

Good practice template

The European Crime Prevention Network (EUCPN) serves as a conduit for good practices in crime prevention. These good practices rely on current evidence and other quality criteria that assist the target groups in selecting effective preventive action to address their own crime problem in their own context. It simultaneously facilitates efforts at knowledge synthesis across projects.

This template serves as a formal framework for extracting information on the nature of potential good practices. All questions are to be completed in English.

With this completed template, the applicant aims to

Share good practice for inclusion on the EUCPN's channels (Knowledge centre, newsletter, publications, etc.)

Participate at the European Crime Prevention Award (ECPA)

The applicant gives permission to publish this information and her/his contact details on the EUCPN's website.

General information

1. What is the name of the intervention?

Kiállok érted! / Kiállok magamért! (I Stand Up for You! / I Stand Up for Myself!)

2. Country of application

Hungary

3. Who is responsible for completing this template?

Organisation responsible for this application: KV Theatre

Contact person: Ms. Krisztina Urbanovits

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Contact details:

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4. Timing

Start date of the intervention: 26/11/2015

Is the intervention still running: Yes No

If not, please provide the end date of the intervention: Click or tap to enter a date.

5. Where can we find more information about the intervention? Please provide links to the intervention's website or online reports or publications (preferably in English).

Luckily there is plenty of media appearances about the programme, but unfortunately all the available information is in Hungarian.

Facebook profile: <https://www.facebook.com/kiallokertered>;
<https://www.facebook.com/Kiallokmagamert>

Digital archive of the project where you can read all the interviews (mentioned at the next section) that have been made during the preparation of the program:

https://kiallokmagamertkonyvtar.netlify.app/?fbclid=IwAR3CbQI1QTDLLilxUMBvtVNt1W8zI9fAYivwcGAd9ql5m6_wqbm7aJSKzFk

Media appearances 'I Stand Up for You':

Revizoronline – 2015.11.15

<http://www.revizoronline.com/hu/cikk/5836/beszalgetes-feuer-yvette-tel/>

Librariu.hu – 2015.11.21

<http://librarius.hu/2015/11/21/a-szexualis-kizsakmanyolas-dramapedagogiai-feldolgozasa-a-studio-k-ban/>

24.hu – video 2015.12.08

<https://24.hu/belfold/2015/12/07/errol-pedig-nem-beszelsz-senkinnek-vagy-osszetorom-a-csontjaidat/>

KULTURPART.hu - 2019.03.02

<https://kulturpart.hu/2019/03/02/gyerek lanyok a tarsadalom peremen?ajanlo=1>

INDEX-DIVÁNY.hu - 2019.12.05

https://divany.hu/vilagom/2019/12/05/szinhaz-kiallok-erted-prostitutcio/?fbclid=IwAR0uNre3ErVT_naTw42GsRHrFSUm0yLzqTfkDgKmRNz-Wna287SomZ7idGQ

Magyar Nemzet - 2022.04.05 (winning the 'Social Innovation of the year' award in 2021)

<https://magyarnemzet.hu/belfold/2022/04/erteket-teremt-a-tarsadalmi-innovacio>

police.hu - 2022.06.14

<https://www.police.hu/hu/hirek-es-informaciok/bunmegelozes/aktualis/kiallok-erted-cimu-szindarab-a-gyor-moson-sopron-megyei#2>

nyiregyhaza.hu - 2022.10.20

<https://www.nyiregyhaza.hu/post/kiallok-erted-preventiv-szindarabot-mutattak-be-a-rendorsegen-2022-10-20>

szon.hu - 2022.10.20

<https://www.szon.hu/helyi-kozelet/2022/10/prostitutcio-es-emberkereskedelem-szabolcsban-is-sok-a-veszelyeztetett-lany>

vaol.hu - 2022.11.15

<https://www.vaol.hu/helyi-kultura/2022/11/a-lathataron-csoport-es-a-kvtarsulat-szindarabjanak-temaja-a-fiatalkori-prostitutcio>

nool.hu - 2022.11.23

<https://www.nool.hu/helyi-kek-hirek/2022/11/szindarabbal-vedik-a-rendorok-a-batonyi-fiatalokat-a-szexualis-kizsakmanyolastol>

police.hu - 2023. 05. 08

<https://www.police.hu/hu/hirek-es-informaciok/legfrissebb-hireink/helyi-hirek/kiallok-erted>

Media appearances 'I Stand Up for Myself':

SZINHAZONLINE - 2021.10.07

<https://szinhaz.online/kiallok-magamert/>

PREA. HU - 2021.10.08

<https://www.prae.hu/news/39741-kiallok-magamert/>

NÉPSZAVA.HU - 2021.10.13

https://nepszava.hu/3134859_tudtak-jol-donteni

ATV Reggeli Start+ - 2021.10.20

<https://www.youtube.com/watch?v=ETmLwu6p3Zc>

Klubrádió - Klubdélelőtt - 2021.10.23

<https://www.klubradio.hu/archivum/klubdelelott-2021-oktober-23-szombat-0900-20725>

KÉPMÁS Magazin - 2021.10.28

<https://kepmas.hu/hu/kiallok-magamert-igaz-tortenetek-az-allami-gondoskodasrol-es-arrol-ami-utana-jon>

HVG print és ONLINE - 2021.11.06

https://hvg.hu/360/202144_kiallok_erted_es_magamert_loverboyok_remenyteli_peldak_vedtelenek

kétlámpás.blog.hu - 2021.12.19

https://ketlampas.blog.hu/2021/12/19/kiallok_magamert_301

Magyar Narancs print és ONLINE - 2022.01.05

<https://magyarnarancs.hu/kritika/honnan-hova-244887>

REVIZORONLINE - 2022.03.09

https://revizoronline.com/hu/cikk/9401/kiallok-magamert-kv-tarsulat-lathataron-csoport-kugler-art-szalon?fbclid=IwAR1_xu3ZnJRbXKYQph0on20J_F1wHpC9VZrU6aE-iTt2cf0bcbbvhz03Mos

