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INST FÖR SOCIOLOGI OCH ARBETSVETENSKAP

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Crime and public safety issues are often "wicked issues"

"Wicked issues":

- Are formed by many different kinds of causes and conditions: social, economic, psychological, infrastructural, political, cultural, legal, administrative, etc.
- Many different stakeholders involved.
- Deep disagreements about: (a) how the problem should be formulated; and (b) what should be done.
- Cannot be solved once and for all: have to be managed indefinitely. What is an acceptable outcome?
- Cannot be delegated to one single actor: require collaboration between many stakeholders.

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Perspectives are different because people:

- Focus on different **issues and tasks**
- Care about different **values and interests**
- Have different beliefs about **causes** and about **what works** and what doesn't work
- Have different **concerns** about undesirable consequences
- Have different **blind spots**: problems and undesirable consequences they do not pay attention to

These differences are valuable resources, they can be used for developing more effective and versatile strategies.

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Two different ways of formulating the task:

- The task is to **prevent and reduce crime**
- The task is to increase citizens' **sense of safety**

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| Indivi- duals | Interior | Something needs to happen inside individuals, such as: <ul style="list-style-type: none"> • More awareness, understanding • Learning • New skills • Change in views and values • More self-esteem • Change in identity, self-image | Exterior |
| | | Something needs to happen with the signals individuals get, such as: <ul style="list-style-type: none"> • Clarity about expectations and obligations • Tangible sanctions for undesirable behaviours • Attractive incentives for desirable behaviours • Increased control, risk of getting caught • Reduced availability of drugs, coveted goods | |
| Collec- tives | Interior | Something needs to happen to collective ideas, such as: <ul style="list-style-type: none"> • Increased awareness and motivation among parents, citizens, politicians, etc. • Change or strengthening of norms and values • Change of ideals and role models • Reduction of "Us-Them" polarization • Increased mutual understanding through story-telling | Exterior |
| | | Something needs to happen to structures and systems, such as: <ul style="list-style-type: none"> • Changes in policies, social security system, legislation, taxation, etc. • Changes in resource allocation • Changes in educational system • Changes in organizational structures and practices • Changes in routines, methods • Changes in roles and responsibilities | |
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| <u>Vandalism</u> | | | |
| Indivi- duals | Interior | <ul style="list-style-type: none"> • Contact youths with problem behaviours and engage in dialogue • Victim-offender mediation • Skill training targeting youth at risk • Mentoring programs • Support for development of parenting skills • Youth field workers | Exterior |
| | | <ul style="list-style-type: none"> • Increased surveillance • Unpleasant consequences: increased penalties, more efficient youth courts, etc. • More robust physical structures • Citizen vigilance committees • Positive incentives for desirable behaviours | |
| Collec- tives | Interior | <ul style="list-style-type: none"> • Campaign: advertisements, folders • Information about costs • Mobilize and motivate parents • Awareness-raising regarding norms and values • Support of visible role models for youth | Exterior |
| | | <ul style="list-style-type: none"> • Invest in youth centers • Support of youth sport associations and facilities • Start apprentice programs for unemployed youth | |
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Developing action plans for difficult social issues – A brief guide

Need for a well-considered action plan for a difficult problem.

A group of people with different competencies and roles.

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Step 1: Map the issues

Write all thoughts about relevant issues, conditions, causes and consequences on notes and post them on a board.

Group similar issues.

Look for causal links: draw arrows from causes to consequences.

Consider the map and select the issue(-s) that seem most important to address.

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Step 2: Causes

Write the name of the selected problem on a note and post it on the right hand side of the board.

Ask each participant to individually and in silence to write down their ideas about causes of the issue.

Read out the ideas, post them to the left of the selected problem and draw arrows from cause to problem.

Consider whether there are more causes and conditions that contribute to the problem.

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Step 3: Action ideas

Brainstorm action ideas and note them on a flipchart

Evaluate each idea

Develop promising ideas

If the issue is highly complex:

Review 3-4 different perspectives:

- What measures would they advocate?
- What reservations would they have about measures proposed by other perspectives?

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Step 4: Action plan

Develop an action plan from ideas the group agree on

Write up a table with four columns:

Action, Who is responsible, When, Follow-up

Talk about probable obstacles and strategies for pre-empting obstacles.

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Step 5: Evaluation

Review and explain outcomes

Adapt action plan according to conclusions of evaluation

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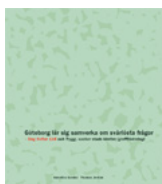
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