Ministry of the Interior
Finland

Internal security | Publications of the Ministry of the Interior 2023:13

Manual on multi-professional Anchor work

Publications of the Ministry of the Interior 2023:13

Manual on multi-professional Anchor work

Ministry of the Interior Helsinki 2023

Publication distribution

Institutional Repository for the Government of Finland Valto

julkaisut.valtioneuvosto.fi

Publication sale

Online bookstore of the Finnish Government

vnjulkaisumyynti.fi

Ministry of the Interior
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ISBN pdf: 978-952-324-967-7
ISSN pdf: 2490-077X

Layout: Government Administration Department, Publications

Helsinki 2023 Finland

Description sheet
5 May 2023

Manual on multi-professional Anchor work

Publications of the Ministry of the Interior 2023:13		**Subject**	Internal security
Publisher	Ministry of the Interior		
Group author	Ministry of the Interior		
Language	English	**Pages**	81

Abstract

Anchor work refers to multi-professional cooperation targeted at children and adolescents under 18 years of age to promote their wellbeing and prevent crime. It also seeks to prevent violent radicalisation and extremism. 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.

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 cooperation 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.

Keywords Anchor work, wellbeing, multi-professional cooperation, crime prevention, early intervention, police (organisations), prevention, multi-professional approach, cooperation, internal security

ISBN PDF	978-952-324-967-7	**ISSN PDF**	2490-077X
Reference number	SMDno-2017-533	**Project number**	-

URN address https://urn.fi/URN:ISBN:978-952-324-967-7

Kuvailulehti
5.5.2023

Ankkuritoiminnan käsikirja

Sisäministeriön julkaisuja 2023:13		**Teema**	Sisäinen turvallisuus
Julkaisija	Sisäministeriö		
Yhteisötekijä	Sisäministeriö		
Kieli	englanti	**Sivumäärä**	81

Tiivistelmä

Ankkuritoiminnalla tarkoitetaan moniammatillista yhteistyötä, joka kohdistuu lasten ja nuorten (alle 18-vuotiaiden) hyvinvoinnin edistämiseen ja rikosten ennaltaehkäisemiseen. Lisäksi ankkuritoiminnassa pyritään ehkäisemään väkivaltaista radikalisoitumista ja ekstremismiä. Ankkuritoimintaa toteutetaan moniammatillisessa tiimissä, johon kuuluvat asiantuntijat poliisista, sosiaalitoimesta, terveystoimesta ja nuorisotoimesta. Ankkuritoiminnan tehtävänä on tarjota nuorelle ja perheelle yksilöllistä ja kokonaisvaltaista tukea varhaisessa vaiheessa ja tarvittaessa ohjata hoidon, palveluiden ja tuen piiriin muille asiantuntijoille.

Ankkuritoiminta järjestetään paikallisesti tai alueellisesti siten, että se vastaa alueen tarpeisiin ja erityispiirteisiin, mutta perustuu yhteisille kansallisille toimintaperiaatteille ja tavoitteille. Moniammatillinen yhteistyö perustuu yhteisesti sovittuihin ja pysyviin rakenteisiin. Valtakunnallisesta ohjauksesta ja toiminnan kehittämisestä vastaa valtakunnallinen ankkuritoiminnan koordinaattori, yhteistyössä valtakunnallisen ohjausryhmän kanssa.

Käsikirja on tuotettu yhteistyössä valtakunnallisen ankkuritoiminnan kehittämisryhmän, sisäministeriön, poliisihallituksen ja Itä-Suomen yliopiston kanssa.

Asiasanat	ankkuri, hyvinvointi, moniammatillinen yhteistyö, rikosten ehkäiseminen, varhainen puuttuminen, poliisi (organisaatiot), ennaltaehkäisy, moniammatillisuus, yhteistyö, sisäinen turvallisuus

ISBN PDF	978-952-324-967-7	**ISSN PDF**	2490-077X
Asianumero	SMDno-2017-533	**Hankenumero**	-

Julkaisun osoite https://urn.fi/URN:ISBN:978-952-324-967-7

Presentationsblad

5.5.2023

Handbok för ankarverksamheten

Inrikesministeriets publikationer 2023:13		**Tema**	Inre säkerhet
Utgivare	Inrikesministeriet		
Utarbetad av	Inrikesministeriet		
Språk	engelska	**Sidantal**	81

Referat

Med ankarverksamhet avses sådant multiprofessionellt samarbete som fokuserar på att främja välbefinnande och förebygga brott bland barn och unga (under 18 år). Ankarverksamheten har även som syfte att förebygga våldsam radikalisering och 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.

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.

Nyckelord	polisen (organisationer), förebyggande, ankarverksamhet, välbefinnande, multiprofessionellt samarbete, förebyggande av brott, tidigt ingripande, inre säkerhet

ISBN PDF	978-952-324-967-7	**ISSN PDF**	2490-077X
Ärendenummer	SMDno-2017-533	**Projektnummer**	-

URN-adress	https://urn.fi/URN:ISBN:978-952-324-967-7

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INTRODUCTION

Anchor work refers to multi-professional collaboration, the purpose of which is to promote the wellbeing of adolescents, prevent crime and put an end to any cycle of crime. Anchor work is carried out by a multi-professional Anchor team that includes professionals from the police, social services, health services and youth services, or that has access to the expertise and competence of such professionals in another way. 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 to address 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 aim is to steer, support and standardise Anchor work to ensure that adolescents have equal opportunities to access services nationwide, and that they are not in unequal positions with respect to the services. Anchor work is organised to address local and regional needs in relation to existing, effective practices, and is implemented flexibly in collaboration with other stakeholders in the region. As the scope and targets of Anchor work can vary, other efforts, such as preventing domestic violence, can be incorporated into it.

Anchor work focuses on promoting the wellbeing of adolescents and internal security. Considering the wide scope of the goal, its implementation calls for collaboration between all sectors. Promoting wellbeing and increasing internal security require a comprehensive, multi-sector approach, to which Anchor work can also contribute.

This manual was drawn up in collaboration with the Anchor work development group. The development 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 Finnish National Agency for Education, the Finnish Institute for Health and Welfare, the Association of Finnish Local and Regional Authorities, the Police University College and Anchor work.

This is the first updated version of the manual.

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 similar ways in different parts of the country.
2. Nationally consistent functions can be used to support the initiation, planning, implementation, assessment and follow-up of practical Anchor work.
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 levels.

In this manual, an Anchor work client refers to:

- a child or adolescent under the age of 18, who
- has committed or is suspected of a crime and/or
- has used drugs and/or substances and/or
- shows signs of violent radicalisation or extremism and/or
- needs multi-professional support for their situation, e.g. in cases involving domestic violence.

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:

- focuses on promoting the wellbeing of and preventing crime among children and adolescents (under 18-year-olds)
- is carried out by a multi-professional Anchor team that includes professionals from the police, social services, health services and youth services or has access to the expertise and competence of such professionals in some other way
- meets the adolescent and their family at the earliest stage possible
- seeks to prevent violent radicalisation and extremism

1.2 Tasks and goals

The tasks of Anchor work focus on services for adolescents and their families, the organisation's operations as well as activities at the local, regional and social levels (Table 1).

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 appropriate help and support in a timely fashion
- support adolescents' involvement and prevent their social exclusion and lack of prospects

- prevent and recognise violent radicalisation and extremism
- foster collaboration and information exchange with other early-intervention stakeholders and action models (e.g. models preventing and identifying violence)
- promote the development of professionals' skills across organisational boundaries in view of promoting the wellbeing of adolescents, providing early intervention and preventing crime

Tasks of Anchor work at different levels

At the level of the adolescent and family

- Offer services which can intervene in adolescents' problems as early as possible to help prevent the accumulation of problems
- Offer individual and comprehensive support to adolescents
- Support families in helping adolescents gain control over their lives
- Refer the adolescent and family to care, services or support provided by other experts, where necessary

At the organisational level

- Act as a multi-professional expert network to promote the wellbeing of adolescents and prevent crime, violent radicalisation and extremism (expertise and training)
- Participate in planning and developing the work
- Monitor and assess the results and activities of Anchor work
- Increase awareness of adolescents' situation and the action model

At the local and regional level and the level of society

- Act as an expert in developing and implementing preventive and early support services across professional and organisational boundaries
- Act as an expert in developing local, regional and national steering of the work
- Pursue collaboration with other stakeholders to promote the wellbeing of adolescents (e.g. schools, the third sector, other multi-professional working groups) and to prevent violent radicalisation and extremism
- Monitor and assess the results and activities of Anchor work at the national level

1.3 Principles guiding Anchor work

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

The 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 of their own life and treated as an equal partner. The adolescent's own questions, experiences and descriptions of incidents and events are discussed during the meetings. 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. Difficult and unpleasant matters are also discussed openly. This requires building trust between the adolescent and the Anchor team professionals. The professionals engaged in Anchor work interact directly with the adolescent, showing a genuine interest in them and helping them solve problems instead of blaming them. The Anchor team professionals are primarily there to defend and support the adolescent and help them move forward.

Individuality and comprehensiveness

Adolescents are treated individually and comprehensively in Anchor work. This means that the work is designed 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 support them as early as possible.

Comprehensiveness in Anchor work means that parents and guardians are also involved in the activities. Parents play a key role in supporting adolescents. Therefore, their need for help and support should also be identified so that appropriate support can be offered to address the causes underlying the adolescent's behaviour. Any needs for support can be identified at an early stage when the adolescent's situation is surveyed comprehensively. This ensures numerous possibilities for helping the adolescent.

Multi-professional collaboration in Anchor work

The multi-professional dimension in Anchor work is based on a common goal, mutual respect and jointly agreed courses of action. For Anchor work as a whole, this means that the professionals agree that the purpose of the work is to prevent crime, substance use, other behaviour harmful to the adolescent, violent radicalisation and extremism, as well as ensure early intervention and provide individualised support. The common goal requires that all the professionals in the Anchor team are familiar with and committed to the goal. Addressing adolescents' needs calls for a comprehensive approach, in which the competence of all professionals is required. Every professional has both the right and obligation to harness their expertise to achieve the common goal.

Anchor work has jointly agreed working methods. When working with individual adolescents, the methods and routines used to achieve the goals are planned and agreed together. In addition, the work must be steered locally, regionally and by individual occupational groups.

Anchor work is future-oriented. It does not focus on a single incident or problem alone but seeks to address the causes of the incident and the outcome of any decisions taken. Anchor work serves as a transition phase where adolescents are helped to make decisions that are sustainable in terms of the future and are referred to various services, if required. Planning further actions and service referral requires time and thorough attention to the adolescent's situation.