Képmás Magazin - 2022.11.18

<https://kepmas.hu/hu/d-toth-norbert-rendor-elete-rendor-lelke-eloadas>

NÉPSZAVA - 2022.12.28

https://nepszava.hu/3180166_gyermekvedelem-otthonok-allami-gondoskodas-tarsulat

6. Please give a **short summary** of the intervention (**Max. 600 words**).

Hungary is primarily a country of origin and transit for women and girls trafficked for sexual exploitation, and a source country for men and women trafficked for labour exploitation. Reports show that Hungary is among the top five countries of origin of victims of human trafficking within the EU. Hungarians constituted 18 per cent of total victims identified in trafficking investigations by EUROPOL between 2009 and 2013.¹ In 2022 there were 303 new cases according to the National Police database.

High-risk groups for trafficking include undereducated young adults residing in poor conditions or who live in state-provided welfare homes. Today 23.000 children are living in state care in Hungary.

The "I Stand Up for You/I Stand Up for Myself" project is a comprehensive, innovative and artistic program aimed at raising awareness and addressing a pressing issue within society: juvenile prostitution, sexual exploitation, and human trafficking. Its primary objective is to prevent young people from becoming victims of these forms of exploitation.

In addition to prevention, the program focuses on educating young people about the process of victimization, enhancing their resilience, and introducing them to positive role models who have grown up in state care. It also aims to sensitize professionals involved in the lives of these young people and shape societal attitudes.

Additionally, it aims to strengthen collaboration between social workers and law enforcement professionals in combating human trafficking and prostitution.

Drama pedagogy is the chosen method for this project, as it effectively nurtures personality development, self-esteem, and body image among the target audience. According to our current pedagogical and psychological knowledge, drama pedagogy is the most effective way to achieve long-term development in these areas.

The project consists of two plays and related interactive workshops. The first stage "I Stand Up for You" artfully blends theater and social work methods, following a year of research that delved into the problem through interviews and research. The play depicts the vulnerabilities and victimization process of young people at risk, weaving elements of reality and fairy tale. Its target audience is aged 13 to 21. In 2021, a significant milestone was reached when the project extended its reach to include police officers. Specialized workshops for law enforcement aim to sensitize officers and change their approach towards juvenile prostitutes, treating them as victims rather than offenders. Legislative changes in 2020 supported this shift in perspective.

The project's second stage "I Stand Up for Myself" creatively uses positive examples and success stories to inspire and empower the target audience. Case studies and interviews helped the development of this performance, which uses forum theater method² to deepen knowledge and boost self-esteem, self-confidence, and decision-making skills among young people. The positive life paths motivate young people to achieve their own goals, contributing to their real chance of a successful life and preventing them from becoming victims.

Since 2015, the project has continuously evolved, addressing new target groups and adapting workshops to meet specific needs.

"I Stand Up for You" has been performed 95 times, reaching nearly 6,500 people in 75 different institutions across Hungary. It has also made an impact in Romania, Serbia, Slovakia, and Ukraine.

It is noteworthy that the play "I Stand Up for You" was nominated for "Highlights of Hungary" in 2020, recognizing Hungary's most outstanding achievements, and it received the 2021 Social Innovation Award last year.

Link to a short film about the project: <https://www.youtube.com/watch?v=nPFHvn6sNS4>

¹ <https://hungary.iom.int/news/human-trafficking-hungary-invisible-phenomenon>

² Forum theatre: A form of participatory theatre in which the audience shifts from being passive recipients to active participants in the post-performance activities.

Description of the crime problem(s) the activity wishes to address

7. What problem does the intervention wish to address? Please elaborate on its nature, scale, context, involved actors (offenders, victims, other involved parties), causes, risk and protective factors, etc. **(Max. 200 words)**

In Hungary, one of the most critical areas for intervention in combating human trafficking is addressing the vulnerability of young people, particularly those in state care. There are 23,000 children living in state care in Hungary today. According to the research, girls living in state-run institutions are the most exposed to sex trafficking. Therefore, the project focuses on to prevent them from becoming victims through targeted interventions, using primary and secondary crime prevention methods. The goal is to prevent them from becoming victims of human traffickers who exploit them for quick financial gain.

Human trafficking cases often have a high latency, meaning that only a fraction of cases can be detected in official police statistics. This high latency is partly due to victims' fear of approaching authorities or their lack of awareness that they are victims of exploitation.

In 2022, there were 303 identified victims in criminal proceedings related to human trafficking crimes. Among these victims, 58 were minors (nearly 20%), mostly identified in cases related to suspicions of sexual exploitation (45 girls and 13 boys). Authorities collaborated with foreign law enforcement agencies and partners in numerous judicial inquiries, 44 international investigations, three joint investigative teams, and seven extraditions.

Human traffickers continue to use the "lover-boy" recruitment method, seducing girls to voluntarily leave their homes, gradually isolating them from society, and then coercing them into sex trafficking using various methods and forms of control. Victims are often taken to countries where prostitution is legal, making prosecution more challenging.

The ongoing demand and the profitability of this industry for traffickers significantly hinder efforts to combat and prevent this phenomenon. They employ violence, intimidation, and drug addiction to maintain their business.

A protective factor is a loving and caring family, which is often lacking in the target group. Therefore, the child protection system must foster the development of competencies that promote potential victims' self-esteem, body image, and autonomy. By involving child protection professionals, this program supports them in achieving these goals.

