence to support the findings of the case study research that was conducted as part of the wider programme of work that OPM are doing for the DfE. The aim of this programme of work is to develop an evidence base about the teaching methods and tools that work in building resilience to extremism. The key ingredients identified by the case study research which were important for resilience-building teaching activities are clustered under three headings: making a connection through good design and young-person centred approach; facilitating a safe space for dialogue and positive interaction; and equipping young people with appropriate skills, knowledge, understanding and awareness. This review has generated evidence to support each of these key ingredients, discussed in turn below.

Good design of interventions

The findings from the case study research indicated that effective and fit for purpose design includes ensuring that initiatives are designed to feel **enjoyable and different**, the importance of which has also been evidenced in this review. We found that the Gang Prevention Through Targeted Outreach (GPTTO) after-school programme delivered by the Boys & Girls Clubs of America performed reasonably well at preventing gang behaviour, delinquency and youth crime. The programme was designed to promote positive developmental experiences for these young people by developing interest-based programmes that also address the young people's specific needs. The authors describing the programme have argued that '*prevention strategies must accommodate both youth's developmental needs for safety, support and structure, as well as their interest in having fun, seeking excitement...*' (Arbreton and McClanahan, 2005: 2).

With regards to effective design, the case study research also found that this often involves **using a co-production approach** that involves training young people to deliver initiatives to their peers. The importance of the peer educator role has been discussed in detail in section 4.4. Huan and Khoo (2004), in their quantitative study on the role of the mediator in a peer mediation setting, note that peer mediation is an effective method to employ with young

people as the purpose of it is to encourage them to question the use of violence as a conflict management strategy and to analyse problems arising from conflicts.

Facilitating a safe space for dialogue and interaction

The second key ingredient identified in the case study research was the importance of facilitating a safe space for dialogue and positive interaction. Amongst other things this included a need for practitioners to be able to respond effectively to emotional responses and conflicts, to allow the young people to have their say without interruption and to pass no judgement on what is being said. A significant finding in this review was the need for preventative initiative deliverers to strive to create safe spaces and adopt a respectful, listening mode of engagement so that young people are able to comfortably express their views. One study suggested this was to include no put-downs but the right to challenge opinions and the importance of confidentiality once the sessions were over. Other studies found that failing to respect young people's pre-conceptions can lead to disengagement and alienation from resilience-building education. For example, Ezekiel's (2002) ethnographic study with young members of a neo-Nazi group in Detroit, USA, found that conventional anti-racist education in schools was felt to be ineffective from the participant's perspective because they largely ignored young people's pre-conceptions. These findings are covered in detail in section 6.2.

Equipping young people with skills, knowledge, understanding and awareness

With regards to the final key ingredient – equipping young people with appropriate skills and knowledge – the case study research found that this often included building participants' **critical thinking skills** so that they are able to come to independent, informed and 'reasonable' viewpoints. The importance of critical thinking skills is also emphasised by the findings from this review. More specifically, the available research on preventing violent extremism through community interventions and an examination of theology, suggests this is most successful when it is non-prescriptive and allows individuals to develop independent thinking, research and leadership skills in order to interrogate the knowledge derived from the internet and radical groups (discussed in detail in section 4.3.3).

The case study research also found that equipping young people with appropriate knowledge also includes supporting them to explore, **understand, and celebrate their personal identity**. The importance of this has been identified in this review particularly in relation to teaching young people about racism, diversity, and respecting others: '*Teaching about racism is a subtopic of teaching about identity. Perhaps the first step is to help the student think through his or her own sense of identity and to or its roots....only then can the student begin to acknowledge that other people also have a sense of identity and that it also had multiple roots*' (Ezekiel 2002, p. 66).

In addition to generating evidence to support the findings from the case study research, the review has also highlighted further learning that is of value to developing teaching methods that build resilience to extremism. For example, in section 5.2 we discuss the importance of school based preventative initiatives taking an evidence based approach towards design and implementation. We've also discussed the need for school principal and personnel buy in. Finally, we have also highlighted the popularity of community based approaches in section 4.5.

