

# Youth deviance and Youth violence

European multi-agency perspective on best practices  
in prevention and control - Youprev

Local Approach in Portugal

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## **INTRODUCTION AND METHODOLOGY**

Following the project design the local approach was oriented to:

- The application of a self-report questionnaire addressed to young students aged 12-18 years;
- The conduction of interviews with local experts.

These instruments were implemented in two different areas: one urban and one rural.

The urban area is located in the Metropolitan Area of Lisbon. It is a municipality with 175,135 inhabitants very close to Lisbon-capital where about 26% of the population is aged less than 24 years old. In the last decades it has been the hosting place for a large migrant population, mainly coming from the former Portuguese colonies in Africa. This immigration flow contributed to a decrease in the ageing of the local population. In 2011, 7.1% of the total population in that municipality was born out of the country.

The rural area is located in the Centre Region on the littoral coast. It is a municipality that combines a still strong agricultural activity with fishing and tourism activities. In 2011, the total population was 56,676 inhabitants. Contrary to most rural areas in Portugal this is a municipality with a relatively high presence of young population: 25% has less than 25 years old.

About the school survey the instrument was based on the last version of the *International Self-Reported Delinquency Study* (ISRD). Considering YouPrev objectives, the survey was adapted and questions on young people's experiences with and views on preventive measures directed at juvenile violence and substance abuse were introduced. It was also a team concern to reduce the number of questions in order to ensure that it could be completed in one school lesson of 45 minutes.

### ***ABOUT THE SCHOOL SURVEY***

In Portugal, the implementation of this kind of survey, addressed to young students at schools, requires the authorisation from the Ministry of Education. And this authorisation could only be issued on the basis the questionnaire final version.

The request to the Ministry was addressed on 23 November 2011 and the permission was given on 20 January 2012. After this date, the contact with local schools could finally start.

In order to involve local organisations in the process and to facilitate contact with experts, and in order to get the schools acceptance and cooperation the following procedures were adopted:

- Meeting with the municipalities;
- Project presentation in a CLA meeting<sup>1</sup> ;
- Face to face meetings in all schools with school principals / representatives. The main objective was to get the schools' agreement regarding the questionnaires' application and to organise all the process, namely taking into consideration the need for the parent's authorization in a written form.

The time frame for the questionnaires application was from 29 February to 15 June 2012.

The members of the Portuguese YouPrev team visited the schools who declared to be available for collaboration after the collection of the parent's permission (in written form) by a school delegate. The survey was conducted among the students by three elements of the CESIS' permanent team.

In Portugal we did not do any change in the questionnaire, thus having adopted the version prepared by the international team.

### ***ABOUT THE EXPERTS INTERVIEWS***

In each municipality (rural and urban) we tried to choose respondents from different educational and professional backgrounds and people with different expertise and experiences concerning youth delinquency and prevention.

Following those criteria the interviews were made to:

The local interviews tried to supplement young people's point of view about youth delinquency and local prevention measures.

In each municipality we tried to choose respondents from different educational and professional backgrounds. Besides we tried to interview people with different expertise and experiences concerning youth delinquency and prevention.

Following those criteria the interviews were made to:

- ***Urban area:*** Social worker at a parish council; Person in charge for youth policies at the municipal Council; Leader of a local youth association; Member of the local probation services; Coordinator of a local project addressed to young people; School principal; Police officer (PSP); Persons in charge

<sup>1</sup> CLA is a local coordination structure of different local organisations and public bodies in the areas of education, social services, health, law enforcement, etc.

of the local commission for children and young people at risk (2); Person in charge of the municipality programme for prevention of domestic violence.

- **Rural area:** Person in charge for youth policies at the municipal Council; Leader of a local youth association; Member of the local probation services; Coordinator of a local project addressed to young people; School psychologists (4 from different schools); Police officer (PSP); Person in charge of the local commission for children and young people at risk.

The time frame for the interviews was from 10 April to 31 June 2012.

### ***ABOUT THE GROUP DISCUSSIONS***

The time frame for the interviews was from 10 April to 31 June 2012.

In both municipalities the project promoted group discussions with young people. We got the collaboration of local projects for the recruiting of these youngsters.

In the urban area we've got the participation of 15 young people (aged 13 – 18 years), the majority of them living in poor degraded areas. The group discussion took place on 29 March 2012.

In the rural area we had 18 participants who came from different schools and had diverse social origins. This group discussion took place on 24 April 2012.

# YOUTH DEVIANCE AND YOUTH VIOLENCE – A SELF-REPORTED PERSPECTIVE

## CONTEXT

Every student who entered the school system since the school year 2009/2010 are covered by the 12 years of compulsory school, which means that they stay at school until 18 years old.