8. Was the problem and its context analysed before the intervention was initiated and in what way (How, and by whom? Which data were used)? If so, in what way did this analysis inform the set-up and implementation of the intervention? **(Max. 150 words)**

THB is an increasingly pressing problem both in Europe and Hungary. The project is groundbreaking because there hasn't been such a comprehensive approach in Hungary

before.

The project began with a thorough situational analysis. In preparation for the first phase of the project, a year-long research phase (interviews, exploratory conversations) took place at the Nyírszólós Greek Catholic Children's Home. During this phase, problem identification and needs assessment were conducted, leading to the development of solution plans. Additionally, the project initiators mapped the problem based on reports and analyses from professionals working in the field, including caregivers, case managers, child rights lawyers, psychologists, and child protection workers. In addition to qualitative methods, researchers reviewed related literature and the results of other empirical studies.

In the second phase of the project, the two theater companies conducted a series of interviews with 11 adults who were raised in state care and have now achieved emotional well-being, integrated into society, and lead successful lives. The interviews, the work with these individuals, and the insights gained formed the basis for the creation of the second performance.

9. What is/are the objective(s) of the intervention? Please, if applicable, distinguish between main and sub-objectives.³ (**Max. 150 words**)

The project's primary goal is to reduce the number of youngsters in state care who become victims of THB, especially in prostitution, and to facilitate their social integration. Additionally, to raise awareness among professionals and society through a focus on four key areas: prevention, education, motivation, and attitude change.

Primary objectives:

- To reduce the number of young people in state care who become victims, with a particular emphasis on involvement in prostitution.
- To educate them with empathy about the dangers they may encounter and the typical mistakes they might make.
- To enhance their ability to recognize cause-and-effect relationships and improve their decision-making skills.

A secondary goal is to increase social awareness, consciousness, and responsibility. Since the plays are presented in theaters, they are accessible and viewable to any citizen.

The child protection system itself, based on unanimous feedback from those working in it, contains systemic flaws. Therefore, a tertiary objective of the project is to promote more

³ **Main objectives** define what changes you desire with respect to the previously defined problem and/or within the target group. In other words, if you achieve these strategic goals, then the project achieves its purpose of preventing and/or reducing crime or fear of crime.

Sub-objectives are more short-term and establish the objectives of specific actions. Achieving these goals is necessary to achieve the main objectives.

effective collaboration and expand the network of state agencies and organizations involved in working with young people in state care.

Description of the way in which the intervention addresses the identified problem(s) and why it is expected to be effective

10. What is the target of the intervention? Please motivate your answer (**Max. 150 words**)

Universal prevention: the intervention targets potential offenders and victims in the general population, or general places or systems.

Selective prevention: the intervention targets groups whose members have a higher risk of committing deviant behaviour or being victimised, or specific places or systems that are at an increased risk of becoming the scene of a crime.

Indicated prevention: the intervention targets individuals who are already exhibiting problem behaviour, with the aim of preventing re-offending, or those systems or places that are the scene of crime.

Motivation:

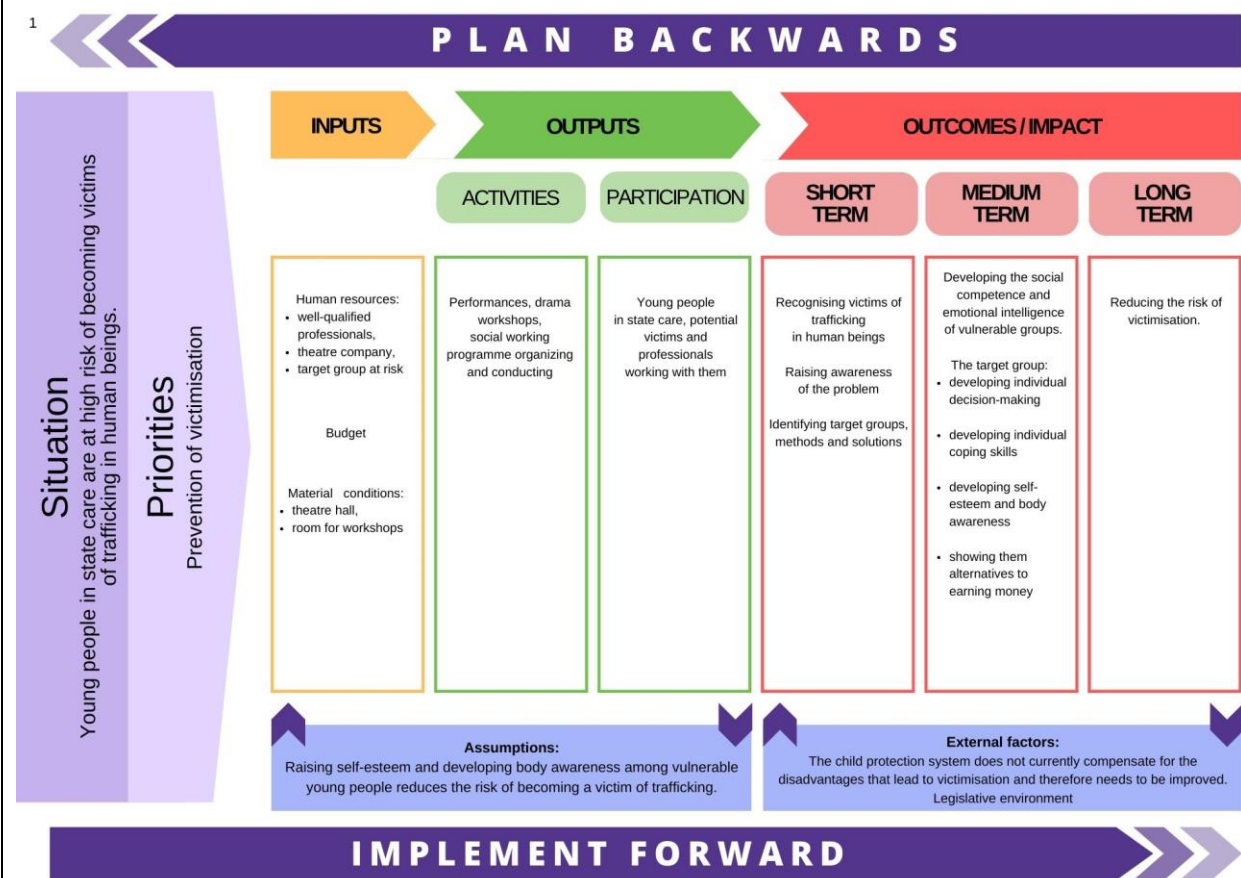
The chosen locations for presenting the plays (children's homes, police stations) serve as the primary points of contact with the target groups, where individuals in need and the members of the child protection/law enforcement system can directly interact.