8. Appendices

Appendix 1: Search terms used

Search terms				
Group 1	Group 2	Group 3	Group 4	Group 5
<ul style="list-style-type: none"> • Young people • Children • Teenagers • Adolescents • Youth • 	<ul style="list-style-type: none"> • Gangs • Guns • Armed • Weapons 	<ul style="list-style-type: none"> • Prevention • Resilience • Deter • Deflect • Control • Deflect • Intervention • 	<ul style="list-style-type: none"> • Teach/teachers • Educate/educators • Learn/learning 	<ul style="list-style-type: none"> • White supremacy • White racist • White pride • Far right • BNP • Extremism • Radicalism

Appendix 2: Database search results

Gangs and Guns

Search terms groups 1-3

	Databases searched	Search date	Search strategy	Search date range	Items identified	Items exported by searcher	Comments
1	SPP	19/01/2010	(Young people or Children or Teenage* or Adolescen* or Youth*)and (Gang* or Guns or Armed or Weapons)and (Prevention or Resilien* or Deteren* or Deflect or Control or avoid* or intervention*) not (famil* or domestic or abuse* or drug* or health or medic*)	2000-current	102	102	<ul style="list-style-type: none"> • Significant number of short articles from magazines and supplements • Studies and reports on tackling general youth violence • Some reports on specific interventions • Approx 15% potentially relevant
2	CSA – Worldwide Political Science Abstracts (WPSA)	19/01/2010	(Young people or Children or Teenage* or Adolescen* or Youth*)and (Gang* or Guns or Armed or Weapons) and(Prevent* or Resilien* or Deteren* or Deflect or Control or avoid* or intervention*) not(famil* or domestic or abuse* or drug* or health or medic*)	2000-current	40	40	<ul style="list-style-type: none"> • Literature focuses on war, armed conflicts, and child soldiers • Almost no relevant material
3	CSA - Applied Social Sciences Index and Abstracts (ASSIA)	29/01/10	Query: (Young people or Children or Teenage* or Adolescen* or Youth*) and(Gang* or Guns or Armed or Weapons) and (Prevent* or Resilien* or Deteren* or Deflect or Control or avoid* or intervention*) not (famil* or domestic or abuse* or drug* or health or medic* or disorder* or diseas*)	1999 - current	27	27	<ul style="list-style-type: none"> • Not very relevant. Focus BME involvement in gangs and their experiences • Not much on intervention or prevention.

4	Web of Knowledge	02/02/10	(young people or Children or Teenage* or Adolescen* or Youth*) and (Prevent* or Resilien* or Deteren* or Deflect or Control or avoid* or intervention*) and (Gang* or Guns or Armed or Weapon*) not (famil* or domestic or abuse* or drug* or health or medic* or disorder* or diseas*)		52	52	<ul style="list-style-type: none"> • Not relevant – findings included internet safety, child soldiers, obesity, legal interventions and articles on identity.
5	PsycINFO	02/02/10	(Young people or Children or Teenage* or Adolescen* or Youth*) and (Prevent* or Resilien* or Deteren* or Deflect or Control or avoid* or intervention*) and (Gang* or Guns or Armed or Weapon*) not (famil* or domestic or abuse* or drug* or health or medic* or diseas* or ganglia or neural* or stroke* or forces or military or brain*)	1999 – current	178	178	<ul style="list-style-type: none"> • Approx 15% relevant • Children affected by armed conflict • Youth crime and how gangs form • Jail and weapon carrying

Search term groups 2-4

	Databases searched	Search date	Search strategy	Search date range	Items identified	Items exported by searcher	Comments
1	SPP	19/01/2010	(Gang* or Guns or Armed or Weapons)and (Prevention or Resilien* or Deteren* or Deflect or Control or avoid*or intervention*)and ((Teach* or educat* or learn*) NOT(famil* or domestic or abuse* or drug* or health or medic*))	2000-current	21	21	<ul style="list-style-type: none"> • Significant overlap with SPP search in groups 1-3
2	CSA - ERIC	19/01/2010	Gang* or Guns or Armed or Weapons) and (Prevention or Resilien* or Deteren* or Deflect or Control or avoid* or	2000-current	119	119	<ul style="list-style-type: none"> • Significant number of studies on campus/school shootings

			intervention*) and (Teach* or educat* or learn*) and not famil* or domestic or abuse* or drug* or health or medic*)				<ul style="list-style-type: none"> • General good teaching practice • Legal/policy responses to gangs/guns • Relevant material on gang/gun prevention projects • Approx 10% potentially relevant
3	PsycINFO	26/01/10	(Prevent* or Resilien* or Deteren* or Deflect or Control or avoid* or intervention*) and (Gang* or Guns or Armed or Weapon*)and (Teach* or educat* or learn*)not (famil* or domestic or abuse* or drug* or health or medic* or diseas* or ganglia or neural* or stroke* or forces or military or brain*)	1999 - current	107	107	<ul style="list-style-type: none"> • Significant number of studies on existing gang prevention programmes in schools • Some studies on violence in schools • Approx 20% relevant
4	CSA - ASSIA	29/01/10	(Teach* or educat* or learn*) and (Gang* or Guns or Armed or Weapons) and (Prevent* or Resilien* or Deteren* or Deflect or Control or avoid* or intervention*) and not (famil* or domestic or abuse* or drug* or health or medic* or disorder* or diseas*)	1999 - current	10	10	<ul style="list-style-type: none"> • Two relevant outputs but already picked up in other searches • Not very useful overall.
5	Web of Knowledge	02/02/10	(Teach* or educat* or learn*) and (Gang* or Guns or Armed or Weapons) and (Prevent* or Resilien* or Deteren* or Deflect or Control or avoid* or intervention*) and not (famil* or domestic or abuse* or drug* or health or medic* or disorder* or diseas*)		44	44	<ul style="list-style-type: none"> • Not very useful, nothing very relevant. • Focused on a psychological risky behaviours including depression, alcohol etc and smoking and natural disasters

