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# Manual on multi-professional Anchor work

Multi-professional collaboration to  
promote the wellbeing of adolescents  
and prevent crime

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Ministry of the Interior

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KRIISINHALLINTA

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## Description sheet

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<b>Abstract</b>	<p>Anchor work refers to multi-professional collaboration targeted at children and adolescents under 18 years of age to promote their wellbeing and prevent crime. It also seeks to prevent radicalisation into violent extremism, with people of all ages. Anchor work is carried out by multi-professional teams consisting of professionals from the police, social services, health services and youth services. The purpose of Anchor work is to provide young people and their families with individualised and comprehensive support at an early stage and, if necessary, to refer them to the services, care and support provided by other experts.</p> <p>Anchor work is organised at a local or regional level, so that it meets the needs and special characteristics of the area, but it builds on shared national principles and objectives. Multi-professional collaboration is based on permanent structures that have been jointly agreed. The responsibility for national guidance and development rests with the national coordinator, together with the national steering group.</p> <p>This manual is based on information produced in a research and development project. The manual was produced by the national Anchor work development group, the Ministry of the Interior, the National Police Board and the University of Eastern Finland. The manual was financed with the support of the EU Internal Security Fund.</p>		
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<b>Referat</b>	<p>Med ankarverksamhet avses sådant multiprofessionellt samarbete som fokuserar på att främja välbefinnande och förebygga brott bland barn och unga (under 18 år). Därtill strävar ankarverksamheten efter att i alla åldersgrupper förebygga radikaliserings som resulterar i våldsbejakande extremism. Ankarverksamheten genomförs i multiprofessionella team där det ingår experter från polisen, socialväsendet, hälsovårdsväsendet och ungdomsväsendet. Syftet med ankarverksamheten är att erbjuda unga och familjer individuellt och övergripande stöd i ett tidigt skede och att vid behov hänvisa till vård, tjänster och stöd hos andra experter.</p> <p>Ankarverksamheten ordnas lokalt eller regionalt så att den motsvarar områdets behov och särdrag men den bygger på gemensamma nationella verksamhetsprinciper och mål. Det multiprofessionella samarbetet bygger på gemensamt överenskomna och bestående strukturer. För den riksomfattande styrningen och utvecklingen av verksamheten ansvarar en nationell samordnare av ankarverksamheten i samarbete med en nationell styrgrupp.</p> <p>Handboken bygger på data som producerats i ett forsknings- och utvecklingsprojekt. Handboken har utarbetats i samarbete med utvecklingsgruppen för den riksomfattande ankarverksamheten, inrikesministeriet, Polisstyrelsen och Östra Finlands universitet. Den har finansierats med stöd från Europeiska unionens fond för inre säkerhet.</p>	
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## TO THE READER

Anchor work refers to multi-professional collaboration, the purpose of which is to promote the wellbeing of adolescents and prevent crime. Anchor work is carried out by a multi-professional Anchor team which consists of professionals from the police, social services, health services and youth services, or access to their expertise and competence has been harnessed in some other way for use in Anchor work. The team meets the adolescent and their family at the earliest stage possible, so that the adolescent can be supported in their situation and referred to other help or support, where necessary.

Anchor work was launched in Hämeenlinna in the early 2000s, based on the need to develop multi-professional collaboration for promoting the wellbeing of adolescents and preventing crime. Professionals and adolescents have found Anchor work to be a meaningful, effective way of pursuing collaboration between professionals from different fields. Anchor work has subsequently expanded into a national course of action through the deployment of good practices.

The purpose of this manual is to support the implementation, development and assessment of Anchor work in Finland. The manual is future-oriented and describes the Anchor work model, which is based on scientific research and good practices. The aim is to steer, support and standardize Anchor work to ensure that adolescents will have equal opportunities to access services nationwide, and that they would not be in unequal positions with respect to the services. Anchor work is organized to address local and regional needs in relation to existing, effective practices, and is implemented flexibly in collaboration with other stakeholders in the region. The scope and targets of Anchor work can vary, so other tasks can also be organised as part of the work, such as preventing domestic and family violence.<sup>1-3</sup>

The focus in Anchor work is on promoting internal security and the wellbeing of adolescents, including measures to prevent radicalisation into violent extremism. Considering the scope of the goal, its implementation calls for collaboration between all sectors. Promoting wellbeing and increasing internal security require a comprehensive, multi-sector approach, which can be contributed to, in part, through Anchor work.

Both this manual and the national Anchor work are based on the idea that promoting the wellbeing of adolescents and preventing social exclusion are efficient ways of preventing radicalisation into violent extremism. This requires support and a comprehensive view of the adolescent's situation, which are both aspects that can be implemented through Anchor work.

Common practices in Anchor work are necessary for several reasons:

1. Adolescents and families have the right to equal services. Thanks to nationally consistent courses of action, Anchor services can be organised in the same way in different parts of the country.
2. Nationally consistent functions can be used to support the launching, planning, implementation and assessment of Anchor work in practice.
3. Consistent courses of action allow the implementation and management of multi-professional collaboration.
4. Anchor work can be monitored, assessed and developed consistently at the local, regional and national level.

**IN THIS MANUAL, AN ANCHOR WORK CLIENT REFERS TO:**

- a child or adolescent aged under 18 years, who
- has committed crime or is suspected of crime and/or
- has used drugs and/or substances and/or
- is in danger of becoming radicalised into violent extremism (without age limit) and/or
- needs multi-professional support in their situation, e.g. in cases involving domestic or family violence.

## Preparing the manual

This manual is based on previous knowledge and information collected for the purposes of the manual. Earlier knowledge comprises Finnish and international research literature, documents and legislation steering the work, as well as other publications concerning the theme. The Nordic good practices in multi-professional collaboration to promote the wellbeing of adolescents and to prevent crime and radicalisation into violent extremism were also used in the development of this manual. A survey was conducted with Finnish Anchor team professionals in spring 2018 for preparing this manual.

The manual was drawn up in collaboration with the Anchor work steering group. The steering group consists of representatives from the Ministry of the Interior, Ministry of Social Affairs and Health, Ministry of Education and Culture, the National Police Board, the National Institute for Health and Welfare, the Association of Finnish Local and Regional Authorities, the Police University College and the Anchor work. Feedback for preparing the manual was provided by experts of the steering group and their background organisations, Anchor stakeholders from three locations and researchers who specialise in the investigation of radicalisation into violent extremism. Material for the manual and Anchor work was collected by the research and project work group, whose members were Tanja Moilanen (University of Eastern Finland), Matti Airaksinen (National Police Board) and Mari Kangasniemi (University of Eastern Finland).

The manual was financed with support from the EU Internal Security Fund. Financial support was especially targeted at measures to prevent radicalisation into violent extremism through multi-professional Anchor work.

March 2019

## Introduction

The wellbeing of adolescents consists of multi-dimensional aspects that are produced by adolescents themselves or by the environment and can have direct or indirect consequences in their present or future lives and wellbeing. At the extreme, they can lead to crime and radicalisation into violent extremism. Multi-professional collaboration is needed, due to the multi-faceted nature of wellbeing and in order to help adolescents. It can be offered through Anchor work.

## State of adolescents' wellbeing and criminal behaviour

The majority of Finnish adolescents are doing well, though the inequality in their state of their wellbeing is worrying. This means that their wellbeing is polarised, that is, the gap between well-off and disadvantaged adolescents is growing. Problems seem to pile up with the same adolescents.<sup>4</sup> Adolescents' wellbeing varies according to region and not only depends on their socioeconomic position but is also affected by their unequal opportunities to access the services offered by society.

The reasons for criminal behaviour among adolescents are often based on multi-dimensional problems and challenges related to wellbeing. It is seldom possible to identify any specific reasons for crime committed by adolescents, though they have been found to relate to social exclusion, for example. The risk of criminal behaviour among adolescents is also increased by their poor social skills. For example, these take the form of difficulty to make friends, asocial behaviour and the feeling of being under a threat in social situations. In addition, the adolescent's concentration or behavioral difficulties<sup>5,6</sup> and mental problems<sup>7</sup> and the use of substances<sup>8</sup> have been found to increase the risk of criminal behaviour.<sup>6</sup> The social exclusion and criminal behaviour of adolescents can be affected by their earlier experiences of crime, mistreatment<sup>9</sup>, domestic or family violence<sup>10</sup> or negligence related to wellbeing.<sup>7</sup> The family's socioeconomic position, including the adolescent's low level of education and income, unemployment<sup>7,10</sup> and dropping out from school<sup>10</sup>, may contribute to the piling up of wellbeing-related problems and lead to criminal behaviour among adolescents.<sup>11</sup>

Friends and friendships play a special role in adolescents' lives. They can either protect adolescents from crime or expose them to it. Belonging to groups of friends and having shared pastimes can be a protecting element and help adolescents spend their time in meaningful activities. On the other hand, the example shown by friends or involvement in gangs may attract adolescents to commit crime.<sup>10</sup> In the same way as friends, the community where the adolescent lives and their sphere of life can either protect them from or expose them to crime. In addition, schools play an important role by participating in the education of adolescents in order to prevent criminal behaviour<sup>9</sup> and integrate them in society. Another factor exposing adolescents to criminal behaviour is the insecurity<sup>9</sup> of the immediate environment and the area where they live.<sup>6,12</sup>

Criminal behaviour among adolescents is based on a variety of reasons, which are related to the physical and social environment, including the fear of crime as well as their health and wellbeing. Criminal behaviour is also related to the broader social situation.<sup>13</sup> However, it is not alone attributable to or explained by factors related to adolescents' criminal behaviour. An adolescent who has problems with wellbeing does not necessarily ever become socially excluded, commit crime or be influenced by violent extremist ideologies.

- Anchor work is based on the needs of adolescents. It also perceives the adolescent as a member of the social community. Parents and guardians are an essential part of Anchor work<sup>10</sup>, as they play an important role in building/producing and supporting the adolescent's wellbeing. However, there may be factors in the situation and history of the parents and the family that increase the risk of the adolescent to commit crime.<sup>14</sup> Therefore, the parents are not involved in the Anchor work just to support the adolescent, but also to receive support and guidance, where necessary.

## Radicalisation into violent extremism

The National Action Plan in Finland focuses on preventing violent radicalisation.<sup>i</sup> Violent extremism refers to using, threatening with, encouraging or justifying violence based on ideological grounds (including the far right, the far left, religious ideologies etc.).<sup>15-17</sup> Ideologically justified violent radicalisation differs from other crime in that it seeks to

i MOI. 2016. National Action Plan for the Prevention of Violent Radicalisation and Extremism. Ministry of the Interior publications, 15/2016

change society based on its ideology.<sup>18</sup> The members of a radical group believe that their involvement in a group and its actions can change the prevailing social and political situation.<sup>19</sup>

For adolescents, a group can be an important part in building their identity, because it may offer them the possibility to achieve something and feel a sense of togetherness and acceptance. A violently radicalised group can therefore lend meaning to the adolescent's life.<sup>19,20</sup> Extremist expressions among adolescents can take a variety of forms and be challenging to identify. The reasons for violent radicalisation are multiple and depend on the individual, so they cannot be unanimously defined.<sup>16</sup>

It should be noted that the adoption of an extremist ideology by an adolescent will not necessarily lead to violent acts. Factors protecting adolescents from violent radicalisation culminate in their feeling of having human dignity in society and being approved as a member of different communities. Other factors that may protect adolescents from violent radicalisation include tolerance towards other people, social support and a sense of togetherness. In addition, confidence in the society's institutions and the safety of the living environment can protect adolescents from violent ideologies.<sup>21-23</sup>

- One of the focus areas in Anchor work is to prevent radicalisation into violent extremism. The purpose of preventive measures is to promote the general wellbeing of the population and individuals and thereby reduce the factors that give rise to a risk of radicalisation into violent extremism.<sup>23</sup> Focusing on specific groups can increase separation and becoming labelled, which have been found to promote violent radicalisation.<sup>24,25</sup>

## Multi-professional collaboration

Multi-professional collaboration is a process that involves professionals from several fields. The work has a shared goal, decision-making possibilities and the responsibility to support the client. This means that all the participants are responsible for the outcome of the work and everybody's views are taken into consideration in decision-making.<sup>26</sup>

Multi-professional collaboration has been found to have positive effects on the client.<sup>26-28</sup> According to previous research, multi-professional activities produce services that better address the client's needs, reduce inequality between clients and strengthen



collaboration between the stakeholders. They have also been found to strengthen the client's positive behaviour.<sup>29</sup> Adolescents have felt that multi-professional support reduces stress and improves their ability to cope with their daily lives. They have also reported that multi-professional services have strengthened their ability to think and to approach problems in a systematic manner. Multi-professionally produced services have increased adolescents' experience of being appreciated and being entitled to expert services. For them, multi-professional services have offered the possibility to receive support and information on other services available, as well as how they can participate in them. Adolescents have considered multi-professionally produced services most efficient when their parents have also had the opportunity to participate in the services.<sup>28</sup>

Multi-professional collaboration has also been found to be of use to professionals and organisations.<sup>26</sup> It strengthens collaboration and interaction between stakeholders and deepens an understanding of the tasks, roles and working methods of other professionals. In addition, multi-professional collaboration has increased work commitment and motivation as well as job satisfaction.<sup>27</sup>

- Multi-professional collaboration in Anchor work is governed by legislation (Table 1). The aim is early intervention, promoting wellbeing and preventing crime, with focus on the adolescent, whose individual resources are supported through multi-professional collaboration.
- Anchor work is an integral part of preventive actions by the police.<sup>ii</sup> However, it is not limited to this only, as the work is multi-professional and multi-sectoral in a collaboration scheme where the various fields occupy equal positions.
- Adolescents need seamless services available in one place, with a genuine opportunity to participate in decision-making concerning them. The purpose of the Anchor team is to outline the overall situation of the adolescent and their family and provide purposeful service guidance. The collaboration field in Anchor work is broad, covering stakeholders from the adolescent's close relatives to schools, associations and different municipal stakeholders. Multi-professional support for the adolescent takes place in relation to the opportunities, ethics and legislation of society.

ii National strategy for preventive police work for 2014–2018, 2014; Enska. National strategy for preventive police work for 2019–2023, 2019.

**Table 1. Legislation related to multi-professional collaboration to promote the wellbeing of adolescents and prevent crime through Anchor work**

Sector	Description	Law
<b>The police</b>	The duty of the police is to prevent crime in collaboration with other authorities and with communities and residents, for example.	The Police Act (872/2011), Chapter 1, Section 1
<b>Social services</b>	The authorities must promote the wellbeing of children and adolescents in collaboration and participate in multi-professional collaboration, where requested.	Social Welfare Act (1301/2014), Chapter 1, Section 5; Chapter 2, Section 9; Chapter 4, Section 41
<b>Youth services</b>	The purpose is to reach adolescents in need of support and to help them receive the necessary services and other support.	Youth Act (1285/2016), Chapter 2, Sections 9-10
<b>Health services</b>	The various sectors of the municipality shall work together to promote health and wellbeing.	Health Care Act (1326/2010), Chapter 1, Section 12

# Part I

## CONTENT AND METHODS OF ANCHOR WORK

# 1 Goals and guiding principles of anchor work

## 1.1 Definition of anchor work

Anchor work refers to multi-professional collaboration, which:

- is targeted at children and adolescents under 18 years of age to promote wellbeing and prevent crime,
- is carried out by a multi-professional Anchor team,
- consists of professionals from the police, social services, health services and youth services, or the expertise and competence of which in Anchor work has been ensured in some other way,
- meets the adolescent and their family at the earliest stage possible,
- seeks to prevent radicalisation into violent extremism (without age limits).