The elements contributing to the effectiveness of the project include:

- The complex artistic impact on the audience, eliciting emotional engagement and identification with specific characters, fostering empathy and understanding.
- Prevention; providing a warning to the target group, helping them recognize their own stories or those around them.
- The theater pedagogy program, which enhances and complements the artistic experience and multiplies its effects through collective reflection, initiating a thinking and understanding process.
- Empowerment achieved through the entire program: strengthening the self-esteem, self-worth, clarity of thought, and motivation of the participating young people.
- A change in mindset and increased social responsibility, dialogue, and information-seeking among the participating adults and professionals as a result of the entire program.

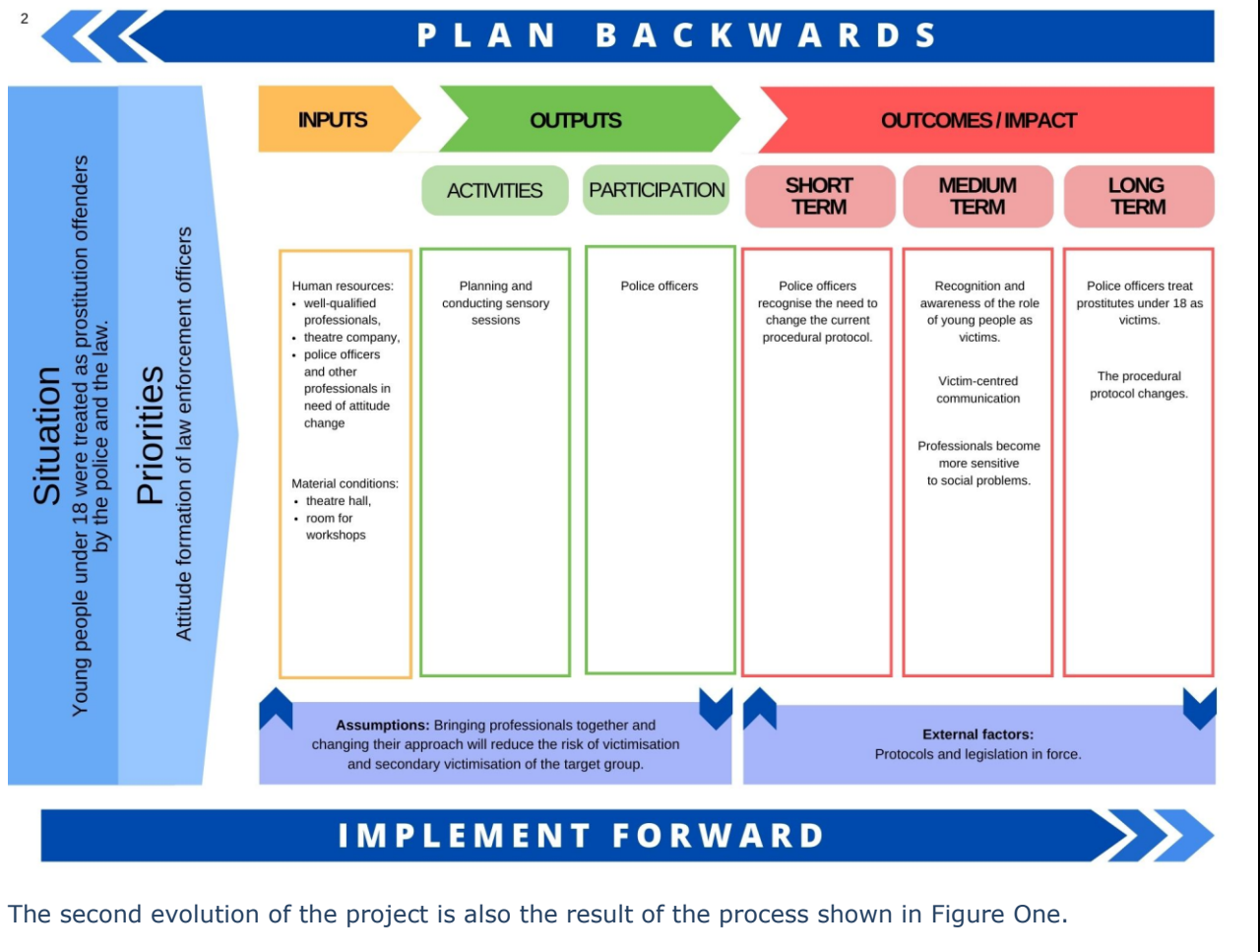
11. How is the intervention expected to achieve its goals on a practical level? In other words, what are the activities of the intervention, its outputs and its outcomes? If possible, you can describe the **Logic Model**⁴ of the intervention here. (**Max. 200 words**)

The process of the project is presented in three flow charts, with a view to continuous improvement. Figure One shows the first phase of the project.