The school system in Portugal is organised as follows:

- **Pre-school education**

Pre-school education is optional for children aged 3-4 years but compulsory for those who have 5 years old. This may be ensured by the private sector; private non-profit organisations or public institutions.

In the school year 2009/2010 children's participation rate in pre-school education was 85%.

- **Basic education**

Since 2009 basic education in Portugal is divided into 5 levels as showed in the next table:

**Table 1 – School system in Portugal – Basic Education**

Stages	School years	Ages
1 <sup>st</sup> level	4 (1st – 4th)	6 to 10 years old
2 <sup>nd</sup> level	2 (5th – 6th)	10 to 12 years old
3 <sup>rd</sup> level	3 (7th- 9th)	13 – 15 years old
Secondary	2 (10th- 11th)	16 – 17 years old
12 <sup>o</sup> grade	1 (12th)	18 years old

In 2009/2010 there were in Portugal 1,748,084 students attending basic education. This is a decreasing number due to the ageing of the Portuguese society and the respective decrease in children and young people's numbers.

About 83% of those students were attending state schools. This percentage tends to increase with the economic crisis due to the families' financial problems.

Compared with the Portuguese society about 40 years ago, education is one of the fields where a more expressive and positive evolution after the 1974 revolution is noticeable. The illiteracy rate was, at that time, 33% while in 2011 it was 5.23%. On the other hand, compulsory school was enlarged (from 4 to 12 years) and the school system it is now more democratic, being seen as a vehicle to social mobility.

However, many problems still remaining such as the high school dropout: the percentage of students who early dropped out education was 28.7% in 2010 and 23.2% in 2012.

School dropout in Portugal is also an indicator of the unfulfilled democratization of the education system mainly regarding school success. As a matter of fact school failure in Portugal is socially selective - it is higher among the unprivileged children/youngsters; it tends to be cumulative – those who failed once have a high probability to fail again; often leads to school dropout.

In the field of education the recent policies focus mainly on urban areas and reduce the investment in (poorly populated) rural schools). Due to several budget many schools in rural areas are now closed.

## ***SAMPLE DESCRIPTION***

### **QUESTIONNAIRES, AREAS AND SCHOOLS**

The number of questionnaires to be answered was initially defined in the project proposal: a total of 2,000. Considering the desertification of rural areas, particularly in countries as Portugal; it was agree that those 2,000 questionnaires could be unequally divided on the two local areas: 1,400 in the urban area; and 600 in the rural area.

The contacts with the schools were made based on this assumption.

In the chosen Portuguese urban area there were around 11,000 students and 15 state schools with students in the relevant ages. In order to reduce the contacts and to ensure compliance with the project scheduling we decided to distribute the 1,400 questionnaires over 11 schools – one for each parish – according to the respective number of students.

However, the participation of some schools did not reach initial expectations and we were forced to contact other schools beyond those previously defined. In any case, at the end it was not possible to conduct all the questionnaires foreseen

**Table 2 - Number of questionnaires in the urban area by school**

Initial Sample		Final Sample	
Schools	Questionnaires	Schools	Questionnaires
EB2,3 Alfornelos	85	EB2,3 Alfornelos	0
EB2,3 Almeida Garret	100	EB2,3 Almeida Garret	62
EB2,3 Cardoso Lopes	70	EB2,3 Cardoso Lopes	64
EB2,3 Azevedo Neves	98	EB2,3 Azevedo Neves	105
EB2,3 Miguel Torga	128	EB2,3 Miguel Torga	70
EB2,3 Roque Gameiro	198	EB2,3 Roque Gameiro	80
EB2,3 Mães de Água	95	EB2,3 Mães de Água	78
EB2,3 Fernando Namora	133	EB2,3 Fernando Namora	112
Escola Sec. da Amadora	196	Escola Sec. da Amadora	165
EB Sec. Seomara Costa Pinto	165	EB Sec. Seomara Costa Pinto	102
EB2,3 D. João V	132	EB2,3 D. João V	50
TOTAL	1,600	EB Sophia de Mello Breyner	62
		EB2,3 Cardoso Pires	34
		TOTAL	984

The difference between the initial prevision and the number of questionnaires actually completed was due either to a lower level of cooperation of parents and or to less involvement of school teachers. In total we made contacts with 13 schools but only 12 of them cooperated and the total number of filled questionnaires was 984.

