

European Crime Prevention Award (ECPA)

Annex I

Approved by the EUCPN Management Board in 2018

Please complete the template in English in compliance with the ECPA criteria contained in the Rules and procedures for awarding and presenting the European Crime Prevention Award (Par.2 §3).

General information

1. Please specify your country.

Hungary

2. Is this your country's ECPA entry or an additional project?

ECPA entry

3. What is the title of the project?

Ask for help!

4. Who is responsible for the project? Contact details.

National Crime Prevention Council of Hungary

nbt.titkarsag@bm.gov.hu

5. Start date of the project (dd/mm/yyyy)? Is the project still running (Yes/No)? If not, please provide the end date of the project.

The project is ongoing since 2018.

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

Promotion video of the project: https://youtu.be/v8bCC_ZuF8I

Website of the Ask for help! campaign and video spots (in English):

<http://kerjsegitseget.com/index.html>

1.

<https://www.youtube.com/watch?v=n19KJYoaPck&list=PLZ7ANFhCF4V2Qdw1JS3KAaZVrArdvymo>

2.

<https://www.youtube.com/watch?v=EUpSxaE8CGQ&list=PLZ7ANFhCF4V2Qdw1JS>

[3KAaZFVrArdivymo&index=3](#)

3.

<https://www.youtube.com/watch?v=wDWqOiv7m3A&list=PLZ7ANFhCF4V2Qdw1JS3KAaZFVrArdivymo&index=4>

Website for the Value-Measure project and its media appearance:

1. <http://kreativmozaik.hu/ertek-mertek/>

2. <https://felegyhazikozlony.eu/hirek/18140/szinhazi-nevelesi-foglalkozassal-a-kortars-bantalmazas-ellen>

The first song in the project about bullying, written and sang by youngsters:

<https://www.youtube.com/watch?v=xaSvc5AL200>

7. Please give a **one page** description of the project (**Max. 600 words**)

Ask for help! is a crime prevention program with a holistic approach, containing 4 pillars which aims to focus on the importance of asking for help.

The 4 projects each use different methods (interactive theatre, music, visual media, peer training) to reach out to the target group.

The videos and the website are designed to help everyone involved in the act of violence: victims, bystanders – whether they are adults like teachers and parents, or children like classmates – and even abusers. Each story presents the events from one perspective, the victims, the bystanders and the abusers in order to help viewers to identify with the characters. They show examples, ask questions, draw attention to sometimes overlooked details and give the audience options to end the harassment. For more information with contacts to aid organisations and hotline services, anybody can visit the website where a psychologist expert and consultants from UNICEF Hungary advise on the appropriate steps to end the abuse.

The Value-Measure project was created for primary school children to bring the topic of bullying into focus and to deal with it in a playful way within the framework of a theatre education session. Children are active participants in this play by introducing them to a fictional story, giving them a perception of the role of the victim and the perpetrator. In the class, the class members become characters in an imaginary story and unwittingly, in the heat of the game, they create a bullying situation. The students are active participants and shapers of the story, led by two drama teachers. In the end they discuss together what have happened with the characters, what can we call bullying, how can we help, and how can it be prevented.

The Make music your passion! pillar aims to strengthen the appropriate behaviours of young people by using music and drama pedagogy. The uniqueness of the project is that all the music and the theatre piece is sang and played by non-professional youngsters who are creating the whole piece in cooperation with their peers. During the creative work they learn about themselves and improve their self-esteem. The piece presents issues that can occur in a pre-graduation class. It shows how powerful a community can be, whether it excludes someone or protects them. Participants embody characters with dysfunctional family, different mother and father images. The play shows how destructive aggression is and the fatal consequences of not receiving or accepting help. It also offers alternative ways to solve conflicts, shows the positive impacts of a community and the importance of responsibility. Songs carry crime prevention messages in a consumable form for young people.

On the bumpy road of adolescence, teenagers prefer to talk about their problems with their friends and they likely accept advices from their peers than from adults. Our peer-to-peer educational programme aims to give young people the skills and knowledge they need to safeguard their mental health, and that of their peers. They learn to recognise abuse, to start supportive conversations, and to seek help from the right professionals when a case goes beyond their competences.