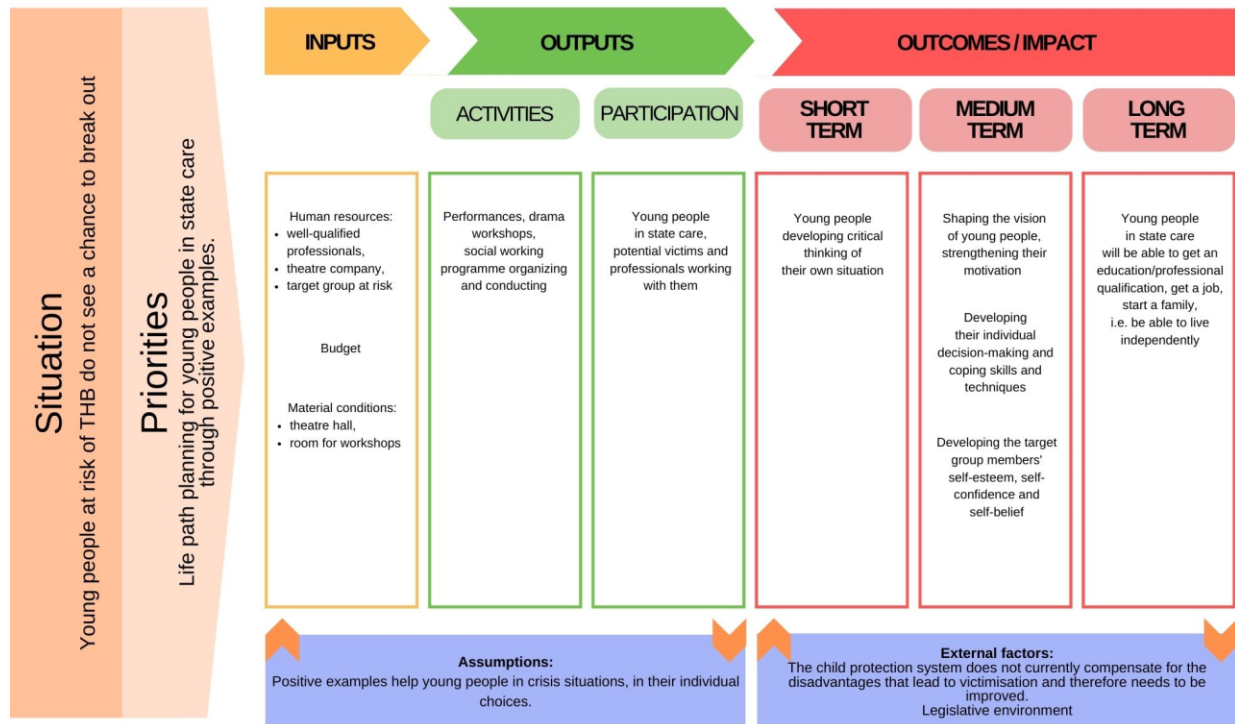


Through this process, the project managers recognised that the phenomenon is strongly influenced by the attitudes and perceptions of law enforcement officers, and therefore the project was further developed (as shown in the Second flowchart).

⁴ A **Logic Model** represents the relationship between the project's key activities and the intended outcomes in a way that shows the underlying logic behind the project. It usually presents this relationship in a diagram that plots the resources that the intervention employs (i.e. inputs), the action designed to achieve the outcomes (i.e., activities), the expected and unexpected changes produced by the activities (i.e., outputs), and the units of service or products (e.g., the number of workshops with young people to prevent juvenile delinquency, the number of talks with elderly people to prevent victimisation through fraud and theft, etc.) that the activities generate (i.e., outputs).



PLAN BACKWARDS



IMPLEMENT FORWARD

Inputs	Activities	Outputs	Short-term outcomes	Long-term outcomes
7 actors, 1 director-drama teacher, 1 writer-dramaturge	Addressing the issue of sexual trafficking through art.	Creation of the theater performance "I Stand Up for You"	Draws society's attention to the problem. Generates empathy and understanding.	Develops social and emotional competencies. Facilitates integration into society.
	Drama workshop	Active engagement using forum theater techniques.	Informs about crisis situations.	Aids individual decision-making ability, fosters a sense of belonging. Provides pathways to solutions, coping techniques.
	Development of a specialized awareness training for police officers	Active engagement using forum theater techniques.	Shapes attitudes towards young prostitutes.	Deepens social awareness and sensitivity.

2 social workers, child rights advocate	Development and delivery of a social processing program	Identification of specific local issues and needs.	Information flow. Sharing experiences from street outreach work. Introducing the operation of a shelter.	Facilitates innovative collaboration among professionals and organizations.
5 actors 1 writer - director 1 drama educator 1 field worker	Creation and performance of the theater play "I Stand Up for Myself"	Showcases successful life paths to follow.	Provides positive role models and demonstrates a way out.	Develops the ability to stand up for oneself.
	Drama workshop	Involvement of a practitioner (field worker).	Processing collectively shared experiences to provide emotional strength. Strengthens critical thinking and a sense of belonging.	Improves coherence and self-regulation.
	Establishment of a Digital Library	Online accessible interviews.	Raises awareness and informs.	Reaches different societal groups.
		Outputs	Short-term outcomes	Long-term outcomes
Time invested	Preparation: 1 yr Trial period: 8 weeks Drama workshops and police training: 3 weeks Operation of the project: 8 yrs	A professionally grounded model.		
Funding	human resources wages travel expenses	A functional and adaptable project	Multiplier effect	Trust of the stakeholders
Partners	National Police HQ, Ministry of Interior	A functional, traceable model.	Efficient, rapid action through collaboration.	Expansion of network connections. Sustainable in the long run.

