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ABSTRACT

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Background: briefly describe the criminological problem, its relevance to crime prevention, law enforcement or public safety, the knowledge gap, and the objective;
Methods: summarise the research design, setting, study period, data sources, sample or document selection, and analytical methods, as applicable;
Results: present the principal findings and relevant quantitative estimates, confidence intervals or qualitative themes, distinguishing recorded offences from estimates of unreported crime where relevant;
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Administrative, spatial and computational data: identify the data custodian, access conditions, observation period, geographic coverage, offence definitions, denominators, linkage, cleaning, coding, software and versions. Distinguish recorded offences, estimates of unreported crime, self-reported offending and victimisation. Explain changes in law, recording practices or data coverage and their effects on comparisons. Protect individuals and sensitive locations in maps, small cells and linked records.

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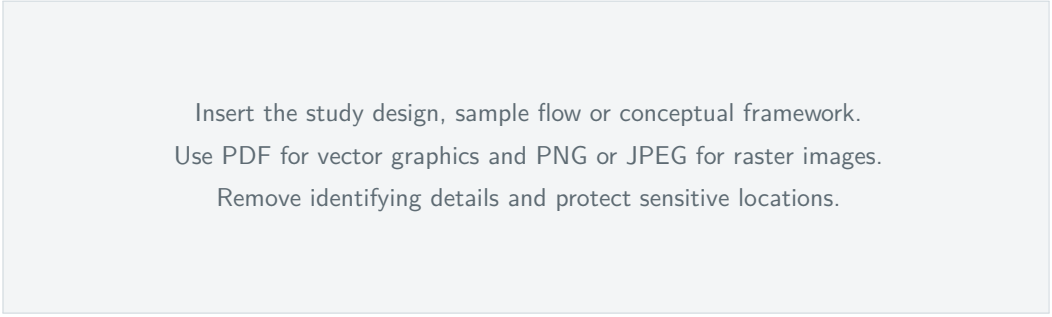


Figure 1. Illustrative placement of a study-design diagram. Define all symbols and abbreviations; state whether any data shown are illustrative.

An illustrative recorded-offence rate per 100,000 population is

$$R = \frac{C}{P} \times 100\,000, \tag{1}$$

where C is the number of recorded offences during the specified period and P is the relevant population denominator. Define the counting rules, period and denominator; a recorded-offence rate is not a direct measure of all crime.

For an appropriate two-group, two-period design, an illustrative difference-in-differences contrast is

$$\widehat{\delta} = (\overline{Y}_{I,\text{post}} - \overline{Y}_{I,\text{pre}}) - (\overline{Y}_{C,\text{post}} - \overline{Y}_{C,\text{pre}}), \tag{2}$$

where I denotes the intervention group and C the comparison group. A causal interpretation requires justified identification assumptions, including parallel trends and no relevant differential concurrent shocks; the equation alone does not establish causality.

An illustrative large-sample 95% Wald confidence interval is

$$\widehat{\theta} \pm 1.96\,\mathrm{SE}(\widehat{\theta}), \tag{3}$$

where $\widehat{\theta}$ is the estimate and SE its standard error. Choose an interval method appropriate to the design, distribution and sample size, and account for clustering or dependence where relevant.

Table 1. Illustrative definitions of outcome measures; replace with the actual study measures.

Measure	Source and denominator	Interpretation limit
Recorded-offence rate	Administrative records; population at risk	Recording and reporting practices
Victimisation prevalence	Survey; eligible respondents	Recall, non-response and coverage
Reoffending proportion	Defined follow-up cohort	Follow-up length and outcome definition

3 Results

Replace this instruction with findings in a logical order corresponding to the research questions and methods. Report sample or document selection, relevant characteristics and principal results. For quantitative studies, provide denominators, effect estimates and uncertainty, distinguishing adjusted and unadjusted analyses. For qualitative studies, explain the themes and supporting evidence, using de-identified quotations where appropriate. For theoretical and legal analyses, present the reasoned findings with precise source references.

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Table 2. Synthetic formatting example: recorded offences per 100,000 population. These values are not research findings.

Group	Before	After	Change
Intervention	120	95	−25
Comparison	100	90	−10

The illustrative difference in changes is −15 recorded offences per 100,000. No confidence interval or causal conclusion can be obtained from these aggregate example values alone.

Report negative, null and unexpected findings. Distinguish evidence from interpretation and avoid claims beyond the study population, observation period, legal setting or data coverage. Changes in police-recorded crime can reflect changes in reporting and recording as well as changes in offending.

4 Discussion

Interpret the findings in relation to the research question and the relevant literature. Explain the contribution to applied criminology, prevention, law enforcement or public safety, and the plausible mechanisms

and alternative explanations. Distinguish conclusions supported by the evidence from hypotheses requiring further study.

Compare studies only where offence definitions, populations, observation periods, methods and institutional settings allow a meaningful comparison. Explain agreements, disagreements and unexpected results. Consider whether changes in legislation, police activity, recording, reporting or population composition could affect the observed outcomes.

Explain how findings from Uzbekistan, Central Asia or another setting inform international knowledge and under what conditions they may be transferable. Discuss legal, social and institutional differences. Avoid treating the absence of a statistically significant result as proof that no meaningful effect exists.

4.1 Limitations and practical implications

Explain the principal limitations and their likely effects: selection, confounding, missing data, underreporting, measurement, recall, researcher influence, small samples, limited follow-up or geographic coverage, access restrictions and model assumptions. State where findings cannot support causal or general claims.

Specify which practitioners or institutions could use the findings, for which populations and under what conditions. Discuss implementation capacity, resources, proportionality, fairness, participant safety, possible unintended effects and monitoring. Recommendations should follow from the evidence; activity counts alone do not establish prevention effectiveness.

5 Conclusions

Answer the research objective directly, summarise the principal findings and identify the original theoretical, empirical or methodological contribution. State only justified implications for prevention, law enforcement, victim protection, rehabilitation or public safety. Include important quantitative results where appropriate.

Do not introduce new data, methods, tables, figures, citations or unsupported claims. Recommendations for further research should address specific limitations or unanswered questions identified in the study.
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References

[1] Marianne Junger, Gloria Laycock, Pieter Hartel, and Jerry Ratcliffe. Crime science: editorial statement. *Crime Science*, 1:1, 2012. https://doi.org/10.1186/2193-7680-1-1.

[2] Mark D. Wilkinson, Michel Dumontier, IJsbrand Jan Aalbersberg, et al. The FAIR guiding principles for scientific data management and stewardship. *Scientific Data*, 3:160018, 2016. https://doi.org/10.1038/sdata.2016.18.

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