Other searches

	Database searched	Search date	Search strategy	Search range date	Items identified	Items exported by searcher	Comments
1	Community abstracts	01/02/10	Gangs, guns, prevention, teach	No date limit	38	8	<ul style="list-style-type: none"> About violence in schools
2	Community Abstracts	01/02/10	Young people, gangs, guns, prevent	No date limit	83	10	<ul style="list-style-type: none"> About violence in schools
3	British Library direct	02/02/10	Prevention, guns and gangs	2008-2010	24	24	<ul style="list-style-type: none"> Approx 20% relevant

Extremist behaviour

Search terms groups 1, 3, 5

	Databases searched	Search date	Search strategy	Search date range	Items identified	Items exported by searcher	Comments
1	CSA – WPSA	19/01/2010	(White supremacy* or White racis* or White pride or Far right or BNP or Extremism or Radicalism) and(Young people or Children or Teenage* or Adolescen* or Youth*) and Prevent* or Resilien* or Deteren* or Deflect or Control or avoid* or intervention*) and not(famil* or domestic or military or russia or china or abuse* or drug* or health or medic*)	2000-current	5	4	<ul style="list-style-type: none"> Very general articles/think pieces on extremism Not relevant
2	CSA - ERIC	19/01/2010	(White supremacy* or White racis* or White pride or Far right or BNP or Extremism or Radicalism) and(Prevent* or Resilien* or Deteren* or Deflect or Control or avoid* or intervention*) and (Young people	2000-current	3	3	<ul style="list-style-type: none"> Some relevant material on the role of teachers

			or Children or Teenage* or Adolescen* or Youth*) and not (famil* or domestic or abuse* or drug* or health or medic*)				role in addressing youth violence
3	SPP	29/01/2010	(Young people or Children or Teenage* or Adolescen* or Youth*)and(Prevention or Resilien* or Deteren* or Deflect or Control or avoid*or intervention*)and (White supremacy* or White racis* or White pride or Far right or BNP or Extremis* or Radicali*)	2000-current	28	28	<ul style="list-style-type: none"> • Strategy documents on preventing violent extremism
4	PsychInfo	29/01/2010	(people or Children or Teenage* or Adolescen* or Youth*) (Prevent* or Resilien* or Deteren* or Deflect or Control or avoid* or intervention*) (White supremac* or White racis* or White pride or Far right or Extremis* or Radicali*)	2000-current	53	53	<ul style="list-style-type: none"> • A great deal of literature analysing why racist attitudes develop or why radicalisation occurs • Approximately 10% relevant
5	CSA-Sociological Abstracts	29/01/2010	Young people or Children or Teenage* or Adolescen* or Youth*) and (Prevent* or Resilien* or Deteren* or Deflect or Control or avoid* or intervention*) and (White supremac* or White racis* or White pride or Far right or BNP or Extremis* or Radicali) and not (famil* or domestic or abuse* or drug* or health or medic* or disorder* or diseas*)	2000-current	50	50	<ul style="list-style-type: none"> • The emergence of skinheads, the history of white supremacy • A number of irrelevant studies on race
6	Web of Knowledge	02/02/10	Young people or Children or Teenage* or Adolescen* or Youth*) and (Prevent* or Resilien* or Deteren* or Deflect or Control or avoid* or intervention*) and (White supremac* or White racis* or White pride or Far right or BNP or Extremis* or Radicali) and not (famil* or domestic or abuse* or drug* or health or medic* or disorder* or diseas*)	2000-current	24	24	<ul style="list-style-type: none"> • Literature is varied and mostly irrelevant • 2 potentially relevant docs identified

