



European Crime Prevention Award
and
EUCPN Best Practice Conference 2011
Project Entry Form

The theme for this year's European Crime Prevention Award and EUCPN's Best Practice Conference is: ***"Sport, science and art in the prevention of crime among children and youth"***.

Because of the theme of the competition and general subject of the trio, projects should be linked with:

- activities of allowing young people avoiding the risks of crime or move away of it
- creating the system which allows juvenile to the creative development and which is choice to the juvenile delinquency
- education and related fields (i.e. sport, art, science) used in the crime prevention system

The list is not exhaustive. The projects may address any question relevant to this year's theme.

Please complete the attached form (the boxes are expandable). Note that the last point is for a one-page description of your project.

Entries should be in English, but may be accompanied by a version of the entry in the national language if wished. Each country may enter one project as its ECPA entry and up to two other projects to be presented at the conference. Projects should be submitted only through the National Representatives. The full ECPA rules can be found at www.eucpn.org

Deadline for entries is **October 15th, 2011**.

Send your entry or entries to: eucpn@mswia.gov.pl.

If you have any questions, please contact eucpn@mswia.gov.pl.



ECPA/BPC 2011

Please answer the following questions in English.

- 1. Is this your country's ECPA entry or is it an additional project? (Only one ECPA entry per country plus up to two other projects.)**

This is the Belgian ECPA entry.

- 2. What is the title of the project?**

F.E.F.A.: « FOOTBALL - ETUDES - FAMILLES - ANDERLECHT »
(which, in French, stands for 'Football-Studies-Family-Anderlecht')

- 3. Please give a short general description of the project.**

Introduction

F.E.F.A., winner of the Belgian Security and Crime Prevention Award 2011, is a comprehensive project about playing soccer, studying, a family balance,... and becoming good citizens.

The project focuses on the integration and cohabitation of youths by playing football and following homework classes.



The originality of this project lies in its transversal, multidisciplinary and integrated approach, combining a public/private partnership, within one of the most insecure



neighbourhoods in Brussels where dropping out of school and academic failure represent major issues.

The attractiveness of football (and more specifically the possibility of playing for first division Belgian Football club RSC Anderlecht's "non-top teams"), combined with mandatory academic follow-up and psychosocial underpinning, provides a creative and effective approach in the field of preventing social and learning difficulties.



Context

The project's setting is in Brussels in 2004, located in the heart of the capital of Europe, within a risk neighbourhood – Cureghem, Borough of Anderlecht (urban violence, riots, burned down police station, confrontations between urban gangs and the police,...).

<http://www.youtube.com/watch?v=4kKXEeZjybk&feature=related>

In an insecure neighbourhood which is in the midst of a demographic explosion (+8.6% in 4.5 years), made up of a poor population of different ethnic backgrounds (many of which are North African), and where unemployment reaches as much as 56.49% amongst young people (aged 18-24)¹, the social problematic issues and the school dropout-related issues (15% of the high-school going youngsters repeat a year in the French-speaking Community of Belgium²; 22% of the school going youngsters repeat a year in the Borough of Anderlecht³) are strongly present.

By way of comparison, the unemployment rate amongst young people (aged 15-24) is 19% in Belgium and 15% in Europe⁴. The average yearly income/habitant in Cureghem is €6,500 (whereas it is €11,500 in Brussels and €15,000 in Belgium)⁵.

¹ *Local Security Diagnosis 2010*, Anderlecht's Municipal Administration, Prevention Service, Evaluation and Diagnosis Unit, February 2011. The *Local Security Diagnosis* is a socio-criminological analysis of the existing security issues at local level. It serves as a tool for the preparation, the follow-up and the evaluation of the prevention and security policy.

² *ETNIC*, statistics service of the French-speaking Community of Belgium.

³ *Local Security Diagnosis 2010*, Anderlecht's Municipal Administration, Prevention Service, Evaluation and Diagnosis Unit, February 2011.

⁴ *Eurostat*

⁵ http://evelyne.huytebroeck.be/IMG/pdf/2011_CQD_CM_discours_FINAL.pdf



Target group

- Boys aged 6 to 19 and living in the borough (or attending the partner school);
- These youngsters' families.