In the rural area the total number of students is around 2,500. There are, in this area, six schools with students in the relevant age group. One of those schools is private but given a special protocol with the state it replaces the public educational system in one of the parishes. It was precisely this school that refused to collaborate with the project. Therefore the questionnaires were applied in the other five schools according to the following distribution:

**Table 3 - Number of questionnaires in the rural area by school**

Schools	Questionnaires
EB2,3 Frei Estevão Martins	92
EB2,3 D. Inês de Castro	199
EB2,3 D. Pedro I	112
EB2,3 Pataias	47
EB2,3 S. Martinho do Porto	143
TOTAL	593

The contacts with those five schools in the rural area lead to a number of 593 filed questionnaires.



## SEX AND AGE

There is a balance in the sample between the numbers of boys and girls surveyed. As shown in the table below, 52.9% are young female. This is in line with the fact that there is a higher percentage of girls in the total number of students.

The gender balance is more evident in the rural area than in the urban one.

**Table 4 – Young students by sex and area (%)**

	Rural	Urban	Total
Boys	49.1	45.9	47.1
Girls	50.9	54.1	52.9
<b>TOTAL</b>	100	100	100

More than 60% of students surveyed have 15 years old or less. The rural sample is a bit younger than the urban one: 61.7% have less than 16 years old; this percentage is 60.4% in the urban area.

**Table 5 – Young students by age and area (%)**

	Rural	Urban	Total
Less than 15 years old	28.0	26.5	27.0
15 years old	33.7	33.9	33.9
16 years old	19.2	22.9	21.5
17 years old	13.4	11.9	12.4
18 years old	0.7	4.1	4.5
More than 18 years old	-	0.7	0.7
<b>TOTAL</b>	100	100	100

The participants are attending different levels of education, from the 6<sup>th</sup> school year (1.2%) to the 12<sup>th</sup> grade (3.1%) but the majority (46.9% - mode point) is attending the 9<sup>th</sup> school year.

**Table 6 – Young students by school year and area (%)**

	Rural	Urban	Total
6 <sup>th</sup> School year	-	1.9	1.2
7 <sup>o</sup> School year	-	7.3	4.6
8 <sup>o</sup> School year	14.3	6.4	9.3
9 <sup>o</sup> School year	35.4	53.7	46.9
10 <sup>o</sup> School year	33.3	28.3	30.2
11 <sup>o</sup> School year	9.1	2.0	4.7
12 <sup>o</sup> School year	7.9	0.3	3.1
<b>TOTAL</b>	<b>100</b>	<b>100</b>	<b>100</b>

As said before, the age distribution of the participants is similar in both areas; however in urban more students are attending the lowest levels of education. In order to find out if there is a relationship between this and the existence of school failure, crossing school year with age, as a proxy, it is noticeable that while in the rural area 7.5% are older considering the school year they are attending, this percentage reaches 27.7% in the urban municipality.

**Table 7 – Self-evaluation about school performance by area (%)**

	Rural	Urban	Total
Excellent, I'm probably one of the best in my class	7.1	8.1	7.7
Well above average	5.6	5.9	5.8
Above average	15.7	16.3	16.1
Average	58.7	53.8	55.7
Below average	9.5	13.0	11.7
Well below average	1.4	2.3	1.9
Poor, I'm probably one of the worst in my class	2.0	0.5	1.1
<b>TOTAL</b>	100	100	100

Participants were asked to make a self-evaluation about their school performance. Both in the rural and in the urban areas young people tend to rate their school performance in the average (58.7% - rural; 53.8% - urban). However a few nuances are evidenced in the two areas. Reminding that is in the urban area that school failure is higher among the youngsters surveyed it is also there that we can find more students above average (30.3%, 8.1% of which considered themselves excellent) as well as more students below average ( 15.8%). In the rural sample, more participants see themselves as average students; however it is also in the rural area that we find the higher percentage of those who evaluate themselves as one of the worst students (2%).

### ***FAMILY, RELATIONS AND PARENTAL SUPERVISION***

The most part of the participating students was born in Portugal (85%) but, as expected, the percentage of young people born outside Portugal is higher in the urban area (20.9% compared with 5.4% in the rural municipality).

**Table 8 – Young people's country of birth by area (%)**

	Rural	Urban	Total
Portugal	94.6	79.1	85
Other country	5.4	20.9	15
<b>TOTAL</b>	100	100	100

But the presence of migration flows it is not limited to the young people's country of birth. Considering their parents the percentage of those who were born outside Portugal is higher: 26.4% for mothers; and 26.8% for fathers. Similarly to what happens among young people migrant parents are more frequent in the urban than in the rural area.

