

COMMUNITY WORK PROGRAMS EMPOWERING MARGINALIZED NEIGHBORHOODS

Danish experiences with community development and primary crime prevention in marginalized non-profit housing estates

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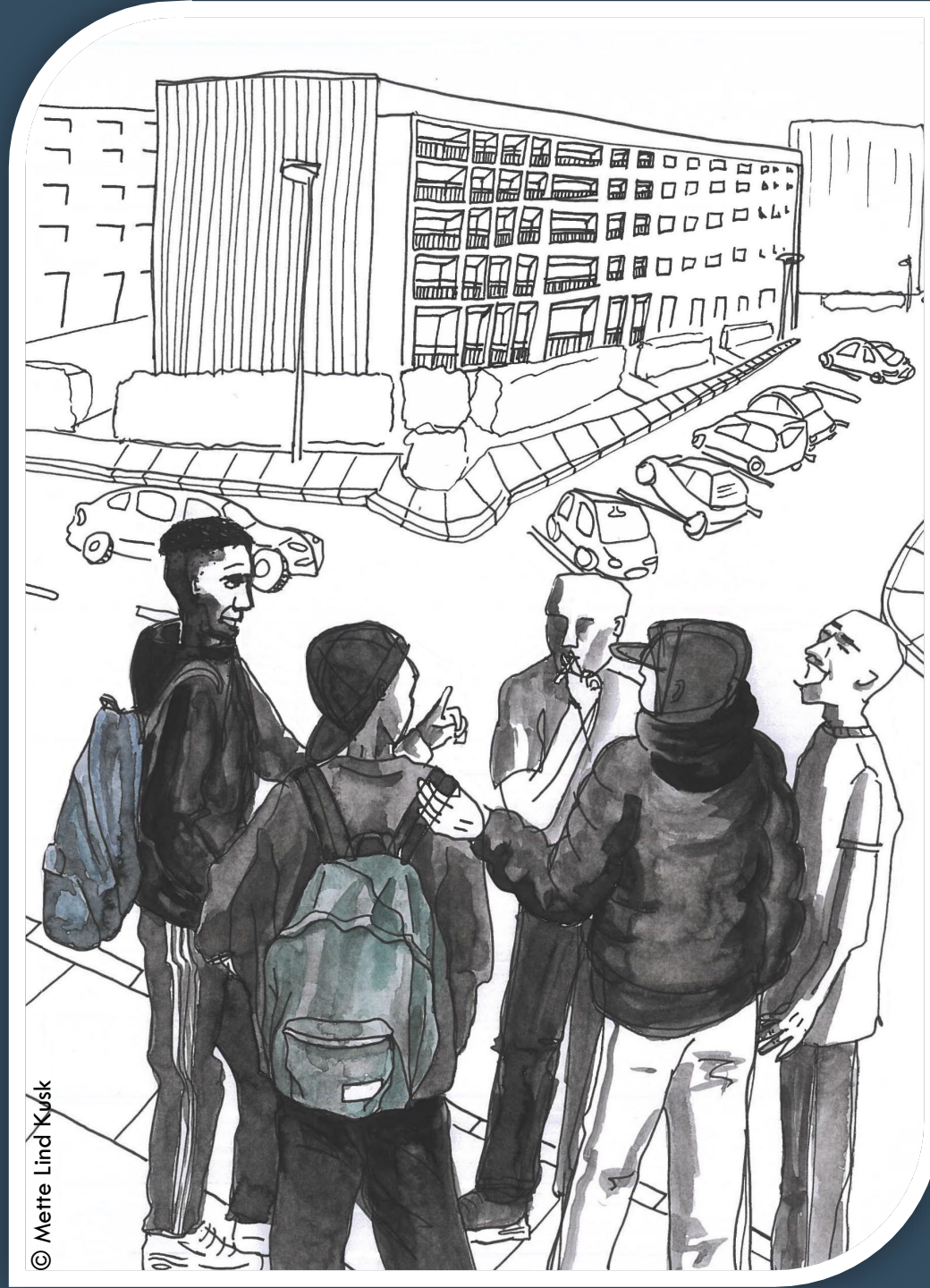
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THREE POINTS TO TAKE HOME

Addressing the underlying causes of youth crime is crucial for creating long-term change (preventing social, structural and spatial inequality)