Search term groups 3,5

	Databases searched	Search date	Search strategy	Search date range	Items identified	Items exported by searcher	Comments
1	CSA -ERIC	19/01/2010	White supremacy* or White racis* or White pride or Far right or BNP or Extremism or Radicalism) and (Prevent* or Resilien* or Deteren* or Deflect or Control or avoid* or intervention*) and not((famil* or domestic or aFRICA* or israel or military or russia or china or abuse* or drug* or health or medic*) or (asia* or belgium or india* or nigeria* or turkey))	2000-current	12	12	<ul style="list-style-type: none"> • Relevant material overlaps with ERIC 1,3,5 search
2	SPP	29/01/2010	(Prevention or Resilien* or Deteren* or Deflect or Control or avoid*or intervention*)and (White supremacy* or White racis* or White pride or Far right or BNP or Extremis* or radicali*)	2000-current	43	43	<ul style="list-style-type: none"> • Strategy documents on preventing violent extremism
3	Psych Info	29/01/2010	(Prevent* or Resilien* or Deteren* or Deflect or Control or avoid* or intervention*) (White supremac* or White racis* or White pride or Far right or Extremis* or Radicali*)	2000-current	114	114	<ul style="list-style-type: none"> • Some irrelevant material on extremism in campaign participation, factors associated with identification with social groups • Articles that analyse the way the BNP operate • Mental health and violence • Relevant material

							relates to Muslim extremism and identity; prevention of youth violence
4	CSA-ASSIA	29/01/2010	(Prevent* or Resilien* or Deteren* or Deflect or Control or avoid* or intervention*) and (White supremac* or White racis* or White pride or Far right or BNP or Extremis* or Radicali) and not (famil* or domestic orabuse* or drug* or health or medic* or disorder* or diseas*)	2000-current	12	12	<ul style="list-style-type: none"> • Great deal of duplication, particularly of relevant material
5	Web of Knowledge	02/02/10	Prevent* or Resilien* or Deteren* or Deflect or Control or avoid* or intervention*) and (White supremac* or White racis* or White pride or Far right or BNP or Extremis* or Radicali) and not (famil* or domestic orabuse* or drug* or health or medic* or disorder* or diseas*)	2000-current	34	34	<ul style="list-style-type: none"> • Significant overlap with previous Web of Knowledge search

Search term groups 1,4, 5

	Databases searched	Search date	Search strategy	Search date range	Items identified	Items exported by searcher	Comments
1	SPP	16/02/10	(Teach* or Educat* or Learn* or school or classroom)and (Child* or Teenage* or Adolescen* or Youth or young people)and (White supremacy or White racist or White pride or Far right or British National party or BNP or Extremis* or Radicalis*)	2000-current	15	15	<ul style="list-style-type: none"> • Duplication of articles, a number of short think pieces.

2	CSA – CJA	16/02/10	(Teach* or Educat* or Learn* or school or classroom)and (Child* or Teenage* or Adolescen* or Youth or young people)and (White supremacy or White racist or White pride or Far right or British National party or BNP or Extremis* or Radicalis*)	2000-current	2	2	<ul style="list-style-type: none"> Irrelevant – on how terrorist groups operate
3	CSA - ERIC;WPS A; Soc ABs; ASSIA; BHI; NCJRS	16/02/10	(Teach* or Educat* or Learn* or school or classroom)and (Child* or Teenage* or Adolescen* or Youth or young people)and (White supremacy or White racist or White pride or Far right or British National party or BNP or Extremis* or Radicalis*)	2000-current	83	83	<ul style="list-style-type: none"> A number of relevant documents on the role of schools and teachers in tackling or addressing far right extremism.
4	Web of Knowledge	16/02/10	(Teach* or Educat* or Learn* or school or classroom)and (Child* or Teenage* or Adolescen* or Youth or young people)and (White supremacy or White racist or White pride or Far right or British National party or BNP or Extremis* or Radicalis*)	2000-current	40	40	<ul style="list-style-type: none"> Some duplication from above search. Some relevant material on protective factors for right wing extremism

Other searches

Databases searched	Search date	Search term	Search strategy	Search date	Items identified	Items exported	Comments
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			groups		range		by searcher	
1	SPP	19/01/2010	5	(White supremacy* or White racis* or White pride or Far right or BNP or Extremism or radicalism NOT famil* or domestic or abuse* or drug* or health or medic*)	2000-current	80	80	<ul style="list-style-type: none"> • Strategy documents on preventing violent extremism • Community cohesion, national security strategies
2	Community Abstracts	01/02/10	NA	Extremism, radicalism, prevention	2000-current	9	9	<ul style="list-style-type: none"> • Mostly press releases
3	SCIRUS	02/02/10	NA	Extremism, radicalism, prevention	2000-current	1	1	<ul style="list-style-type: none"> • Not relevant

Appendix 3: Data extraction sheets

1. DCSF - Research into teaching methods that help build resilience to extremism – Data extraction sheet for gangs/guns literature

Note page numbers in brackets when referencing

Title	
Author(s)	
Date published	
ID Number (from spreadsheet)	
Date document analysed by OPM, Initials of researcher.	
Content Overview (from abstract)	
Publication type Think piece, primary research, secondary research, guidance	
Sector background of published document – (e.g. academic discipline, public body, government department, policy guidance, think tank, research centre, charity etc)	
Methodology – consider <ul style="list-style-type: none"> • the research questions/hypotheses posed; • the research design; • the sampling strategy (including sample size and response rates in quantitative research); • the nature and quality of the fieldwork; • the process of analysis; and • the nature and robustness of findings. 	
Quality Assessment (TBD)	
Country information	
Approach to prevention / intervention of gangs and guns activity	