Promoting the wellbeing of adolescents and preventing crime

Anchor work is a multi-professional approach to crime prevention, early intervention and the promotion of wellbeing. The focus in Anchor work is on supporting the adolescent's positive behaviour instead of punishing. The purpose of early intervention is to avoid the piling up of the adolescent's problems and to support them in solving any existing problems.

Anchor work aims to both promote wellbeing and prevent crime, as the factors compromising the adolescent's wellbeing and future must be identified comprehensively. The adolescent's wellbeing consists of multi-faceted factors involving the adolescent, their family and friends, school, financial situation and the conditions in their environment. It is extremely important to promote the adolescent's involvement and listen to them in matters concerning them. The reasons for the adolescent turning to crime or substances can therefore be multiple and difficult to identify. 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 to assess the results.

If consented to by the adolescent or their parent or guardian, prolonged or serious school bullying, which often continues outside the school and online, can also be discussed as part of promoting the adolescent's wellbeing and preventing their exclusion and lack of prospects. In this case, the Anchor team collaborates with the education system and contributes to the handling of the matter at school.

Young people live in an increasingly digitalised world, today's children and adolescents being the most networked generation in history. Information networks are used in all types of crime, and the steep increase in cybercrime affects the daily lives of children and young people. This trend has influenced the criminal behaviour of adolescents and increased the risk of their becoming victim of crime. To recognise the threats and risks that children and young people face online and to address the criminal risk behaviour mainly seen in information networks, the forms and methods of Anchor work must be updated and developed.

2 Access to information and information sharing in Anchor work

Anchor work offers added value to clients, promoting the wellbeing of adolescents. It is based on voluntary participation and the adolescent's consent, as regards information exchange among authorities. While every operator performs their own role within the relevant legislative framework, it is useful for them to be aware of the legislation applicable to other operators.

When carrying out Anchor work, operators comply with the legislation applicable to their field and follow the measures required by legislation. In other words, Anchor work involves both consent-based early support offered to the child/adolescent (e.g. youth worker services) and binding statutory measures such as those related to a criminal procedure involving an adolescent (e.g. a criminal investigation carried out by the police or a service need assessment performed by a social worker). It is important that everyone on the team has an idea of the relevant legislation and the related opportunities and limitations.

It should be kept in mind that Anchor work is generally based on voluntary participation. It provides added value to the client by enabling them to meet various professionals at the same time, which makes handling the client's case smoother and facilitates progress. Although operations are voluntary, any legislation related to information exchange must be taken into account.

This section discusses legislation relevant to Anchor work. It also includes education-related legislation dealing with information exchange.

Table 1. Legislation related to multi-professional collaboration promoting the wellbeing of adolescents and preventing crime through Anchor work

Sector	Description	Legislation
The police	The duty of the police is to prevent crime in collaboration with other authorities and with communities and residents.	The Police Act (872/2011), chapter 1, section 1
Social services	The authorities must collaborate to promote the wellbeing of children and adolescents 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
Youth services	The purpose is to reach adolescents in need of support and to help them receive the necessary services and other support, as well as promote their wellbeing	Youth Act (1285/2016) chapter 3, sections 9–10; chapter 4, section 13
Health services	The various functions of a municipality must work together to promote health and wellbeing.	Health Care Act (1326/2010), chapter 2, section 12

2.1 Information exchange in Anchor work

In Anchor work, information exchange among operators 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 applicable to the adolescent's information and the operation of professionals (Table 2).

The exchange of information means disclosing or receiving client information between professionals. Information concerning the adolescent is covered by privacy protection. However, the adolescent can give their consent for the exchange of information. In the absence of such consent, information exchange among professionals is legitimate only if it is authorised by law (for more information, see Section 3.3.2). The scope of information exchange in Anchor work depends on the necessity of the information exchanged, the measures required and an assessment of the best ways to support the adolescent 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.

The authorities have the obligation to observe secrecy in matters concerning the adolescent. Confidential matters include 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. Notwithstanding confidentiality, authorities are still under the obligation to report any need for child welfare to social welfare services, as well as specific cases of suspected crime to the police.

The adolescent's consent is requested for information exchange within the Anchor team (for more information, see Section 3.3.2). The professionals can then exchange necessary information concerning the adolescent if required to secure the adolescent's best interests and within the scope required to satisfy these best interests. If the topic of the meeting is a matter that can be discussed without the adolescent's consent, the professionals can disclose information as specified by the applicable legislation. For example, the adolescent's consent is not needed to exchange information in connection with a child welfare report or, if specific conditions are met, to assess the threat of violence.

Aspects to consider in information exchange

Concerning the information exchanged:

- Type (e.g. patient information – Act on the Status and Rights of Patients)
- Necessity
- 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. restriction of privacy in relation to the purpose)
- Scope of processing (e.g. limited disclosure of information)
- Processing (e.g. storage location, data protection)

2.2 Further information about legislation

To carry out their work, each operator must be familiar with the legislation in their own sector concerning collaboration and information exchange. In addition to the previously mentioned legislation, the following table provides information about legislation related to information disclosure and the right to obtain information in Anchor work.

Table 2. Legislation concerning the disclosure of information and the right to obtain information in Anchor work

Sector	Description	Legislation
All	The authorities have the obligation to observe secrecy in matters concerning a specific adolescent. Confidential matters include 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	Notwithstanding confidentiality, authorities are still under the obligation to report any need for child welfare to social welfare services, as well as specific cases of 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

Sector	Description	Legislation
Social services	The party providing social services has the right to disclose information to an authority with 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 and chapter 4, section 20
Youth services	Youth services may only disclose information with the consent of the adolescent/parent, except if assessing the threat of violence or preventing a threatening act.	Youth Act (1285/2016), chapter 3, sections 11–12; chapter 6, section 28; chapter 4, section 14
Health services	Health services can participate in the exchange of information with the adolescent's consent or if the case involves assessing the threat of violence or if information exchange is justified by a specific regulation in law.	Act on the Status and Rights of Patients 784/1992, chapter 4, section 13

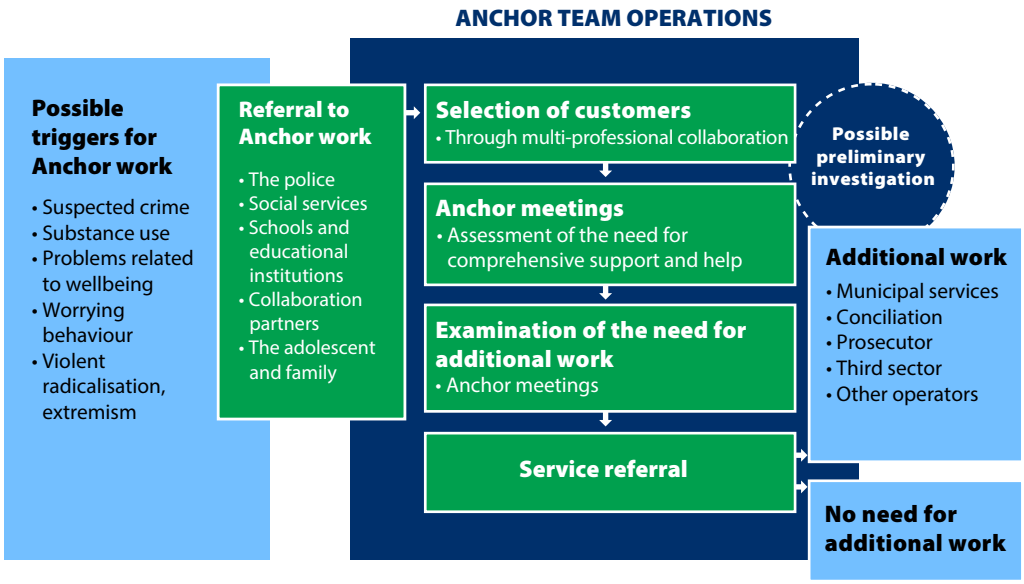
3 Implementation of Anchor work

3.1 Process description of Anchor work

The adolescent's Anchor process begins when a professional, the adolescent or someone close to the adolescent becomes concerned about the adolescent and reports this concern to one of the parties involved in the team (Figure 1). Usually, the adolescent is referred to Anchor work through the police, social services, the school or another educational institution. The cases referred to Anchor work are discussed by a multi-professional team, and the selection is carried out in collaboration with other professionals, if required. The adolescent's situation is examined multi-professionally, and an Anchor meeting is agreed with the adolescent and their family or friends. The purpose of the meeting is to outline the overall situation and need of support of the adolescent and their family. The primary duty of the Anchor team is to ensure that the adolescent receives the appropriate support in the form of service referral, for example.

The adolescent's Anchor process proceeds according to the common model described in this manual. As the main goal is to address the adolescent's needs and individual situation, the process can also be deviated from, where necessary. Anchor meetings are agreed according to the adolescent's individual need, and the main focus is on charting the situation and providing suitable service referral.

Figure 1. Process description of Anchor work



3.2 Launching the Anchor process

3.2.1 Clients and age limits of Anchor work

Anchor work is intended for persons who

- are under 18 and
- have committed or are suspected of a crime and/or
- have used drugs and/or substances and/or
- show signs of violent radicalisation or extremism and/or
- need multi-professional support in their situation, e.g. in cases involving domestic violence.

Anchor work is about early intervention, and its target group mainly comprises children and adolescents under the age of 18 who have committed crime or use substances. Anchor work intervenes with the adolescent's criminal behaviour and other disturbing behaviour, which does not necessary exceed the threshold of reporting a crime but where the need for multi-professional support has been identified. Anchor work also supports adolescents and their families if they need multi-professional support for their situation, for example in cases of domestic violence.

3.2.2 Selecting and inviting customers

It is usually the police, social services or schools and educational institutions that refer adolescents to Anchor work, but the requisite information can also be received from the participating organisations, partners or family and friends. Therefore, it is important that other stakeholders in the area are aware of Anchor work and the support it offers. Schools and educational institutions are key stakeholders in Anchor work, as they are capable of identifying adolescents in need of support and referring them to Anchor work. The adolescent or their family can also contact the Anchor team directly.

The initiation of the adolescent's Anchor process is agreed in multi-professional collaboration. The selection is carried out at Anchor team meetings attended by the whole team. This makes it possible to create an overview of the adolescent's situation at the beginning of the process. In addition, it means the decision does not depend on the consideration of an individual professional.

The adolescent and their parents or guardians are invited to the Anchor meeting through a phone call to the parents – or the adolescent if they are of age. If the parents or guardians cannot be reached by phone, they can also be invited by mail. In the invitation, the adolescent and the parents or guardians are informed why, how and when the meeting will be arranged (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 of information exchange. The Anchor team agrees among themselves who will invite the adolescent and their parent or 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.