**Table 9 – Youngsters' parents born outside Portugal by area (%)**

	Rural	Urban	Total
Mother	11.8	35.2	26.4
Father	9.1	37.5	26.8

Nearly 94% of young people surveyed most often speak Portuguese at home. This percentage is higher than the one regarding those who were born outside Portugal which means that some of the migrants also speak Portuguese at home.

**Table 10 - Language in which young people most often speak by area, by area (%)**

	Rural	Urban	Total
Portuguese language	98.5	91.1	93.9
Other language	1.5	8.9	6.1
<b>TOTAL</b>	<b>100</b>	<b>100</b>	<b>100</b>

The absence of a male figure in the families of these young people is rather frequent since more than 20% are not living with their father or stepfather. Also as expected it is in the rural area that the father presence has a higher expression. This is an indicator that in the rural area a more traditional family form can still be found.

**Table 11 - Young people living with their mother and/or father, by area (%)**

	Rural	Urban	Total
Living with father	83.8	72.1	76.5
Living with mother	94.9	90.2	92.0

Job insecurity and precariousness it is present in young people's lives: 11.6% of their fathers and 11.2% of their mothers can't find a job or work only sometimes. Mothers in the urban area seen to be more affected by job precariousness, while in the rural area the fathers are the ones who are living in a worst situation.

**Table 12 – Job precariousness among young people’s mother and/or father, by area (%)**

	Rural	Urban	Total
Job precariousness - father	12.8	9.6	11.6
Job precariousness - mother	11.7	10.3	11.2

It is not only the economic situation that is important for the wellbeing of children and young people. Growing up in a family environment where there are caring and trustful relationships is also condition for a healthy development.

**Table 13 – Young people’s agreement with the sentence: “I get along just fine with my father / mother” by area (%)**

	Rural	Urban	Total
Totally agree with sentence <i>“I get along just fine with my mother”</i>	71.1	72.1	71.7
Totally agree with sentence <i>“I get along just fine with my father”</i>	58.7	53.9	55.8

It is clear from young people’s statements, that good (and close) relationships are preferably established with mothers both in the rural and the urban area.

What do parents know about their children? What do parents ask about children’s life both considering leisure times and school responsibilities? This was one of the project concerns.

**Table 14 – Young people’s parents know ... almost always or often by area (%)**

	Rural	Urban	Total
<u>When</u> she/he goes out	90.2	83.8	86.2
<u>What</u> she / he is doing when goes out	72.1	69.9	70.8
<u>With</u> what friends	79.8	71.9	74.8

Young people mostly answered that their parents always or often “know when she/he goes out” (86.2%); “what she/he is doing when goes out” (70.8%); “with what friends they are” (74%). It is in the rural area that this knowledge is extended to a larger percentage of parents.

**Table 15 – Young people parents’ supervision by area (%)**

	Rural	Urban	Total
<u>Ask</u> what she/he did and with whom was	73.8	74.5	74.2
<u>Give</u> youngsters curfew	61.2	77.0	71.0
<u>Demand</u> call if she/ he go out and it gets late	64.7	79.1	73.7
<u>Check</u> homework	23.6	25.5	24.8

Concerning a more proactive approach by parents we can understand, from the answers given by youngsters, that a great part of parents always or often “ask what she/he did and with whom was” (74.2%); “give youngsters curfew” (74.2%); “demand call” (73.7%). However, and contrary to the previous questions, it is in the rural area that fewer parents have concerns about the supervision of young people’s life outside home. The idea that it is a “small place” where everyone knows each other could be an explanation for this different attitude between rural and urban parents.

In general, parents seem to be much less oriented to support young people in their homework and to check about the watching of films. Once again it is in rural area that this concern is a minor one.

**Table 16 – Parent’s supervision and weekends by area (%)**

	Rural	Urban	Total
Participant is not allowed to go out on a weekend	12.1	26.0	20.7
Participant does not have a curfew	41.7	28.7	33.6

Weekends are special times for going out with friends. The difference between rural and urban areas are clearly marked regarding these two questions: in the urban area there are more young people who are not allowed to go out on a weekend; in the rural area it is much more frequent going out on weekends and not having curfew. Therefore parents in the rural area seem to be more confident on their sons and daughters; trusting more in the social environment, and showing therefore a weak supervision attitude.

## **ABOUT SCHOOL**

Skipping classes without excuse in the last 12 months prior to the questionnaire application is an assumed practice among 19% of the young participants and it is more frequent in the urban area (22.1%).