<p>Prevention/Intervention type</p> <ul style="list-style-type: none"> • Educational/diversionary/creative etc 	
<p>Detail about delivery:</p> <ul style="list-style-type: none"> • Setting for delivery – school based, community based. • Delivered by – schools, local authority, youth workers, community members, peers 	
<p>Participants/sample:</p> <ul style="list-style-type: none"> • Number • Gender • Age range • Ethnicity • Number of sites 	
<p>Aims and objectives of prevention / intervention approach</p>	
<p>Description of prevention / intervention approach:</p> <ul style="list-style-type: none"> • Key ingredients/methods: educational workshops, diversionary activities, cognitive-behavioural skills, creative expression, mentoring programmes • Details of delivery: length of programme, frequency of delivery etc 	
<p>Theories that prevention /intervention approach is grounded in:</p> <ul style="list-style-type: none"> • Examples: • giving young people educational and employment opportunities can prevent gang involvement; • educating young people about the costs/consequences of carrying guns can prevent this type of behaviour. 	
Identified strengths and challenges	
<p>Identified benefits/strengths/ success factors</p>	
<p>Identified disadvantages /challenges</p>	

Evaluation results (if relevant)	
Research gaps identified	
Key conclusions of study	
Additional references to obtain (<i>add to spreadsheet</i>)	

2. DCSF - Research into teaching methods that help build resilience to extremism – Data extraction sheet for White extremism/racism literature

Note page numbers in brackets when referencing

Title	
Author(s)	
Date published	
ID Number (from spreadsheet)	
Date document analysed by OPM. Initials of researcher.	
Content Overview (from abstract)	
Publication type Think piece, primary research, secondary research, guidance	
Sector background of published document – (e.g. academic discipline, public body, government department, policy guidance, think tank, research centre, charity etc)	
Methodology <ul style="list-style-type: none"> • the research questions/hypotheses posed; • the research design; • the sampling strategy (including sample size and response rates in quantitative research); • the nature and quality of the fieldwork; • the process of analysis; and • the nature and robustness of findings. 	
Quality Assessment (TBD)	
Sector background of published document – (e.g. academic discipline, policy guidance, think tank, research centre, charity etc)	
Country information	

Approach to prevention / intervention of White extremist behaviour	
Prevention/Intervention type	
<ul style="list-style-type: none"> • Intergroup activities/education and teaching/social justice interventions 	
Detail about delivery:	
<ul style="list-style-type: none"> • Setting for delivery – school based, community based. • Delivered by – schools, teachers, local authority, youth workers, community members, peers 	
Participants/sample discussed or researched:	
<ul style="list-style-type: none"> • Number, gender, age range, ethnicity • Number of sites discussed or researched 	
Aims and objectives of prevention / intervention approach	
Description of prevention/intervention approach	
<ul style="list-style-type: none"> • Key ingredients • Details of delivery • Key success factors 	
Theories related to prevention of racism or white extremism:	
Examples:	
<ul style="list-style-type: none"> • Critical race theory • Social justice theory 	
Strengths and challenges of approach	
Identified benefits/strengths	
Identified disadvantages /challenges	
Evaluation results (if relevant)	
Research gaps identified	
Key conclusions of study	

Additional references to obtain (<i>add to spreadsheet</i>)	
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3. DCSF - Research into teaching methods that help build resilience to extremism – Data extraction sheet for Al-Qaeda inspired extremism

Note page numbers in brackets when referencing

Title	
Author(s)	
Date published	
ID Number (from spreadsheet)	
Date document analysed by OPM. Initials of researcher.	
Content Overview (from abstract)	
Publication type Think piece, primary research, secondary research, guidance	
Sector background of published document – (e.g. academic discipline, public body, government department, policy guidance, think tank, research centre, charity etc)	
Methodology <ul style="list-style-type: none"> • the research questions/hypotheses posed; • the research design; • the sampling strategy (including sample size and response rates in quantitative research); • the nature and quality of the fieldwork; • the process of analysis; and • the nature and robustness of findings. 	
Quality Assessment (TBD)	
Sector background of published document – (e.g. academic discipline, policy guidance, think tank, research centre, charity etc)	
Country information	
Research Question 1: What works in the prevention of Al-Qaeda inspired extremism?	