## 1.2 Tasks and goals

The tasks of Anchor work focus on services for adolescents and their families, the organisation's activities as well as tasks at the local, regional and social level (Table 2).

**Table 2. Tasks of Anchor work at different levels**

At the level of the adolescent and family
<ul style="list-style-type: none"> <li>• to offer services which can have early intervention in adolescents' problems and thereby prevent the accumulation of problems,</li> </ul>
<ul style="list-style-type: none"> <li>• to offer individual, comprehensive support to adolescents,</li> </ul>
<ul style="list-style-type: none"> <li>• to support parents in helping adolescents gain control over life</li> </ul>
<ul style="list-style-type: none"> <li>• to refer the adolescent and family to care, services or support provided by other experts, where necessary</li> </ul>
At the organisational level
<ul style="list-style-type: none"> <li>• to act as a multi-professional expert network to promote the wellbeing of adolescents and prevent crime and radicalisation into violent extremism (expertise and training)</li> </ul>
<ul style="list-style-type: none"> <li>• to participate in the planning and organisation of the work</li> </ul>
<ul style="list-style-type: none"> <li>• to monitor and assess the results and activities of Anchor work</li> </ul>
<ul style="list-style-type: none"> <li>• to increase awareness of adolescents' situation and the action model</li> </ul>
Locally, regionally and at the level of society
<ul style="list-style-type: none"> <li>• to act as an expert in developing and implementing preventive and early support services across professional and organisational boundaries</li> </ul>
<ul style="list-style-type: none"> <li>• to act as an expert in developing the local, regional and national steering of the work</li> </ul>
<ul style="list-style-type: none"> <li>• to pursue collaboration with other stakeholders so as to promote the wellbeing of adolescents (e.g. schools, the 3rd sector, other multi-professional working groups) and to prevent radicalisation into violent extremism</li> </ul>
<ul style="list-style-type: none"> <li>• to monitor and assess the results and activities of Anchor work at the national level</li> </ul>

**The goal of Anchor work is to**

- prevent crime among adolescents and promote their wellbeing through multi-professional collaboration.
- offer adolescents and their families the necessary help and support in a timely fashion.
- support adolescents' involvement and prevent their social exclusion
- prevent and identify radicalisation into violent extremism and thereby promote internal security.
- foster collaboration and exchange of information with other early-intervention stakeholders and action models (e.g. models preventing and identifying violence).
- promote the development of professionals' skill across organisational boundaries in view of promoting the wellbeing of adolescents, early intervention and preventing crime.

### 1.3 Principles guiding Anchor work

The key principles in Anchor work are the adolescent's involvement, individuality and comprehensiveness, as well as multi-professional collaboration and promoting the wellbeing of adolescents and preventing crime. The principles are based on ethics and legislation that guide and obligate multi-professional collaboration.

#### Adolescent's involvement

The adolescent's involvement is a guiding principle in Anchor work. The adolescent is the key person in Anchor work. The adolescent's involvement is based on their right to self-determination. Respecting the adolescent's right to self-determination means that they are treated with appreciation and respect. The adolescent is listened to as an expert in their life and treated as an equal partner. The client relationship in Anchor work is based on partnership, which allows the adolescent's involvement in matters concerning them. The adolescent is heard and can influence matters concerning them. They are also talked to about difficult and unpleasant matters openly and honestly. This requires building trust between the adolescent and the Anchor team professionals. There is direct interaction with the adolescent in Anchor work and the professionals engaged in the work are genuinely interested in them, helping them solve problems instead of blaming. The Anchor team professionals are primarily there to defend and support the adolescent and help them move forward.

Anchor work seeks to support the adolescent in leading an independent life and making independent decisions. The adolescent is supported in such a way that they can make sustainable, responsible decisions in view of their future. The adolescent is talked to openly about their rights as well as the responsibilities and obligations involved in leading an independent life.

#### Individuality and comprehensiveness

Adolescents are treated individually and comprehensively in Anchor work. This means that the work is planned to address the personal needs of each adolescent, taking into consideration matters that are important in their life. Priority is given to the adolescent's interests and measures are taken to identify their resources and to support them at the earliest stage possible. Helping the adolescent should not be determined according to professionals' occupational boundaries but based the adolescent's personal needs.

Comprehensiveness in Anchor work means that also parents and guardians are involved in the activities. Parents play an important role in supporting the adolescent. However, there may be factors in the situation and history of the parents and the family that increase the

risk of the adolescent to commit crime. Therefore, the parents' need for help and support should also be identified in order to offer support for dealing with the causes underlying the adolescent's behaviour.

Individual, comprehensive Anchor work strengthens the effectiveness of the preventive effort. Needs for support can be identified at an early stage when the adolescent's situation is outlined in a comprehensive manner. As a result, there are many possibilities for helping the adolescent. Identifying the need for individual support calls for genuine encounters and discussions with the adolescent and the guardians.

### **Multi-professional collaboration in Anchor**

The multi-professional dimension in Anchor work is based on a common goal, mutual respect and jointly agreed courses of action. Anchor work is oriented towards the future. There is a **common goal** in Anchor work that goes beyond occupational boundaries. For Anchor work as a whole, this means that the professionals share the idea that the purpose of the work is to **prevent crime and radicalisation into violent extremism, ensure early intervention and promote wellbeing**. The common goal requires that all the professionals in the Anchor team are familiar with the goal and commit themselves to it. For the adolescent, the goal of Anchor work is determined through discussions between the adolescent and the professionals.

Multi-professional collaboration means that there is **mutual respect** within the Anchor team. This, in turn, means that each member of the team respects their professional skills and those of others. Respect is derived from appreciating others as equal experts, becoming familiar with others' competence and knowing their working methods. Addressing adolescents' needs calls for a comprehensive approach, in which the competence of all professionals is needed. Every professional has both the right and obligation to harness their expertise to work for the common goal.

There are **jointly agreed methods of work** in Anchor work. Anchor work is planned together locally and regionally and when working with each adolescent. The methods of work and routines to be used to achieve the goals set are also agreed together. This means that tools suitable for the work are available and agreed courses of action and models are used. In addition, the work should be steered locally, regionally and led according to occupational group.

Anchor work is **oriented towards the future**. This means that Anchor work is carried out for both the adolescent's current, and also their future, wellbeing. The work does not focus on a single incident or problem only but seeks to deal with the causes of the incident and the outcome of the decisions possibly taken. Anchor work serves as

a transition phase that helps adolescents to make decisions sustainable in view of the future and takes care of service guidance, where necessary. Planning further actions and service guidance takes time and requires looking at the adolescent's situation in detail.

### **Promoting the wellbeing of adolescents and preventing crime**

Anchor work combines the prevention of crime, early intervention and the promotion of wellbeing through a multi-professional approach. Preventing crime and radicalisation into violent extremism in particular refers to the means and methods used by the police to avoid crime and asocial behaviour among adolescents. The focus in Anchor work is on supporting the adolescent's positive behaviour instead of punishing.<sup>10</sup> In this manual, hindering unwanted behaviour is included in the notion of prevention, which illustrates the multi-faceted nature of Anchor work. The purpose of early intervention is to avoid the piling up of the adolescent's problems and to support them in solving the existing problems. In Anchor work, the adolescent is not labelled as a "lost case". The promotion of wellbeing refers to activities increasing the adolescent's possibilities to influence their wellbeing and the underlying factors. In Anchor work, promoting wellbeing includes the early identification of factors impairing health and wellbeing and dealing with problems.

Anchor work combines the promotion of wellbeing and preventing crime, as the causes endangering the adolescent's wellbeing and future must be identified in comprehensive manner. The adolescent's wellbeing consists of multi-faceted factors involving the adolescent, the family, friends, school, economic situation and the conditions prevailing in the environment. Thus, the reasons for the adolescent's crime-symptomatic behaviour can be multiple and difficult to identify. In Anchor work, this means that the professionals act in such a way that the adolescent receives comprehensive support. However, promoting wellbeing and preventing crime call for persistent effort, the impact of which can often only be confirmed indirectly and in the long term. Therefore, continuous data collection and monitoring are needed in order to assess the results.

## **1.4 National steering of Anchor work**

Anchor work is steered nationally. It is stated in the Government Programme for 2015 that a preventive approach and client-oriented service chains across administrative boundaries are the way to promote the health and wellbeing of citizens.<sup>iii</sup> Anchor work has been included as one theme in Finland's Internal Security Strategy<sup>iv</sup> and

iii Strategic programme of Prime Minister Juha Sipilä's government. 2015.

iv Hyvä elämä – Turvallinen arki. Government resolution on the strategy for internal security. 2017.



the preventive efforts made by the police.<sup>v</sup> In addition, the Minister of Education and the Minister of the Interior decided in June 2018 that the education sector will also collaborate closely with the Anchor teams in the future.

Preventing radicalisation into violent extremism has also been included in Anchor work<sup>vi</sup>. Measures to prevent radicalisation into violent extremism are based on promoting wellbeing, ensuring early intervention and preventing social exclusion. This requires a comprehensive view of the individual's situation as well as support, which can be implemented through multi-professional Anchor work.

Activities promoting internal security and preventing crime call for collaboration between all occupational groups, not just actions by the police.<sup>vi</sup> Collaboration with different occupational groups allows identifying and understanding the root causes underlying the behaviour of individuals and groups. Timely collaboration and combining the competence, knowledge and authorities of each occupational group ensure efficient crime prevention. The goal in promoting internal security is that crime-preventing services are combined in order to efficiently reduce social exclusion through multi-professional means and as early as possible, especially among adolescents. One way is to prepare an operational model for reducing crime related to social exclusion. The goals are also seen as part of the security work done by municipalities and regions.<sup>vii</sup>

Also in global terms, multi-authority collaboration such as Anchor work is considered a key element in preventing social exclusion and crime<sup>vii</sup> and radicalisation into violent extremism<sup>vii</sup> among adolescents. In fact, the European Commission has stated that local collaboration between several stakeholders makes it possible to identify radicalisation into violent extremism at an early stage and thereby improve security across the whole of Europe.

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v National strategy for preventive police work for 2014–2018, 2014; Enska. National strategy for preventive police work for 2019–2023, 2019.

vi Security agenda for Europe. Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions. 2016.

vii Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions. 2016; RAN Manual. Responses to returnees: foreign terrorist fighters and their families. 2017.

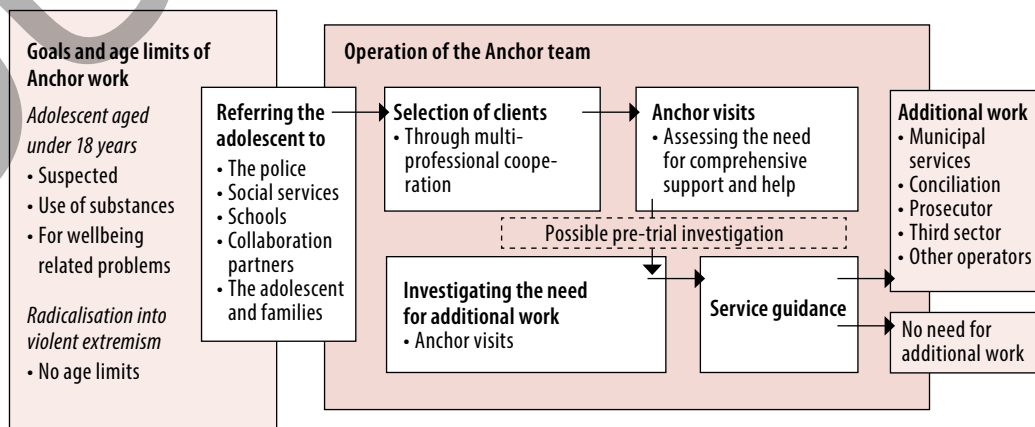
## 2 Implementation of Anchor work

### 2.1 Process description of Anchor work

The adolescent's Anchor process begins when a professional becomes concerned about the adolescent and this concern is reported to the Anchor team, or the adolescent and/or family contacts the team (Figure 1). The adolescent is usually referred to Anchor by the police or social services based on a concern aroused by a crime report or a child welfare notification. The adolescents referred to Anchor work are selected by a multi-professional team in collaboration with other professionals, where necessary. The adolescent's situation is examined multi-professionally and an Anchor meeting is agreed with the adolescent and their parents. The purpose of the meeting is to outline the overall situation and need of support of the adolescent and family. The primary duty of the Anchor team is to ensure that the adolescent receives effective service guidance, where necessary.

The adolescent's Anchor process proceeds according to the shared model described in this manual. As it is of utmost importance to address the adolescent's needs and specific situation, the process can also be deviated from, where necessary. Anchor meetings are agreed according to the adolescent's specific need, and the main focus is on outlining the situation and in providing suitable service guidance.

**Figure 1. Process description of Anchor work**



## 2.2 Launching the Anchor process

### 2.2.1 Goals and age limits of Anchor work

#### ANCHOR WORK IS INTENDED FOR PERSONS WHO

- are aged under 18 years and
- have committed crime or are suspected of crime and/or
- have used drugs and/or substances and/or
- are in danger of radicalisation into violent extremism (without age limits) and/or
- need multi-professional support in their situation, e.g. in cases involving domestic or family violence.

The purpose of Anchor work is early intervention and its target group mainly comprises children and adolescents having committed crime as well as clients facing the risk of radicalisation into violent extremism. There are no age limits in Anchor work in preventing radicalisation into violent extremism. Anchor intervenes with the adolescent's criminal behaviour and other disturbing behaviour, which does not necessarily exceed the threshold of reporting a crime but where the need for multi-professional support has been identified. Anchor also supports adolescents and their families who need multi-professional support in their situation e.g. in cases of domestic or family violence (for more information on domestic and family violence, see the Marak work of the National Institute for Health and Welfare).

### 2.2.2 Selecting and inviting clients

#### SELECTING AND INVITING CLIENTS FOR AN ANCHOR MEETING

- Usually based on the concern of the authorities, such as the police and social services.
- The initiative for the meeting can also be based on contacts from different partners, such as schools or families and close relatives.
- Clients are selected by a multi-professional team, so the decision is based on the consideration of several professionals.

#### INVITING TO AN ANCHOR MEETING

- The adolescent and their guardian are called or sent an invitation by mail, where necessary.
- The anchor team can also meet at the adolescent's home.

**It is mainly the police or social services that refer adolescents to Anchor**, though the information can also be received from the participating organisations and partners. Therefore, it is important that other stakeholders in the area are aware of Anchor work and the support available through it. Of the partners, schools are key stakeholders in Anchor work, as they are capable of identifying adolescents in need of support and referring them to Anchor work, especially if the question is of radicalisation into violent extremism. The adolescent and their family can also contact Anchor directly. If there is no Anchor team in the area, the adolescent and their family are referred to other suitable services.

Starting the adolescent's Anchor process is **agreed in multi-professional collaboration**. Selection is carried out in Anchor team meetings in which the whole team is present. This makes it possible to already create an overview of the adolescent's situation at the beginning of the process. In addition, the decision does not depend on the consideration of individual professionals either.

**The adolescent and their parents or guardians are invited to the Anchor meeting** by calling the parents or the adolescent if they are already of age. If the guardians are not reached by phone, they can also be invited by mail. In the invitation, the adolescent and the parents are informed of the reason, form and time of the meeting (Appendix 1). The parents and guardians are invited to attend the first meeting. In addition, the invitation describes Anchor work, the Anchor team and the principles governing the exchange of information. If the adolescent and their parents are not reached, the Anchor team or one of the team professionals visits the family's home to talk about the matter. The Anchor team agrees amongst themselves who will invite the adolescent and their guardian to the Anchor meeting. Often the inviting party is the police, especially if the meeting is due to the adolescent being suspected of crime.