12. How is the intervention expected to have an effect on the identified problem? In other words, is the intervention based on any particular **crime prevention/reduction mechanism(s)⁵ or principle(s)**? Please, also explain if and how the activation of this/these crime prevention mechanisms is dependent on the particular context of the intervention (**Max. 200 words**)

The project involves several crime prevention mechanisms; 1. **Disrupting** criminal acts by stopping them before they are carried out: one of the very important factors leading to the commission of sex trafficking is the lack of information for potential victims (including those in state care and employees) and the lack of the reporting system. As a direct impact of the project, the target group members will become more informed such as critical thinking, body awareness (they have the right to their own body), legal awareness, self-confidence ("I can do it!"). As an indirect effect, they will deepen their social awareness, develop the ability to stand up for themselves, strengthen their communication skills and transfer what they have learned during the project to their closer and larger environment. All these effects help to prevent the development of favourable conditions for offending.

2. **Protecting vulnerable targets** by reducing opportunities and make it more demanding to carry out criminal acts: The project sets role models and encourages the transfer of good examples to young people at risk. The project offers cooperation between professional and non-governmental organisations through an artistic activity, interactive sessions after the play to exchange experiences and to show the rehabilitation possibilities offered by the programme.

Description of outcome evaluation results or indications of theoretical plausibility

13. Has there been an outcome⁶ or impact⁷ evaluation? And what were the main results? Please, also describe which indicators were used to measure the effects of your intervention. (**Max. 300 words**)

The project leaders have planned a serious input and output evaluations. However, during implementation, they encountered an insurmountable obstacle: it was impossible to carry out the input and output measurement planned in the project, as the residents of the child protection institutions were supposed to participate voluntarily, but they did not agree to this. They were afraid to fill in the anonymous questionnaires, which is understandable given the sensitivity of the project content. Without data, their personality and attitude changes

⁵ **Mechanisms** are how the intervention has its effects on a particular problem, within a specific context. For a list of potential mechanisms, see final page of this document.

⁶ **Outcome evaluation:** Measures the **direct effect** (i.e., extent of the changes) **of the intervention on the target group, population, or geographic area**. The information produced by the outcome evaluation determines at what level the **objectives were achieved**.

⁷ **Impact evaluation:** Measures **long-term effects** of the intervention on the target group, as well as **indirect effects** on the broader community. The information produced by the impact evaluation determines at what level the **ultimate goals** of the intervention were achieved.

cannot be evaluated. Therefore, we could only measure indicators in the programme (e.g. number of participants, number of presentations and sessions, number of meetings...etc.).

Key indicators and results of "I stand up for you" project			
Description	Outcome indicator	Phase 1 (pilot) results (2015-2016)	Phase 2 results (2016-2023)
Number of young people participating in the programme	person	215	6285
Number of young people at risk involved in the programme	person	215	3050
Number of child protection professionals involved in the programme	person	34	631
Exchange of professional experiences	occasion	8	32
Number of institutions benefiting from the programme (Residential Homes, Children's Homes, Reformatories, Educational Institutions, Secondary Schools, Community Centres, Police)	piece	5	69
Admission to a rehabilitation programme (Névtelen Utak Foundation)	occasion	2	4
Action taken in the framework of cooperation as a consequence of participation in the project (reporting and dealing with escapes from home)	occasion	2	18
Young people who recognise their own involvement as a result of the project	person	2	5
Young people who have given up crime and are living a normal life as a result of the project	person	0	1
Expanding the professional network	occasion	10	34
Complex theatre education programme (theatre performance + drama education sessions)	occasion	5	90
Theatre education sessions related to the project (sessions at the Rákospalota Rehabilitation-Nursing Institute, at Kesztyűgyár)	occasion	10	18
Socio-professional session for adults led by Névtelen Utak Foundation	occasion	5	46
Emergency card distributed by the Névtelen Utak Foundation	piece	150	1350

14. If applicable, please provide more information on the quality of the evaluation(s). For example: who conducted the evaluation (internally or externally?), what evaluation approach (pre-post-test design, randomised controlled trial, theory-based evaluation,...) was selected, what data and data collection method(s) were used, etc. **(Max. 150 words)**

As it was impossible to carry out the input/output evaluation planned in the project, as described in the previous question, no literal input/output evaluation was carried out. Follow-up is also difficult, as the target group members are escaping, breaking with their previous way of life, disappearing, becoming untraceable.

During the project, the project leaders called in external experts who used an empirical data collection method: in-depth interviews, life history interviews and case studies. The case studies form the literal documentary-theatre text of the performance. The in-depth interviews are available to everyone as a digital library⁸.

At the conference "*How much are you worth*"⁹, where the process of the project, its impact, the development of the target group and the intervention possibilities of the professionals were analysed and evaluated together with the participating professionals.

15. If no outcome or impact evaluation has been conducted, are there any theoretical indications that the intervention might be successful? If applicable, please motivate these indications. **(Max. 150 words)**

The young people involved in the project have experienced qualitative changes in their lives as a result of leaving prostitution. Several members of the target group reported positive changes in their lives. Young people gave feedback after the sessions, asking for advice and help. The written feedback from participants working in child protection showed that the main messages of the project reached the target group. At least 6,500 people directly saw the victim protection spot created for the project. The number of calls to the number on the helpline card distributed by the Névtelen Utak Foundation to target group members (1,500 cards were handed out) increased. The project has been successful in all aspects.

16. Has a cost-benefit analysis¹⁰ been carried out? If so, describe the results of this analysis, including how and by whom it was carried out. **(Max. 150 words)**

The programme is still ongoing, so the final cost-benefit analysis has not been completed.