Structure

- The FEFA project is set up as a non-profit organization;
- This association has 4 full-time paid employees (1 coordinator, 1 psychologist, 1 sports mentor and 1 sports assistant), accompanied by about forty remunerated; volunteers, i.e. sports coaches as well as teachers for the Homework School project.

Activities

- Soccer guidance provided for 140 boys aged 6 to 19 (2 training sessions per week + a league championship game/week) established in partnership with the internationally renowned club RSC Anderlecht. The youths play under that club's official number just like the A-team's players (Marcin Wasilewski, Roland Juhasz etc.);
- The academic follow-up of these youngsters through the obligation to hand in their school reports;
- The participation in a Homework School project which is organized 3 times/week, it is open to youngsters, to their brothers and sisters as well as to all the pupils (girls or boys) of the Leonardo da Vinci partner school.
- Front-line psychosocial guidance for the youngsters and their families (follow-up on administrative problems, behavioural problems at school, learning difficulties, housing problems, job-hunting,...).





4. Please describe the objective(s) of the project.

The project's overall objective is the **prevention of systematized juvenile delinquency**, this being by means of psycho-educational guidance as to their future. Helping the youngster become a social actor. The general goal of the project is to make its target group socially aware by offering sport activities, psychosocial help and following up the youth' school career.

The implemented **strategy** is geared to **positive reinforcement and improved self-esteem through one's double commitment: by playing a sport and by one's academic project**. F.E.F.A. offers a framework favouring academic success by means of this approach which combines sports, doing well at school and psychosocial follow-up.

The **operational objectives** are the following:

- to diminish the participants' academic failure rates by supervising the grades obtained;
- to diminish the risks connected with these youngsters' societal vulnerability such as: dropping out of school; being excluded from school; belonging to a gang of youngsters; consuming narcotics,... by the involvement of the youngster in a sports discipline and the affection to RSCA's official number;
- to learn how to respect the rules collectively, how to show respect for one's partners and opponents, for authority (the game's referee or the coach), as well as for the equipment put at one's disposal;
- to have psycho-educational guidance through the experience of frustration. The youngster must succeed in accepting defeat as well as the refereeing errors, the opponents' verbal provocations or those uttered by their supporters; a sportsworthy and civic behaviour must be displayed.

The project has been conceived starting from the premise that *the quality of a person's academic track record and the social inclusion are all immunizing factors against "careers on delinquency avenue"* (belonging to a youth gang, drug use, etc.)⁶.

⁶ *Young Offenders' Perceptions of School: An Ecological Analysis* Author(s): Ashkar, PJ (Ashkar, Peter J.); Kenny, DT (Kenny, Dianna T.)_Source: *PSYCHIATRY PSYCHOLOGY AND LAW* Volume: 16 Issue: 3 Pages: 355-368 Published: NOV 2009

Examining the reciprocal relation between academic motivation and substance use: Effects of family relationships, self-esteem, and general deviance. Author(s): Andrews JA; Duncan SC
Source: *JOURNAL OF BEHAVIORAL MEDICINE* Volume: 20 Issue: 6 Pages: 523-549 DOI: 10.1023/A:1025514423975 Published: DEC 1997

The 12th Jack-Tizard-Memorial-Lecture: The development of offending and antisocial – behavior from childhood – key findings from the Cambridge study in delinquent development. Author(s): Farrington DP Source: *JOURNAL OF CHILD PSYCHOLOGY AND PSYCHIATRY AND ALLIED DISCIPLINES* Volume: 36 Issue: 6 Pages: 929-964 Published: SEP 1995

Externalizing behavior problems and academic underachievement in childhood and adolescence – causal relationships and underlying mechanisms. Author(s): Hinshaw SP Source: *PSYCHOLOGICAL*



5. How was the project implemented?

The following answer will show the transferability of the project to other municipalities and countries.

2001, origin of the project: the will of a politician and of a school principal to respond to local preoccupations.

The principal of the largest school in the neighbourhood and the politician in charge of prevention, youth and sports in the Brussels Borough of Anderlecht made the following main empirical observations:

- the existence of a piece of wasteland which has become the meeting place for urban gangs
- a high demand from youngsters to play soccer
- the learning difficulties experienced by the young boys from the neighbourhood

They also had knowledge of a fruitful collaboration between the City of Paris and its leading first division football club, i.e. Paris-Saint-Germain. The City granted subsidies to the Paris-Saint-Germain club in exchange for actions set up by the latter on behalf of the youngsters and the Parisian school world (tickets for games, visits in the stadium, action against racism and discriminations, etc.). This example showed the possibility of an action in partnership between the authorities and the sports world.