3.3 Planning and course of meetings

3.3.1 Preparing meetings

The Anchor team members agree before the meeting who will invite the adolescent, their parents or 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 which of the professionals will deal with a particular topic. Other matters to be agreed include booking a place for the meeting and deciding who has the main responsibility for the adolescent's case and who will record the meetings.

The Anchor meeting is attended by the adolescent, their parent or guardian and the Anchor team or some of the team's professionals. The adolescent's parents/guardians are present at the first meeting and also at further meetings if required. In addition to the Anchor team's professionals, other stakeholders can be present at the meetings. They are selected and invited based on the adolescent's consent and according to their individual situation. Examples of such professionals are the school's or educational institution's representatives and any social worker previously assigned to the adolescent in other services.

Anchor meetings are mainly arranged during office hours. Meetings can also be arranged in the evenings or at weekends if the situation of the adolescent and their family calls for it. The duration of the meeting is approximately 1–2 hours.

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 or in a café or on third sector premises. The place must be quiet and ensure the privacy of the adolescent.

3.3.2 Consent for information exchange

The goal of Anchor work is to support the adolescent and their parents or guardians in promoting the adolescent's wellbeing. Anchor work is based on respect for the adolescent's involvement, right to self-determination and privacy.[1] Therefore, the adolescent and, where necessary, the parent or guardian, is requested to provide consent for exchanging information in the Anchor team and for handling the matter in the multi-professional team. (For more information, see Section 2.2 on legislation.)

Requesting the adolescent's consent

The consent covers information about 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 where the rest of the adolescent's data are stored. The adolescent has the right to withdraw 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 or guardians is also required.[2]

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

If no consent is obtained from the adolescent, the Anchor team determines how to implement any statutory measures that can be carried out without the adolescent's consent (e.g. criminal and child welfare cases), and ensures that the adolescent receives support through other service routes. In such cases, an entry will be documented in the adolescent's data indicating that the adolescent has been contacted but that no consent was obtained for participation in Anchor work. The entry is documented in the systems in which the rest of the adolescent's data are stored. This is also important for the legal protection of the Anchor team professionals.

1 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

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

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 consent is not needed, the situation and grounds are nevertheless explained to the adolescent, and the importance of the matter is discussed.[3]

3.3.3 Content and course of meeting

The purpose of the Anchor meeting is to find the means and types of support for promoting the adolescent's wellbeing and preventing crime (p. 17). This requires recognising and surveying the adolescent's situation (Appendix 3). An extensive survey ensures that the adolescent's situation is outlined comprehensively and from a variety of perspectives. Discussion between the family members and other participants is also supported at the meeting.

The Anchor meeting starts by first stating the persons present and their roles (p. 17). Although the principles of Anchor work and the exchange of information have been described in the invitation to the meeting, they are discussed once more at the meeting.

At the Anchor meeting, the adolescent, their parents or guardians and professionals can tell about the incident in their own words (p. 25). 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. The parents are also encouraged to participate in the discussion even though the main emphasis is on the adolescent. It is important that the adolescent and their parents or guardians feel that they are heard. This makes it easier to talk about matters and also supports agreeing on matters, recognising needs for change and launching further work. Another goal of the meeting is to help the parents or 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 they have been heard and that they are safe.

3 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.

After discussing the incident, the participants jointly consider the kinds of concrete things that they can do to support the adolescent (p. 25). If required, a new meeting is set up or the adolescent is referred to another service. Service referral means ensuring that a meeting is booked for the adolescent in the service and, where necessary, accompanying the adolescent 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 or guardians are advised to contact the Anchor team professionals should the need arise, and the team ensures that the adolescent and the parents or guardians know how to contact them in the future.

Course of Anchor meetings

Starting the meeting:

- The participants and their roles are presented
- Anchor work and information exchange are described
- The goals of the meeting are discussed
- The adolescent's consent is requested

Discussing the incident and investigating the need for support:

- The adolescent is given the chance to explain what happened: why, how, who was involved, where and when
- The responsibilities and the legal consequences of the incident are discussed: possible consequences, liability for damages, criminal liability
- The adolescent's situation is outlined: health, family situation, school, friends, leisure time, substance use, online risk behaviour
- The parents' or guardians' views are heard

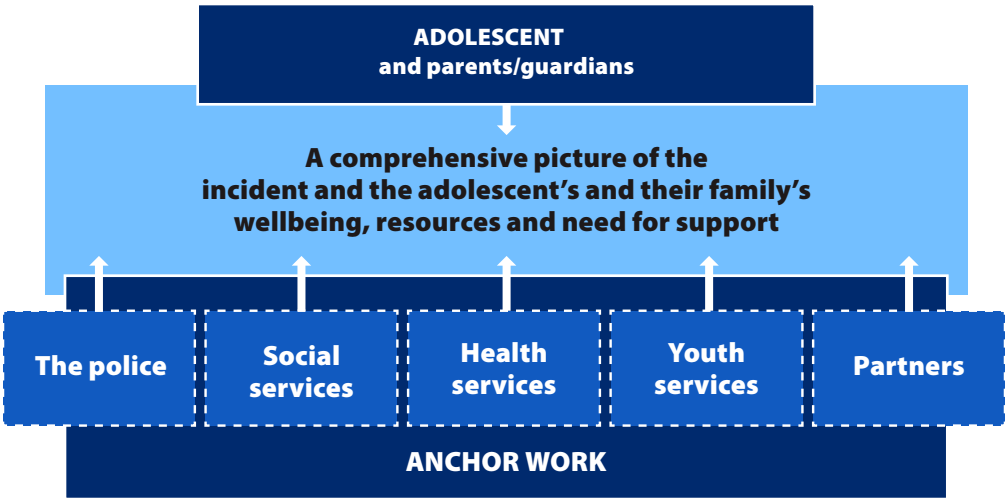
Ending the meeting:

- An action plan is prepared on the concrete steps the adolescent, their parents or guardians and the participating professionals can take
- A next visit is agreed or the adolescent is referred to further services
- The meeting is ended with a discussion about the adolescent's strengths and positive aspects
- The adolescent and their parents or guardians are encouraged to contact the Anchor team professionals, if required.

3.3.4 Assessing the client's situation

The Anchor team jointly prepares a comprehensive and individual assessment of the adolescent's situation. To create the overview, information on the adolescent's situation and background is collected from different professional groups. It is very important to meet the adolescent, and an overview cannot be created on the basis of mere telephone conversations, for example. The parents' or 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 of Anchor work



The adolescent's situation is assessed in Anchor work. The situation is assessed together with the adolescent based on the principles of Anchor work. The adolescent's need for social services can also be assessed in Anchor work if agreed locally. The principles of assessment can be adapted, and collaboration is also pursued with other social services, even if no decision has been made on an official assessment of service needs. The goal of the service needs assessment is to identify the adolescent's need for support. A variety of methods and forms can be used to help the assessment of the adolescent's overall situation, health and violence (Table 12).

Several methods and forms (Appendix 12) have been developed to support the assessment of the threat of radicalisation and extremism, but the early identification of such a threat is nevertheless challenging. What makes the identification and prevention of radicalisation and extremism so challenging is that the phenomenon is multi-dimensional and impossible to predict.

The digitalisation trend has accelerated growth in cross-border cybercrime. Young people and minors are over-represented in cybercrime statistics in both Finland and other countries. As regards cybercrime, the risk assessment models for offenders are still in many ways under development. Especially the increase in Crime-as-a-Service, meaning the growing market for automated crime tools and services, adds a further challenge to the identification of groups at risk.

What this means in practice is that committing cybercrime no longer requires technological skills, and children and adolescents have easy access to instructions and services for committing various types of crime.

3.3.5 Anchor plan and data documentation

The Anchor plan means that individual future goals are agreed with each adolescent and practical methods for reaching the goals are defined. The plan also contains a description of the actions that the professionals will take in order to help the adolescent reach the goals. The implementation of the plan is monitored in possible future meetings and/or by phone with the adolescent and their parents or guardians. If no need for further support or meetings is found, a discussion is still carried out to agree, for example, how the parents can support the adolescent's wellbeing and what the adolescent should do.

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.

3.3.6 Preparing statistics of the meetings, Extranet for Anchor work

The Extranet for Anchor work was completed in late 2020, early 2021. The goal of the system is to provide information that is comparable and collected according to the same principles. This requires all the operators to follow a harmonised documentation practice and instructions. The system also includes instructions for completing the form.

The Extranet is designed for use by Anchor operators. The idea is that the Extranet information collection will provide quantitative data about the clients of Anchor work, the work itself and its impact. The Anchor Extranet reporting provides numeric data about the information collected through the statistics form. The information covered by reporting is available to all the registered operators.

Information collected through the form is needed at different levels of administration and operations control. Reporting produces quantitative information about Anchor work and its clients. It can be used to steer local and regional operations, handle the obligations and performance specified in regional agreements between municipalities, and provide justification for the operators' work and its necessity. At the national level, this information can be used to manage operations, justify resourcing among different parties and examine operations. To ensure accountability, it is necessary that the results and volume of work can be described reliably. The information collected can also be used to support research concerning Anchor work.

Each Anchor team member registers as an Extranet user at ankkuritoiminta.fi. They then get a personal user ID for the service. Strong authentication is used for system login. The police and other users of the VIRTU service portal log in to the system using VIRTU authentication, while other users use an SMS certificate.

The information collection form must be completed after each meeting with a client. The team members agree among themselves who will complete the form. It is important to complete the form soon after the meeting to ensure the information is as truthful as possible. The form is not used to collect identifying information about the client, and it is not possible to edit the form later. Detailed instructions for completing the form are available in the Extranet.

Details recorded in the statistics about Anchor meetings

Background

- Name of Anchor
- Gender
- Age
- Whether the client is under the age of 15
- Adult client
- Place of residence
- Whether a child welfare notification has been made
- Whether the client has a history in child welfare or social welfare services
- Whether the child or adolescent has a hobby
- Whether the hobby, if any, takes place under guidance
- Whether the child or adolescent belongs to any group of young people that may be gang-related
- Whether the client is involved in Anchor work for the first time
- If the client is not a new client, the number of times they have participated in the Anchor service

- The topic of the meeting
- Whether the incident has taken place under the influence of substances
- The client's role

Service in Anchor work

- How was information about the adolescent received? (You can choose several options)
- Referral to further services: Was the client referred to a service after the Anchor meeting?
- Who was present at the meeting? What composition of the Anchor team met with the client?