**Table 17 – Young people skipped classes without excuse (last 12 months) by area (%)**

	Rural	Urban	Total
No, never	86.1	77.9	81.0
Yes	13.9	22.1	19.0
TOTAL	100	100	100

As expected, those who did not skip classes are those who, in a larger percentage, have success at school (83.4%). This relationship between a “good behaviour” and a “good school performance” is more expressive in the rural area as we can see in table 18. As an hypothesis it can be said that skipping school in the urban area is something transversal to different types of students.

**Table 18 – Young people who never skipped classes without excuse (12 months) and have school success by area (%)**

	Success	School failure	Total
Rural – Never skipped classes without excuse	94.0	6.0	100
Urban – Never skipped classes without excuse	76.3	23.7	100

School is, in general, important for young people and this is recognized in the answers given to the questionnaire. But school is much more than classes and the effort of leaving home every morning; school is a place for conviviality with other youngsters; that may be the reason why the percentages referring to more generic question such as “*I miss school*” and “*I like school*” are higher than others both in rural and urban areas.

On the other hand, school seems to be much more oriented for girls since there is a big difference between the percentage of young girls saying that they like “*to go to school most mornings*” (67.2%) and that “*classes are interesting*” (67%) and those concerning young boys: 58.8% and 58%, respectively.

**Table 19 – Young people’s opinions<sup>2</sup> about school by area and sex (%)**

	Rural	Urban	Total	Boys	Girls
I would miss school if I move	82.3	80.9	81.4	80.7	82.1
I like going to school most mornings	60.6	64.8	63.2	58.8	67.2
I like school	78.2	78.3	78.3	78	78.6
Classes are interesting	60.8	63.9	62.7	58	67

There is a big difference between what is perceived by the youngsters from the rural area in what concerns to what happens at school and the ones who are living in the urban area. As a matter of fact, the existence of stealing, fighting, things broken or vandalized in schools, is pointed by a percentage of urban boys and girls that more than doubles the equivalent percentage in the rural area. However, the perception about drugs use in school is very similar in both areas.

Boys and girls have very close perceptions on these matters – the only expressive difference is the one that refers to the existence of fighting in schools. Regarding this questions girls tend to see schools, in rural or in urban areas, as more violent compared with boys.

<sup>2</sup> We considered the answers “*Fully agree*” and “*Somewhat agree*”.

**Table 20 – Things happening in school by area and sex (%)**

	Rural	Urban	Total	Boys	Girls
There are a lot of stealing in the school	14.8	33.1	26.2	24.5	27.6
There is a lot of fighting in the school	24.1	41.4	34.9	31.9	37.4
Many things are broken or vandalized in the school	12.6	27.9	22.1	22.5	21.7
There is a lot of drugs use in the school	35.9	36.2	36.1	35.3	36.8

### **PERCEPTIONS ABOUT THE NEIGHBOURHOOD**

As we might expect, students from the rural area seem to be involved in what they perceived as much more positive and safe communities; in general, signs of insecurity are mainly expressed by boys.

**Table 21 – Perceptions about the neighbourhood by area and sex (%)**

	Rural	Urban	Total	Boys	Girls
There is a lot of crime in my neighbourhood	6.8	22.0	16.2	18.3	14.2
There is a lot of drug selling in my neighbourhood	13.9	26.8	21.9	23.3	20.5
There is a lot of fighting in my neighbourhood	7.1	24.8	18.1	18.6	17.5
There is a lot of graffiti in my neighbourhood	10.4	49.8	34.9	38.6	31.5
My neighbourhood is a close-knit neighbourhood	49.9	41.7	44.8	53.6	37
My neighbourhood is a safe neighbourhood	91.4	72.0	79.3	81	78

### **FEELINGS AND LEISURE TIME**

Most young people feel happy most of time and there aren't big differences between rural and urban areas. However, in the urban area there is a larger percentage of participants who opt for the extreme situations: "very happy most of the times" (24%) or "very unhappy most of the times" (1.2%).

**Table 22 – Young people's feeling of happiness by area (%)**

	Rural	Urban	Total
Very happy most of the time	19.8	24.0	22.4
Happy most of the time	44.3	38.0	40.3
A bit more happy most of the time	24.5	25.0	24.8
A bit more unhappy most of the time	9.3	10.0	9.7
Unhappy most of the time	1.4	1.8	1.7
Very unhappy most of the time	0.8	1.2	1.1
TOTAL	100	100	100

Concerning spare time activities, we considered only those answers saying that *“I often do...”* because our interest is to identify frequent behaviours.

*“Do something creative”, “sports”* and *“preparing homework”* are the activities mentioned more often by the young respondents. This may express a trend for delinquency with a higher percentage is *“annoy other people just for fun”* (7.7%) it is more frequent in the urban /7.5%) than in the rural area (4.0%). Also an urban activity seems to be *“hanging out in shopping centres, streets...”* 40.4% in urban; 24.8% in rural.