Like Paris, Brussels also has a major soccer club: the Royal Sporting Club of Anderlecht.

On the basis of these statements of fact, it was proposed to take comprehensively charge of the youngsters within one and the same structure which relies on 3 main areas of activity:

- an academic follow-up;
- psychosocial assistance offered to the youths and their families;
- sports guidance: football is considered to be an eye-catcher making it possible to tackle learning and psychosocial issues.

2003: construction of a soccer pitch

The construction of a synthetic football pitch on the wasteland next to the school made it possible to meet several requests: the revitalization of the neighbourhood and the possibility of playing football.

BULLETIN Volume: 111 Issue: 1 Pages: 127-155 DOI: 10.1037//0033-2909.111.1.127 Published: JAN 1992

Trajectories of Offending and Their Relation to Life Failure in Late Middle Age: Findings from the Cambridge Study in Delinquent Development Author(s): Piquero, AR (Piquero, Alex R.); Farrington, DP (Farrington, David P.); Nagin, DS (Nagin, Daniel S.); Moffitt, TE (Moffitt, Terrie E.) Source: *JOURNAL OF RESEARCH IN CRIME AND DELINQUENCY* Volume: 47 Issue: 2 Pages: 151-173 DOI: 10.1177/0022427809357713 Published: MAY 2010



Before



After

2004: the beginning of the project

In August 2004, by taking advantage of a political agreement with RSC Anderlecht, a sports mentor is hired and the project implements without further delay its sports plan (involving 75 youths).

2005: the project is completed and structured in the form of an association

During 2005, a general project coordinator and a psychosocial manager are hired, making it possible to launch the "academic follow-up" and "psychosocial help" sections.

Regarding administrative matters and subsidies linked to the perpetuation of the project, the latter is transformed into a "paramunicipal" association.

The number of participants goes up to 125 divided over 8 teams and the Homework School project is set up.





2005 and beyond, the project is confronted with real life.

To this day, 140 youths have signed up, one hundred youths attend the Homework School project, dozens of psychosocial files have been drawn up and the project is well-anchored in the neighbourhood's reality. There are over 400 youngsters on the waiting list! In order to respond to this evolution, a 4th full-time employee has been hired (since 2009).

6. Were partners involved in planning and/or development and/or implementation of the project? If so, who were they, and what were their roles?

The 3 partners of the 'FEFA' project are:

The Borough of Anderlecht

- offices put at people's disposal
- administrative and financial follow-up of the project
- attachment and in charge of the 4 workers' wages
- in charge of the working costs

The "Leonardo da Vinci" Secondary School

- the Homework School project enjoys the use of a classroom
- recruitment of the teachers who supervise the Homework School project
- cloakrooms are also made available

RSC Anderlecht (Belgian first division football club, multiple winner of the Belgian league and 3 European cups)

- this soccer team appeals very much to the target audience
- charge is taken of the administrative costs requested by the Belgian Football Federation
- invitations for the fixtures
- purchase of sports gear at reduced prices

With the project being developed, a network of collaborations with municipal services and local associations have seen the light, mainly following on the proposed psychosocial help:

- the **school branch of the municipal prevention service**: close collaborations in case of major school-related problematic issues: being excluded from school, guidance problem,...;
- the **municipal service which helps people suffering from drug and alcohol addiction** takes charge of such people;
- the **AIDS Anderlecht partnership**: 'FEFA' takes part in both the information and prevention regarding the disease which are meant for the youngsters in the neighbourhood and in the framework of the project;
- **Anderlecht's Public Social Assistance Centre**: this service deals with the yearly contributions for the families whose situation has become strongly insecure.



The yearly contribution which is asked for amounts to €190/person . It includes:

- the football activities: training sessions, taking part in the games,...
- the sports gear for the games and the training sessions
- the academic follow-up (Homework School project)

More information about the financing of the FEFA association in attachment.

7. How did you build in plans to measure the performance of the project? Has the project been evaluated? How, and by whom?