## 2.3 Planning and course of meetings

### 2.3.1 Preparing meetings

**Preparing for the meeting.** The adolescent is invited to a multi-professional Anchor meeting based on the professionals' concern justifying a multi-professional approach. The Anchor team members agree before the meeting who will invite the adolescent, their guardians and other participants, whether the whole team or only some of its members will attend the meeting what themes will be discussed during the meeting and whom of the professionals will deal with a particular topic. Booking a place for the meeting and indicating the person who has the main responsibility for the adolescent's case and who will record the meetings are also agreed.

**Parties attending the Anchor meeting** are the adolescent, their guardians and the Anchor team or some of the team's professionals. The adolescent's parents/guardians are present in the first meeting and also in further meetings where necessary. In addition to the Anchor team's professionals, other stakeholders can be present in the meetings. They are selected and invited upon the adolescent's consent and according to their individual situation. Examples of such stakeholders are the school's representatives and the social worker already appointed for the adolescent in other services.

**Time.** Anchor meetings are mainly arranged during office hours. However, the meeting can also be arranged flexibly at a time that suits the adolescent and their guardian. This means that meetings are also arranged in the evenings or at weekends if required by the situation of the adolescent and their family. The duration of the meeting is approximately 1–2 hours.

**Places of meeting.** As a rule, Anchor meetings are arranged at police departments, though further meetings can also take place elsewhere, depending on the case. The meetings can also be arranged on the premises of the participating organisations, at school, at the client's home or in a café or on third sector premises. The place must be quiet and ensure the privacy of the adolescent.

### 2.3.2 Consent for the exchange of information

Anchor work seeks to support the opportunities of the adolescent and their parents/guardians to promote the adolescent's wellbeing. It is based on respecting the adolescent's involvement, right to self-determination and privacy protection.<sup>viii</sup> Therefore, the adolescent and, where necessary, the parent/guardian is requested to provide a consent for the exchange of information taking place in the Anchor team and for processing the matter in the multi-professional team. (For more information, see Subsection 3.3.)

#### Requesting the adolescent's consent

The consent covers information concerning the adolescent, incident, and the recipient of the consent, as well as the period for which the consent is valid. With the consent, the adolescent confirms that they have given the consent voluntarily and that they have received enough information about Anchor work and the multi-professional exchange of information carried out in Anchor, as well as the confidential nature of Anchor work. The consent is issued in writing (Appendix 2) and saved as part of client data, i.e. in the system

<sup>viii</sup> Act on the Status and Rights of Patients 785/1992, Constitution of Finland 731/1999, Act on the Status and Rights of Social Welfare Clients 812/2000, Social Welfare Act 1201/2014, Youth Act 1285/2016

where the rest of the adolescent's data are stored The adolescent has the right to cancel the consent.

It should be noted that in some respects there is no age limit for the adolescent's right to self-determination. The Anchor team considers whether the adolescent's consent is enough or whether the consent of their parents/guardians is also required.<sup>ix</sup>

### **Situations in which information is exchanged without the adolescent's consent**

If no consent is obtained from the adolescent, the Anchor team assesses how possible statutory measures can be implemented, of the kind that can be processed without the adolescent's consent (e.g. crime and child welfare cases), and ensures that the adolescent receives support through other service routes. In such a case, it is documented in the adolescent's data that they have been contacted but that they have not given a consent for participating in Anchor work. The data are documented in the system/systems where the rest of the adolescent's data are stored. This is also important in view of the legal protection of the Anchor team professionals.

However, the adolescent's consent is not requested in cases where the reason for the meeting is a matter for whose processing no consent is required by law. In situations where a consent is not needed, the situation and grounds are explained to the adolescent and the importance of the matter is discussed.<sup>x</sup>

### **2.3.3 Content and course of meeting**

The purpose of the Anchor meeting is to find ways and forms for supporting the adolescent's wellbeing and preventing crime (Table 3). This requires recognising and outlining the adolescent's situation, using a standardised discussion model and meeting framework as an aid (Appendix 3). The use of discussion models ensures that the adolescent's situation is outlined comprehensively and from a variety of perspectives. They also serve as tools in the professionals' work. The meeting also supports discussion between the family members and other participants.

**Starting the meeting.** The Anchor meeting starts by first stating the persons present and their roles (Table 3). Although the principles of Anchor work and the exchange of information have already been described in the invitation of the meeting they are

ix Act on the Status and Rights of Patients 785/1992.

x Criminal Code of Finland 39/1889, Act on the Status and Rights of Patients 785/1992, Act on the Status and Rights of Social Welfare Clients 812/2000, Child Welfare Act 417/2007, Police Act 872/2011, Youth Act 1285/2016.

repeated during the meeting. In addition, the adolescent's consent is processed and recorded. The goal of the meeting is discussed with the adolescent and the guardians.

**Discussing the incident and investigating the need for support.** In the Anchor meeting, the adolescent, guardians and professionals can tell about the incident in their own words (Table 3). It is important to hear the adolescent and their description of what has happened. The professionals explain what the incident means from a legislative point of view and what consequences it has or could have had. The Anchor team professionals outline the adolescent's situation, including their health, wellbeing and family situation as well as friends, pastimes and possible use of substances.

The purpose of the discussions is to develop a joint understanding of the matters at hand. Also the parents are encouraged to participate in the discussion even though the main emphasis is on the adolescent. The professionals support discussion between the family members and other participants. It is important that the adolescent and the guardians feel that they are heard. This makes it easier to talk about matters and also supports agreeing on matters, identifying needs for change and launching further work. Another goal of the meeting is to help the guardians support the adolescent's positive development and help them avoid harmful actions. The adolescent's possibilities to adopt behaviour that supports their wellbeing improve when they feel valuable and appreciated.

**Ending the meeting.** After discussing the incident, the participants consider together the types of concrete things that the participants can do in order to support the adolescent (Table 3). Where necessary, a new meeting is agreed or service guidance provided. Service guidance is arranged by ensuring that a meeting is booked for the adolescent in the service and, where necessary, accompanying the adolescent when he/she goes to the meeting. This means that an Anchor team professional accompanies the adolescent in the first meeting in other services. The Anchor meeting is terminated in a positive, encouraging atmosphere. In addition, the adolescent and their parents are advised to contact the Anchor team professionals and it is ensured that the adolescent and the parents know how to contact them in the future.

**Table 3. Course of Anchor meetings**

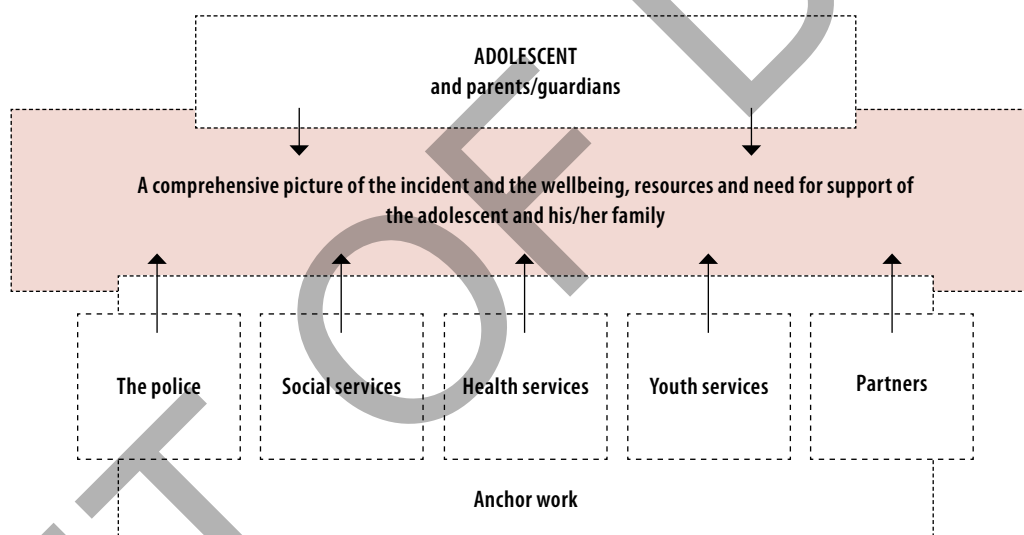
<b>Starting the meetings:</b>
<ul style="list-style-type: none"> <li>• the participants are presented and welcomed</li> </ul>
<ul style="list-style-type: none"> <li>• Anchor work and the exchange of information are presented</li> </ul>
<ul style="list-style-type: none"> <li>• the goals of the meeting are discussed</li> </ul>
<ul style="list-style-type: none"> <li>• the adolescent's consent is requested</li> </ul>
<b>Discussing the incident and investigating the need for support:</b>
<ul style="list-style-type: none"> <li>• the adolescent is given the chance to explain what has happened: why, how, who was involved, where and when</li> </ul>
<ul style="list-style-type: none"> <li>• responsibilities and the legal consequences of the incident are discussed: possible consequences, liability for damages, criminal liability</li> </ul>
<ul style="list-style-type: none"> <li>• the adolescent's situation is outlined: health, family situation, school, friends, leisure-time, use of substances</li> </ul>
<ul style="list-style-type: none"> <li>• the parents' views are heard</li> </ul>
<b>Ending the meeting.</b>
<ul style="list-style-type: none"> <li>• an action plan is prepared on the concrete things that the adolescent, their guardians and the participating professionals can do</li> </ul>
<ul style="list-style-type: none"> <li>• possible next meeting is agreed or the adolescent is referred to further services</li> </ul>
<ul style="list-style-type: none"> <li>• ending the meeting with a discussion about the adolescent's strengths and positive aspects</li> </ul>
<ul style="list-style-type: none"> <li>• encouraging the adolescent and their guardians to contact the Anchor team professionals, where necessary</li> </ul>



### 2.3.4 Assessing the client's situation

**Creating an overview.** The adolescent's situation is assessed in collaboration with the Anchor team and the adolescent's situation is assessed comprehensively and individually. Information on the adolescent's situation and background is collected from different professional groups in order to create an overview. Meeting the adolescent is very important and an overview cannot be created on the basis of mere telephone conversations, for example. The guardians' viewpoint is also taken into consideration in the overview. A comprehensive picture of the adolescent's situation and need for support is formed based on the views of the multi-professional team, the adolescent and their parents (Figure 2).

**Figure 2.** Creating an overview



#### **Evidence-based tools and models used to support the assessment of the adolescent's overall situation.**

Evidence-based evaluation tools and models, methods and forms are used to support the assessment of the adolescent's situation, depending on the case. They can be used to avoid only relying on the subjective assessments of individual professionals when considering the situation of the adolescent and the family. Indicators refer to evidence-based questionnaires and forms, with the purpose of investigating the adolescent's overall situation or an individual aspect of life or wellbeing, such as assessing health, use of substances, violence and radicalisation into violent extremism.

Anchor work involves assessing the adolescent's situation. The situation is assessed together with the adolescent based on the principles of Anchor work. This assessment should be kept separate from threat assessments drawn up by the authorities. Threat assessments are usually prepared by the authorities so that they can better assess the measures needed to reduce the threat. Threat assessments often contain confidential information and are not necessarily public for the client.

The adolescent's need for social services can also be assessed in Anchor work if agreed locally. Assessment principles can be adjusted, and collaboration is also pursued with other social services, even if an official assessment of the need for services has not been decided upon. The goal of assessing the need for services is to identify the adolescent's need for support.

**Assessing health and the overall situation.** Anchor work is supported by methods and forms involving the assessment of the adolescent's overall situation, health and violence (Table 4).

**Assessing the state of radicalisation into violent extremism.** Several methods and forms (Table 4)<sup>30,31</sup> have been developed to support the assessment of the threat of radicalisation into violent extremism, though the early identification of such a threat is challenging. Furthermore, little scientific evidence is available of the reliability and suitability of the indicators. It is challenging to identify and prevent radicalisation into violent extremism, as the phenomenon is multi-dimensional and cannot be predicted.<sup>32</sup> It has been impossible to indicate any unanimous cause or process for radicalisation into violent extremism.<sup>25,33</sup> Individuals become radicalised for different reasons and in different ways.<sup>22</sup> Radicalisation is not a linear process and the degree of radicalisation can vary according to individual.<sup>34,35</sup> Some people are more vulnerable to factors exposing them to violent radicalisation than others.<sup>33</sup>

Attention in the investigation of radicalisation into violent extremism is often paid to the contributing factors and possible underlying causes. Possible contributing factors can be divided into the experiences and health of the individual, ideologies, society and the global situation.<sup>22,36,37</sup> However, these factors alone are not sufficient or necessary to trigger or account for violent radicalisation, because the same factors are in part present in the individual's everyday life and development.<sup>22</sup> It should also be noted that the same factors can both expose to or protect from radicalisation into violent extremism. Even if the individual was already violently radicalised or belonged to extremist movements, it is possible for them to abandon these.<sup>38</sup> Among others, this is supported by positive experiences about moderate groups that allow social influence without violence, opportunities related to work and study, the family, or changes in the economic situation.<sup>20,39-41</sup>

**Table 4. Evidence-based assessment tools and models, and methods and forms used to assess the adolescent's situation**

Indicator/model	Target
<b>ASSESSMENT OF THE OVERALL SITUATION</b>	
Assessment of the need for child welfare measures	The BBIC model (Barns Behov i Centrum-modell) is used to support the assessment of the need for child welfare measures. The model examines the adolescent's situation from the point of view of the adolescent's needs, the parents' capabilities, the family and the environment.
Outlining the situation of the child/adolescent and determining the need for social work.	The BBIC model is used during non-institutional child welfare social work. The goal of the model is to outline the situation and the need for social work. <sup>42</sup>
<b>HEALTH</b>	
Assessment of depression symptoms	The BDI-21 (Beck Depression Inventory) assessment method is intended for assessing the severity of depression symptoms.
Assessing and monitoring the state of anxiety	The GAD-7 (Generalized Anxiety Disorder 7-item scale) assessment method is intended for the screening and monitoring the anxiety disorder.
Investigating the level of self-esteem	The purpose of the self-esteem questionnaire is to assess the level of self-esteem.
<b>USE OF SUBSTANCES</b>	
Assessing adolescents' use of substances	The ADSUME (Adolescents' Substance Use Measurement) form is intended for assessing the adolescents' use of alcohol and the related risks.
Assessment of risks connected with the use of alcohol.	The Audit questionnaire is intended for assessing risks connected with the use of alcohol.
Assessment of risks connected with the use of drugs	The DUDIT (Drug Use Disorders Identification Test) test is used to assess the problems and disadvantages related to the use of drugs.
<b>VIOLENCE</b>	
Assessing adolescents' criminal behaviour	The SAVRY (Structured Assessment of Violence Risk in Youth) method is intended for assessing the adolescent's possible future criminal behaviour <sup>43</sup> .
Assessing the threat of domestic and family violence	The MARAK form is intended for assessing the threat of domestic and family violence.
Assessing the threat of violence	HCR-20 (Historical Clinical Risk Management) is intended for assessing the threat of violence in individuals suffering from mental problems or having a violent background. <sup>44-46</sup> The use of HCR-20 requires certification. <sup>47</sup>
<b>ASSESSING VIOLENT RADICALISATION AND EXTREMISM</b>	
Identifying the threat of terrorism	The TRAP-18 (Terrorist Radicalization Assessment Protocol) is intended for assessing the threat of terrorist violence especially in persons who do not belong to radicalised groups, i.e. who are "lone-actors". <sup>48</sup> The use of the method requires a licence. <sup>49</sup>
Assessing empathy	The VERA-2 (Violent Extremist Risk Assessment) assessment method is intended for assessing the ability of the individual to feel empathy towards possible victims. Empathy is found to be connected with radicalisation into violent extremism. <sup>50,51</sup> VERA-2 requires certified training for its use and interpretation. <sup>52</sup>
Assessment of factors exposing to and protecting from violent extremism	ERIS (Extremist Risk Intervention Scale) is intended for supporting the assessment of factors exposing to and protecting from violent extremism.