Description of the nature of the intervention, its original context, and its implementation

⁸

<https://kiallokmagamertkonyvtar.netlify.app/?fbclid=IwAR2NX4QbALztnskn2GBCcVWfayDAd0Y7yNCYU6ULYnR4z3NhrnNJCJ-XK0q>

⁹ <https://nevtelenutak.hu/mennyit-ersz-2>

¹⁰ **Cost-benefit analysis:** A type of economic evaluation that compares the direct and indirect cost of the resources employed in the intervention, with the equivalent economic value of the benefits. If no outcome evaluation has been conducted, a cost-benefit analysis is simply not possible.

17. What are the costs of the intervention in terms of finances, material and human resources? If needed, please provide an adequate timeframe to contextualise the costs (e.g. cost per participant, cost per month of keeping the project running, cost including/excluding personnel costs) (**Max. 150 words**)

The project has been ongoing since 2015, with a different budget every year. The annual budget depends on the availability of a theatre space, whether it is rented or not, and on the number of performances held. Therefore, the costs for the year 2022 are described in detail, as that was the year with the highest number of performances, and sessions have been realised.

Price per **10 performance of I stand up for you** [1 performance + drama pedagogical sessions: (10 participants - actors + technician + staff + assistant coordinator's fee for the performance and the sessions; travel and transport)] – **13,000 EUR**

Price per **6 performance of I stand up for myself** [1 performance + drama pedagogical sessions: (7 collaborators - actors + expert + facilitator-assistant for the performance and the sessions and for the facilitation; travel and transport fees)] – **5,880 EUR**

Total project cost in 2022: 18,880 EUR

18. Were external reviewers, evaluators or researchers involved in the evaluation, and if so, what was their role in the evaluation? (**Max. 150 words**)

Yes, external researchers and experts were involved in the evaluation: the exploratory interviews were conducted by *Felicia Balogh*, a children's lawyer, and *Emese Jakab*, an economist, who monitored the activities of Phase 1, and assessed and evaluated the results achieved so far. The results of the project have been published in several forums. External experts (child protection professionals, researchers, journalists) also participated in the public forums and praised the success of the project. Ongoing technical and financial monitoring was carried out by the Norwegian Financial Mechanism, which financed the Phase 1.

In Phase 2, the process evaluation was also carried out by an external expert: *Krisztina Hoffmann*, a social worker and supervisor from the association Women for Women Together Against Violence Association (for the findings of the evaluation, see Q21).

19. Which partners or stakeholders are involved in the intervention and why? What is the level of their involvement? What was their role in the evaluation? How well does this partnership function in practice? (**Max. 200 words**)

The project is the result of a unique collaboration between 3 NGOs: KV Theater, Láthatáron Group and Névtelen Utak Foundation. With an optimal division of tasks between the partners, cooperation is highly efficient.

Partner 1 – KV Theater: a theatre association that has been operating for 16 years, they are committed to addressing contemporary women's issues and unexplored taboo topics, and their activities are based on the active social engagement of art. This approach has been a key factor in the birth of this project.

Partner 2 - Láthatáron Group: a theatre association, which aims to develop a more solidarity-based society through its cultural activities. Their performances emphasise participation and collective thinking. An important element of the project is to sensitize both professionals and members of society to the vulnerable target group.

Partner 3 – Névtelen Utak Foundation: offering a 12-step rehabilitation programme for victims rescued from prostitution in their shelter houses. It has provided fieldwork experience to raise awareness among professionals of the way out for the victims concerned.

From 2018, the **National Police** is a key partner in organising crime prevention and victim protection conferences and the provision of a new target group (police), with the funding from the **Ministry of Interior**.

20. Describe the implementation of the intervention's activities and its outputs¹¹. (**Max.200 words**)

Activities and results of the project		
Activities	Results	
	Number of events	Number of participants
I stand up for you performance (since 2015)	95 performances	6500
Drama pedagogical session (13-21 years)	95 sessions	1300
Sensitivity and attitude shaping training for police officers (since 2021)	5 trainings	125
Social work programme for professionals working in child protection	95 programme	665
Public project presentation conference	1 conference	83
"Don't be a victim" titled spot	1 occasion	6500

¹¹ **Outputs** refer to the units of service or products (e.g., the number of workshops with young people to prevent juvenile delinquency, the number of talks with elderly people to prevent victimisation through fraud and theft, etc.)

Emergency card with phone numbers	1500 cards distributed	
"How much are you worth" victim protection conference	3 occasions	320
Crime Prevention Expo at the Hungarian Police	1 occasion	284
Evaluation workshop, workshop with external expert	1 occasion	15
Attendance at institutions with I stand up for you	Attendance at 75 institutions (70 in Budapest and in the countryside, 5 abroad: Komarno-Slovakia; Timisoara - Romania; Zenta-Serbia; Berehovo-Ukraine)	
Award nomination_ Highlights of Hungary 2021	1 occasion	
Winner of the 2021 Social Innovation Award	1 occasion	
I stand up for myself performance (since 2021)	14 performances	680
Drama pedagogy sessions with an experiential expert for young people in state care (13-21 years)	14 sessions	
Attendance at institutions with I stand up for myself performance and session	14 institutions (Budapest and in the countryside)	

21. Has there been a process evaluation¹² and what were the main results? Please, also describe what indicators were used to measure the implementation of your intervention? **(Max. 300 words)**

Two process evaluations have been carried out in order to strive for continuous improvement for efficiency. The 2nd phase of the project involved a new target group, which induced new processes and objectives as well as results.