I. The project shall focus on prevention and/or reduction of everyday crime and fear of crime within the theme.

8. Which **crime prevention/ reduction mechanisms** were used in this project to contribute to crime prevention and/or the reduction of crime or the fear of crime? Multiple answers are possible.

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

Explain how this/these crime prevention mechanisms were used (**Max. 300 words**)

The applied methods builds on constructive pedagogy, experience based pedagogy, dance and drama pedagogy, art pedagogy combined with solution focused approach. Personality development through art pedagogy plays an important role in crime prevention. This method helps the liberation of self-expression. Creation releases positive energy, entertains, requires self-control, helps channelling aggression, improves creativity and thinking.

The project "Value-Measure" helps the class to lay down consensual norms that prevents bullying in the class. Kids normally formulate and then vote for the rules they created together in order to ensure a safe space in the class. Bullying in the classroom usually takes place without the knowledge of parents or teachers and

from the situations during the performance or from the students' own accounts, we can deduce the dysfunctional community: this can help the teacher (or parents) to start incorporating norms into everyday life, to promote clearer communication and to identify the problems. As teachers themselves are observers from the background, we open up a way for them to gain insight into phenomena that they may have little or no opportunity to see during class.

The "bully" video has two purposes: prevent the act and inform the bully about the consequences. When it's talking about prevention, the video gives the audience an understanding ear about the negative feelings or experiences a bully may have. It also offers options to seek help. On the other hand, it's talking about the severe and legal consequences like being expelled from school and even going to jail. Also, standing by and watching an abuse happening can also be a crime that many are unaware of.

Music and drama projects develop emotional intelligence of the participants and help to express their feelings through artistic creation by creating entertaining songs and plays to which their peers can relate to.

As a result of the project peer supporters are active in 13 schools of 9 cities.

II. The project shall have been evaluated and have achieved most or all of its objectives. For more information on evaluation, click [here](#)

9. What were the reasons for setting up the project? Was this context analysed before the project was initiated and in what way (How, and by whom? Which data were used?)? In what way did this analysis inform the set-up of the project? (**Max. 150 words**)

Upon the request of the National Crime Prevention Council a representative large-scale research was carried out asking teenagers (between the age of 11-17) about family, friends, living conditions, self-esteem, crime, etc. In total 10.918 youngsters were asked. The research showed that 2/3 of the students reported that bullying occurred at their school the current or the previous year. 83% of those who were experiencing bullying stated that someone stepped in to stop the bullying. 28% revealed themselves as victims of online bullying while 4 out of 10 said they were victims of offline bullying. 21% confessed that they were bullying others online and 30% did the same offline.

The research was carried out by Ariosz Ltd. one of the research groups of Eötvös Loránd University.

10. What were the objective(s) of the project? Please, if applicable, distinguish between main and secondary objectives. (**Max. 150 words**)

The main objective was to draw attention to the issue and start a conversation among students, their parents and teachers as well. It's important to learn how to recognise potential bullies, and how the environment can unwillingly support their

acts by only standing by. It's crucial to develop people competencies to be able to recognise when they become a target of bullying, because no one deserves to be abused and victims should never be ashamed. The projects aim to show the importance of standing up for each other, and that bullies are attention seekers.

Helping the parents to be more reachable for the kids was another objective. We also wanted the kids to learn what to do in sharp situations.

The secondary goal was to give new information about the subject, inform everybody who is involved about their options and consequences.

11. Has there been a process evaluation?¹ Who conducted the evaluation (internally or externally?) and what were the main results? Which indicators were used to measure the process? Did you make changes accordingly? (**max. 300 words**)

Expert group of the financier organization (NCPC) is conducting on-site inspection regularly and taking interviews to evaluate the process. The project is ongoing and it hasn't needed any modifications yet.