### 2.3.5 Anchor plan and documenting data

**Preparation and content of the Anchor plan.** The Anchor plan means that individual future goals are agreed with each adolescent and practical methods defined to reach the goals. The plan also describes the actions that the professionals will take in order to help the adolescent reach the goals. The plan is necessary in view of the systematicity and goal-oriented nature of multi-professional activities. The implementation of the plan is monitored in possible future meetings and/or by phone with the adolescent and their guardians. If no need for further support or meetings is found, matters are still discussed and it is agreed, for example, how the parents can support the adolescent's wellbeing and what the adolescent themselves should do.

**Documenting data.** The Anchor team professionals record the adolescent's Anchor meetings in their information systems in accordance with the legislation and instructions concerning their occupational group and the field.

#### THE FOLLOWING MATTERS ARE RECORDED IN THE ANCHOR PLAN:

- goals agreed jointly for the adolescent
- methods for achieving the agreed goals
- professionals' tasks to support the adolescent in achieving the goals

### 2.3.6 Preparing statistics of the meetings

Key information on the adolescent and the incident are documented about each Anchor meeting in order to monitor, assess and develop the implementation of the activities locally, regionally and nationally (Table 5). Consistent statistics also allows assessing the use and effectiveness of the activities. The following information is documented about Anchor meetings the adolescent's age, reason for participating in the meeting, background information and possible service guidance provider. The Anchor team prepares statistics of the Anchor meeting and agrees who is/are responsible for preparing it and keeping it up-to-date. If each professional prepares its own statistics, measures must be taken to ensure that the same meeting is not recorded in the statistics several times. In practice, statistics are prepared by leaders and person(s) responsible for statistics having the possibility to document data. This requires that all Anchor team professionals have user rights for information systems of relevance to statistics.

**Table 5. Matters recorded in statistics about Anchor meetings**

Matters concerning the adolescent:	Matters concerning the meeting:
<ul style="list-style-type: none"> <li>• year of birth</li> </ul>	<ul style="list-style-type: none"> <li>• notification date (dd.mm.yyyy)</li> </ul>
<ul style="list-style-type: none"> <li>• domicile</li> </ul>	<ul style="list-style-type: none"> <li>• meeting date (dd.mm.yyyy)</li> </ul>
<ul style="list-style-type: none"> <li>• reason for entering Anchor</li> </ul>	<ul style="list-style-type: none"> <li>• from where did Anchor receive information on the adolescent (from where was the adolescent referred to Anchor)</li> </ul>
<ul style="list-style-type: none"> <li>• possible child welfare reported in Anchor</li> </ul>	<ul style="list-style-type: none"> <li>• whether the adolescent is a previous client of Anchor</li> </ul>
<ul style="list-style-type: none"> <li>• possible type of crime</li> </ul>	<ul style="list-style-type: none"> <li>• number of Anchor visit: 1., 2., 3. . .</li> </ul>
	<ul style="list-style-type: none"> <li>• possible assessment of service need in Anchor</li> </ul>
	<ul style="list-style-type: none"> <li>• possible service guidance provider/responsible organisation where the work will be continued</li> </ul>

The data collected in Anchor statistics consist of personal information. Data protection principles complying with data protection legislation are followed in their processing.<sup>xi</sup> Documenting personal information in statistics in Anchor work requires the establishment of a personal data file. The data processing responsibilities and roles of the controller(s) are defined when setting up a personal data file. If the responsibility to keep the data file lies with one sector, it must be ensured that all members of the Anchor team have the necessary edit and update rights for the data file.

### 2.3.7 Ending meetings service guidance

From the Anchor meeting the adolescent is referred to suitable, more long-term services, where necessary. In this respect, the Anchor serves as a transition phase where the need for individual support is outlined and the adolescent referred to suitable services. Parties providing further care and support include stakeholders and different kinds of partners (for more information, see Subsection 3.2).

As a rule, support for violently radicalised clients or those at risk of developing such behaviour is implemented in Anchor, or clients are referred to stakeholders' services for additional support. The party providing possible further care or support is determined individually according to the client's situation.

The decision to end Anchor meetings is made together with the adolescent, their guardians and the Anchor team professionals. This is usually done when there are no longer new concerning incidents or risk of such, incidents have been settled or the adolescent becomes the client of child welfare services, for instance. It is important that the need for possible help and support has been investigated and the adolescent referred to possible further support and help.

<sup>xi</sup> Data Protection Act 1050/2018, General Data Protection Regulation of the European Parliament and of the Council 2016/679

## 3 Multi-professional collaboration in Anchor

Anchor work is based on common national principles and also organised to address local and regional needs and special characteristics. The needs and special characteristics of Anchor work are based on the area's population, the number of adolescents and the resources available to Anchor work, as well as the types of organisations in the area.

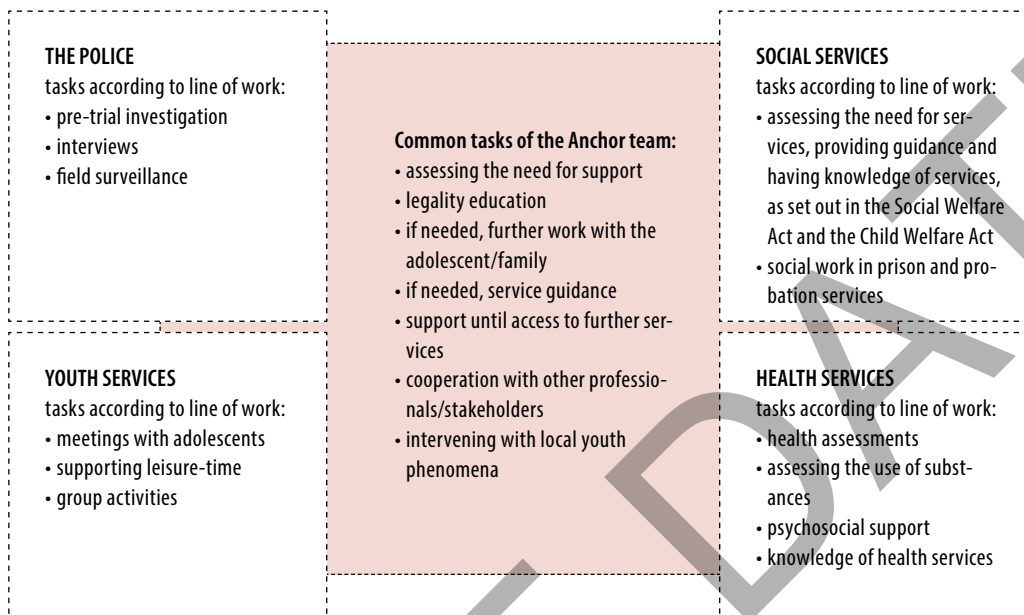
### 3.1 Fields of expertise of Anchor professionals

#### THE ANCHOR TEAM CONSISTS OF THE FOLLOWING PROFESSIONALS:

- the police
- social services: social worker/social instructor
- health services: nurse/health nurse
- youth services: youth worker/special youth worker

The Anchor team has professionals from the police, social services, health services and youth services. If not all occupational groups are available, it is ensured in Anchor work that their expertise is available in some other way. The Anchor team can also have a conciliation specialist and a youth psychiatrist, for example. The number of professionals in the Anchor team is adjusted according to local needs and conditions.

The tasks of the team's professionals are based on training and legislation governing their occupations (Figure 3). This requires that each professional is familiar with the competence needed in their profession and the related job description so that they can make their expertise available to the Anchor team. In addition, they must be familiar with the job descriptions of other professionals in the team. This supports occupational wellbeing and the ability to control the work. Limiting the job descriptions of the participating professionals to Anchor work helps them control the work and develop their competence.

**Figure 3. Fields of expertise of Anchor professionals**

In addition to field-specific tasks, Anchor work includes common tasks involving the assessment of the adolescent's need for individual support, legality education, service guidance based on the adolescent's needs or further work with the adolescent and/or their family (Figure 3).

Common tasks of the Anchor team refer to local and regional expertise concerning adolescents who cause concern, and collaboration with other team members and stakeholders. Every professional in the Anchor team is responsible for their expertise and in part also for the introduction of other professionals to their role in the work.

The **tasks of the police officer** in the Anchor team are primarily set out in the Police Act. The tasks include interviews with adolescents and, if agreed locally or regionally, pre-trial investigation of the crime committed by adolescents involved in Anchor work as well as other statutory police duties. The tasks of the Anchor police officer mainly concern the prevention of crime.

The **tasks of the social welfare representative** are based on social welfare legislation. In the Anchor team, the social welfare representative's tasks include assessing the need for services, providing service guidance or involvement in these according to local agreements, as set out in the Social Welfare Act and the Child Welfare Act. In addition, the professionals must be familiar with social services. The Anchor team can also forward service need assessments for implementation by social services according to local practices. The social services professional is also responsible for social work in prison and probation services for adolescents in the Anchor.

**The tasks of the health care professional** are based on health care legislation. In the Anchor team, health care professionals are responsible for performing health and health behaviour assessments. Their competence also includes knowledge of health services. In addition, they are responsible for identifying and reducing general health risk factors possibly leading to crime and radicalisation into violent extremism, as well as strengthening protective factors and identify possible risk factors.

**Youth worker tasks** are based on the Youth Act. Their duty in the Anchor team is to help the adolescent change their choices with respect to criminal behaviour, for instance, and support them in becoming integrated with society. The youth worker can support the adolescent's self-esteem and feeling of being appreciated and accepted as an individual, strengthen positive attitudes towards the school and advise the adolescent in finding ways of spending meaningful leisure-time. All the above measures support the adolescent's efforts to give up criminal behaviour.

### 3.1.1 Selection and competence of Anchor professionals

**Professionals for the Anchor team** are selected by the managerial team and organisations participating in Anchor work. The professionals' field-specific expertise, competence and experience about working with adolescents and their families, and/or about the prevention of radicalisation into violent extremism, are emphasised in setting up the Anchor team. In addition, the candidate for the team must have the interest and motivation to engage in preventive actions and the capability for multi-professional collaboration and doing things together.

Carrying out multi-professional collaboration to promote the wellbeing of adolescents in particular calls for the an ability to assess the overall situation of the adolescent and the family and to collaborate with them. The work also requires the ability to take up difficult things in a respectful manner without making the adolescent feel guilty. The ability to identify protective and positive things in the adolescent's life is important. Individual service guidance and determining forms of support call for multi-professional collaboration and the exchange of information, in which knowledge of national steering and legislation is essential.

Background organisations participating in the Anchor work are responsible for **selecting Anchor leaders**. The selection of leaders is based on their competence, motivation and capabilities for running a multi-professional team. The leadership's position in the Anchor team is not directly based on a specific official position, as Anchor work also calls for close, multi-professional collaboration at the management level.



### 3.1.2 Orientation mentoring and work guidance

**Orientation and mentoring.** It is important in view of the continuity of Anchor work and occupational wellbeing that new Anchor team professionals and leaders are introduced to their work. Orientation is also important in order to ensure the quality of Anchor work. An orientation programme is prepared in each Anchor team (Appendix 4) and a responsible agency for its implementation is clearly agreed. They can be a group leader/team leader, for example. On-the-job learning is supported through pair work, for instance. The whole team and the leaders are committed to the introduction of a new professional so that they are accepted in the team's work, and every professional talk about their own role and organisation. The Anchor team professionals are in part responsible for the guidance and orientation of other team members to the activities and courses of action employed in their specific fields. Understanding the professional field and activities of other team members supports and strengthens collaboration within the team.

In the orientation of leaders, it is important to take into account the special characteristics related to running a multi-professional team and to strengthen their competence. Introducing leaders to Anchor work is supported by Anchor team meetings.

In mentoring, tacit knowledge is transferred from a more experienced Anchor team professional to a less experienced one. The mentor supports and guides the less experienced person through mutual interaction. With mentoring, it is possible to ensure that experience-based knowledge is also passed on to new Anchor team professionals.

**Work guidance.** Work guidance can be used to support the opportunities of the Anchor team professionals to offer high-quality services for adolescents. It consists of regular guidance and support provided by an expert to the Anchor team professionals for assessing their own work and identifying possible problems at work, as well as for planning the necessary measures. Work in the Anchor team involves identifying difficult matters, taking them up and intervening in them, which can be mentally straining for a professional. Anchor work is based on the employee's interaction skills, personality and professional competence. Therefore, it is important that care is devoted to their ability to offer objective, tactful service.

The possibilities for Anchor professionals to receive work guidance are ensured, which also allows strengthening their team work skills, ability to cope at work and commitment. The Anchor team participates in work guidance, the need for which is assessed in relation to the number of clients and the need experienced by the professionals.

### 3.1.3 Supplementary training

The high-quality implementation of anchor work requires that sufficient competence of the anchor team professionals and supplementary training are taken care of. All professionals also have the personal responsibility to maintain and take care that they have sufficient competence for carrying out their work. The managerial team and the stakeholders together assess the need for supplementary training. The responsibility for enabling and financing supplementary training lies with the employer.

Multi-sector supplementary training is needed in order to strengthen and update competence. The Anchor team professionals participate in regular training across occupational boundaries, as this will increase the stakeholders' understanding of the work done by the other contributing parties and of their goals, and strengthen multi-professional collaboration. In multi-professional work, the stakeholders are familiar with the main principles of the legislation and steering governing the other participating professionals, which supports the content and timely implementation of information exchange. In addition, it is important to strengthen the competence of the Anchor team professionals with respect to the key tasks of the work and promoting their team work skills. However, it is also important take into consideration the possibilities of the Anchor team professionals to carry out basic work in their specific fields and to attend supplementary training so as to avoid their marginalisation from their profession<sup>27</sup> and from maintaining their professional identity.<sup>29</sup> In addition, the Anchor teams attend specific development and training days for developing local work and maintaining the team spirit.

### 3.1.4 Structures of collaboration

There are jointly agreed, permanent structures for multi-professional collaboration in Anchor work. Multi-professional collaboration is based on common principles, i.e. the adolescent's involvement, individuality and comprehensiveness a multi-professional approach and promoting the wellbeing of adolescents and preventing crime. Multi-professionalism in Anchor work is based on common goals, mutual respect and jointly agreed working methods (for more information, see Subsection 1.3). The structures of multi-professional collaboration in Anchor work are agreed.

**Common workspace.** Collaboration and the exchange of information are promoted by the Anchor team working in the same building in a common workspace or in rooms located close to each other.<sup>27,29,53</sup> A separate space has been set aside for meetings with adolescents and families. The workspaces can be situated at the police station, in municipal facilities or the premises of the family counselling clinic.

**Regular meetings.** The Anchor teams hold regular meetings between their members and with leaders. The Anchor group leader/team leader is responsible for arranging and implementing regular meetings. Possible clients are discussed and selected in the meetings, and it is agreed whom of the Anchor team professionals will meet the adolescent for the first time. Topical team matters are also discussed in the meetings. A memo is prepared of the meetings and distributed to the team and the leaders in order to keep everybody up-to-date of topical issues and the decisions made in the team. The leaders regularly attend meetings, which strengthens the exchange of information between them and the team and keeps them up-to-date on the actions taken by the team.