A **process evaluation workshop and training** (1.) was held to redesign the processing session and 2 scenes of the theatre performance. Based on the personal stories of the participants, their experiences and written feedback, the external expert evaluated the process. **The outcome of the evaluation:** the drama workshop needs to be fine-tuned and modified. **Risk:** possible re-traumatisation of the target group. **Aim:** to gain a deeper understanding of the psychological state of the children who have suffered violence through

¹² **Process evaluation:** A process evaluation documents **how the activities were implemented** in order to determine any deviations from the original planning. It facilitates finding explanations for when the results of the intervention are not as expected.

the session; and to provide them with meaningful attention, if necessary, in order to avoid re-traumatisation. **Solution:** Drama teachers (*Edit Romankovics, Yvette Feuer*) designed a new processing session specifically for the most vulnerable young people within the target group-several session variations are fine-tuned for each audience.

Process evaluation 2. The consensus feedback from child protection workers is that there are serious difficulties in the cooperation between children's homes and the police (e.g. stop and arrest, wanted persons, young people on the run). It is important to know what police procedures and protocols are set or allowed by the regulatory framework. **Aim:** sensitisation, treatment and attitudes towards juvenile prostitutes, treating them as victims instead of perpetrators. **Solution:** developing communication techniques in the procedure, developing sensitisation training for police staff specifically tailored to their needs, introducing forum theatre and drama techniques for discussion theatre.

22. If applicable, please provide more information on the quality of the evaluation(s). E.g., what data and data collection method(s) were used, what research methodology, etc. **(Max. 150 words)**

A process evaluation workshop was also held as part of a new form of evaluation. It was conducted by Krisztina Hoffmann, social worker, external expert, who interviewed the professionals involved, and evaluated the project's operational mechanisms and the educational processes on the basis of the interviews.

23. What, if any, contextual factors/circumstances may have caused this project succeed in your own country/region/locality that won't necessarily exist when practitioners in other places try to replicate it? If applicable, mention organisational, institutional, and socioeconomic contextual factors. **(Max. 150 words)**

There are no contextual factors/circumstances that justify the success of the project in Hungary specifically. The 12-step rehabilitation programme described below (Q24.) is the only one that is copyrighted, a franchise programme of the Canadian Servants Anonymous Foundation, which is already used in some MSs. The success of the project doesn't depend on the economic and social situation of other countries, it can be adapted if they identify the existing problems, continuously strive for evaluation, learn from experience and feedback. Although the child protection systems in European countries are different, each MS assumes responsibility for the care of children who are particularly at risk or without a family. Based on the local human resources, communities, and institutions (residents and staff of local children's homes, police stations), by identifying their needs and difficulties, and in cooperation with them, the programme can be implemented and can bring changes in the life of communities.

Additional ECPA questions

24. How is the intervention innovative in its methods and/or approaches? (**Max. 150 words**)

The project focusing on child protection and law enforcement at the same time. It has a preventive effect, helps social integration, and fills a gap in the field of informing and raising awareness of rights.

It provides **young people** a reality-based fictional performance in contemporary language; it strengthens their decision-making mechanism, improves their self-confidence, how to recognise dangerous situations (*lover-boy mechanism*)¹³.

For **educational staff**, it strengthens the cooperation with the police, sheltered housing; they learn about each other's competences, exchange experiences; represent children's rights better.

It has a sensitizing effect on **police officers**, the related training focuses on how to deal with underage prostitutes and how to develop attitudes towards them. It sensitises communication with the victim and strengthens trust in the police.

25. How is the intervention relevant for other Member States? (**Max. 150 words**).

Trafficking in human beings, one of the most lucrative illegal activities in Europe and worldwide, is a crime against the person and a serious violation of the victim's human rights. Preventing and reducing the number of crimes involved is in the interest of all of society. Moreover, solving this problem requires international cooperation, since it's a cross-border crime, and it's therefore of the importance to develop and strengthen cooperation at this level. Victims are often taken to a foreign country, exploited, tortured, deprived of their personal liberty, and kept in isolation.

The difficulties and problems of each MS in combating this phenomenon are very similar, so the adaptation of the project doesn't require any expertise or local knowledge that other MS can't provide, and is therefore fully applicable to other countries.

Art education, especially drama education, is an excellent tool for personal development and for bringing together different cultures and social backgrounds.

¹³ (<https://nevtelenutak.hu/szolgalatasaink-2>). The Névtelen Utak Foundation offers a 12-step rehabilitation programme in shelter houses. This is copyrighted, so its adaptation is possible with the consent of the rights owner.

List of potential crime prevention mechanisms¹⁴

- **Establishing and maintaining normative barriers to committing criminal acts**
 - e.g. 'Offenders, we are watching you' campaigns
- **Reducing recruitment** to criminal social environments and activities by eliminating or reducing the social and individual causes and processes that lead to criminality
 - e.g. social and financial support for disadvantaged families
- **Deterring** potential perpetrators from committing crimes through the threat of punishment
 - e.g. decreasing the time between arrest and punishment
- **Disrupting** criminal acts by stopping them before they are carried out
 - e.g. increasing police patrols in vulnerable areas
- **Protecting vulnerable targets** by reducing opportunities and make it more demanding to carry out criminal acts
 - e.g. placing locks and cameras
- **Reducing the harmful consequences** of criminal acts
 - e.g. initiatives to recover stolen goods
- **Reducing the rewards** from criminal acts
 - e.g. restorative justice programmes
- **Incapacitating** (or neutralising) perpetrators by denying them the ability (capacity) to carry out new criminal acts
 - e.g. imprisonment of key gang members
- **Encouraging** desistance from crime and rehabilitating former offenders so they are able to settle back into a normal life
 - e.g. prison rehabilitation programs



This tool was funded by the European Union's Internal Security Fund — Police.

¹⁴ T. Bjørge, *Preventing Crime: A Holistic Approach*, Basingstoke: Palgrave Macmillan, 2016.