Impact

- Response time of the Anchor team (weekdays from the notification to the first meeting)
- How did the team work with the client?
- Future plan for the client
- Whether the adolescent is sorry for their action; the adolescent's own assessment
- Whether the adolescent is sorry for their action; the employees' assessment
- Whether the adolescent benefited from the meeting, the employees' assessment after the meeting
- Number of individuals refusing Anchor services per year, under the age of 15/over the age of 15

Collaboration related to Anchor work

- Anchor coffee gatherings, number of events per year
- Anchor coffee gatherings, number of participants per year
- Anchor stakeholder meetings, number of meetings per year
- Anchor stakeholder meetings, number of participants per year

3.3.7 Ending meetings and service referral

From the Anchor meeting the adolescent is referred to suitable, more long-term services, if required. In this respect, the Anchor serves as a transition phase where the need for individual support is determined and the adolescent is referred to appropriate services. Parties providing further care and support include stakeholders and various partners (for more information, see Section 4.2).

The decision to end Anchor meetings is made jointly with the adolescent, their parents or guardians and the Anchor team professionals. This is usually done when no new concerning incidents occur or no risk of such incidents is identified, incidents have been resolved or the adolescent becomes the customer of child welfare services, for example. It is important to determine any need for possible help and support and to refer the adolescent to such further support and help if required.

3.4 Other tasks of the Anchor team

In addition to the traditional discussions, the multi-professional Anchor team also performs tasks that promote regional awareness of Anchor activities and enable interaction with adolescents. Grassroots work among young people at various events and during holidays and festivities, as well as work carried out in schools and educational institutions bring the operators closer to young people. Anchor coffee gatherings make the operations better known to people and boost networking and information exchange, while collaboration with schools and educational institutions are important for the operations and collaboration.

3.4.1 The Anchor team's grassroots efforts

The Anchor team's presence among young people has been found to be a good practice. The team can take part in events and gatherings in its area that young people frequent. While this approach includes a supervisory element, it is also important for the team to be present in the same places as adolescents. This helps adolescents get to know the Anchor operators and vice versa.

The operators move in "field shifts", usually in police cars with two police officers. The police officers are not on call – the focus of activities is to go out and be among young people. The team's presence alone has a calming effect, but if required, the patrol can also intervene in any problems they come across. The team's presence at events also makes it easier to intervene in incipient problems. Incidents can be tackled quickly, and events can be addressed before they escalate.

Discussions carried out with young people during these activities are valuable for Anchor operations but also for building trust among adolescents. Unofficial encounters and interaction bring the operators closer to adolescents, making future interaction easier. It is easier for adolescents to approach operators familiar to them, and this lowers the threshold for participating in Anchor operations.

The Anchor team members must wear uniform clothing, such as vests with professional badges, when in the field (e.g. at events). This helps adolescents distinguish the team members from other operators. Each operator's organisation is responsible for acquiring the clothing.

3.4.2 Anchor coffee gatherings

Anchor operations are carried out in multi-professional collaboration both locally and regionally. The Anchor teams are surrounded by many professionals, both authorities and volunteers, working with the same target group. Collaboration with stakeholders and partners is based on mutual appreciation, respect and information sharing concerning regional operations and the target groups' special characteristics. The tasks of all Anchor team professionals include collaboration with other parties.

Collaboration with stakeholders can be promoted through regular communication. Regular contacts and face-to-face meetings help operators get to know one another, which makes it easier to work together and share information about topical matters. Anchor coffee gatherings bring operators under the same roof to discuss current topics and regional phenomena. It is important to share information about regional challenges or phenomena among operators as early as possible.

Current topics can be presented at the gathering, but as a rule, it is a very informal, conversational event. The main point is to have the participants interact freely and get to know operators they may not meet in their daily work. The discussions also give rise to new forms of collaboration and innovations.

The coffee gatherings provide a good opportunity to make Anchor operations better known. Invitations are sent to all the operators identified in the area, including organisations. The invitees can pass on the invitations to help reach parties that the Anchor team has not yet identified. It is also important to be aware of changes among organisations and annually approach new operators.

Anchor coffee gatherings can also be arranged remotely or virtually. The Teams application, for example, is suitable for this purpose, although the online environment limits interaction and the meeting of new people.

3.4.3 Collaboration with schools and educational institutions

Collaboration between the Anchor team and schools and educational institutions in the area is important. Many of the adolescents participating in Anchor work come through schools, and collaboration with educational institutions is considered valuable. The staff of schools and educational institutions meet adolescents daily, which helps recognise any worrying symptoms at an early stage. This makes it possible to address the adolescent's situation before problems escalate.

Open dialogue is an important form of operations with schools and educational institutions. This enables the Anchor team and schools to discuss challenging situations and possibly offer help and advice. When handling personal data of children or adolescents at schools and other educational institutions, regulations concerning information transfer and privacy must also be taken into account. For the school or educational institution, participation in Anchor work is optional. The Anchor team can go on site to handle challenges that emerge at school or invite the adolescent to a meeting. The team can also be involved in the network set up to help the adolescent. In this case, the Anchor team collaborates with the school or educational institution and contributes to the handling of the matter.

The Anchor team's collaboration with schools and educational institutions can also include holding lessons or participating in school events on site or virtually, if agreed locally or regionally. However, the opportunities offered by technology should also be considered in these cases. For example, events can be organised virtually for several classes or schools simultaneously.

3.4.4 Prevention of cybercrime

Young people and minors are over-represented in police cybercrime statistics in both Finland and other countries. The increase in cross-border cybercrime poses challenges to criminal investigation, the legal system and information security at large. Measured by Internet use, today's 10–19-year-olds are the most networked generation in history. According to international studies, they have spent more than half their time awake online. The expansion of digitalisation has made cybercrime more attractive and increasingly easy to commit. Today, crime instruments are easily accessible to children and young people, and their use has been made very easy through advanced automation. Children and adolescents who are active online and have advanced IT skills are often poorly aware of the difference between legal and illegal operations and the consequences of crime. This is because the platform where these adolescents operate is a world lacking any systematic control, in contrast to the physical world, as well as any guidance onto the right path.

Much of cybercrime targets private people, but the largest losses are felt by public operators and organisations. The impact of a crime committed by a single adolescent with advanced IT skills can match the impact caused by as many as one hundred organised crime operators. The adolescent's cycle of crime can move from, for example, minor offences and hacking experiments towards the broad range of financially motivated cybercrime. The move to a path of crime can happen very quickly and take place before the age of criminal responsibility. Various online communities and other social environments often play a key role in criminal development.

The parents' role in preventing cybercrime is particularly important in early criminal risk behaviour and in putting an end to the cycle of crime of adolescents who have committed their first crime. There may be great differences in the IT skills and competence of the adolescent and their parent, and this may affect the parent's ability to recognise that the adolescent is being pulled into criminal activity.

4 Multi-professional collaboration in Anchor work

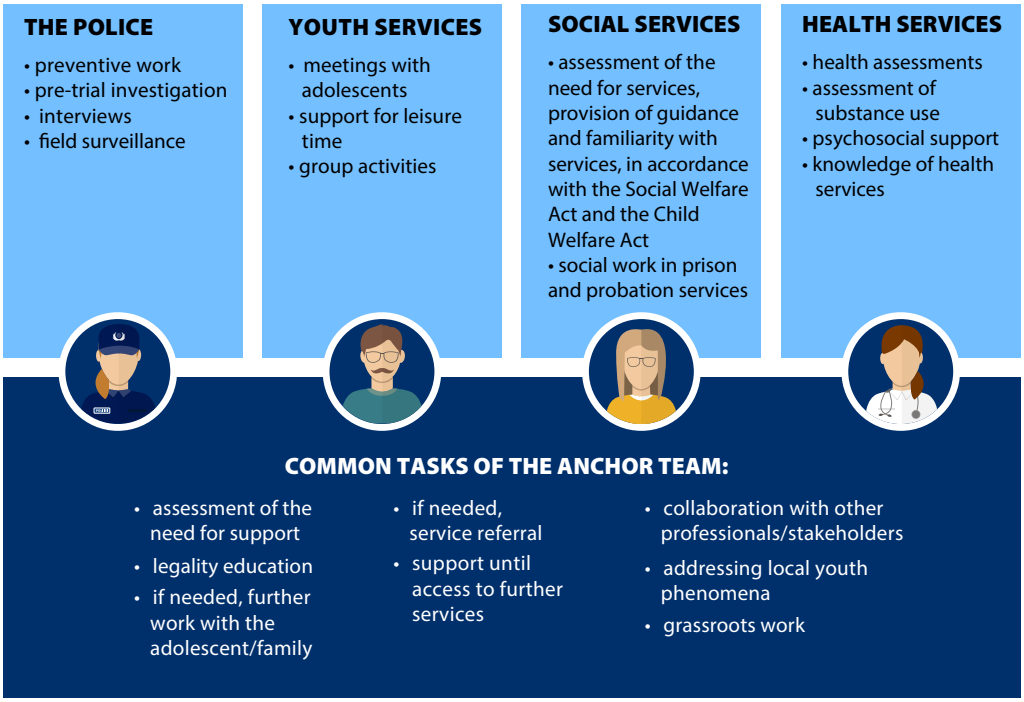
Anchor work is based on common national principles and also organised to address local and regional needs and special characteristics. The needs and special characteristics of Anchor work are based on the area's population, the number of adolescents and the resources available to Anchor work, as well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

4.1 Anchor professionals' fields of expertise

The Anchor team has professionals from the police, social services, health services and youth services. If not all occupational groups are available, their expertise in Anchor work is ensured in another way. 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 their education and legislation governing their occupations (Figure 3). This requires each professional to be 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 improves work management and supports occupational wellbeing. Limiting the participating professionals' job descriptions to Anchor work helps them manage their work and develop their competence.

Figure 3. Tasks of Anchor operators



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 referral based on the adolescent's needs or further work with the adolescent and/or their family (Figure 3).

The tasks of the police officer in the Anchor team are primarily set out in the Police Act and the Criminal Investigation 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 police also play an important role in field surveillance.

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. 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 involved in Anchor work.

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. In addition, they are responsible for identifying and reducing general health risk factors, as well as for strengthening protective factors and identifying potential risk factors.

The youth worker's 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 example, and help them integrate into society. The youth worker can strengthen positive attitudes towards school and help the adolescent find meaningful leisure activities. All the above measures support the adolescent's efforts to give up criminal behaviour.

4.1.1 Orientation, mentoring and work guidance

In view of the continuity of Anchor work and occupational wellbeing, it is important 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 for each Anchor team (Appendix 4), and the party responsible for its implementation is clearly agreed. The entire team must be committed to the orientation of a new professional. The Anchor team professionals are responsible for the guidance and orientation of other team members as concerns the activities and courses of action related to their specific fields. Understanding the professional field and activities of other team members supports and strengthens collaboration within the team.

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. Mentoring helps ensure that experience-based knowledge is also passed on to new Anchor team professionals.

Work guidance can be used to support Anchor team professionals in offering high-quality services for adolescents. It consists of regular guidance and support provided by an expert to help Anchor team professionals assess their own work and identify possible problems at work, as well as plan the necessary measures. Work in the Anchor team involves recognising 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.