**Information systems.** All professionals in the Anchor team have user rights to information systems of relevance to Anchor work. All of them should also have the possibility to document statistical data on a common storage platform.

**Uniform clothing.** The Anchor team members wear uniform clothing when in the field (e.g. in events), such as vests with professional badges. This helps adolescents distinguish the team members from other stakeholders. In addition, uniform clothing introduces equality between the team members and strengthens the team spirit. The leader is responsible for acquiring the clothing.

## 3.2 Stakeholders' expertise in Anchor

### 3.2.1 Anchor stakeholders supporting adolescents

Anchor work also makes use of the expertise of stakeholders in efforts to support the adolescent. Stakeholders comprise parties who are meaningful with respect to the adolescent's life and who can support and help them. The involvement of stakeholders is decided together with the adolescent case-specifically.

It is agreed in the Anchor team whom of the Anchor team professionals will be in contact with the possible stakeholders. The Anchor team professionals agree on joint practices with the stakeholders in order to ensure as fluent communication and exchange of information as possible. The collaboration involves consultation and exchange of information, and the stakeholders also act as potential parties to which the anchor team professionals can refer the adolescent to receive further support. The Anchor team takes care of relations to its partners so that the connection is available when it is needed for supporting an adolescent.

**Public-sector stakeholders.** Public sector stakeholders are schools, crisis services, youth services, the police, other services involving crime matters, social and health services as well as other services provided by the municipality or city (Table 6).

**Table 6. Examples of Anchor work stakeholders in the public sector**

Sector	Stakeholders, e.g.
Crisis services	children's homes/youth homes, mother and child homes and shelter homes, the crisis centre, the Finnish Substance Abuser Care Foundation (Päihdepalvelusäätiö)
Youth services	youth service points/youth facilities, special youth work, outreach work
Educational services	teachers, rectors, school welfare officers, special schools
The police	preventive activities
Other services in crime matters	the Criminal Sanctions Agency, Victim Support Finland, correctional services, mediation in criminal and civil cases, legal aid office
Social services	child welfare services, family work/family services, adult social welfare work, services for the disabled
Health services	school health nurses, school physicians, family doctors, child guidance and family counselling centre, psychiatry, psychologists, services for substance abusers
Other services	fire and emergency services reception centres, employment services, Centre for Economic Development, Transport and the Environment

**Schools and educational institutions.** Schools in particular are important stakeholders in Anchor work and close collaboration is pursued with them. Teachers and the school personnel reach the majority of adolescents and have the possibility to identify those in need of support and also aspects concerning student welfare in general. Educational institutions can refer adolescents to the necessary services and thus promote their wellbeing. Student welfare employees can directly contact the Anchor team. Anchor work is part of the supportive measures provided by schools and educational institutions and a resource in student welfare services in addition to the services of the school welfare officer and psychologist. Schools support the integration of adolescents with society and thus can also strengthen factors that protect adolescents from radicalisation into violent extremism and increase the acceptance of differences.<sup>55</sup>

A representative from educational services who has sufficient competence in the operation of schools and educational institutions and the opportunities available in the area can be appointed to local or regional Anchor teams. However, the role and tasks of educational services in Anchor work vary according to the situation in the area.

**Parishes, religious stakeholders and communities.** Religious stakeholders and communities offer support services and the possibility to talk about crisis situations for people of any age. You can read more about the operation of communities and parishes by visiting their websites and contacting local stakeholders.

**Operating models.** Public and third sector operating models and parties offer different types of support services to deal with crime, radicalisation into violent extremism and domestic and family violence. Operating models also offer services and support for adolescents who are in danger of being left outside of other services or need support to cope with their daily lives or in matters related to education and employment. (Table 7.)

**Other organisational activities.** Organisational stakeholders offer services, support and help in different situations. They include the Finnish Red Cross, Helsinki Missio-Aggregdi, Ehyt Ry, Mono, Pilari, NFG, Jussi-työ, partnership houses for girls and boys, Children of the Station Association, Scouts, sports clubs and Starttipaja workshops. For more information about the activities of the local organisational stakeholders, contact them directly.

**Table 7. Possible stakeholders in Anchor work**

Victim Support Finland (RIKU)	
Purpose	To provide support and counselling for victims of crime and their close relatives. <sup>56,57</sup>
Target group	Victims of crime, close relatives, witnesses of crime. <sup>56,57</sup>
Locations	Available throughout the country: seven regional offices and 29 service points in different parts of the country.
Methods	Support and counselling to survive from one's experiences and to exercise rights. Social involvement through statements and opinions. <sup>56</sup>
National steering	Ministry of Justice.
Further information	Victim Support Finland.
Exit	
Purpose	Support to persons who want to abandon violent extremist ideologies and/or actions.
Target group	All people touched by violent extremism and willing to abandon an extremist movement or who are concerned about the extremist ideologies or actions of their close relatives.
Locations	Available throughout the country: offices in Helsinki and Oulu.
Methods/services	Support impartially and confidentially. The operation is voluntary and free of charge. Among others, offers the possibility to talk and provides help in dealing with practical matters.
National steering	Ministry of the Interior.
Further information	Vuolle Setlementti, Vuolle Radinet.

<b>Marak</b>	
Purpose	Offers easy, quick help to persons having suffered from or living under the threat of domestic or intimate relationship violence.
Target group	Persons suffering from or living under the threat of intimate relationship violence.
Locations	Available in approximately 90 municipalities.
Methods/services	The multi-professional working group prepares a safety plan for victims of violence.
National steering	Ministry of Social Affairs and Health: National Institute for Health and Welfare.
Further information	National Institute for Health and Welfare, MARAK - multi-professional risk assessment; Reducing violence, Marak; Crime prevention, MARAK.
<b>Mediation in criminal and civil cases</b>	
Purpose	Support and help in the conciliation and compensation for crime or a dispute.
Target group	Parties to the crime and/or dispute.
Locations	Available throughout the country: services offered by municipalities, organisations or associations.
Methods/services	Help in the processing, conciliation and compensation for crime or a dispute. The operation is confidential, impartial, voluntary and free of charge.
National steering	Ministry of Social Affairs and Health: National Institute for Health and Welfare.
Further information	Ministry of Social Affairs and Health: National Institute for Health and Welfare: mediation services.
<b>VAMOS</b>	
Purpose	Targeted, individual support for adolescents who are in danger of being left outside of other services. <sup>58</sup>
Target group	Mainly adolescents aged 16–29 years.
Locations	Available in seven locations: Espoo, Helsinki, Kuopio, Lahti, Oulu, Turku, Rovaniemi. <sup>59</sup>
Methods/services	Support to adolescents in finding a suitable path for employment, training or other meaningful activities. The operation includes individual support, group activities, career services and peer and recreational groups. The operation can be contacted by any party upon the adolescent's consent. The operation is free of charge and does not require a referral or diagnosis. <sup>58</sup>
National steering	Ministry of Social Affairs and Health.
Further information	Vamos: Helsinki Deaconess Institute.
<b>OHJAAMO</b>	
Purpose	Guidance, counselling and support for managing everyday life, social capabilities, education and employment. <sup>60,61</sup>
Target group	Adolescents aged under 30 years.
Locations	Available in approximately 50 locations.
Methods/services	The operation includes services from the following fields, based on individual needs: outreach work, TE services, study counselling, job coaching, information and guidance services, social services, health services, Kela, substance abuse services, mental health services. The operation is free of charge. <sup>61</sup>
National steering	Ministry of Economic Affairs and Employment.
Further information	Ohjaamo guidance centres.

### 3.2.2 Collaboration in local and regional work

Anchor work is implemented locally and regionally through multi-professional collaboration with partners (Table 8). Collaboration with stakeholders and partners is based on mutual appreciation, respect and partnership. The tasks of all Anchor team professionals include collaboration with other parties.

**Table 8. Promoting collaboration with stakeholders and partners in Anchor work**

Promoting collaboration
<ul style="list-style-type: none"> <li>• up-to-date, easy-to-find contact information</li> </ul>
<ul style="list-style-type: none"> <li>• regular contacts with stakeholders and partners</li> </ul>
<ul style="list-style-type: none"> <li>• anchor coffee gatherings one time/month</li> </ul>
<ul style="list-style-type: none"> <li>• visibility in social media</li> </ul>
<ul style="list-style-type: none"> <li>• communication to the public: e.g. an article in a local newspaper</li> </ul>
<ul style="list-style-type: none"> <li>• visits to schools and partners</li> </ul>
<ul style="list-style-type: none"> <li>• telling about Anchor work within the organisation</li> </ul>

Anchor is a well-known, recognised stakeholder in promoting the wellbeing of adolescents. It is visibly present in adolescents' events, social media and schools. It is important that adolescents and their families are familiar with the service and its operating principles. This promotes the referral of adolescents to the services and also reduces the stigma related to clients. The contact information of the Anchor team professionals are up-to-date, nationally consistent and easy to find for both adolescents and partners. (Table 8.)

Collaboration with stakeholders can be promoted through regular communications. Anchor coffee breaks offer a good opportunity to enhance people's awareness of Anchor work. The purpose of Anchor coffee gatherings is to gather together the stakeholders engaged in Anchor work and parties working with adolescents and help them get to know each other, which improves the exchange of information and facilitates collaboration. Anchor coffee gatherings provide a natural setting for exchanging information between the parties. The parties can share information on topical themes related to adolescents' crime, use of substances, wellbeing and radicalisation into violent extremism. The coffee gatherings also give the stakeholders and partners the possibility to convey information on their activities and observations to other stakeholders.

Anchor work is promoted through material published on the Anchor website. The work is also publicised by being visibly present in social media and in adolescents' everyday lives. Anchor work is promoted by informing the public about it. This can be done through

collaboration with a local newspaper and by handing out Anchor brochures in schools and for partners (Appendix 5–7), for example, or by utilising material available on the Anchor website. In addition, being visibly present in school visits and events introduces Anchor work to adolescents and lowers the threshold to contact it. Visibility also reduces the risk of adolescents engaged in the Anchor work being labelled as violently radicalised, for instance.

Collaboration is strengthened by familiarity with each other's activities. This can be ensured by visiting schools and partners and inviting stakeholders to get to know Anchor work, for instance. In addition, it is important to make sure that Anchor work is also known within one's own organisation. Awareness of Anchor work strengthens collaboration and the referral of adolescents to Anchor.

By networking with other Anchor team professionals, it is possible to exchange good practices and also information on methods that were not efficient. This enables avoiding the same mistakes and disseminates experience-based and practice-based, tried and tested ways of working in Anchor.

### **3.3 Multi-professional exchange of information**

#### **3.3.1 Exchange of information in Anchor work**

The exchange of information means disclosing or receiving client information between professionals. Information concerning the adolescent is covered by privacy protection, so the exchange of information limits privacy protection. However, the adolescent can give their consent for the exchange of information. In the absence of such consent, the professional must be authorised by law to exchange information, as otherwise exchange is not justified (for more information, see Section 3.3.2). The scope of the exchange of information in Anchor work relates to the measures taken and to considering ways in which the adolescent can be best supported and where further work with the adolescent will take place. The exchange of information involves processing the information carefully according to the provisions and guidelines of the relevant administrative branch. Professionals use equipment, software and encryption solutions approved by the organisation for processing and protecting the information. When processing the information, care is taken to ensure that it is not disclosed to outsiders.<sup>xii</sup> (Table 9.)

<sup>xii</sup> Government Decree on information security in central government 681/2010.



**Table 9. Aspects to be taken into consideration in the exchange of information**

Concerning the information exchanged:
• type (e.g. patient information – Act on the Status and Rights of Patients)
• disclosure (e.g. the right to disclose information)
• reception (e.g. the recipient's right to process information)
• context of the information (e.g. specific crime, threat, child welfare case)
• purpose of use (e.g. preventing crime, assessing the need for service)
• discretionary nature (e.g. limiting privacy protection with respect to the goal)
• scope in which the information is processed (e.g. restricting the disclosure of information)
• processing (e.g. places where the information is saved, data protection)

### 3.3.2 Rights and obligations in information exchange

In Anchor work, the exchange of information is an important way of promoting the wellbeing of adolescents and preventing crime. The exchange of information helps, in part, to create an overview of the adolescent's situation and identify aspects that would remain unnoticed if relying on the information of a single occupational group only. The exchange of information within the Anchor team is governed by the adolescent's right to self-determination and best interest, as well as the professionals' secrecy obligation. It is based on legislation that is applied to the adolescent's information and that governs the operation of professionals (Table 10), and on the professional ethics of each occupational group.

A consent is requested from the adolescent for the exchange of information within the Anchor team (for more information, see Subsection 2.3.2). After that, the professionals can exchange information concerning the adolescent if required by the adolescent's interest and within the scope required. The professionals introduce to the team information that they consider necessary for dealing with the adolescent's situation.

If the reason for the meeting is a matter for whose processing the adolescent's consent is not required, the professionals can exchange information according to the definitions of the legislation concerning the matter at hand. The adolescent's consent is not needed for the exchange of information in a child welfare report or, if specific conditions are met, in assessing the threat of violence.

**Table 10. Legislation concerning the disclosure of information and the right to obtain information in Anchor work**

Sector	Description	Law
All	The authorities have the obligation to observe secrecy in matters concerning a specific adolescent. Confidential matters are reports of crime, accounts concerning the prevention of crime, client information in social services, patient health information and information on the adolescent in outreach work.	Act on the Openness of Government Activities (621/1999), Chapter 1, Section 1, Chapter 5, Section 20; Chapter 6, Sections 23-24; Act on the Status and Rights of Social Welfare Clients 812/2000, Chapter 3, Sections 14-15; Act on Health Care Professionals (559/1994), Chapter 3, Section 17 Police Act (872/2011), Chapter 7, Section 1 Youth Act (1285/2016), Chapter 3, Section 12
All	Confidentiality does not remove the obligation to report the need for child welfare services to a party responsible for social welfare or a specific, suspected crime to the police.	Child Welfare Act (417/2007), Chapter 5, Section 25, Criminal Code of Finland 29/1889, Chapter 15, Section 10
The police	The police have the right to access confidential information held by the authorities and corporations if necessary for the completion of police duties and provided that there is no specific prohibition that would prevent the disclosure of such information as evidence or to the police. The secrecy obligation does not prevent the disclosure of information to an authority/public corporation if such an authority or public corporation needs to obtain the information in order to complete its statutory task.	Police Act (872/2011), Chapter 4, Sections 2-3, Chapter 7, Sections 1-2
Social services	The party providing social services has the right to disclose information to an authority upon the client's consent or if such disclosure is necessary in view of the child's interest or the matter concerns serious crime or the assessment of the threat of violence.  Other authorities have the obligation to disclose essential information related to a social welfare client relationship if necessary for the completion of a statutory task.	Act on the Status and Rights of Social Welfare Clients (812/2000), Chapter 3, Sections 16-19, Chapter 4, Section 20
Youth services	Youth services may only disclose information upon the consent of the adolescent/parent unless the question is of assessing the threat of violence or preventing a threatening act.	Youth Act (1285/2016), Chapter 3, Sections 11-12 and Chapter 6, Section 28
Health services	Health services can participate in the exchange of information upon the adolescent's consent or if the question is of assessing the threat of violence or such exchange is justified by a specific regulation in law.	Act on the Status and Rights of Patients 784/1992, Chapter 4, Section 13