Cross-sectoral community work programs in Denmark could inspire partnership approaches to organizing and governing primary prevention elsewhere

Complex issues have no quick fixes – the programs are associated with both potentials and dilemmas in organization and practice

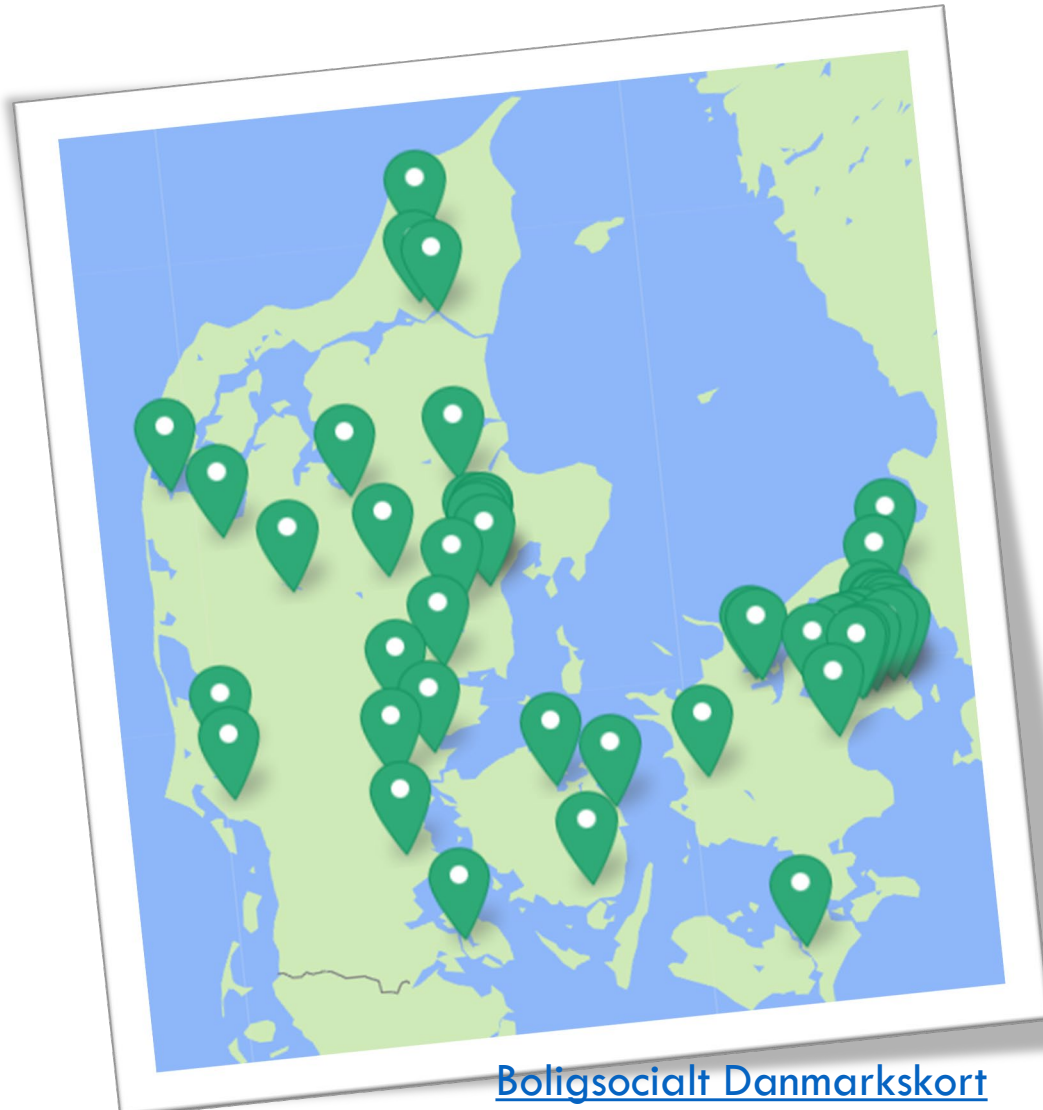


WHO ARE WE?