4.1.2 Supplementary training

The high-quality implementation of Anchor work requires that attention is paid to ensuring the adequate competence of the Anchor team professionals and to the provision of supplementary training. In addition, all professionals are personally responsible for maintaining and taking care of their competence. The leadership team and stakeholders jointly assess the need for supplementary training. The responsibility for enabling and financing supplementary training lies with the employer.

Multi-sectoral supplementary training is needed in order to strengthen and update competence. The Anchor team professionals must be offered regular training across occupational boundaries, as this will increase the operators' understanding of the work done by the other contributing parties and of their goals, and strengthen multi-professional cooperation. 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 regarding their key tasks and the development of team work skills.

4.1.3 Structures of collaboration

There are jointly agreed, permanent structures for multi-professional cooperation in Anchor work. Multi-professional cooperation is based on common principles, that is, the adolescent's participation, individuality and wholeness and a multi-professional approach, as well as promoting the wellbeing of adolescents and preventing crime. Collaboration is promoted by the Anchor team working in the same building and a common workspace. The workspaces are usually located at the police station, but they can also be in municipal facilities or the premises of a family counselling clinic.

The Anchor teams hold regular meetings between their members and with leaders. At the meetings, possible clients are discussed and selected, and the Anchor team professionals who will meet the adolescent the first time are assigned. In addition, current matters are discussed. A memo is prepared of the meetings and distributed to the team and the leaders in order to keep everybody up-to-date of current matters 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.

It is important that everyone records client meetings in the shared platform to facilitate the monitoring and development of operations. Anchor stakeholders use a shared statistics system (Anchor Extranet), which is accessible to all of them. The system must be used by all team members, and the user IDs must be assigned. This also applies to the leaders.

The Anchor team members must wear uniform clothing, such as vests with professional badges, when in the field (e.g. at events). This helps adolescents distinguish the team members from other operators. In addition, uniform clothing introduces equality between the team members and strengthens their team spirit. Each operator's organisation is responsible for acquiring the clothing.

4.2 Stakeholders' role in Anchor work

4.2.1 Anchor stakeholders supporting adolescents

Anchor work is implemented locally and regionally through multi-professional collaboration with partners (Table 3). Collaboration with stakeholders and partners is based on mutual appreciation, respect and partnership.

Promoting collaboration with stakeholders and partners in Anchor work

- Up-to-date, easy-to-find contact information
- Regular contacts with stakeholders and partners
- Anchor coffee gatherings
- Visibility in social media
- Visits to schools or educational institutions and partners
- Promoting Anchor work within the organisation

Anchor is a well-known, recognised stakeholder in promoting the wellbeing of adolescents. It is visibly present in adolescents' events, social media, schools and educational institutions. Collaboration with stakeholders can be promoted through regular communication. Anchor coffee gatherings are a good way to enhance people's awareness of Anchor work. The purpose of Anchor coffee gatherings is to bring together the stakeholders engaged in Anchor work and the parties working with adolescents and help them get to know each other. This improves information exchange and facilitates collaboration. At coffee gatherings, the stakeholders and partners can also convey information about their activities and observations to other stakeholders.

Anchor work also makes use of stakeholders' expertise 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.

The Anchor team professionals agree who of them will be in contact with possible stakeholders. The team members agree on joint practices with the stakeholders in order to ensure as fluent operations as possible.

Especially schools and educational institutions are important partners in Anchor work and close collaboration is pursued with them. Teachers and staff of the school or educational institution reach the great majority of adolescents. Student welfare employees can contact the Anchor team directly. Anchor work is part of the multi-professional collaboration of schools and educational institutions.

Public sector stakeholders include schools and educational institutions, 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 (p. 28).

Table 3. 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, youth work at schools, and workshops for adolescents
Educational services	Teachers, rectors, school welfare officers, vocational special education providers
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 rescue services, Reception centres, employment services, Centre for Economic Development, Transport and the Environment

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.

Public and third sector operating models and parties offer different types of support services to deal with crime, violent radicalisation 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. (p. 37)

Organisational stakeholders offer services, support and help in different situations. They include the Finnish Red Cross, HelsinkiMissio-Aggredi, Ehyt Ry, Mono, Pilari, NFG, Jussi-työ, partnership houses for girls and boys, Children of the Station Association, Scouts, sports clubs and Starttipaja workshops. Please contact the local organisational stakeholders for more information about their activities.

Table 4. Potential stakeholders in Anchor work

Victim Support Finland (RIKU)	
Purpose	To provide support and counselling for victims of crime and their close relatives56,57.
Target group	Victims of crime, close relatives, witnesses of crime56,57.
Locations	Available throughout the country:
Methods	Support and counselling for overcoming one's experiences and exercising one's rights. Social involvement through statements and opinions.56
National steering	Ministry of Justice
Further information	Victim Support Finland

Marac	
Purpose	Offers easy, quick help to persons who have suffered from or are 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	A multi-professional working group prepares a safety plan for victims of violence.
National steering	Ministry of Social Affairs and Health: Finnish Institute for Health and Welfare.
Further information	Finnish Institute for Health and Welfare, MARAC - multi-professional risk assessment; Reducing violence, Marac; Crime prevention, MARAC.

Mediation in criminal and civil cases

Purpose	Support and help in the reconciliation 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, reconciliation 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: Finnish Institute for Health and Welfare.
Further information	Ministry of Social Affairs and Health: Finnish Institute for Health and Welfare: mediation services.

Vamos

Purpose	Targeted, individual support for adolescents who are in danger of being left outside of other services58.
Target group	Mainly adolescents aged 16–29 years.
Locations	Available in seven locations: Espoo, Helsinki, Kuopio, Lahti, Oulu, Turku, Rovaniemi.59
Methods/services	Support for adolescents to help them find a suitable path to employment, training or other meaningful activities. This can include 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.58
National steering	Ministry of Social Affairs and Health
Further information	Vamos: Helsinki Deaconess Institute

Ohjaamo

Purpose	Guidance, counselling and support for managing everyday life, social capabilities, education and employment60,61.
Target group	Adolescents under 30 years of age.
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. 61
National steering	Ministry of Economic Affairs and Employment
Further information	Ohjaamo guidance centres

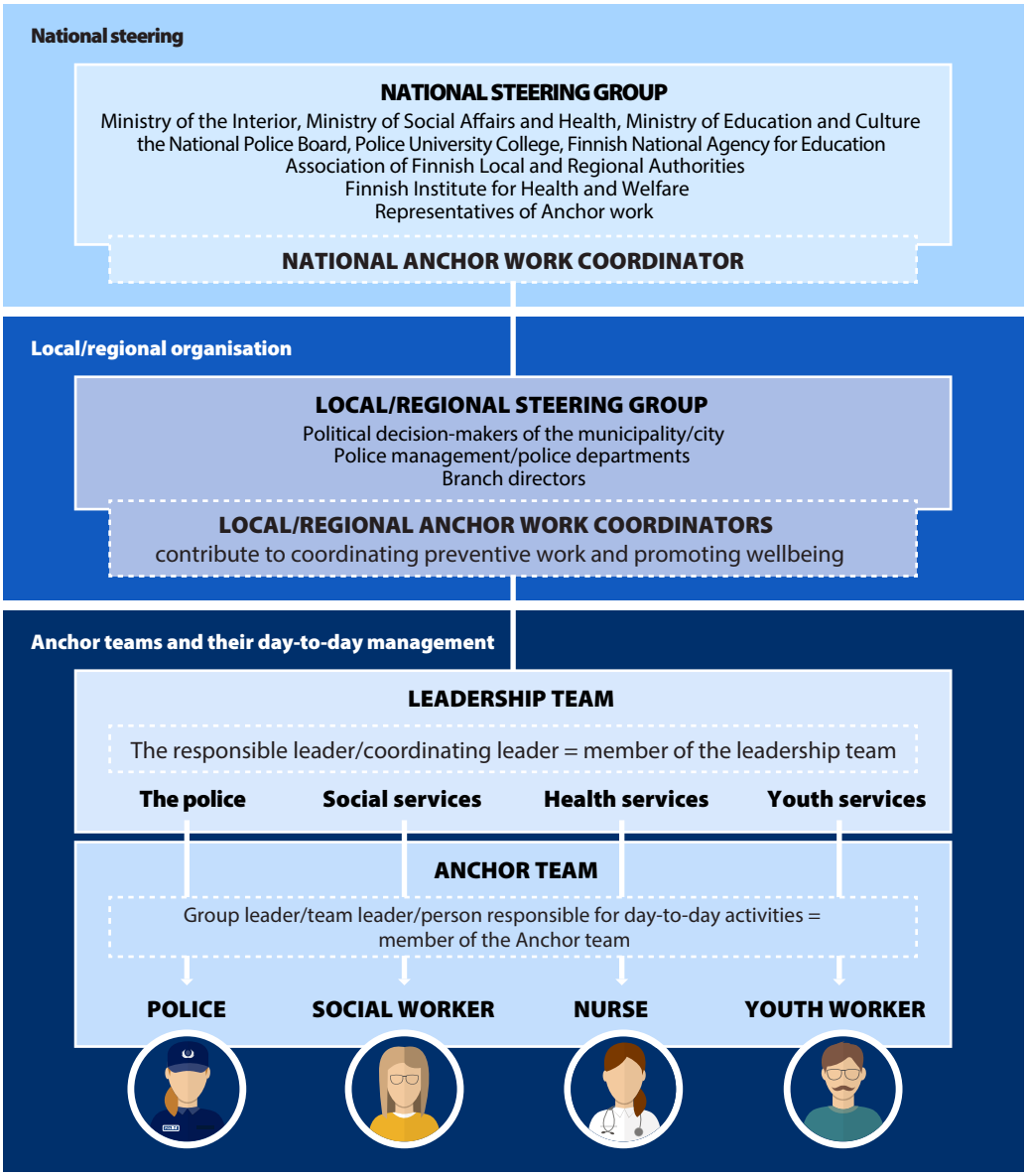
Barnahus	
Purpose	The Barnahus initiative enhances the investigation processes of suspected cases of violence against children, as well as the support and treatment provided to children who have experienced violence. It is based on European Barnahus standards.
Target group	Parties working with children who have been subjected to a sexual or violent offence. Primarily health and social services authorities, the police and prosecutors.
Locations	The goal is to expand activities nationwide. The LASTA screening model has been adopted in various forms in more than ten localities.
Methods/services	The model for multi-professional collaboration and information exchange between authorities will be expanded nationwide (LASTA screening model and form). The coordination of support and care will be developed by modelling care pathways, providing education and establishing evidence-based methods of support and care (e.g. TF-CBT, CFTSI, CPC-CBT) and by strengthening existing competence.
National steering	Finnish Institute for Health and Welfare
Further information	The free Barnahus online course on violence against children (www.thl.fi/verkkokoulut), which provides means for recognising violence against children and acting in situations involving suspected violence. The course also provides practical tools for supporting children who have experienced violence.