On the other hand, and surprisingly, *“go to bars or discos”* is more frequent in the rural area as well as to do *“something forbidden to have fun”* and *“drinking alcohol”*.

All these activities are practised in a group context both in rural as in urban areas.

Highlighting the differences between rural and urban, spare time activities in the rural area tend to take place in a group context and involve activities that imply more financial capability that those in urban areas.

**Table 23 – Young people often do... by area (%)**

	Rural	Urban	Total
Fights with others	2.5	2.0	2.2
Something forbidden to have fun	7.9	5.1	4.7
Drink beer / alcohol	8.1	4.3	5.7
Take drugs	2.0	2.2	2.2
Annoy other people just for fun	4.0	7.5	7.7
Go to coffee bars, discos	14.3	6.1	9.2
Hang out in shopping centres, streets...	24.8	40.4	34.5
Do something creative	23.6	25.0	24.5
Do sports	48.6	46.0	47.0

Considering the differences between sexes, female spare time activities are manly *“hanging out in shopping centres, streets...”*; *“do something creative”* and, particularly *“study for school or do homework”*.



## MAIN FINDINGS OF THE SELF-REPORTED PERSPECTIVE ON YOUTH DEVIANCE AND YOUTH VIOLENCE

### SELF-REPORTED VICTIMIZATION AND DELINQUENCY

A low level of self-reported victimization among young people is noticeable. The perception of having been a victim is higher in the urban area. In general, there is no much difference between male and female young people. Most of the typical victimizing acts previously experienced by the respondents are thefts or cyber-bullying. Cyber-bullying and dating violence are as expressive in urban as in rural areas.

**Table 22 – Life-time prevalence of victimization by area and sex (%)**

		Boys	Girls
Robbery	Urban	2.7	7.1
	Rural	0.7	3.4
Assault	Urban	1.7	2.5
	Rural	0.7	1.4
Theft	Urban	14.2	15.2
	Rural	6.0	8.9
Hate crime	Urban	3.8	4,9
	Rural	1.7	1.7
Cyberbullying	Urban	11.5	8.1
	Rural	12.0	5.8
Dating violence	Urban	6.6	3.8
	Rural	6.3	3.8

Concerning the self-reported practice of delinquency the most frequent acts are shoplifting, followed by group fight, personal theft and vandalism. Young boys are predominant in most delinquent acts with the exception of shoplifting. Still considering the behaviour of young boys there is not a big difference between what happens in rural and in urban areas at least regarding three types of crime: vandalism; carrying a weapon; and hate crime. Hate crime and, particularly, group fight are two types of crime that are higher among young males in rural areas.

**Table 23 – Life-time prevalence of delinquency by area and sex (%)**

		Boys	Girls
Vandalism	Urban	5.9	10.2
	Rural	3.6	10.7
Personal theft	Urban	6.6	12.0
	Rural	1.3	10.7
Shoplifting	Urban	12.5	11.8
	Rural	8.6	8.0
Bike theft	Urban	0.6	3.6
	Rural	0.7	2.8
Robbery / Extortion	Urban	0.8	2.7
	Rural	0.0	1.0
Carrying a gun	Urban	0.6	3.1
	Rural	0.0	2.4
Carrying another weapon	Urban	4.0	9.8
	Rural	1.3	8.7
Assault	Urban	0.6	3.3
	Rural	0.7	2.8
Group fight	Urban	7.2	14.9
	Rural	5.6	22.1
Hate crime	Urban	1.1	2.2
	Rural	0.3	2.8

Substances consumption and drugs abuse is more prevalent in the rural than in the urban area with the exception of young males' cannabis consumption in urban areas.

**Table 24 –Prevalence of substances consumption and drugs abuse by area and sex (%)**

		Boys	Girls
Never been drunk (lifetime)	Urban	73.6	68.6
	Rural	66.6	60.7
Drunk 3 times or more during last 30 days	Urban	1.5	3.2
	Rural	1.7	3.4
Never used cannabis (lifetime)	Urban	92.8	82.0
	Rural	88.4	84.7
Used cannabis 3 times or more during last 30 days	Urban	0.9	6.8
	Rural	2.0	3.8

### ***YOUNG PEOPLE'S VALUES AND OPINIONS***

Taking into account the youngsters' opinions about some morally reprehensible behaviours (or even illegal activities in some cases) it is clear that most of those who agree with these statements represent a minority among the respondents. The only exceptions, in relative terms, refer to the illegal download of films or

music (28.1% agreement) and, in a minor percentage, to stealing small things from a shop (16% agreement).