Since 2005, a self-assessment system has been implemented by means of data collection sheets, as well as processing and analysis sheets regarding the following indicators:

- the number of members
- the number of youngsters on a waiting list
- attendance rates with regard to the football activities
- the academic situation of the members (number of years behind, academic failure rates, network attended)
- the Homework School project's attendance rates;
- the number and types of psychosocial interventions
- the association's financial situation
- the employees' participation in training courses

The yearly evaluation report is issued amongst the project's partners who are represented within the Management Board (presided by the municipal Alderman for prevention) and the subsidizing authorities (Ministry of Home Affairs). This operation allows the MB's members to respond to the results obtained.

This report has also made it possible to be granted extra subsidies on several occasions (Belgium Fortis Foundation, King Baudouin Foundation, Levi's,...)

Since September 2011, this self-assessment is supervised by the Criminology Department of the Vrije Universiteit Brussel (VUB – Free University of Brussels).

The department of criminology supports the FEFA team in developing a more systematic approach in self-assessing the impact and potential merits and lessons learned when implementing the prevention project. The support role of the criminology department is limited to providing a support framework for the projects self-assessment . The scientific team does not claim to have performed a full scientific evaluation: its support is limited to providing a framework enabling to describe the experiences of FEFA in a more systematic manner

The self-assessment is to be considered as only one of many potential tools to identify to what extent the project can be considered as a good-practice example for social integration and follow-up of youngsters in high risk neighbourhoods.

The VUB team's methodological approach is enclosed with this document.



8. What were the results? How far were the objectives of the project achieved?

Number of youngsters registered

- 140 boys between the age of 6 and 19 years old (year 2011-2012)
- since 2004, over 500 youngsters have been a member for at least one year
- the youngsters leave the project (on average 35 youngsters/year) for the following reasons:
 - 20% has reached the age limit (of which a half continues to play football in another club)
 - 10% moves
 - 30% goes to a football club that plays in a championship at a higher level
 - 35% quits playing football
 - 5% other
- 15 nationalities are represented in 2011 (25 since the creation of the project)

The encounter of the different nationalities and cultures within the project thus favours the objective of the social and community integration.

Number of youngsters on the waiting list

- since 2004, 900 youngsters have been on the waiting list
- in 2011, 400 of them are on the waiting list (mostly between 6 and 13 years old)
- in 8 seasons, 200 of them could enter the project
- 300 have given up the idea of entering the project (registration at another football club or practice another sports), or can no longer be contacted (change of address and phone number).

Frequency of the football activity

The participation level is 85% for the football activities:

- 650 training sessions (on average 15 youngsters are present)
- 250 matches/year

These football activities were considered from the beginning (see above) as a means to bring the youngsters together and to work with them on other dimensions: their schooling, their social projects, their professional projects, their families, their interests, etc.

Note that for all participants of the project since its launch, the main motivation as stated by the parents (and their children) is the practice of football. Never has one single parent stated to register their children to improve their results at school!

Academic situation of the members (school disadvantage level, school failure level, courses attended).



School disadvantage level:

School year	2006-07	2007-08	2008-09	2009-10	2010-11
% going to the primary school with a disadvantage of one year (or +)	Figures non significant because the Belgian school system rarely allows repeating a year in primary school				
% going to a secondary school with a disadvantage of one year (or +)	75	68	60	56	64*

* In 2010, 22 new members going to secondary school were welcomed, of whom 14 had a disadvantage of 1 year (or more). This explains the rise of the percentage for the year 2010-11. (cf. first paragraph of this same question nr. 8).

School failure level:

School year	2005-06	2006-07	2007-08	2008-09	2009-10
% going to primary school having repeated their year	Figures non significant because the Belgian school system rarely allows repeating a year in primary school				
% going to a secondary school having repeated their year	40	33	22	25	24

Attendance level of the different school courses:

School year	2006-07	2007-08	2008-09	2009-10	2010-11
General (secondary)	71	65	61	64	69
Technical (secondary)	7	14	14	17	12
Professional (secondary)	22	21	20	5	10
Newcomers * (secondary)	0	0	2	11	6
Higher education (University or College)	0	0	0	3	2
Work **	0	0	3	0	1



* The newcomers (arrival less than a year ago in Belgium) integrate in first instance special classes. Then they join one of the 3 courses of secondary school.