PART II: ORGANISING, LAUNCHING AND DEVELOPING ANCHOR WORK

5 Anchor work organisation

Anchor work takes place at three levels. At the national level, it is coordinated by the national development group. At the local and regional level, the policies and operating conditions of Anchor work are handled by the local or regional steering group. The leadership team is responsible for the operational management of Anchor work. The work is monitored, assessed and developed at all levels together with different stakeholders. (Figure 4)

Figure 4. Structures of Anchor work management and steering



5.1 National coordination of Anchor work

5.1.1 National development group

Anchor work is steered at the national level. The development group has representatives from the Ministry of the Interior, Ministry of Social Affairs and Health, Ministry of Education and Culture, the National Police Board, Finnish National Agency for Education, Association of Finnish Local and Regional Authorities, Finnish Institute for Health and Welfare, Police University College and some Anchor teams. The group's key goal is to coordinate Anchor work and monitor the consistency, availability, quality and effectiveness of the work locally and regionally and to deal with possible defects. In addition, the group arranges training events and makes initiatives for developing Anchor work. The national development group also participates in international collaboration and is responsible for the dissemination of international good practices in Finland.

5.1.2 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.

Tasks of the national Anchor work coordinator

Development

- Creates opportunities for standardising national activities: equality and quality of work
- Coordinates national work
- Supports local/regional work, e.g. the start-up phase
- Acts as an expert; e.g. information exchange, preventing radicalisation into violent extremism, partners
- Coordinates and disseminates information about nationally and internationally good practices
- Coordinates annual projects, e.g. increasing people's awareness of Anchor work
- Responsible for other expert tasks

Follow-up and assessment

- Assesses and develops Anchor work on the basis of a questionnaire (Anchor stakeholders and their leader) utilised every two years
- Provides a statistical summary and assessment of Anchor work on an annual basis
- Monitors reviews of Anchor work
- Reports on the status of national Anchor work (ministries, National Police Board, regions and municipalities, Anchor stakeholders)

Education

- Communicates research and evidence-based information in a manner easy to understand and in a format applicable to practical operation
- Arranges a national seminar (one/year) and participates in local and regional Anchor seminars
- Plans additional training for Anchor stakeholders, including online courses: legislation and information exchange, multi-professional collaboration, managing a multi-professional team – multi-professional collaboration at the leadership level, preventing radicalisation into violent extremism through multi-professional collaboration

Communication

- Communicates information between Anchor stakeholders and ministries
- Communicates information about Anchor work e.g. to the general population, potential collaboration parties and international partners
- Maintains and updates the Anchor website that is used as a tool in communication, development, training and monitoring

5.2 Local and regional work

5.2.1 Anchor steering group

Anchor contributes to addressing 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 (p. 46). 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 are also taken into account in sector-specific action plans. The operation of the steering group secures the commitment to Anchor work and the preconditions for operations in the various fields. The group assesses and monitors the implementation of Anchor work and contributes to its development together with the leadership team and the Anchor team. The steering group convenes 2–4 times per year and more frequently than this if the situation of Anchor work in the area calls for it.

Local and regional steering group and its tasks

Members of the steering group:

- Representative from the leadership team
- Municipal or city representatives from social, health, youth and educational services and from the police

Tasks of the steering group

- Responsible for the operating policies and focus areas in their area
- Secures the preconditions in a changing operating environment
- Monitors and assesses the work
- Approves the action plan and review
- Participates in the development of Anchor work

5.3 Anchor team management

5.3.1 Leadership team and the coordinating leader

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

Leadership team for Anchor work

Securing preconditions:

- Responsible for ensuring that Anchor work has adequate resources for carrying out the work
- Responsible for operative planning and guidelines
- Responsible for financial planning and monitoring
- Responsible for reporting and preparing the review in collaboration with the rest of the Anchor team

Supporting collaboration:

- Supports the implementation of practical work
- Communicates information to the background organisation
- Communicates good practices, experiences and information on its stakeholders to the leadership team
- The leadership team convenes regularly at least 2–4 times a year and otherwise, as required.

HR management:

- Responsible for HR administration and introduction to the work
- Enables collaboration by paying attention to shift planning, for example
- Responsible for maintaining the expertise of professionals
- Takes care of the occupational wellbeing of the Anchor team

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

One of the members of the leadership team is appointed as the team leader. 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 leadership team and multi-professional collaboration between the Anchor work leaders. They also ensure the flow of information especially between leaders and the Anchor team, as well as address communication needs.

Duties of the coordinating leader

Duties of the coordinating leader:

- Heads the leadership team
- Is responsible for managerial work and collaboration between leaders
- Ensures the flow of information especially between leaders and the team
- Is responsible for coordinating the finances of Anchor work
- Is responsible for operative reporting to the steering group (and to municipalities participating in Anchor work)
- Is responsible for internal and external communication in local or regional Anchor work

5.3.2 Group leader

The Anchor team can have a leader responsible for day-to-day work, i.e. a group leader or team leader. One of the Anchor team professionals can be appointed as the team leader. The fluency of 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, the provision of support for collaboration and information exchange, as well as HR management and operative development. The team leader contributes to creating a multi-professional work culture and to dealing with difficult issues.

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

Day-to-day management:

- Is responsible for the coordination and organisation of day-to-day activities and for dividing responsibilities
- Ensures that activities focus on Anchor work and its goals.

HR management:

- Is responsible for HR administration in day-to-day work
- Supports the maintenance of the team's professional skills and occupational wellbeing
- Takes part in the orientation of new professionals

Support for activities, collaboration and information exchange:

- Is responsible for arranging regular team meetings
- Acts as a contact towards the leadership team
- Ensures the flow of information in the Anchor team and between leaders
- Reports on the work to the leadership team and other agreed parties
- Helps promote cooperation between social, health and youth services and the police.

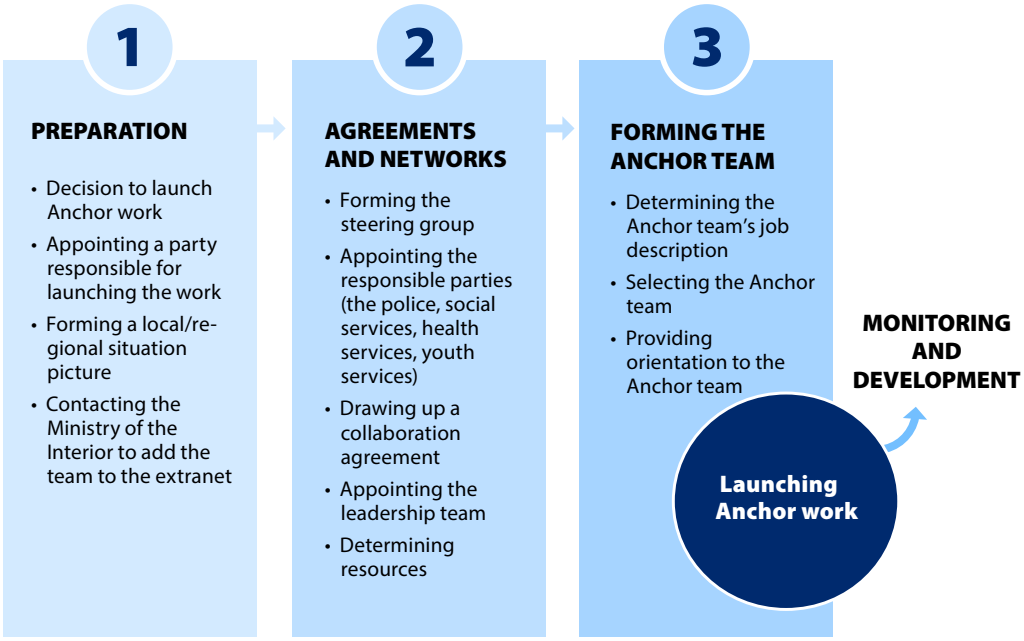
Development of Anchor work:

- Develops Anchor work together with the Anchor team and leaders

6 Launching Anchor work

The national goal is for Anchor work to be available in all areas and regions. The purpose of this is to ensure that Anchor services are equally available to all adolescents. Anchor work is based on common national principles but it is organised to address local and regional needs and special characteristics. The planning and organisation of Anchor work start from a local or regional decision to launch multi-professional collaboration for early intervention with adolescents and for promoting wellbeing and preventing crime (Figure 5). Before Anchor work can be launched, activities must be prepared, collaboration agreements must be concluded and networks created, the Anchor team must be formed and its preconditions ensured.

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



6.1 Preparation of Anchor work

In the first, preparatory phase of launching Anchor work (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 ensures that an overview of the situation in the area is created as a basis for 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.)

6.2 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. These can include social services, youth services, health services and the police within the wellbeing services county or municipality/city. 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 (p. 51) describes the points of departure of operations, 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 any 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 a leadership team are formed for Anchor work (Figure 5).

Content areas of the collaboration agreement

Starting points and nature of the work:

- Purpose of multi-professional cooperation
- Local or regional work

Resources:

- Staff, work facilities and other resources
- Information systems
- Division of costs and financing/invoicing

Management and monitoring:

- Organisation of management
- Monitoring and assessment of work

Other matters to be agreed:

- E.g. orientation, work guidance
- Validity of the agreement and settlement of disputes

6.3 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 are 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, violent radicalisation and extremism, as well as multi-professional collaboration and legislation. In addition, care is taken to ensure that all the stakeholders are familiar with their own and the other team professionals' 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 required in information exchange, 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 are used as a basis for continuously developing the work to address the needs of the adolescents in the area. (For more information, see Section 6.)

7 Assessment and development

7.1 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.

The assessment and monitoring of Anchor work are based on systematically and consistently collecting information from statistics and feedback. Information about Anchor work is collected through the Anchor Extranet. This information can be used as a tool for planning, developing and leading the work at the local, regional and national levels.

An Anchor work review is prepared for each team, summarising the information collected and providing a description of local or regional Anchor work. It is important to collect, monitor and assess information at the level of individual employees, Anchor work, organisations, location, area and the nation. From the point of view of an individual employee, the information collected can help promote efforts to develop the quality of the work and the opportunities to clarify the job description and tasks. In terms of Anchor work, systematic monitoring is needed to organise and develop the work, determine resource needs and monitor the effectiveness of the work.