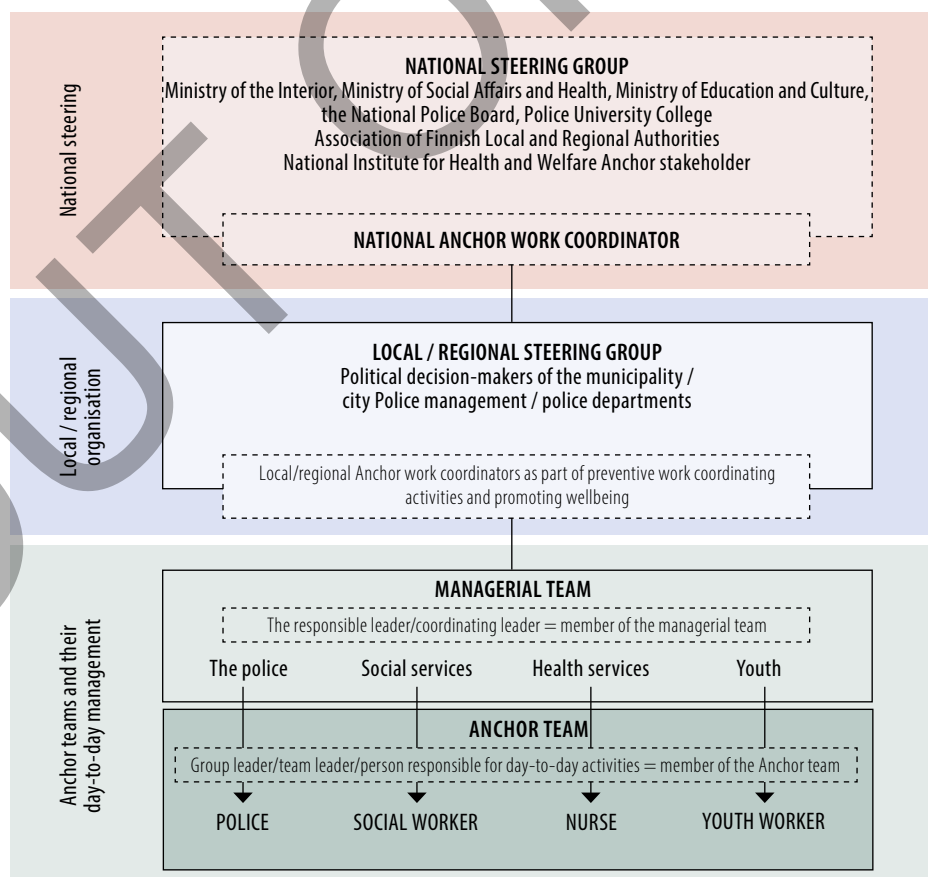
# Part II

ORGANISING, LAUNCHING  
AND DEVELOPING  
ANCHOR WORK

## 4 Anchor work organisation

Anchor work takes place at three levels. Anchor work is coordinated at the national level by the national steering group together with the Anchor work coordinator. At the local and regional level, the policies and operating preconditions of Anchor work are administered by the local or regional steering group. The managerial team is responsible for the operative management of Anchor work. The Anchor team consists of representatives from the police, social services, health services and youth services. The work is monitored, assessed and developed at all levels of Anchor together with different stakeholders. (Figure 4.)

Figure 4. Structures of anchor work management and steering<sup>62,63</sup>



## 4.1 National coordination of Anchor work

### 4.1.1 National steering group

Anchor work is steered at the national level.<sup>62,64</sup> The steering group has representatives from the Ministry of the Interior, Ministry of Social Affairs and Health, Ministry of Education and Culture, the National Police Board, Association of Finnish Local and Regional Authorities, National Institute for Health and Welfare, Police University College and the Anchor team. The key purpose of the steering group is to coordinate Anchor work. Its aim is to monitor the consistency, availability, quality and effectiveness of the work locally and regionally and to deal with possible defects. The steering group supports the implementation of Anchor work by contributing to the drafting of legislation and steering the work. In addition, it arranges annual training events and makes initiatives for developing Anchor work. The national steering group also participates in international collaboration and is responsible for the dissemination of international good practices in Finland.

### 4.1.2 National coordinator

The national Anchor work coordinator acts under the national steering group. The coordinator is responsible for developing Anchor work nationally in collaboration with the national steering group and local Anchor stakeholders. In addition, the coordinator monitors and assesses Anchor work at the national level and strengthens the competence of professionals and leaders engaged in the work. The coordinator is also responsible for national and international communication related to Anchor work. (Table 11.)

**Table 11. Tasks of the national Anchor work coordinator**

<b>Development</b>
<ul style="list-style-type: none"> <li>• creates opportunities for standardising national activities: equality and quality of work</li> </ul>
<ul style="list-style-type: none"> <li>• coordinates national work</li> </ul>
<ul style="list-style-type: none"> <li>• supports local/regional work, e.g. the start-up phase</li> </ul>
<ul style="list-style-type: none"> <li>• acts as an expert; e.g. exchange of information, preventing radicalisation into violent extremism, partners</li> </ul>
<ul style="list-style-type: none"> <li>• coordinates and disseminates information on nationally and internationally good practices</li> </ul>
<ul style="list-style-type: none"> <li>• coordinates annual projects, e.g. increasing people's awareness of Anchor work</li> </ul>
<ul style="list-style-type: none"> <li>• responsible for other expert tasks</li> </ul>
<b>Follow-up and assessment</b>
<ul style="list-style-type: none"> <li>• assesses and develops Anchor work on the basis of a questionnaire (Anchor stakeholders and their leader) utilised every two years</li> </ul>
<ul style="list-style-type: none"> <li>• provides a statistical summary and assessment of Anchor work on an annual basis</li> </ul>
<ul style="list-style-type: none"> <li>• monitors reviews of Anchor work</li> </ul>
<ul style="list-style-type: none"> <li>• reports on the status of national Anchor work (ministries, National Police Board, regions and municipalities, Anchor stakeholders)</li> </ul>
<b>Training</b>
<ul style="list-style-type: none"> <li>• communicates research and evidence-based information in a manner easy to understand and in a format applicable to practical operation</li> </ul>
<ul style="list-style-type: none"> <li>• arranges a national seminar (one/year) and participates in local and regional Anchor seminars</li> </ul>
<ul style="list-style-type: none"> <li>• plans additional training for Anchor stakeholders, including on-line courses: legislation and exchange of information, multi-professional collaboration, managing a multi-professional team – multi-professional collaboration at the leadership level, preventing radicalisation into violent extremism through multi-professional collaboration</li> </ul>
<b>Communication</b>
<ul style="list-style-type: none"> <li>• communicates information between Anchor stakeholders and ministries</li> </ul>
<ul style="list-style-type: none"> <li>• communicates information on Anchor work e.g. to the population, possible collaboration parties partners and international partners</li> </ul>
<ul style="list-style-type: none"> <li>• maintains and updates the Anchor website that is used as a tool in communication, development, training and monitoring</li> </ul>

## 4.2 Local and regional work

### 4.2.1 Anchor steering group

Anchor partly addresses local and regional needs to promote the wellbeing of adolescents and prevent crime. Regional Anchor teams are steered by the local or regional steering group appointed to them (Table 12). The purpose of the steering group is to ensure that promoting the wellbeing of adolescents and preventing crime are prioritised in all areas of operation and also taken into consideration in sector-specific action plans. The operation of the steering group secures the commitment and preconditions of the various fields to Anchor work. The group assesses and monitors the implementation of Anchor work and contributes to its development together with the managerial team and the Anchor team. The steering group is summoned 2–4 times per year and also depending on the situation with the Anchor work in the area.

**Table 12. Local and regional steering group and its fields of expertise**

<b>Members of the steering group:</b>
<ul style="list-style-type: none"> <li>• managerial team, i.e. the leaders of the Anchor team professionals and their leaders</li> <li>• municipal or city representatives from social, health, youth and educational services and from the police</li> </ul>
<b>Fields of expertise of the steering group:</b>
<ul style="list-style-type: none"> <li>• responsible for the local or regional guidelines and focus areas of the work</li> <li>• secures preconditions in a changing operating environment</li> <li>• monitors and assesses the work</li> <li>• approves the action plan and review</li> <li>• contributes to developing the work together with other parties</li> </ul>

### 4.2.2 Anchor coordinators

A coordinator is appointed for each local or regional Anchor team. The coordinators contribute to coordinating preventive work and promoting wellbeing. The purpose of the coordinators is to organise preventive and wellbeing-promoting functions in the area and thus avoid possible overlapping. This includes the coordination of projects related to prevention. In addition, the coordinator ensures that preventive functions are consistent and equally available to all adolescents in the area. The coordinator pursues collaboration with other parties related to the promotion of wellbeing and preventing crime and with other coordinators.

## 4.3 Anchor team management

### 4.3.1 Managerial team and the coordinating leader

There is a managerial team for Anchor work, consisting of leaders for the fields of competence of the Anchor team professionals (Table 13). The managerial team manages the Anchor team and is responsible for practical work guidelines. The duty of the managerial team is to secure preconditions for Anchor work. The team is responsible for monitoring, assessing and developing Anchor work together with the Anchor team. The managerial team helps address challenges in day-to-day work.

**Table 13. Fields of expertise of Anchor work leaders**

<b>Securing preconditions:</b>
<ul style="list-style-type: none"> <li>responsible for ensuring that Anchor work has sufficient resources for carrying out high-quality work</li> </ul>
<ul style="list-style-type: none"> <li>responsible for operative planning and guidelines</li> </ul>
<ul style="list-style-type: none"> <li>responsible for financial planning and monitoring</li> </ul>
<ul style="list-style-type: none"> <li>responsible for reporting and preparing the review in collaboration with the rest of the managerial team and the Anchor team</li> </ul>
<b>Supporting collaboration:</b>
<ul style="list-style-type: none"> <li>supports the implementation of practical work</li> </ul>
<ul style="list-style-type: none"> <li>communicates information to the background organisation</li> </ul>
<ul style="list-style-type: none"> <li>keeps in touch with other participating organisations and remains up-to-date of the operation of the team</li> </ul>
<ul style="list-style-type: none"> <li>communicates good practices, experiences and information on its stakeholders for the managerial team</li> </ul>
<ul style="list-style-type: none"> <li>the managerial team is summoned regularly at least 2–4 times a year and when necessary</li> </ul>
<b>HR management:</b>
<ul style="list-style-type: none"> <li>responsible for HR administration and introduction to the work</li> </ul>
<ul style="list-style-type: none"> <li>enables collaboration by paying attention to shift planning, for example</li> </ul>
<ul style="list-style-type: none"> <li>responsible for maintaining the expertise of professionals</li> </ul>
<ul style="list-style-type: none"> <li>takes care of the occupational wellbeing of the Anchor team</li> </ul>
<ul style="list-style-type: none"> <li>carries out performance reviews and development discussions with the Anchor team members in its field</li> </ul>
<b>Development of Anchor work:</b>
<ul style="list-style-type: none"> <li>contributes to developing Anchor work together with the managerial team and the Anchor team</li> </ul>
<ul style="list-style-type: none"> <li>is committed and motivated to the work: e.g. participation in agreed meetings, interest in Anchor work and its development</li> </ul>

It is of benefit for the implementation of Anchor work if the leader is easily accessible and familiar with the special characteristics of the area. The leaders of Anchor work ensure facilities for the work, support collaboration and the implementation of the work, are responsible for HR administration and contribute to developing Anchor work. The leaders act in collaboration with the local or regional steering group.



A member of the managerial team has been appointed as the team leader (Table 14). The duty of the team leader is to clarify the multi-professional management structure and strengthen the flow of information and the division of responsibilities. The team leader is also responsible for ensuring the operation of the managerial team and multi-professional collaboration between the Anchor work leaders. They also ensure ensure the flow of information especially between leaders and the Anchor team, as well as addressing communication needs.

**Table 14. Fields of expertise of the coordinating leader**

Duties of the coordinating leader:
<ul style="list-style-type: none"> <li>• leads the managerial team</li> </ul>
<ul style="list-style-type: none"> <li>• responsible for managerial work and collaboration between leaders</li> </ul>
<ul style="list-style-type: none"> <li>• ensures the flow of information especially between leaders and the team</li> </ul>
<ul style="list-style-type: none"> <li>• responsible for coordinating the finance of Anchor work</li> </ul>
<ul style="list-style-type: none"> <li>• responsible for operative reporting to the steering group (and to municipalities participating in Anchor work)</li> </ul>
<ul style="list-style-type: none"> <li>• responsible for internal and external communication in local or regional Anchor work</li> </ul>

### 4.3.2 Group leader, i.e. the leader responsible for day-to-day work

The Anchor team has a leader responsible for day-to-day work, i.e. the group leader or team leader. One of the Anchor team professionals is appointed as the team leader. The fluency of the work is promoted by the team leader being fully present and accessible in the Anchor team's day-to-day work. The team leader is responsible for day-to-day work, supporting collaboration and the exchange of information, HR management and operative development. The team leader is responsible, in part, for creating a multi-professional work culture and also dealing with difficult issues. (Table 15.)

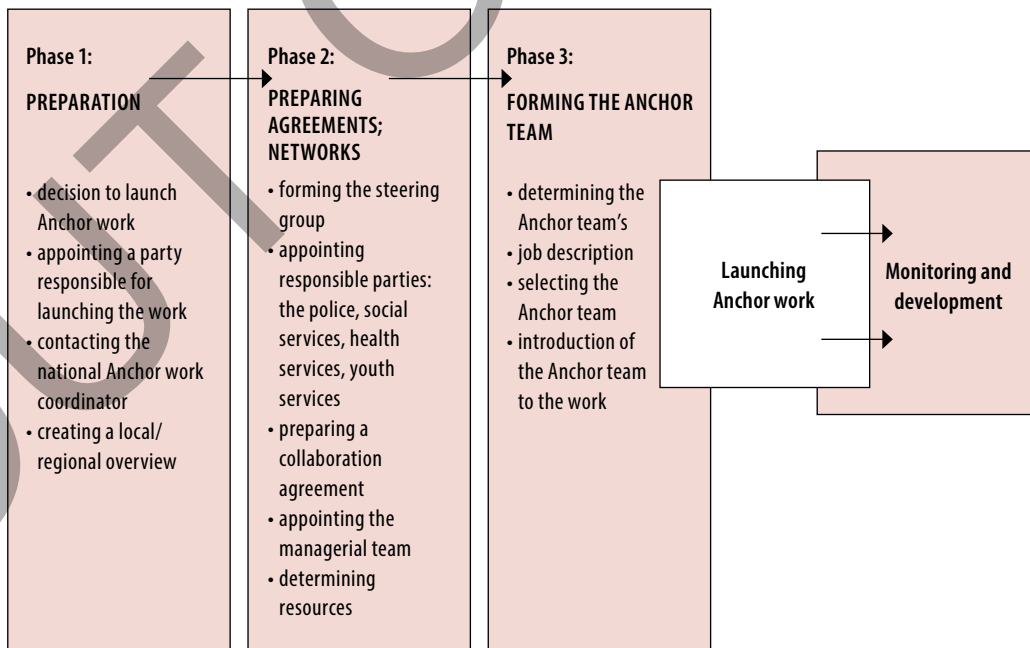
**Table 15. Fields of expertise of the leader (group leader/team leader) responsible for day-to-day work**

<b>Day-to-day management:</b>
<ul style="list-style-type: none"> <li>responsible for the coordination and organisation of day-to-day activities and for dividing responsibilities</li> <li>ensures that focus in the work is on Anchor and its goals</li> </ul>
<b>HR management:</b>
<ul style="list-style-type: none"> <li>responsible for HR administration in day-to-day work</li> <li>supports the maintenance of the team's professional skill and occupational wellbeing</li> <li>in part responsible for the orientation of new professionals to the work</li> </ul>
<b>Supporting activities, collaboration and the exchange of information:</b>
<ul style="list-style-type: none"> <li>responsible for arranging regular team meetings</li> <li>acts as a contact towards the managerial team</li> <li>ensures the flow of information in the Anchor team and between leaders</li> <li>reports to the managerial team and other agreed parties about the work</li> <li>promotes for its part collaboration between social, health and youth services and the police</li> </ul>
<b>Development of Anchor work:</b>
<ul style="list-style-type: none"> <li>develops Anchor work together with the Anchor team and leaders</li> </ul>

## 5 Launching the work

The national goal is that Anchor would be present in all geographical areas and regions.<sup>65,66</sup> The purpose of this is to ensure that Anchor services are equally available to all adolescents. Anchor work is based on common national principles and also arranged to address local and regional needs and special characteristics. The planning and organisation of Anchor work start from a local, areal or regional decision to launch multi-professional collaboration for early intervention with adolescents and for promoting wellbeing and preventing crime (Figure 5). Launching Anchor work requires that the activities are prepared, collaboration agreements concluded and networks created, the Anchor team is formed and its preconditions are ensured.