CENTRE FOR URBAN REGENERATION AND COMMUNITY DEVELOPMENT (EST. 2009)

- Independent knowledge center and -broker co-financed by Danish state and National Building Fund
- 15 academics – backgrounds in anthropology, sociology, city planning, political science – some w. ph.d.
- Tasked with gathering and producing practice- and evidence-based knowledge to assist community development work in Denmark
 - Studying and advising social interventions and community building efforts in marginalized neighborhoods
 - Advising and supporting key actors (practitioners and policy-makers) on how to knowledge base interventions in both practice and organization of community work programs
 - Disseminating knowledge from mainly qualitative studies and to a lesser extent quantitative evaluations.

50 ACTIVE COMMUNITY PROGRAMS / MASTER PLANS



[Boligsocialt Danmarkskort](#)

CENTER FOR BOLIGSOCIAL UDVIKLING

Four-year partnerships around social work in marginalized neighborhoods – between non-profit housing organization, municipality and actors in local community

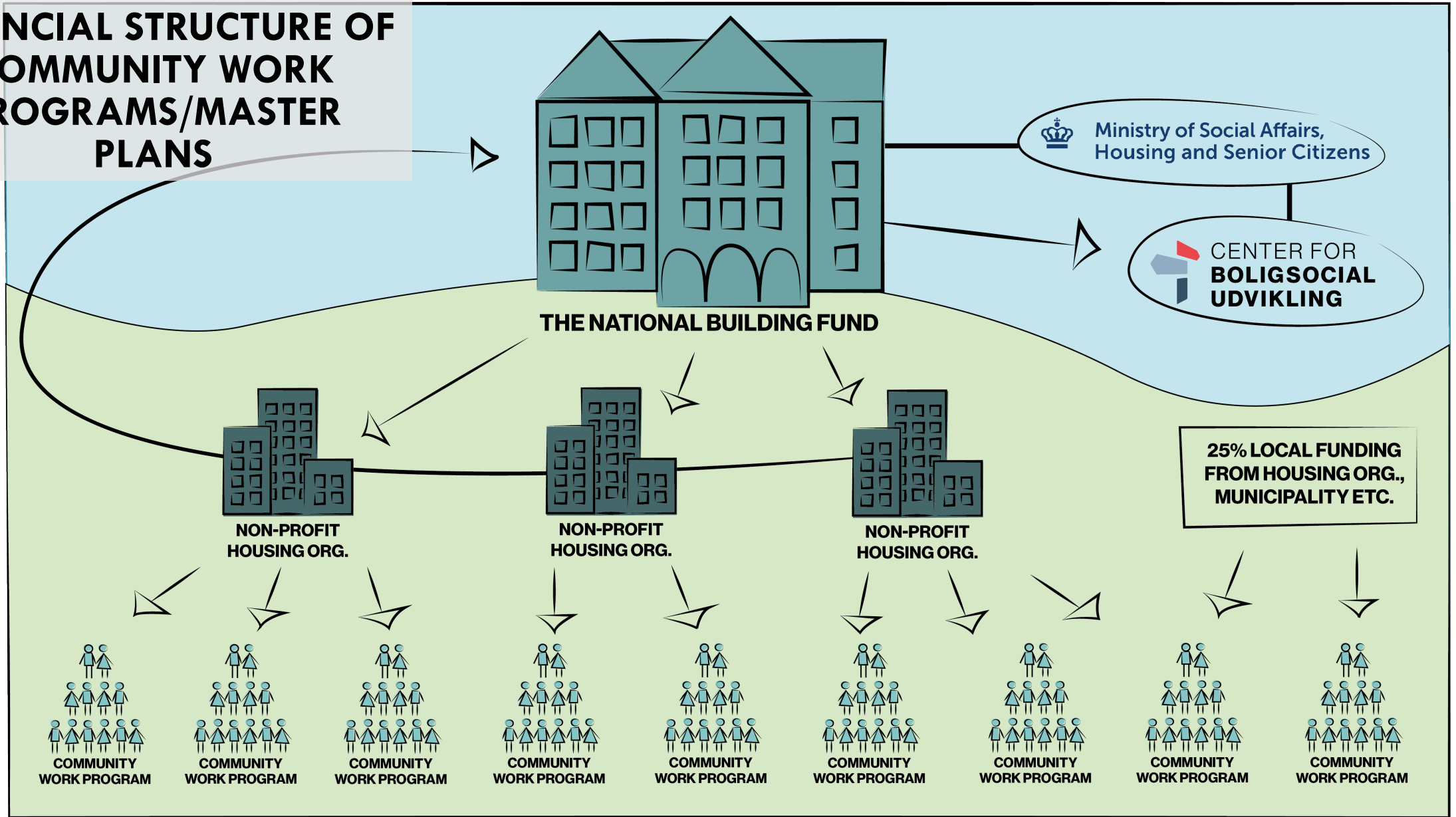
Initiatives across four focus areas

- Crime prevention (primary and secondary)
- Life chances and education
- Employment
- Social cohesion and citizenship