Consistently implemented data collection improves the coordination, organisation and development of work. It also makes it easier to decide on resource needs. Furthermore, it allows comparing and monitoring the situation locally, regionally and between municipalities as well as nationwide. At the national level, data collection is needed in order to outline the situation of Anchor work, to provide and organise services and to describe the state of adolescents' wellbeing. Regionally equal access to services requires systematic information collection.

7.2 Compilation of national statistics and reporting

Anchor work statistics are compiled using nationally standardised methods on the Extranet platform. Considering the multi-dimensional nature of crime prevention measures, their monitoring and assessment should also be based on various criteria. The work carried out with the adolescent is recorded in statistics compiled for Anchor work (for more information, see Section 3.3.6). In addition, statistics are compiled on collaboration between Anchor work and stakeholders.

Reports on Anchor work are submitted to the local/regional and national steering groups in the form of an annual review. Reporting is based on anonymous statistics prepared systematically of Anchor client meetings, Anchor work and personnel resources (p. 25) and on collected feedback. The review 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 review and for national reporting. In addition, reports about Anchor work are submitted to the municipalities engaged in Anchor work and to any partners.

7.3 Developing Anchor work

Anchor work is developed on the basis of evidence. This means that the work is based on knowledge and good practices. Preparing national statistics and reporting about Anchor work helps ensure that the work is based on evidence. Development targets can be identified on the basis of statistics and reporting. 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 a specific city, municipality or area (Appendix 11). Adolescents and their parents or guardians can also be asked 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 surveyed through client panels, the client feedback system (box/notebook/electronic feedback system) or experts by experience.

Local and regional Anchor work is also developed by ensuring the competence of professionals. Competence is strengthened through attendance in further training and training events that are multi-professional and straddle occupational boundaries. The development of Anchor work calls for an open, reflective approach to one's own work and to local activities. In addition, the experiences of other Anchor team professionals are used in development efforts.

Anchor work is developed in collaboration with the local steering group, the leadership team and the Anchor team in accordance with national guidelines, paying special attention to the needs of adolescents. The decision to participate in development projects is made multi-professionally between the team, leaders and the local/regional coordinator. Development efforts are 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 develop them to address changing needs. The national Anchor work development group, together with the responsible ministry, is responsible for the national development of Anchor work. Anchor work is developed based on evidence: the needs of adolescents, the national status of Anchor work and professionals' experiences. Development is also based on Anchor work reviews and the statistics compiled. The development group's task 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

address and further details about the location, if required.

The meeting is organised by the Anchor team, which comprises a police officer, a social worker, a nurse and a youth worker. The Anchor team meets the adolescent and their guardian as soon as 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. Anchor work also focuses on preventing violent radicalisation and extremism. More information about Anchor work is available at ankkuritoiminta.fi

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

contact information

Appendix 2. To be considered in consent

- Person requesting the consent and their position
- Name of client/adolescent
- Personal identity code of client/adolescent
- Person giving the consent (adolescent/guardians)
- Personal identity code of person giving the consent (adolescent/ guardians)
- Information to be disclosed
- Context
- Purpose of use of the information
- Receiving party (the party/person to 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. Course of Anchor meetings

Task	Completed (x)
INITIAL MEETING WITH THE MULTI-PROFESSIONAL TEAM	
Planning the topics that will be discussed in the next meeting.	
Planning who will be invited to the next meeting.	
Agreeing on the topic that each team member will talk about.	
Agreeing on the person who will invite the participants and the content of the invitation.	
Actual meeting	
Welcome (presentation round).	
Introducing the Anchor work model and exchange of information.	
Presenting the goals of the meeting.	
Discussing the incident and investigating the need for support	
Presenting the themes as agreed in the plans made.	
Hearing the adolescent: what happened.	
General situation: leisure time, hobbies, 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.	
Ending the meeting	
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 visit.)	
Encouraging the adolescent and his/her parents to contact the Anchor team, if required.	
Ending the meeting in a positive tone.	
Following meetings	
Welcome.	
Discussing the present situation.	
Reviewing the commitments made in the previous meeting and assessing their fulfilment together.	
Preparing a new Anchor plan by recording what the participants promise to do/the measures they commit to.	
Considering together whether some other party who could support the adolescent/family should also be invited to the meetings.	
Agreeing a new meeting, if required.	

Adjusted[69] according to the Anchor work's viewpoint

Appendix 4. Orientation to Anchor work

Anchor work orientation plan

Person for whom orientation is provided	
Work begins	
Previous education	
Leader	
Person responsible for orientation	

Contents	Matters calling for special consideration	Person carrying out orientation	Schedule
Anchor work	Goals, tasks and principles guiding Anchor work		
Organisation, steering and management of Anchor work	Nationally, regionally, locally Group leader/team leader, leader in competence area, coordinating leader		
Multi-professional collaboration in Anchor work	Team's branches, members, tasks and courses of action Own role and tasks in the team and work Partners Jointly agreed multi-professional work		
Implementation of Anchor work	Process Target groups Meetings		
Operating methods	Collaboration Operation as an Anchor team member, clothing Meeting practices Work guidance and supplementary training User rights to and use of information systems		
Legislation and steering	Key legislation and steering documents Exchange of information, confidentiality and secrecy		

Appendix 5. Ankkuritoiminnan esittely

Ankkuritoiminta

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

- hyvinvoinnin edistämiseen
- rikosten ehkäisemiseen
- väkivaltaiseen radikalisoitumisen ja ekstremismin ehkäisemiseen

Ankkuritoimintaa toteutetaan moniammatillisessa 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

Appendix 6. Leaflet of Anchor in English

Anchor work

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

- prevent crimes;
- promote well-being; and
- prevent violent radicalisation and extremism

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

The multi-professional team meets with the adolescent and his/her guardian at the earliest stage possible in order to appropriately support the adolescent and, if necessary, direct him/her to the right help or support. The multi-professional approach allows for a comprehensive assessment of support needs with a single visit. 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 cooperation with organisations, sports clubs, congregations and religious communities as well as private actors if it is found that the young person could benefit from their activities.

Anchor work is organised regionally so that it meets the needs and special characteristics of the area and region, but is based on common national operating principles and objectives.

location Anchor team contact information:

xxx

More information about Anchor work: www.ankkuritoiminta.fi/en

Appendix 7. Broschyr på svenska

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 förhindra våldsam radikalisering och extremism

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

Appendix 8. Launching Anchor work

Contents	Completed (x)
Creating an overview	
Appoint a person/party responsible for launching and organising Anchor work.	
Determine the size and population of the location/area.	
Determine the crime situation in the location/area: type, scope, areas, trends.	
Determine the drug use situation in the location/area: type, scope, areas, trends.	
Determine the use of alcohol among adolescents in the location/area: type, scope, areas, trends.	
Determine measures for promoting wellbeing and preventing crime as well as operators and services available in the location/area: what works well, what should be developed.	
Planning	
Commit the decision-makers in the location/area to the work and setting up a steering group.	
Appoint 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. (Decision-making in the locality/area/region.)	
Make sure that preventive actions are locally/regionally coordinated and consistent (for example, appointing 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.	
Organisation	
Appoint the leadership 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 leadership team: e.g. meetings.	
Allocate resources for the work (personnel, financing, premises, systems, clothing etc.).	
Determine the job description of Anchor work stakeholders and create an orientation programme.	
Launching Anchor work	
Select motivated experts from the field for the Anchor team (a police officer, social worker, nurse/public 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 compiled of the work from the start.	
Make sure that the work is monitored, assessed and developed.	

Appendix 9. To be considered in the collaboration agreement

1. Parties to the collaboration agreement
   - Describe the parties to the collaboration agreement. They can be police department xx and city/cities/ municipality/municipalities of xx

2. Objective of the agreement
   - Describe the purpose of the agreement and local/regional multi-professional Anchor work available at police station xx

3. Purpose and operation of multi-professional collaboration
   - Background
   – Describe the background of the agreement and the Anchor work model

   - Target groups, principles and goals of Anchor work
   – Describe the local Anchor work's
     – Principles
     – Goals and tasks
     – Client groups

4. Personnel
   - Describe the personnel resources of Anchor work
   – How many police officers 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 (e.g. a social worker, social welfare instructor, nurse, public health nurse) the social and health services assign to Anchor work and what their contributions are.
   – How many youth workers the city assigns to Anchor work and what their contributions are.
   – Appointing leaders for the social services, health services and youth services professionals

5. Work facilities and other resources
   - Describe the work facilities, equipment and any other support services set aside for Anchor work

6. Information systems
   - Describe the 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
   - Describe how the costs arising from Anchor work (e.g. salary costs, rents, operating appropriations etc.) are divided and invoiced
   - Discuss the financial planning and monitoring of Anchor work

8. Management and steering
   - Indicate the person who acts as the group leader/team leader in the Anchor team and is responsible for its day-to-day work
   - Indicate the persons in the background organisations who act as the leaders of the Anchor team professionals and make up the leadership team
   - Appoint one of the leaders as the head of the leadership team
   - Determine how often the leadership team will convene
   - Indicate the parties that form the local/regional steering group, describe their tasks and state how often the steering group will convene

9. Monitoring and assessing the work
   - Appoint a person responsible for preparing Anchor work statistics and decide which system to use for compiling statistics
   - Indicate 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
    - If required, describe the matters to be appended, such as
    – Orientation, training of the Anchor team professionals, work guidance
    – Communication responsibilities

11. Contact persons
    - Appoint the contact persons for the contracting parties
    – municipality/the police: agreement matters/invoicing

12. Validity of the agreement and place of dispute settlement
    - Indicate
    – The period of validity of the agreement
    – How to amend or terminate the agreement
    – The regular revision of the agreement
    – How disputes are settled

13. Signatures and dates

Appendix 10. Annual review

1. Contents
2. Local/regional Anchor work model (process description)
3. Anchor work clients
    - Number of Anchor notifications
    - Number of clients
    - Number of Anchor meetings
    - Reaction time
    - Referring clients to Anchor work
    - Age distribution of clients
    - Domiciles of clientsy
    - Reasons for participating in Anchor work
    - Recidivists/first offenders
    - Types of crime
    - Number of child welfare reports recorded in Anchor
    - Number of service need assessments conducted in Anchor
    - Identified cases of suspected violent radicalisation or extremism
    - Referral to further services (service provider)

4. Information about personnel and work:
    - Anchor team's professional groups, number of employees and 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 with 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)
Local/regional commitment to promoting the wellbeing of adolescents and preventing crime	
Has the promotion of adolescents' wellbeing and the prevention of crime been prioritised locally/regionally and have decisions been made about it?	
Has the decision been consistently presented in different fields locally/regionally: in social and health care services, youth services, the police, school system?	
Organisation and management	
Has Anchor work been organised at three levels: the steering group, the leadership team, the Anchor team?	
Has a coordinating leader been appointed for the work?	
Are the steering group and the leadership teams convened regularly (at least twice a year)?	
Can the Anchor team members contact a leader in their own field?	
Does the Anchor team has a manager responsible for day-to-day work?	
Professionals	
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 provide orientation and training for the professionals and to strengthen their expertise (e.g. one another's roles, operating principles, confidentiality, exchange of information)?	
Planning Anchor work	
Have local/regional characteristics (population, adolescents' wellbeing, crime situation) been surveyed and taken into account when planning Anchor work?	
Have other locally/regionally available actions to promote wellbeing and prevent crime as well as possible partners been outlined?	
Implementing Anchor work	
Does the work have a clearly defined common goal and operating policies?	
Is there a joint agreement about the target group and any service admittance/ prioritisation criteria?	
Are there adequate resources for implementing high-quality work (personnel, premises, budget, information systems...)?	
Are monthly Anchor coffee gatherings arranged?	
Have potential partners been charted and are they regularly contacted?	
Monitoring, assessment and development	
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 account when developing the work?	