**Figure 5. Local or regional start-up of Anchor work**



## 5.1 Preparation of Anchor work

In the preparatory phase preceding the launch of Anchor (Figure 5), the party responsible for organising the work is appointed e.g. from the police, social services, youth services or health services. The person responsible for launching the work contacts the national Anchor work coordinator. The coordinator supports the launch of local or regional Anchor work and ensures that local work and the future Anchor team professionals and leaders are connected with the national Anchor work network. The person responsible for launching the work ensures that an overview of the situation in the area is created for use as the basis of Anchor work. The overview is based on reports and accounts concerning the area's population, crime situation and the state of wellbeing among adolescents. In addition, public and third-sector stakeholders in the area, their expertise as well as operating models and services related to Anchor work are outlined. (Appendix 8.)

## 5.2 Collaboration agreements

In the second phase of launching Anchor work, collaboration agreements are prepared and action networks created (Figure 5). Anchor work is based on a collaboration agreement between all the organisations participating in the implementation of the work. The organisations can comprise social services, youth services, health services and the police within one or several municipalities/cities or regions. The purpose of the collaboration agreement is to create a shared view of the goals, implementation, management and monitoring of Anchor work. The collaboration agreement (Table 16) describes the points of departure of the operation, the duties of the participating organisations as well as the types of personnel and other resources that the organisations have. In addition, it includes a description of the way in which funding and costs are shared. As a rule, each participating organisation is responsible for its own costs, including personnel salaries, training and travel. In addition to possible other aspects, the agreement sets out how the work is managed and monitored. (Appendix 9.)

The basic principles governing Anchor work are revised in connection with the collaboration agreement, including matters concerning confidentiality and the exchange of information. In addition, a local or regional steering group and managerial team are formed for Anchor work (Figure 5).

**Table 16. Content areas of the collaboration agreement**

<b>Matters concerning the agreement:</b>
<ul style="list-style-type: none"> <li>parties to the collaboration agreement</li> <li>objective of the agreement</li> </ul>
<b>Starting points and nature of the work:</b>
<ul style="list-style-type: none"> <li>purpose of multi-professional collaboration</li> <li>local or regional work</li> </ul>
<b>Resources:</b>
<ul style="list-style-type: none"> <li>staff</li> <li>work facilities and other resources</li> <li>information systems</li> <li>division of costs and financing</li> </ul>
<b>Monitoring and reporting:</b>
<ul style="list-style-type: none"> <li>organisation of management</li> <li>monitoring and assessing the work</li> </ul>
<b>Other matters to be agreed:</b>
<ul style="list-style-type: none"> <li>e.g. introduction, work guidance</li> <li>validity of the agreement and settlement of disputes</li> </ul>

### 5.3 Forming the Anchor team

The Anchor team is formed in the third phase of launching Anchor work (Figure 5). The job descriptions of the Anchor team professionals are defined and suitable experts selected for the tasks. Joint training is organised for the team. The training covers key topics of relevance to Anchor work, i.e. adolescents, early intervention, prevention, criminal behaviour, radicalisation into violent extremism, as well as multi-professional collaboration and legislation. It is also ensured that all stakeholders are familiar with their own and other team professionals' expertise and tasks as well as the collaboration agreement and its role in the work. When forming the Anchor team, it is ensured that the team members know the principles employed in the exchange of information, information systems, premises and other practices. Knowing local and regional partners supports the implementation of the work. In addition, becoming familiar with the work of other Anchor teams helps plan and launch work in the team's own area. In the start-up phase, joint statistical procedures, monitoring and assessment are agreed. These aspects are used as a basis for constantly developing the work to address the needs of the adolescents in the area. (For more information, see Subsection 6.)

## 6 Assessment and development

### 6.1 Operational assessment

The purpose of Anchor work is to address the changing needs of adolescents in a timely fashion. This requires continuous local, regional and national monitoring, assessment and development of the Anchor model. The assessment of Anchor work focuses on achieving its goals at the level of the adolescent and the family as well as the organisation. It also includes monitoring the quality of Anchor work. This allows assessing the fulfilment of the goals and tasks set for Anchor work, forming an overview of the wellbeing of adolescents in the area and communicating about the work.

Assessing and monitoring of Anchor work are based on systematically and consistently collecting information from statistics and feedback. Regular feedback on Anchor work is collected from the participating adolescents, background organisations and partners through the client feedback system, for example. The feedback concerns Anchor work, its experienced benefits as well as collaboration, the exchange of information and development.

An annual review is prepared of Anchor work, which summarises the information collected and provides a description of local or regional Anchor work. Collecting information, monitoring and assessment are important in view of the individual employees, Anchor work, organisations, location, area and nationwide. From the point of view of an individual employee, the information collected can be used to promote efforts to develop the quality of the work and possibilities to clarify the job description and tasks. For Anchor work, systematic monitoring is needed to organise and develop the work, determine resource needs and monitor the effectiveness of the work.

Locally or regionally implemented data collection improves the coordination, organisation and development of preventive work. It also makes it easier to decide on resource needs. Furthermore, it allows comparing and monitoring the situation locally, regionally and municipalities as well as nationwide. In terms of the whole country, data collection is needed in order to outline the situation of Anchor work, to offer and

organise services and to describe the state of adolescents' wellbeing. Regional equality in access to the services calls for collecting information systematically.

## 6.2 Preparing national statistics and reporting

**Statistics are prepared of Anchor work** using nationally consistent methods. Considering the multi-dimensional nature of crime prevention measures, their monitoring and assessment should also be based on different criteria.<sup>67</sup> The work done with the adolescent is recorded in statistics prepared in connection with Anchor work (for more information, see Subsection 2.3.6). In addition, statistics are prepared about the implementation of Anchor work at the level of the organisation, location or region, including information on personnel resources (Table 17).

**Table 17. Preparing Anchor statistics and reporting**

<b>Information on clients (For more information, see Subsection 2.3.6.):</b>
• number of Anchor notifications
• number of clients
• anchor meetings (number)
• reaction time (notification time – meeting time)
• from where were clients referred to Anchor (referring party)
• age-distribution of clients
• domicile of clients
• reasons for entering Anchor
• recidivists/first offenders
• types of crime
• number of child welfare reports recorded in Anchor
• number of service need assessments implemented in Anchor
• identified cases with suspected radicalisation into violent extremism (number)
• referral to further services (service provider)
<b>Information on personnel and work:</b>
• Anchor team's professional groups, number of employees and working hours spent on the work
• supplementary training days for Anchor team professionals
<b>Information concerning local and regional collaboration:</b>
• local and regional expert duties
• training and communication organised for other experts and the public
• school visits and visits to partners
• number of field surveillances (e.g. participation in events)
• anchor coffee gatherings

**A report of Anchor work** is published in the form of an annual report or the local/ regional and national steering group. Reporting is based on anonymous statistics prepared systematically of Anchor client meetings, Anchor work and personnel resources (Table 17) and on collected feedback. Reporting is carried out in such a way that it does not contain any personal information. The report also describes the local or regional Anchor model, its implementation and development targets. (Appendix 10.) The leader coordinating Anchor work is responsible for preparing the report and for national reporting. In addition, reports about Anchor work are submitted to municipalities engaged in the Anchor agreement and to possible partners.

### 6.3 Developing Anchor work

Anchor work is developed on the basis of evidence.<sup>68</sup> This means that the work is based on scientific knowledge and good practices. Preparing national statistics and reporting about Anchor work in part ensures that the work is based on evidence. It is possible to identify development targets on the basis of statistics and reporting. Information on the work is also collected systematically from client feedback and the ideas and experiences of professionals and leaders. Each party implementing Anchor work is responsible for the quality of their work and for developing Anchor work.

#### Local and regional development of Anchor work

Anchor work is developed to address needs related to the wellbeing of adolescents in the location or area (Appendix 11). Adolescents and their parents/guardians can also be asked to tell about their experiences when developing Anchor work. It is important to take the parents' views into consideration in addition to those of adolescents, as they may differ from each other. Experiences can be outlined through client panels, the client feedback system (box/notebook/ electronic feedback system) or from experience experts.

Local and regional Anchor work is also developed by ensuring the competence of professionals. Competence is strengthened by attending further training and training days multi-professionally and across occupational boundaries. Developing Anchor work calls for an open, reflective approach to one's own work and to local activities. In addition, use is made of the experiences of other Anchor team professionals to develop Anchor work.



Anchor work is developed in collaboration with the local steering group, the managerial team and the Anchor team in accordance with national guidelines and especially in view of the needs of adolescents. The decision to participate in development projects is made multi-professionally between the team, leaders and the local/regional coordinator. Developing the work is based on evidence, statistics and monitoring.

### **National development of Anchor work**

The purpose of national development is to create structures for local or regional activities and to develop them to address changing needs. The national Anchor work coordinator, together with the responsible ministry and the national steering group, is responsible for the national development of Anchor work. A steering group consisting of experience experts can be utilised in developing the work. Anchor work is developed based on evidence, i.e. the needs of adolescents, the national status of Anchor work and professionals' experiences that are investigated with a national questionnaire every year. Development is also based on reviews about Anchor work and the information recorded in statistics. The purpose of the steering group is to support efforts to measure the effectiveness of Anchor work and strengthen evidence-based work.

# Appendices

## Appendix 1 Invitation to an Anchor meeting

Dear *\*name of adolescent\** and guardians,

We have been informed of *\*the incident\** incident/received a child welfare report/crime report.

We invite you to discuss the matter on \_\_\_/\_\_\_/20\_\_ at \_\_\_\_\_.

The place is *\*address and more exact information on about the place, where necessary\**.

The meeting has been organised by the Anchor team, which consists of a police officer, a social worker, a nurse and a youth worker. The Anchor team meets the adolescent and their guardian at the earliest stage possible after the incident that has aroused concern.

Anchor work involves multi-professional collaboration the purpose of which is to promote the wellbeing of adolescents under 18 years of age and prevent crime. Another intention is to prevent radicalisation into violent extremism. More information about Anchor work: [ankkuritoiminta.fi](http://ankkuritoiminta.fi)

If the time of the visit is not suitable or you want further information about the matter, you can contact:

*\*contact information\**

## Appendix 2 To be taken into consideration in consent

- Person requesting the consent and their position
- Name of client/adolescent
- Personal identity number of client/adolescent
- Person giving the consent (adolescent/guardians)
- Personal identity number of person giving the consent (adolescent/guardians)
- Information to be disclosed
- Context
- Purpose of use of the information
- Receiving party (the party/person for whom the information is disclosed)
- Validity period of the consent
- Determining the purpose for which the consent is given, e.g.: "I hereby give my consent for the above disclosure of information to me or the adolescent under my guardianship for the implementation of Anchor work. The consent has been given voluntarily. Before giving my consent, I have received enough information on the disclosure of information in Anchor work, on Anchor collaboration and the processing of the information."
- Time, place and signatures

## Appendix 3 Progress of Anchor meetings

Task	Completed (x)
<b>INITIAL VISIT TO THE MULTI-PROFESSIONAL TEAM</b>	
Planning the topics that will be discussed in the next meeting.	
Planning the persons who will be invited to the next meeting.	
Agreeing on the topic to be discussed by each team member.	
Agreeing on the person who will invite the participants and what information is included in the invitation.	
<b>ACTUAL MEETING</b>	
Welcome (presentation round).	
Introducing the Anchor work model and exchange of information.	
Presenting the goals of the meeting.	
<b>Discussing the incident and investigating the need for support</b>	
Presenting themes as agreed in the plans made.	
Hearing the adolescent: what happened.	
General situation: leisure-time, pastimes, school, sleep, health, situation with the family, friends, use of money, use of substances and their impact.	
The parents' view.	
Supporting discussion between the family members and other participants.	
Legality education and considering possible consequences of the act.	
<b>Ending the meeting</b>	
Stating what concrete things the participants can do during an agreed period of time (e.g. 2–4 weeks). Concrete promises, measures and commitments are recorded in the form of an Anchor plan.	
(Agreeing the time of the next meeting.)	
Encouraging the adolescent and their parents to contact the Anchor team, where necessary.	
Ending the meeting in a positive tone.	
<b>NEXT MEETINGS</b>	
Welcome.	
Discussing the present situation.	
Talking about the commitments made in the previous meeting and assessing their fulfilment together.	
Preparing a new Anchor plan by writing down what the participants promise to do/the measures they commit themselves to.	
Considering together whether there is still another party that could be invited to the meetings and who could support the adolescent/family.	
Agreeing a new meeting, where necessary.	

Adjusted<sup>69</sup> according to the Anchor work's viewpoint

## Appendix 4 Orientation to Anchor work

Anchor work orientation plan			
Person to be introduced			
Work begins			
Previous education			
Leader			
Person responsible for introduction			
Contents	Matters to be taken into consideration in particular	Person carrying out orientation	Schedule
<b>Anchor work</b>	<ul style="list-style-type: none"> <li>goals, tasks and principles guiding the work</li> </ul>		
<b>Organisation, steering and management of Anchor work</b>	<ul style="list-style-type: none"> <li>nationally, regionally, locally</li> <li>group leader/team leader, leader in competence area, coordinating leader</li> </ul>		
<b>Multi-professional collaboration in Anchor</b>	<ul style="list-style-type: none"> <li>team's branches, members, tasks and courses of action</li> <li>own role and tasks in the team and work</li> <li>partners</li> <li>jointly agreed multi-professional work</li> </ul>		
<b>Implementation of Anchor work</b>	<ul style="list-style-type: none"> <li>process</li> <li>target groups</li> <li>meetings</li> </ul>		
<b>Operating methods</b>	<ul style="list-style-type: none"> <li>collaboration</li> <li>operation as an Anchor team member, clothing</li> <li>meeting practices</li> <li>work guidance and supplementary training</li> <li>user rights to and use of information systems</li> </ul>		
<b>Legislation and steering</b>	<ul style="list-style-type: none"> <li>key legislation and steering documents</li> <li>exchange of information, confidentiality and secrecy</li> </ul>		

## Appendix 5 Ankkuritoiminnan esite



Edistämään nuorten hyvinvointia  
Ennalta estämään rikoksia  
Moniammatillisesti

### Ankkuritoiminta

Ankkuritoiminnalla tarkoitetaan moniammatillista yhteistyötä, joka kohdistuu varhaisessa vaiheessa lasten ja nuorten (alle 18-vuotiaiden)

- hyvinvoinnin edistämiseen
- rikosten ehkäisemiseen
- väkivaltaiseen ekstremismiin radikalisoitumisen ehkäisemiseen (ilman ikärajoja).