<p>Description of prevention /intervention type</p> <ul style="list-style-type: none"> • Intergroup activities/education and teaching/social justice interventions • Details about delivery – setting, delivered by • Aims and objectives of approach • Theory underpinning approach 	
<p>Research Question 2: What is the role of teachers and schools in preventing Al-Qaeda inspired extremism?</p>	
<p>Research gaps identified</p>	
<p>Key conclusions of study</p>	
<p>Additional references to obtain (<i>add to spreadsheet</i>)</p>	

4. DCSF - Research into teaching methods that help build resilience to extremism – Data extraction sheet for teaching pedagogy

Note page numbers in brackets when referencing

Title	
Author(s)	
Date published	
ID Number (from spreadsheet)	
Date document analysed by OPM. Initials of researcher.	
Content Overview (from abstract)	
Publication type Think piece, primary research, secondary research, guidance	
Sector background of published document – (e.g. academic discipline, public body, government department, policy guidance, think tank, research centre, charity etc)	
Methodology <ul style="list-style-type: none"> • the research questions/hypotheses posed; • the research design; • the sampling strategy (including sample size and response rates in quantitative research); • the nature and quality of the fieldwork; • the process of analysis; and • the nature and robustness of findings. 	
Quality Assessment (TBD)	
Country information	
Research Question 2: What is the role of teachers and schools in preventing risky behaviours?	

Research gaps identified	
Key conclusions of study	
Additional references to obtain (<i>add to spreadsheet</i>)	

Appendix 4: Quality standards for review

1. Quality standards for quantitative/qualitative research

Adapted from:

- National Centre for Social Research (2003): Quality in Qualitative Evaluation: A framework for assessing research evidence. Cabinet Office
- Critical Appraisal Skills Programme (CASP) (2006): Qualitative Research Appraisal Tool. Public Health Resource Unit
- U.S. Census Bureau Standards: Minimal Information to Accompany any Report of Survey or Census Data.

Quality area	Indicators
Research Design	Have all stages of the research design been described in detail?
	Has the researcher justified the research design (e.g. have they discussed how they decided which methods to use?)
	Has the researcher justified the research design (e.g. have they discussed how they decided which methods to use?)
Sampling/recruitment strategy and sample description	Description of population of interest and sampling frame used to identify this population
	Has the researcher explained how the participants were recruited or what sampling method was used (random probability, stratified, purposive, convenience etc)
	Detailed profile of achieved sample. The size of the sample, and disposition of sample cases (e.g., numbers of interviewed cases, ineligible cases, and nonresponding cases). If applicable, information on eligibility criteria and screening procedures.
	Discussion of any missing coverage in achieved samples/cases and implications for study evidence
	Documentation of reasons for non-participation among sample approached
	Discussion of access and methods of approach and how these might have affected participation
Data collection	Consider if it is clear how data was collected and dates of collection (focus group, survey, interview)
	Discussion of who conducted data collection, if setting for data

	collection was justified
	Discussion of procedures/documents used for collection/recording – (e.g. topic guides, interview guides, wording of questions in surveys, audio/video recording, notes)
	Discussion of how fieldwork methods or settings may have influenced data collected
Analysis	Consider if there is an in-depth description of the analysis process and if thematic analysis is used, is it clear how the categories/themes were derived from the data?
	Consider if sufficient data are presented to support the findings
	How well has diversity of perspective been explored?
	How well has detail, depth and complexity of the data been conveyed?
	Quant: A discussion of the statistical precision of the results, at least for the major estimates (could include estimates of sampling variances, standard errors, or coefficients of variation, or presentation of confidence intervals)
Reporting	Consider if the researcher has discussed the credibility of their findings (e.g. triangulation, respondent validation, more than one analyst.)
	Consider if the findings are discussed in relation to the original research questions
	How clear are the links between data, interpretation and conclusions – i.e. how well can the route to any conclusions be seen?
	Has structure and signposting that usefully guide reader through the commentary
	Key messages highlighted or summarised
	If applicable, clear indication of which results are based on parts of the sample, rather than on the total sample.

2. Quality standards for literature reviews/rapid evidence assessments

Adapted from:

-
- Critical Appraisal Skills Programme (CASP) (2006): Systematic Reviews Appraisal Tool. Public Health Resource Unit
 - Criteria used by the NHS Centre for Reviews & Dissemination for inclusion on the Database of Reviews of Effectiveness (DARE).

- Are the research questions for the review clearly defined?
- Was the search adequate? Did the reviewers try to identify all relevant studies? Consider:
 - which bibliographic databases were used
 - if there was follow-up from reference lists
 - if there was personal contact with experts
 - if the reviewers searched for unpublished studies
- Were inclusion/exclusion criteria reported?
- Was the validity/quality of the included studies assessed? Consider if a clear, pre-determined strategy was used to determine which studies were included. Look for a scoring system
- Are sufficient details about the individual included studies presented?