Characteristics of the neighborhoods

- Higher levels of delinquency and crime
- Lower income households
- Lower levels of employment and education
- Higher share of residents w. ethnic minority background

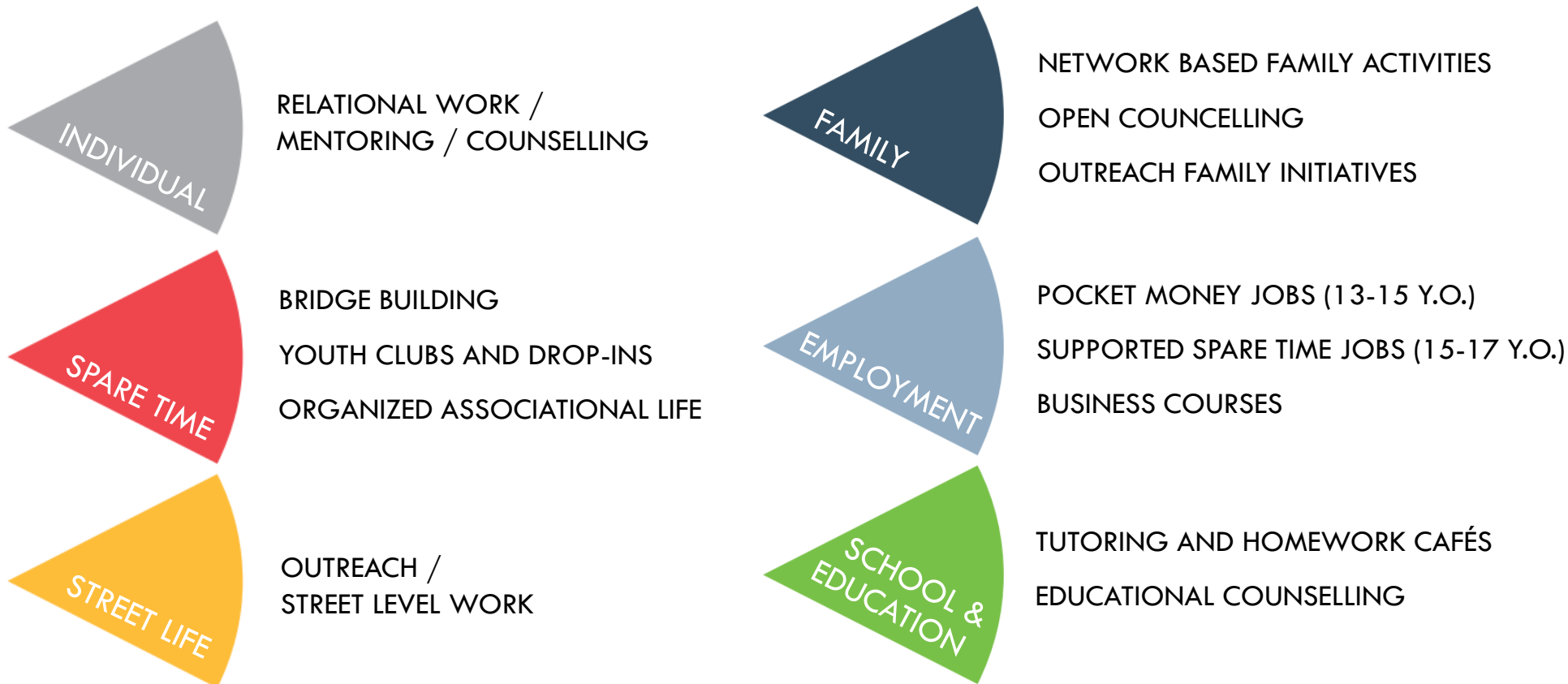
FINANCIAL STRUCTURE OF COMMUNITY WORK PROGRAMS/MASTER PLANS



PREVENTIVE EFFORTS AND ARENAS IN MASTER PLANS

Bridge building capacity as foundation – between residents and:

- ❖ Public institutions: day care, schools, youth clubs, police, social services, outreach work etc.
- ❖ Civil society organizations, foundations/funds, private businesses, tenant democracy etc.