Appendix 12. Evidence-based assessment tools and models, and methods and forms used to assess the adolescent's situation

Indicator/model	Target
Assessment of the overall situation	
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 determine the situation and the need for social work.42
Health	
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 of the anxiety disorder.
Investigating the level of self-esteem	The level of self-esteem is assessed with a designated self-esteem questionnaire.
Substance use	
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.
Violence	
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 43
Assessing the threat of domestic and family violence	The MARAC 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 background44–46. The use of HCR-20 requires certification47.

Indicator/model	Target
Assessing violent radicalisation and extremism	
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". 48. The use of the method requires a licence49.
Assessing empathy	The VERA-2 (Violent Extremist Risk Assessment) assessment method is intended for assessing the individual's ability to feel empathy towards possible victims. Empathy is found to be connected with radicalisation into violent extremism.50,51 VERA-2 requires certified training for its use and interpretation52.
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.

Glossary and additional information

Concept	Meaning
Anchor process	The adolescent's anchor process starts when the authorities or other professionals become concerned about the adolescent's situation. The adolescent meets with the Anchor team, which offers comprehensive, individual support as well as a referral to the necessary services.
Anchor group	A multi-professional group carrying out multi-professional Anchor work. The Anchor team concept used in this manual also covers Anchor groups.
Anchor plan	In Anchor work, individual future goals are agreed with each adolescent and practical measures for reaching the goals are determined.
Anchor team	Anchor work is carried out by a multi-professional team/group, consisting of experts from the police, social services, health services and youth services.
Anchor work	Multi-professional collaboration, the purpose of which is to promote wellbeing and prevent crime among adolescents under 18 years of age.
Deradicalisation	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 38
Prevention	Multi-sectoral activities to prevent problems related to health and wellbeing. Also includes crime prevention by the police.
Hindering	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.
PoC Person of concern	An individual whose behaviour or situation has aroused concern in the police, an authority or a citizen. Multi-professional collaboration is often needed to deal with the concern or situation.
Promotion of wellbeing	Multi-sectoral activities aimed at promoting 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.
NEET adolescent	Not in Employment, Education or Training. Adolescents not in training, military service or employment.
Adolescent	According to the 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 under 29 years of age. In this manual, adolescents refer to children and young people under 18 years of age, which is the target group of Anchor work.
Evidence-based work	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.

Concept	Meaning
Radical	A person supporting an extremist ideology or radical opinions and acts.
Crime prevention	Actions to prevent crime.
Internal security	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 phenomena65.
Terrorism	Terrorism does not have a single internationally agreed definition. Terrorism often involves the use or threat of violence to achieve the goals and cause anxiety or fear. As a phenomenon, terrorism is defined to include actions breaching national or international law, as well as violence or threats of violence, and attempts to cause anxiety or fear. In Finland, offences committed with terrorist intent are specified in chapter 34a of the Criminal Code.
Promoting health	Broad, multi-level activities to support health and wellbeing and prevent illnesses.
Threat assessment	A process for identifying, assessing and seeking to reduce the risk of a specific threat.
Early intervention	Intervention in activities or behaviour that arouses concern and the provision of early support before the situation escalates.
Violent extremism	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.21,34
Violent radicalisation	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.37,70
Extremist ideology	Especially radical ideas related to a value or ideology.
Hacker	A hacker is used to refer to an IT enthusiast or professional and people breaking into information systems. Illegal data system break-ins always refer to criminal activity.
Cybercrime	There is no single national or international definition of cybercrime, but the police use it to refer to crime related to information networks that target the network environment and use information networks to commit crimes.

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.[26]

Multi-professional collaboration has been found to have positive effects on the client.[26–28] 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.[29] 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 systematically. 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 about 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.[28]

Multi-professional collaboration has also been found to be of use to professionals and organisations.[26] 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.[27]

- Multi-professional cooperation in Anchor work is governed by legislation (p. 11). The aim is to ensure early intervention, promote wellbeing and prevent crime, with a 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[4]. However, it is not limited to this alone, as the work is multi-professional and multi-sectoral based on a collaboration scheme where the various fields occupy equal positions.

4 Enska. National strategy for preventive police work for 2019–2023, 2019.

- Adolescents need seamless services available in a single place, with a genuine opportunity to participate in decision-making concerning them. The purpose of the Anchor team is to survey the overall situation of the adolescent and their family and provide purposeful service referral. 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.

Violent radicalisation and extremism

Violent extremism is a form of extremism that uses or threatens to use violence, or encourages or justifies the use of violence based on a world view, or on ideological grounds. The world view or ideology can be politically or religiously motivated or built around a single topic, but it inherently involves the use of violence to achieve the goals. In its most radical form, violent extremism can turn into terrorism.

In this manual, violent radicalisation means an individual process in which the person uses or threatens to use violence, encourages the use of violence or justifies its use on the basis of a world view of ideology. The root causes for violent radicalisation are multiple, and there is no single reason or form of violent radicalisation.

The best way to prevent violent radicalisation and extremism is through preventive collaboration involving various authorities.

Further information about violent extremism and radicalisation

There are several websites and online guides related to different sectors that deal with violent extremism and radicalisation.

In Finland, the Ministry of the Interior supervises and coordinates preventive work in the field of violent extremism and radicalisation Violent radicalisation – Ministry of the Interior (intermin.fi)

Healthcare and social welfare
Radicalisation and extremism Finnish Institute for Health and Welfare

Educational services
Violent extremism | Finnish National Agency for Education (oph.fi)

Children and young people
Huolena radikalisoituminen? Opas nuorten kanssa työskenteleville (Concerned about radicalisation? Manual for people working with young people) — Dialogikasvatus

RadicalWeb project • Save the Children

Information about Exit activities focusing on deradicalisation
Exit-toiminta tavoitteena irti väkivallasta | Deaconess Institute (hdl.fi)

The European Union's Radicalisation Awareness Network provides information about themes related to radicalisation
Radicalisation Awareness Network (RAN) (europa.eu)

Information networks and cybercrime

Cybercrime includes crime carried out or involving the computer, information network or network equipment. As a result of the global digitalisation trend, society's operations, services and communication now rely on information networks, which has accelerated the growth of cybercrime. The goals of cybercrime are the same as those of traditional crime, but the methods of implementation are electronic. Examples of cybercrime are blackmail, theft, fraud, spying, money laundering and forgery. Most cybercrime is mundane in nature, including fraud targeting the user accounts of individuals (e.g. Flubot malware), and the stolen information is actively used for criminal purposes such as blackmail and identity theft. The main threat related to cybercrime comes from cyber attacks on critical infrastructure such as ransomware attacks on distribution chains.

The 'cyber' prefix refers to activities related to information networks or data devices. In terms of form, cybercrime usually refers to crime connected to information networks and that target and are carried out using the information network environment. For example, data hacking focuses on valuable electronic data and is often carried out in preparation of financial or ideologically motivated crime. The goal of a denial of service attack is to paralyse an activity, such as a service, using automated tools. File encryption and blackmail carried out with malware can cause considerable damage and inconvenience if successful.

Just like cybercrime, cyber criminals come in various types. Today, the transition from traditional crime to cybercrime is relatively easy, as crime can be committed by purchasing ready, easy-to-use software or by ordering a crime from another criminal better acquainted with the online environment. The internet also offers a low-threshold platform for children and adolescents testing cybercrime, who usually do not start out with financial motives and who usually do not have a prior background in crime or have not shown a criminal tendency.

From the criminal's perspective, cybercrime has the advantage of not being bound to a specific location, meaning that the crime can be committed nearly anywhere and at any time, which reduces the risk of being seen. Online, a skilled person can also avoid leaving traces more efficiently than in the physical world, which is felt to reduce the risk of being caught. Aspects of the available technology, such as speed and easy access to data, also have an impact. Children and young people can find very detailed instructions online for committing cybercrime, and they do not necessarily understand the scope of damage the action can cause or its consequences.

There is also a huge number of potential victims online. In view of the increase in cybercrime, the competence of internet users is developing too slowly, making many of them potential victims. The most effective way to prevent cybercrime is to preventively increase awareness of computers and networks and provide young people with information about the differences between legal and illegal activities online, as well as the consequences of criminal activities to themselves, others and society at large (e.g. interruptions in critical operations). Incipient crime behaviour can be influenced by steering the interest and actions of people drawn to the development of IT skills and crime towards alternatives that are positive for both the individuals and society.

Further information about cybercrime:

Further information about cybercrime and cyber security is available on the websites of different operators.

https://poliisi.fi/en/cybercrime

The seductions of cybercrime: Adolescence and the thrills of digital transgression (Goldsmith & Wall 2022)
https://journals.sagepub.com/doi/pdf/10.1177/1477370819887305

Identify, Intervene, Inspire (NCA)
https://directionforbedfordshire.co.uk/wp-content/uploads/2019/06/CREST-NCA-Cyber-Crime-Report.pdf

Youth pathways into cybercrime (Europol) (2026)
https://www.europol.europa.eu/cms/sites/default/files/documents/pathways-white-paper.pdf

Police:
Police What is cybercrime?

Ministry of the Interior:
Ministry of the Interior Information networks and crime

Victim Support Finland:
Victim Support Finland Cybercrime takes many forms

National Cyber Security Centre:
National Cyber Security Centre Current information security phenomena, Cyber Weather

National Crime Agency (UK):
NCA Helping Young People to Pursue Careers in Cybersecurity, Not Cybercrime

Europol:
Europol Youth Pathways Into Cybercrime (2016)

Europol 2021:
IOCTA Internet Organized Crime Threat Assessment

CC-DRIVER research project funded by the EU:
CC-DRIVER Researching Cybercriminality to Design New Methods to Prevent, Investigate, and Mitigate Cybercriminal Behaviour

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