Appendix 5: Material reviewed

N.	Reference	Quality
1	Amjad, N. and Wood, A. M. (2009) Identifying and changing the normative beliefs about aggression which lead young Muslim adults to join extremist anti-Semitic groups in Pakistan. <i>Aggressive Behavior</i> . Vol.35(6), Nov-Dec 2009, pp. 514-519.	Quant: Low-Medium
2	Arbreton, A. J.A. and McClanahan, W. S. (2005) Targeted Outreach: Boys & Girls Clubs of America's Approach to Gang Prevention and Intervention. Public/Private Ventures, One Commerce Square, 2005	Quant: Medium
3	Boehnke, K. (1999) Do liberal teachers produce violent and xenophobic students? An empirical study of German ninth graders and their teachers. <i>Teaching and Teacher Education</i> Vol.15(7), Oct 1999, pp. 815-827	Quant: Medium
4	Boucek, C. (2008) Saudi Arabia's "Soft" Counterterrorism Strategy: Prevention, Rehabilitation, and Aftercare. <i>Carnegie Papers Middle East Program</i> , No. 97, Sep. 2008.	NA (Paper)
5	Broadhurst, K., Duffin, M. and Taylor, E. (2008) <i>Gangs and Schools</i> . NASUWT	Qual: Medium
6	Buhin, L. and Vera, E.M. (2009) Preventing Racism and Promoting Social Justice: Person-centered and Environment-centered Interventions. <i>Journal of Primary Prevention</i> , Vol.30(1), Jan. 2009, pp. 43-59	NA (Paper)
7	Carylon, W. and Jones, D. (1999) Youth Gangs, Cognitive-Behavioral Interventions in Schools, and System Change. In: Branch, Curtis W (Ed). <i>Adolescent Gangs: Old Issues, New Approaches</i> , pp. 175-196). xxi, 230 pp. Philadelphia, PA, US: Brunner/Mazel.	NA (Paper)
8	Cockburn, T. (2007) Performing Racism: Engaging Young Supporters of the Far Right in England. <i>British Journal of Sociology of Education</i> , Vol. 28(5), Sept 2007, pp. 547-560, Sept. 2007	Qual: Medium
9	Davies, L. (2009) Educating Against Extremism: Towards a Critical Politicisation of Young People. <i>International Review of Education</i> , Vol. 55(2/3), May 2009, pp183-203.	NA (Paper)
10	Esbensen, F.A., Freng, A., Taylor, T.J., Peterson, D. and Osgood, D.W. (2002) National Evaluation of the Gang Resistance Education and Training [G.R.E.A.T.] Program. In: <i>Responding to Gangs: Evaluation and Research</i> . Reed, Winifred L., (Ed.); Decker, Scott H., (Ed.) National Criminal Justice Reference Service 322pp. Jul 2002	Quant: High
11	Ezekiel, R. S. (2002) An Ethnographer Looks at Neo-Nazi and Klan groups: <i>The Racist Mind Revisited</i> . <i>American Behavioral Scientist</i> . Vol.46(1), Sep. 2002, pp. 51-71.	NA (Paper)
12	Feinstein, J. and Kuumba, N.I. (2004) Gangs - Working Creatively With Conflict. <i>Working with Young Men</i> , Vol. 3(2), May 2004, pp22-26. 2004	NA (Article)
13	Fenisten, J. and Kuumba, N.I. (2006) Working with gangs and young people: a toolkit for resolving group conflict. Jessica Kingsley.	NA (Toolkit)