Read more:
[CFBU \(2023\). Inspirations- og videnskatalog – Viden om boligsociale aktiviteter støttet af Landsbyggefonden](#)

FRAMEWORK CONDITIONS FOR COMMUNITY WORK PROGRAMS



1. Area-based: Flexible, accessible, and sensitive to context conditions



2. Network-based collaborations: Holistic and cross-sectoral



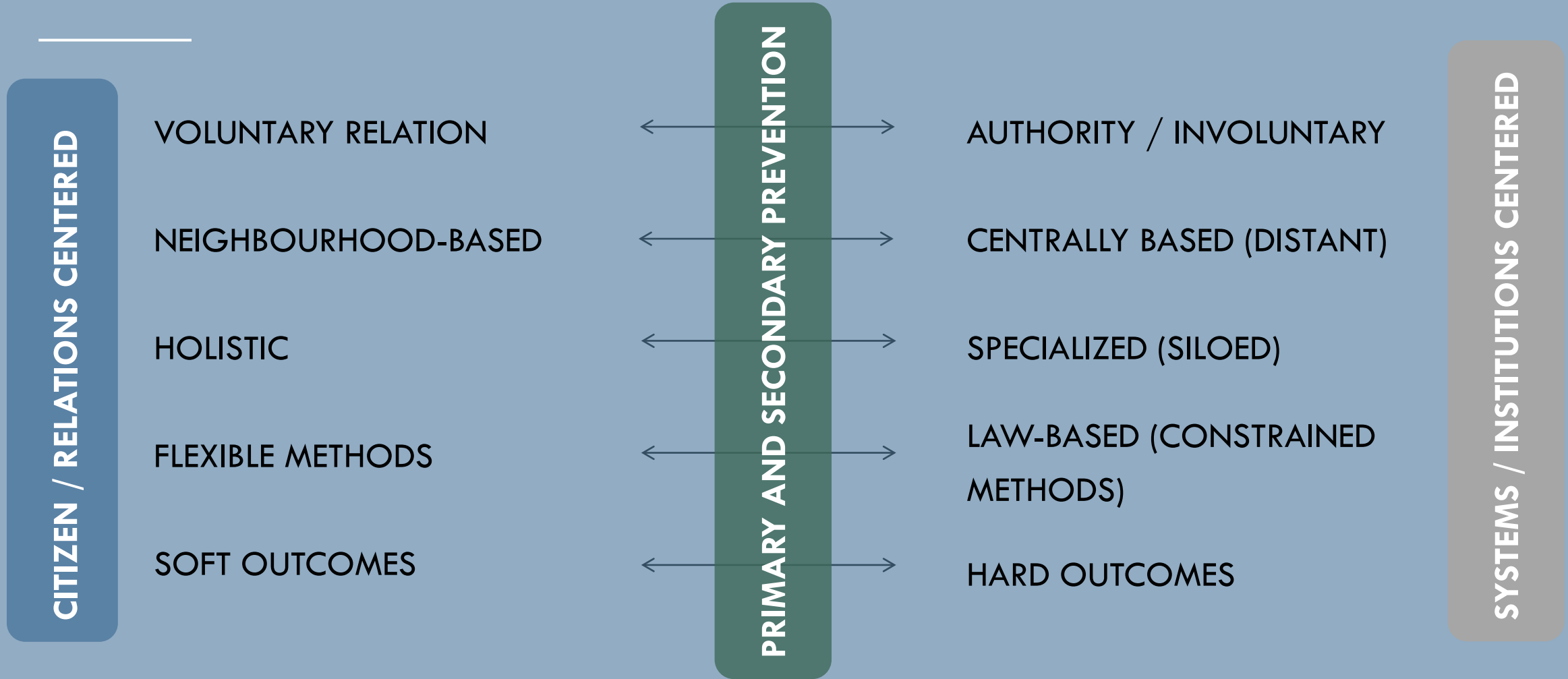
3. Trust-building relations: Participation is voluntary and community workers operate without 'formal authority'



4. Asset-based approaches: Builds on the resources and conditions that exist in and around the neighborhood and community

COMMUNITY WORK

WELFARE SERVICES





Youth perspectives on community work in boundary space

(16-26 y.o. men in marginalized positions)

Not that many people understand the kind of life you have outside of school as they do here (the community workers). Here they are more concerned with what you do after school. **No one else really is.**

Because I live here I just drop by (the offices), I come in and see what they are up to, sit and chat, fuck a little around. **They are like my friends.**

I don't know who they work for (the workers here). Even if they worked for the municipality **I would still trust them.** They have something very special.