12. Has there been an outcome² or impact³ evaluation? Who conducted the evaluation (internally or externally?), which data and evaluation method were used and what were the main results? Which indicators were used to measure the impact? (**Max. 300 words**)

The project is still running, so the outcome impact evaluation will be completed after the project is completed. Evaluations were made for each element in relation to some target groups, primarily in relation to trainings and theater pedagogy, where we were interested in how and in what proportion the participants use what they learned in the trainings and programs; the other was

¹ **Process evaluation:** Also called *implementation evaluation*, or *monitoring*, this process 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.

² **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**.

³ **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.

to gather feedback on what participants think about the quality and effectiveness of the trainings and the usability of the acquired content in their work. The Faculty of Humanities and Social Sciences of University of Szeged has conducted research on peer help and educational programs. The information was collected with the help of a background questionnaire, open and closed questions, a questionnaire, an interview, and independent measurement tools were developed for the analyzes. This provided important information for the survey, and then peer program was similarly monitored each year thereafter.

For the Value-Measure pillar the process was accompanied by a school violence researcher in Hungary. Methods used: Observation of student group, interview, Student questionnaire, class teacher interview, group leader's reflection on the course and about the half time period of work, + ex-post group reflection of the class teachers concerned about the course in their class. The research report describes that the story played together involves an amount of emotional involvement on the part of the students, which opens the opportunity for deep conversations, breaking taboos, getting to know and understand each other, building trust.

Under "Make music your passion" pillar final studies are being carried out by the project implementers every year. Results of satisfaction surveys are being published in relation to the methods, videos, events and the whole project. They are monitoring and analysing the rating of the website ad well.

III. The project shall, as far as possible, be innovative, involving new methods or new approaches.

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

Traditional crime prevention was based on the transfer of information, which often used the power of deterrence. Modern crime prevention is competence development (mainly social competencies), during which the participants become more aware and develop through play, experiential learning, drama and experiential pedagogy or artistic work. The project offers a wide range of active participation opportunities and roles for the participants belonging to the defined age group besides the usual passive role of spectator/bystander. Artistic activity develops youngsters' personalities in long term, giving them the opportunity to express themselves and resolve the tensions that arise in them. The educational videos present the perspectives of all three actors (victim, perpetrator, bystander), helping better understanding of the phenomenon. The project put innovative methods at the service of learning, aiming for effectiveness and long-term individual and community development. The project elements are in synergy, reinforcing each other's effects and thus becoming wide-spectrum. It is even important to highlight cooperation between government, schools, law enforcement and NGOs.

IV. The project shall be based on cooperation between partners, where possible.

14. Which partners or stakeholders were involved in the project and what was their involvement? (**Max. 200 words**)

Our partners cooperating during the implementation of the project:

1. Kreatív Mozaik Fund, Kiskunfélegyháza
2. Crime Prevention and Education Service Center Association, Szeged
3. Szertelen-kék Fund, Budapest
4. Doboz Art Cultural Fund, Budapest
5. Móra BOOKR Kids Ltd., Budapest
6. UNICEF Hungary
7. Association of Peer educators of Pécs

The Value-Measure project element is implemented by 4 employees of the Kreatív Mozaik Fund (1), who are the participants of the classroom interactive player presentation and then the facilitators of the discussions.

The Crime Prevention and Education Service Center Association (2) has provided assistance in announcing "Make Music Your Passion" theater performances and organizing audiences. The Szertelen-kék Fund (3) promoted the coordination of artistic activity in music and subsequent theatrical performances. The production of the educational videos is the work of the Doboz Art Cultural Fund (4) and Móra BOOKR Kids Ltd. (5). UNICEF Hungary (6) used psychologist experts to help those interested through kerjsegitseget.com website solve their problems.

The team of psychologists, mental hygienes, police officers and crime prevention specialists of the Association of Peer educators of Pécs (7) trains peer helpers.

V. The project shall be capable of replication in other Member States.

15. How and by whom is the project funded? (**Max. 150 words**)

The project is supported by the Ministry of the Interior and the National Crime Prevention Council.