14	Fisher, H., Montgomery, P. and Gardner, F. (2008) Cognitive Behavioural Interventions for Preventing Youth Gang Involvement for Children and Young People 7-16: Review. Cochrane Database of Systematic Reviews 2008, Issue 2. Art. No.: CD007008. DOI: 10.1002/14651858.CD007008.pub2	Secondary: High
15	Fisher, H., Montgomery, P. and Gardner, F. (2008) Opportunities Provision for Preventing Youth Gang Involvement for Children and Young People 7-16: Review. Cochrane Database of Systematic Reviews 2008, Issue 2. Art. No.: CD007002. DOI: 10.1002/14651858.CD007002.pub2	Secondary: High
16	Gottfredson, G. D. and Gottfredson, D. C. (2001) Gang Problems and Gang Programs in a National Sample of Schools. Gottfredson Associates, Inc., 3239 B Corporate Court, Ellicott City, Maryland 21042	Quant: High
17	Hallsworth, S. (2008) Working with Gangs. Community Care. Vol. 1716, Apr 2008, p. 20	NA (Article)
18	Hayden, C., Hales, G., Lewis, C. and Silverstone, D. (2008) Young Men Convicted of Firearms Offences in England And Wales: An Exploration of Family and Educational Background as Opportunities for Prevention. Policy Studies Vol. 29(2), June 2008, pp 163-178	Qual: Low - Medium
19	Howell, J.C. (2000) Youth Gang Programs and Strategies: OJJDP Summary. Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice, Washington DC.	NA (Paper)
20	Huan, V.S. and Khoo, A. (2004) Peer Mediation as a Problem-Solving Strategy for Conflicts among Adolescent Youths: The Role of the Mediator. Korean Journal of Thinking & Problem Solving. Vol.14(2), Oct 2004, pp.27-39	Quant: Medium
21	Kelso, P.D., Miltenberger, R.G., Waters, M.A., Egemo-Helm, K. and Bagne, A.G.(2007) Teaching Skills to Second and Third Grade Children to Prevent Gun Play: A Comparison of Procedures. Education and Treatment of Children, Vol. 30(3), Aug. 2007, pp. 29-48.	NA (Paper)
22	Koffman, S. R., A. B.S., Covington, L., Albarran, N.M. and Vasquez, M. (2009) Impact of a Comprehensive Whole Child Intervention and Prevention Program among Youths at Risk of Gang Involvement and Other Forms of Delinquency. Children and Schools, Vol. 31 (4), Oct 2009, pp. 239- 245.	NA (Paper)
23	McCully, A. (2006) Practitioner Perceptions of their Role in Facilitating the Handling of Controversial Issues in Contested Societies: A Northern Irish Experience. Educational Review Vol.58(1), February 2006, pp. 51–65	Qual: Low - Medium
24	Oser, F., Riegel, C. and Turner, S. (unknown) Changing Devils into angels? Prevention of racism and right wing extremism at school as sensitising activity.	NA (Paper)
25	Peterson, D. and Esbensen, F.A. (2004) The Outlook is G.R.E.A.T.: What Educators Say about School based Prevention and the Gang Resistance Education and Training (G.R.E.A.T.) Program. Evaluation Review. 28(3), pp.218-245.	Quant: High

26	Poretti, M. (2008) Preventing Children from Joining Armed Groups. <i>Refugee Survey Quarterly</i> , Vol. 27(4), pp. 123-141.	NA (Paper)
27	Pratchett, L., Thorp, Dr. L., Wingfield, Fr. M., Lowndes, Prof. V. and Jabbar, R. (2010) Preventing Support for Violent Extremism through Community Interventions: A Review of the Evidence. Department for Communities and Local Government. London.	Secondary: High
28	Prior, D. and Paris, A. (2005) Preventing Young People's Involvement in Crime and Anti-Social Behaviour: A Literature Review. Department for Education and Skills.	Secondary: Low
29	Sieckelinck, S. M. A. and de Ruyter, D.J. (2009) Mad about Ideals? Educating Children to Become Reasonably Passionate. <i>Educational Theory</i> , Vol. 59(2), May 2009, pp. 181-196	NA (Paper)
30	Silvestri, A., Oldfield, M., Squires, P. and Grimshaw, R. (2009) Young People, Knives and Guns: A Comprehensive Review, Analysis and Critique of Gun and Knife Crime Strategies. Centre for Crime and Justice Studies, Kings College London, Strand.	Secondary: Medium - High
31	Tarling, R., Davison, T. and Clarke, A. (2004) The National Evaluation of the Youth Justice Board's Mentoring Projects. Youth Justice Board 2004	Quant: Medium
32	Thomas, S. P. (2003) Identifying and Intervening with Girls at Risk for Violence. <i>The Journal of School Nursing</i> . Vol. 19(3), Jun 2003, pp. 130-139.	NA (Paper)
33	Triggle, N (2008) Youth Crime: Off the Streets. <i>Local Government Chronicle</i> , Nov. 2008, pp.26-27.	NA (Article)
34	White, R. (2007) Anti-Gang Strategies and Interventions. Australian Research Alliance for Children and Youth.	NA (Paper)
35	Williams, K., Curry, D.G. and Cohen, M.I. (2002) Gang Prevention Programs for Female Adolescents: An Evaluation. In: <i>Responding to Gangs: Evaluation and Research</i> . Reed, Winifred L., (Ed.); Decker, Scott H., (Ed.) National Criminal Justice Reference Service 322pp. Jul 2002	Quant: High; Qual: Medium
36	Williams, K.R. and Mattson, S.A. (2006) Qualitative Lessons from a Community-Based Violence Prevention Project with Null Findings. <i>New Directions for Evaluation</i> , Vol.6(110), Summer 2006, pp. 5-17	Qual: Low
37	Wilson, D. B., Gottfredson, D. C. and Najaka, S. S. (2001) School-based Prevention of Problem Behaviors: A Meta-analysis. <i>Journal of Quantitative Criminology</i> , Vol. 17(3), Sept 2001, pp. 247-272.	Secondary: High

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