They (the workers here) knew that I was making a lot of trouble. But still they were helping me on the right track. They did so by showing those who had the 'wrong eyes' on us... By showing them how we **really** were.

I think that young people from 'out here' are capable of a lot, many things, I think. But when they know that there are these 'wrong eyes' on them then I think they feel disinclined to do those things: trying to complete school, trying to have a friendly relationship with the teachers, trying to be nice to teachers – because they don't get the same thing back. So that I think in part is what ruins it.

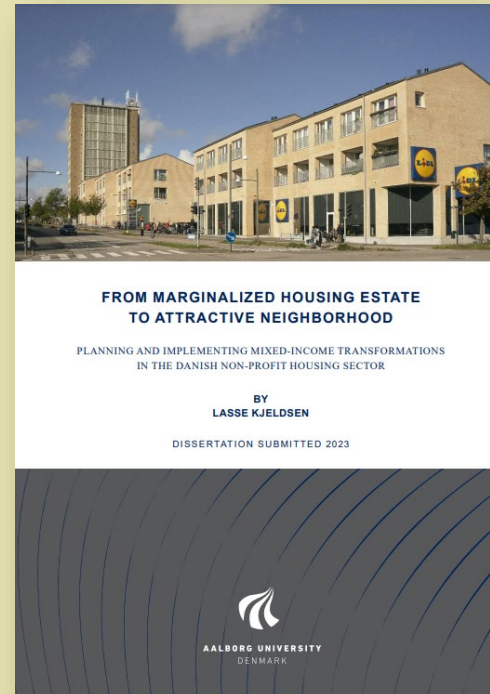
It's different here. I've established a bond with the people that help me here. Besides the help I like them as humans. **It's important with such a bond.** When I see that they help it makes me want to try harder. It's like solving a task with someone else rather than feeling helpless. It's collaboration more than work.

RECENT PUBLICATIONS

[Tilgængeliggørelse af foreningsliv - Social idrætsudvikling målrettet børn og unge fra udsatte boligområder på Nørrebro](#)
(Grønvad et al., 2023)

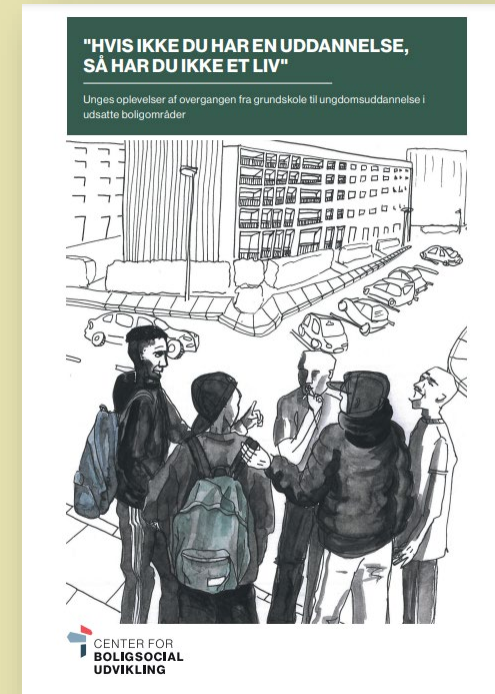


[Ph.d. dissertation: From marginalized housing estate to attractive neighborhood - Planning and implementing mixed-income transformations in the Danish non-profit housing sector](#) (Kjeldsen, 2023)



Find more on our [website](#)

['Hvis ikke du har en uddannelse, så har du ikke et liv' - Unges oplevelser af overgangen fra grundskole til ungdomsuddannelse i udsatte boligområder](#)
(Houmøller & Vinther, 2023)



THANKS FOR YOUR ATTENTION



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