**Table 25 – Young people’s agreement with... by area (%)**

	Rural	Urban	Total
Lie, disobey or take back to adults	5.2	6.2	5.9
Insult someone because of his/her religion...	1.3	2.1	1.8
Purposely damage or destroy property that not belong to him / her	0.9	2.3	1.7
Illegal download films or music	70.2	64.0	28.1
Steal something small from a shop	13.8	17.8	16.0
Break into a building to steal	0.9	2.4	1.8
Hit someone with the idea of hurting	4.3	3.8	4.0
Use weapon or force to get money	1.3	1.2	1.3
Hit or threaten someone at school just for fun	2.0	2.6	2.4

As to the legitimisation of violence, namely within the family, the youngsters tend to express agreement on traditional views on the role of men and women. The statement “*real men are strong to protect their family*” is accepted by the large majority of the respondents (92%), both in rural and urban areas.

The notion of obedience in the family towards the male figure is still present (34.7%) and curiously it is a bit more expressive in the urban than in the rural area. On the other hand, the idea that if „*women cheats on her husband he may beat her up*” is accepted by 7.6% of the young respondents, with slight predominance in the rural area.

High is also the percentage of youngsters who think that a „*man should be allowed to have a gun to defend himself*” (44.4%).

**Table 26 – Young people’s agreement with... by area (%)**

	Rural	Urban	Total
A real men is strong to protect their family	91.2	92.4	92.0
Men who are not prepared to answer insults with violence are cowards	18.4	21.1	20.1
The father is the head of the family and may use violence	9.3	11.4	10.6
If women cheats on her husband he may beat her up	8.1	7.4	7.6
Man should be prepared to protect his partner and children with violence	75.5	76.1	75.9
Women and children must obey man	31.2	36.8	34.7
Real men use violence to overcome somebody who talks badly about his family	27.2	29.0	28.3
A man should be allowed to have a gun to defend himself	44.0	27.6	44.4

## PERCEPTION OF APPROACHES TO JUVENILE DELINQUENCY

The experience with substance abuse prevention measures is more frequent than that with preventing violence. The experience with prevention measures about substances abuse is more pointed by rural young people. The experience with violence prevention measures is referred, particularly, by urban young people.

**Table 27 – Existence of experiences with prevention measures by area (%)**

		Total
Experiences with substance abuse prevention measures	Urban	79.8
	Rural	82.3
Experiences with violence prevention measures	Urban	36.2
	Rural	29.7

Although the prevention experiences are more oriented to substance abuse, young people believe that school influence is more positive concerning violence than drugs.

**Table 28 – School's perceived influence on drugs and violence by area and sex (Mean Values)**

		Boys	Girls
School's perceived influence on drug prevention	Urban	2.88	2.93
	Rural	2.86	2.84
School's perceived influence on violence prevention	Urban	3.15	3.13
	Rural	3.11	3.03

Note: Mean values - 1 = "no influence at all", 2 = "some influence", 3 = "medium influence", 4 = "strong influence", 5 = "very strong influence".

Repressive measures, as well as information, are, in the youngsters' opinion, the less positive approaches. The general idea is that "what works" best is the improvement of prospects to get a job and "good general education". One implies working on future perspective and creating opportunities for young people having a place in the adult society; the other refers certainly to the importance of family environment.

**Table 29 – Perception of approaches to juvenile delinquency (Mean Values)**

	Total
Severe punishment	2.02
Information about possible consequences	2.02
Behavioural training	1.90
Counselling for parents	1.88
Good opportunities for leisure activities	1.84
Listen to problems/sorrows	1.82

Note: Mean values - 1 = "works very good", 2 = "works", 3 = "doesn't work", 4 = "is rather harmful".

Family importance is, moreover, referred by youngsters' when asked about the main actors in prevention. Family and friends are the most important in young people's perceptions.

**Table 30 - Perceived Importance of actors in prevention (Mean Values)**

	Total
Parents	1.28
Friends	1.56
Police	2.12
Teachers	2.29
Sports coaches	2.34
Social workers	2.51

*Note: Mean values - 1 = "very important", 2 = "important", 3 = "little important", 4 = "not important".*

A question in an open format tried to find out students' views on alcohol / substance abuse prevention measures to be initiated by school and the answers given are as follows:

- Providing information on substances;
- Focus on clarification of consequences (health, social development);
- Deterrence by negative examples (e.g. inviting former substance abusers);
- Talking to substance abusing students; understanding underlying causes / problems and providing support;
- Drug / alcohol controls in schools and sanctions if rules are broken;
- Involving parents;
- Leisure time and sports activities offered by schools;
- Non-intervention with regard to:
  - Inefficiency of school measures;
  - Right to self-harm;
  - Drug abuse prevention not being teachers' business.