16. What were the costs of the project in terms of finances, material and human resources? (**Max. 150 words**)

The project is still running therefore further expenses can occur. For the better understanding we present the costs separately. The production of the 3 educational videos cost a total of 3,855,000 HUF (approx. 10,744 EUR). The videos featured 2 illustrators, 3 animators, 1 sound engineer, 1 production and 1 project manager, 1 translator, 1 narrator, 1 copywriter and external experts (psychologists).

The creation of the Value-Measure project element cost 3,000,000 HUF (approx. 8,355 EUR). 1 director and 3 actor-drama teachers worked on the project.

The Make music your passion! big stage performance occasionally costs

1,000,000 HUF (approx. 2,785 EUR). 1 musician and 1 crime prevention specialist works on the piece.

The training of the peer helpers costs 15,000,000 HUF per year (approx. 41,490 EUR), which includes the residential training of 16 new helpers and the supervision of senior helpers.

17. Has a cost-benefit analysis⁴ been carried out? If so, describe the analysis, including how and by whom it was carried out and list the main findings of the analysis. (**Max. 150 words**)

Because the project is still running and unfortunately the implementation has been delayed for months by the pandemic situation, final cost-benefit analysis has not yet been completed. However previously, in 2018-2019, DANUBE Public Policy Analysis Center Ltd. and Corvinus University of Budapest made a cost-benefit analysis of NCPC's projects for youngsters' trainings and trainings for experts, including this project as well. To evaluate budgetary and social efficiency, the researchers defined the methodological framework to be applied and defined the range of necessary data and information. They collected and tabulated the necessary information and documented its sources, how they were produced, and finally used them to calculate the budgetary implications of the changes resulting from the programs. (number of crime and offenders). Finally, the analysis was expanded to use information on social harm generated by crime, and the cost of programs was calculated by comparing the extent of social harm avoided due to avoided crime. Based on the results, we can conclude that as a result of the trainings supported by the NCPC, a reduction of more than 5% (app. 7-8%) in the number of crimes can be achieved in the longer term, so the costs of the programs are payed off.

18. Are there adjustments to be made to the project to ensure a successful replication in another Member State?

In our opinion, no amendment is necessary. The topic of bullying prevention is general, it does not contain Hungarian specifics. The website need to be translated into English or another language, as well as the subtitle of the videos. The Ask for Help videos are already available in English.

19. How is the project relevant for other Member States? Please explain the European dimension of your project.

The bullying phenomenon is present in all European countries. With effective

⁴ **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.

sessions and videos, we can sensitize children to the topic, there is an opportunity to try out defensive options in a protected environment, which can then be applied in a sharp situation.

In addition to the transfer of knowledge about bullying, specific assistance is an important aspect of this type of campaign.

The short films are already available in English, giving the opportunity to use them in other European countries.

The other three elements of the project have shown that with the help of qualified drama teachers, peer helpers and artists it is possible to simulate phenomena in class communities that the participants recognize during the game, and they seek a solution to the backgrounds, change negative attitudes, strengthen the class community through shared experiences, and become students 'indicators of possible negative trends in the future.

The 'Make Music Your Passion' project requires additional special training - knowledge of the language of music - and you need to prepare for a longer workflow, but the participating little artists can always stand on their own two feet and react consciously to the phenomena already discussed. Their self-esteem increases, which allows them to deal with their problems. The musical could also be seen by foreign audiences at the European Youth Olympic Festival, subtitled the live performance in English.

Please provide a short general description of the project (abstract for inclusion in the conference booklet – **max. 150 words**).

The goal of this project is for participants to recognize that they can become part of bullying either as a victim, perpetrator or bystander. Raises awareness that this phenomenon is humiliating, inhumane and it's important to ask for help and stop. It uses the tools of art pedagogy and educational videos to explore the topic of bullying from different perspectives. For elements that require an active presence, the common denominator of art education and crime prevention is attitude formation, living own experiences and emotional identification. The project takes advantage of the opinion-forming power of its own age group: it's easier for young people to follow the example set by their peers. Professional-guided videos and sessions facilitate dialogue between youngsters, teachers and parents, allowing the problem to be explored and an effective response to be developed. The development of a peer network makes both the recognition and the giving of signals effective for dangerous situations and situations that require experts.