Ankkuritoimintaa toteutetaan moniammatillisissa ankkuritiimissä, johon kuuluvat ammattilaiset poliisista, sosiaalitoimesta, terveystoimesta ja nuorisotoimesta, mutta paikallisesti tiimien kokoonpanossa voi olla vaihtelua.

Moniammatillinen tiimi tapaa nuoren ja hänen huoltajansa mahdollisimman varhaisessa vaiheessa, jotta nuorta voidaan tukea tarkoituksenmukaisesti ja tarvittaessa ohjata oikean avun tai tuen piiriin. Moniammatillinen toimintatapa mahdollistaa kokonaisvaltaisen tuen tarpeen arvioinnin yhdellä käynnillä. Tiimiin osallistuvat ammattilaiset vaihtavat tietoa nuoren tilanteesta lain sallimissa rajoissa ja/tai nuoren luvalla.

Ankkuritoiminnassa voidaan tehdä yhteistyötä myös järjestöjen, urheiluseurojen, seurakuntien ja uskonnollisten yhteisöjen sekä yksityisten toimijoiden kanssa, jos todetaan, että nuori voisi hyötyä heidän toiminnastaan.

Ankkuritoiminta järjestetään paikallisesti tai alueellisesti siten, että se vastaa alueen tarpeisiin ja erityispiirteisiin, mutta perustuu yhteisille kansallisille toimintaperiaatteille ja tavoitteille.

*\*paikkakunta\* ankkuritiimin yhteystiedot:*

xxx

Lisätietoa Ankkuritoiminnasta: [www.ankkuritoiminta.fi](http://www.ankkuritoiminta.fi)

## Appendix 6 English summary of Anchor work



To promote the wellbeing of adolescents  
Early stage crime prevention  
Multi-professional

### Anchor work

Anchor work refers to multi-professional collaboration targeted at children and adolescents, under 18 years of age, at an early stage to

- prevent crime;
- promote wellbeing; and
- prevent radicalisation into violent extremism (with people of all ages).

Anchor work is carried out by multi-professional teams consisting of professionals from the police, social services, health services and youth services; however, the composition of the teams may vary locally.

The multi-professional team meets with the adolescent and his or her parent or guardian at the earliest stage possible in order to appropriately support the adolescent and, if necessary, direct them to the right help or support. The multi-professional approach enables a comprehensive assessment of the support needs to be made during a single meeting. The professionals involved in the team will exchange information about the adolescent's situation to the extent permitted by law and/or with the adolescent's permission.

Anchor work may also involve collaboration with organisations, sports clubs, congregations and religious communities and others, if it is found that the adolescent could benefit from their activities.

Anchor work is organised at a local or regional level, so that it meets the needs and special characteristics of the area, but it builds on shared national principles and objectives.

*Anchor team contact information for \*name of location\*:*

xxx

More information about Anchor work: [www.ankkuritoiminta.fi/en](http://www.ankkuritoiminta.fi/en)

## Appendix 7 Broschyr på svenska



Främjande av ungdomarnas välfjärd  
Brottsförebyggande  
Mångprofessionellt

### Ankarverksamhet

Med ankarverksamhet menas samarbete mellan olika yrkesgrupper, vars syfte är att i ett tidigt skede förebygga brott bland barn och unga (under 18 år)

- att befrämja välmående
- att förebygga brott
- att förhindra radikaliserings mot våldsam extremism (utan åldersgränser).

Ankarverksamheten genomförs i ankarteam med flera olika yrkesgrupper, där det ingår personer från polisen, socialtjänsten, hälsovården och ungdomsverksamheten, men lokalt kan det också finnas variationer i teamens sammansättning.

Teamet träffar den unga personen och dennes vårdnadshavare i ett så tidigt skede som möjligt, för att ungdomen ska kunna få stöd på ett ändamålsenligt sätt och vid behov kunna styras till rätt hjälp eller stöd. Tillvägagångssättet med ankarteam gör det möjligt att med bara ett besök kunna bedöma behovet av det helhetsmässiga stödet. Yrkespersonerna som deltar i teamet utbyter information om ungdomens situation inom de gränser som tillåts enligt lag och/eller med den unga personens tillstånd.

Genom ankarverksamheten kan man också samarbeta med organisationer, idrottsföreningar, församlingar och religiösa samfund samt med enskilda aktörer, ifall det konstateras att den unga personen skulle ha nytta av deras verksamhet.

Ankarverksamheten anordnas regionalt eller landskapsbaserat, på sådant sätt att den motsvarar regionens och landskapets behov och särdrag, men verksamheten baseras på gemensamma nationella verksamhetsprinciper och målsättningar.

*\*ort\* ankarteamets kontaktuppgifter:*

xxx

Mer information om ankarverksamheten: [www.ankkuritoiminta.fi/sv](http://www.ankkuritoiminta.fi/sv)



## Appendix 8 Launching Anchor work

Contents	Completed (x)
<b>Creating an overview</b>	
Appoint a person/party responsible for launching and organising Anchor work.	
Determine the size and population of the location/area.	
Find out the crime situation in the location/area: type, scope, areas, trends.	
Find out the drug use situation in the location/area: type, scope, areas, trends.	
Find out the use of alcohol among adolescents in the location/area: type, scope, areas, trends.	
Find out measures for promoting wellbeing and preventing crime as well as stakeholders and services available in the location/area: what works well, what should be developed.	
<b>Planning</b>	
Committing the decision-makers in the location/area to the work and setting up a steering group.	
Appointing responsible parties (the police, social services, health services, youth services).	
Make sure that promoting wellbeing and preventing crime (including radicalisation into violent extremism) have been prioritised in the location/area. (Local/areal/regional decision-making.)	
Make sure that preventive actions are locally/regionally coordinated and consistent (for example, appoint a regional coordinator for preventive work).	
Decision on whether activities are arranged locally or regionally.	
Determine the job descriptions of organisations participating in the work.	
<b>Organisation</b>	
Appointing the managerial team (direct leaders) and the coordinating leader.	
Prepare a collaboration agreement.	
Jointly agreed purpose of and goal and methods for the work.	
Jointly agreed courses of action for the steering group and the managerial team: e.g. meetings.	
Determine resources for the work (personnel, financing, premises, systems, clothing etc.).	
Determine the job description on Anchor work stakeholders and create an introduction programme.	
<b>Launching Anchor work</b>	
Select motivated experts from the field for the Anchor team (a police officer, social worker, nurse/health nurse, youth worker).	
Make sure to introduce the leaders and team members to the work.	
Take care of regular work guidance (once per month).	
Make sure that statistics are prepared of the work from the very beginning.	
Make sure that the work is monitored, assessed and developed.	

## Appendix 9 To be taken into consideration in the collaboration agreement

1. Parties to the collaboration agreement
  - describing parties to the collaboration agreement. They can be xx police department and xx city/cities/ municipality/municipalities
2. Objective of the agreement
  - describing the purpose of the agreement and local/regional multi-professional Anchor work available at police station xx
3. Anchor work and the purpose of multi-professional collaboration
  - Background
    - describing the background of the agreement and the Anchor work model
  - Target groups, principles and goals of the work
    - describing local Anchor work's
      - principles
      - goals and tasks
      - client groups
4. Personnel
  - describing the personnel resources of Anchor work
    - how many police officers (number) the police station assigns to Anchor work and what their contributions are. In addition, a leader is appointed for police officers engaged in Anchor work.
    - how many professionals (number; e.g. a social worker, social welfare instructor, nurse, health nurse) the social and health services assign to Anchor work and what their contributions are
    - how many youth workers (number) the city assigns to Anchor work and what their contributions are
    - appointing leaders for the professionals of social services, health services and youth services
5. Work facilities and other resources
  - describing the work facilities, equipment and possible other support services set aside for Anchor work
6. Information systems
  - describing measures taken to ensure that the Anchor team members have access to the necessary information technology connections, e-mail systems and information systems

7. Costs and financing
  - describing how the costs arising from Anchor work (e.g. salary costs, rents, operating appropriations etc.) are divided and invoiced
  - determining financial planning and monitoring of the work
8. Management and steering
  - indicating the person who acts as the group leader/team leader in the Anchor team and is responsible for its day-to-day work
  - indicating the persons in the background organisations who act as the leaders of the Anchor team professionals and make up the managerial team
  - appointing one of the leaders as the head of the managerial team
  - determining how often the managerial team will be summoned
  - indicating the parties that form the local/regional steering group, describing their tasks and stating how often the steering group will be summoned
9. Monitoring and assessing the work
  - appointing a person responsible for preparing Anchor work statistics and deciding the system in which the statistics are implemented
  - indicating the person who is responsible for preparing the annual review and for reporting to the steering group and nationwide
10. Other matters to be agreed
  - describing the matters to be appended, where necessary, such as
    - introduction to the work, training of the Anchor team professionals, work guidance
    - communication responsibilities
11. Contact persons
  - appointing contact persons for the contracting parties
    - municipality/the police: agreement matters/invoicing
12. Validity of the agreement and place of the settlement of disputes
  - indicating
    - the agreement validity period
    - amending or terminating the agreement
    - revising the agreement at fixed periods
    - settlement of disputes
13. Signatures and dates

## Appendix 10 Annual report

1. Contents
2. Local/regional Anchor work model (process description)
3. Anchor work clients
  - Number of Anchor notifications
  - Number of clients
  - Anchor meetings (number)
  - Reaction time
  - Referring clients to Anchor
  - Age-distribution of clients
  - Domiciles of clients
  - Reasons for entering Anchor
  - Recidivists/first offenders
  - Types of crime
  - Number of child welfare reports recorded in Anchor
  - Number of service need assessments implemented in Anchor
  - Identified cases with suspected radicalisation into violent extremism
  - Referral to further services (service provider)
4. Information on personnel and work:
  - Anchor team's professional groups, number of employees and working hours spent on the work
  - Supplementary training days for Anchor team professionals
  - Anchor team's premises
5. Information concerning local and regional collaboration
  - Local and regional expert duties
  - Training and communication organised for other experts and the public
  - School visits and visits to partners
  - Number of field surveillances (e.g. participation in events)
  - Anchor coffee gatherings
6. Client feedback
7. Other activities
8. Development targets

## Appendix 11 Developing Anchor work

Contents	Completed (x)
<b>Local/Local/regional commitment to promote the wellbeing of adolescents and prevent crime</b>	
Has the promotion of adolescents' wellbeing and preventing crime been prioritised locally/regionally and have decisions been made about it?	
Has the decision been consistently presented at different levels locally/regionally: social and health care services, youth services, the police, education sector?	
<b>Organisation and management</b>	
Has Anchor work been organised at three levels: the steering group, the managerial team, the Anchor team?	
Has a coordinating leader been appointed for the work?	
Are the steering group and the managerial teams summoned regularly (minimum 2 times/year)?	
Do the Anchor team members have the possibility to contact a leader of their own field?	
Does the Anchor team have a manager responsible for day-to-day work?	
<b>Professionals</b>	
Have the job descriptions of the Anchor team professionals been clearly defined and are they adhered to?	
Do the Anchor team professionals have a clear, sufficient mandate for carrying out the work?	
Have measures been taken to ensure the introduction and training of the professionals and to strengthen their expertise (e.g. others' roles, operating principles, confidentiality, exchange of information...)?	
<b>Planning Anchor work</b>	
Have local/regional characteristics (population, adolescents' wellbeing, crime situation) been outlined and taken into consideration when planning Anchor work?	
Have other locally/regionally available actions to promote wellbeing and prevent crime as well as possible partners been outlined?	
<b>Implementing Anchor work</b>	
Are there a clearly defined shared goal and are there operating policies for the work?	
Is there a joint agreement about the target group as well as possible service admittance/prioritisation criteria?	
Are there sufficient resources for implementing high-quality work (personnel, premises, budget, information systems...)?	
Are monthly anchor coffee breaks arranged?	
Have possible partners been outlined and is there regulation communication with them?	
<b>Monitoring, assessment and development</b>	
Have parties responsible for statistics and reporting been appointed?	
Is an annual review prepared of the work?	
Are the previous year's "results" taken into consideration in developing the work?	

## GLOSSARY

Concept	Contents
<b>Anchor process</b>	The adolescent's anchor process starts when the authorities or other professionals become concerned about the adolescent's situation. The adolescent is met in the Anchor team and offered comprehensive, individual support as well as referred to the necessary services.
<b>Anchor group</b>	A multi-professional group carrying out multi-professional Anchor work. The Anchor team concept used in this manual also covers Anchor groups.
<b>Anchor plan</b>	In Anchor work, individual future goals are agreed with each adolescent and practical measures decided to reach the goals.
<b>Anchor team</b>	Anchor work is carried out by a multi-professional team/group, consisting of experts from the police, social services, health services and youth services.
<b>Anchor work</b>	Multi-professional collaboration, the purpose of which is to promote wellbeing and prevent crime among adolescents under 18 years of age.
<b>Deradicalisation</b>	A process through which the individual abandons a violent ideology. Deradicalisation can start when the individual begins to consider radical ways of action immoral, inefficient and thus unlikely to promote their meaningful life <sup>38</sup>
<b>Prevention</b>	Multi-sectoral activities to prevent problems related to health and wellbeing. Also includes crime prevention by the police.
<b>Hindering</b>	A concept especially used by the police and security sector to describe actions to combat crime and other problems before they occur. This manual uses the prevention concept to account for the multi-professional nature of the activities.
<b>ESF Person Person of concern</b>	An individual whose behaviour or situation has aroused concern in the police, an authority or a citizen. Multi-professional collaboration is often needed in order to deal with the concern or situation.
<b>Promoting wellbeing</b>	Multi-sectoral activities to promote health and wellbeing. Among others, the activities seek to exhaustively improve the involvement and sense of community of individuals, increase the feeling of security and prevent crime.
<b>NEET adolescent</b>	Not in Employment, Education or Training. Adolescents not in training, military service or employment.
<b>Adolescent</b>	According to a definition by the World Health Organisation, an adolescent is a person aged 10-19 years. However, according to the Youth Act, adolescents include all persons aged under 29 years. In this manual, adolescents refer to children and young people aged under 18 years, unless otherwise stated, which is the target group of Anchor work.
<b>Evidence-based work</b>	Carefully considered use of the best available up-to-date information. The best up-to-date information refers to reliable research data or other data that are considered reliable.
<b>Radical</b>	A person supporting an extremist ideology or radical opinions and acts.
<b>Crime prevention</b>	Actions to prevent crime.

Concept	Contents
<b>Internal security</b>	Internal security means the equal possibility to enjoy the rights and freedoms of the legal system without fear of insecurity caused by crime, disturbances, accidents and national or international phenomena. <sup>65</sup>
<b>Terrorism</b>	A terrorist ideology essentially consists of a system of beliefs that entitles the use of violence and perceives it as an efficient, morally justified way of promoting the good of the community. <sup>38</sup> Terrorism seeks to implement political changes through violent means by threatening with future violence.
<b>Promoting health</b>	Broad, multi-level activities to support health and wellbeing and prevent illnesses.
<b>Threat assessment</b>	A process for identifying, assessing and seeking to reduce the risk of a specific threat.
<b>Early intervention</b>	Intervention with activities or behaviour that arouses concern and providing early support before the situation escalates.
<b>Violent extremism</b>	Refers to the desire or choice to use violence or to support its use in order to promote specific political, religious, social or other ideological views. <sup>21,34</sup>
<b>Violent radicalisation</b>	A psychological and emotional process in which the individual adopts extremist views related to political, social or religious ideologies. Related goals are used to justify violence. <sup>37,70</sup>
<b>Extremist ideology</b>	Especially radical ideas related to a value or ideology.

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