Concerning violence prevention the proposals were:

- Sanctions.
- Involving parents.
- Talks with those students who were involved in violent incidents aiming at achieving a better understanding of the underlying causes and providing the necessary support.
- Improving the classroom atmosphere, by improving the trust relationship. between teacher and student.
- Sports and leisure activities outside school.

- Lack of intervention.
- Information.
- Consequences for both victims and aggressors.
- Alternative dispute resolution mechanisms.
- Encouraging dialogue, communication and mediation between people involved in violent actions.
- Clarifying rules and sanctions.
- Improving skills (anger control, self-defense for potential victims; workshops on dispute mediation).

## YOUTH DEVIANCE AND YOUTH VIOLENCE – THE PERSPECTIVE OF LOCAL EXPERTS

### **CROSSED VIEWS**

It is important to highlight that the information collected through the interviews, in the urban area in particular, does not reflect a global knowledge on violence and juvenile delinquency; the information is deeply influenced by professional experiences and by what is going on in each organisation where each expert is working.

According to the experts' opinions, in the rural area juvenile violence and delinquency are quantitatively not relevant although its visibility is increasing due to a greater awareness on these issues among local professionals.

In the urban area the opinions differ: there are ones saying that "it is not an *alarming phenomenon*" (urban - interviewee 3); others refer that "*it is a municipality where juvenile delinquency is very high even compared to other urban areas*" (urban - interviewee 7).

The deep social cleavages and the existence of "pockets of poverty" in the urban municipality are strongly associated, according to the interviewees: "*there are areas with great economic needs and this leads to certain behaviours among young people*" (urban - interviewee 2); "*there is a socio-economic context that encourages delinquency*" (urban - interviewee 1).

This association between precariousness / poverty / delinquency is not clear on the interviewees' statements in the rural area. Here there is a notion that "*it is a transversal phenomenon to every social groups*" (rural - interviewee 5). However, there is a consciousness that the consequences are not the same to everybody: "*the cases of the most needed families end up in the probation services. In some cases, when people have money to pay the fine, these do not reach the services*" (rural - interviewee 5).

Also in the urban area a reference to this aspect is made. Families with higher incomes "are those who better protect themselves from the probation services intervention" (urban - interviewee 7). On the other hand, "*vulnerable populations are more available for that intervention which is faced as a support*" (urban - interviewee 7).

Both in rural and in urban areas the relationship between the youngsters and the family is seen as crucial.

A parental super-protection is mentioned which in some occasions prevents the youngsters' possibility of a full emotional development: "*Not knowing how to manage things that didn't go well, not having emotional autonomy may even lead to suicide; to violence among peers*" (rural – interviewee 1).

On the other hand, the interviewees spoke about a lack of parental skills: lack of responsibility; lack of family dialogue; no supervision; no rules: *“these are young people who are left on their own with neither limits nor rules”* (urban – interviewee 2).

These issues, among the urban interviewees, are again linked to the families’ economic precariousness which leads to long working hours, as well as to the existence of many lone-parent families in which the male figure is absent.

The importance of the family; the need of family dialogue, young people being part of; the need for parental supervision; and even the need for rules are aspects outlined by young people in the rural and urban workshops: *“the family is the start”*; *“parents should listen to young people”*; *“there are young people who never speak with their parents”*; *“my parents never ask me where I’m going (they trust me) but they should want to know more”*. These are some of the expression voiced.

The interviewees in the urban area refer to the existence of robbery, theft and bullying among young people: *“They are young people, more boys than girls, who are not adapted to school, don’t have success and the acts they carry out are robbery, theft and bullying and other uncivil behaviour that are not crimes but bother people and originate a feeling of insecurity, becoming associated to juvenile delinquency”* (urban – interviewee 3).

In the rural area acts of violence and alcohol and drugs consumption are put in evidence. The increased trivialization of this consumption is a matter of concern: *“the consumptions are so trivialized that they don’t reach the probation services, so trivialized that the health services also devaluate and do not do the screening of these consumptions”* (rural – interviewee 5).

The trivialization of the problem of alcohol and drugs consumption was also expressed by the young participants in the workshop. They were equally open about how good is their knowledge on the places where to get drugs as well as on frequent private local parties where the consumption of drugs and alcohol is seen as a normal behaviour and a strategy to become part of a peer group.



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