** In exceptional cases (incomplete team), it has happened that youngsters are accepted who are already working.

One observes a tendency towards the stabilization of the repetition level of the participants of the project since 2007. As it concerns youngsters who regularly attend the activities of FEFA, registered in the general courses for 69% (in 2011) of them, we can reasonably consider that this stabilization is partly linked with their participation in the activities. These school results (table school failure) on the subject of stabilization are obtained in the youngsters that agree to put in the necessary effort. It is an essential condition to follow the sports training sessions.

We furthermore know that the youngsters who are not able to fully take advantage of the resources offered (afterschool classes, psychosocial follow-up, school efforts, ...), and who stay on the path of (school) disengagement, will also quit FEFA.

These findings lead us to release a first key for the success of the project: it is the evaluation during the entire follow-up of the youngsters of their integration and implication level in their schooling. This existing link between the school project and the sports project intersect in the heart of FEFA.

Attendance level of the afterschool classes (Homework School project)

- 100 sessions of the afterschool classes are organized every year (of which 10 in August for pupils that need to retake exams)
- at each session there are on average 20 youngsters for 5 to 6 teachers to accompany them
- the afterschool classes are attended by 100 different youngsters every year
- between 30 % en 35 % of the youngsters registered at the afterschool classes come from FEFA.
- Almost 35% of the youngsters that participated in the afterschool classes are girls.

Number and types of psychosocial interventions.

Since 2005, three types of dossiers have been opened:

- dossiers regarding the participants
- dossiers regarding the parents
- dossiers regarding the close family

Since 2008, two other types of dossiers have been opened:

- dossiers regarding the former participants
- dossiers regarding the non-participants

Since 2008, former participants indeed return for a accompaniment request: drawing up of a CV, choice of a school, individual accompaniment, ...



In 2010, 137 psychosocial interventions were done. The majority of them concerns school problems (28,95%) or problems related to the registration to the Belgian Football Association (also 28,95%).

9. Are there reports or documents available on the project? In print or on the Web? Please, give references to the most relevant ones.

The following documents are attached:

- The self-assessment of FEFA. Methodological support document (Criminology Department of the Free University of Brussels (VUB))
- The annual report 2010
- A table of the psychosocial interventions in 2010
- A summary table of the books 2010
- A press article (French-speaking paper) of December 2005, dedicated to the FEFA project on the moment that in France the suburbs faced an explosion of violence. The media therefore asked questions on the risk of contagion to the difficult neighbourhoods of Brussels, such as the one where the FEFA project is located.
- A press article (German-speaking paper) of June 2008, dedicated to the FEFA project on the moment that different busses of the public transport companies were thrown rocks or Molotov cocktails at. At the same time the Dutch-speaking television made a report. This is the link: <http://www.deredactie.be/cm/de.redactie/mediatheek/1.276961>
- A press article (Dutch-speaking paper) of April 2009. After violent confrontations between the hard core of the supporters of RSC Anderlecht and Brussels youngsters of foreign origin, the Belgian minister of Justice visited the FEFA project.
- A letter from the Director of the association BeFace that aims to bring together the companies and their social environment and to favour the diversity and the integration of weakened publics.

This association asked that the responsible person of the FEFA project would supervise the set-up of a similar project (combination of the practice of football and the academic follow-up of youngsters who have been made vulnerable) in another problem neighbourhood of Brussels. (More information: http://beface.be/?page_id=294)



10. Please, write a *one page* description of the project:

Located in the heart of the capital of Europe, within a Brussels insecure neighbourhood, the project came into being in 2004 in the framework of a public/private partnership between the authorities of the Borough of Anderlecht, the secondary school Royal Leonardo da Vinci, and a prestigious soccer team which has won many times the Belgian League (as well as 3 European cups), i.e. Royal Sporting Club of Anderlecht.

The project's objective is the social inclusion of youths of different origins (15 nationalities are represented), i.e. by doing well at school, by playing a sport and conveying its values (fair-play, respecting the rules, solidarity within a team,...).

To achieve this goal, academic supervision is organized. This materializes by a follow-up on the results (e.g. the participants issue the people in charge of the project with a copy of each one of their school reports) and by the setting up of afterschool classes (Homework School project) which is open to the participants in order to fight against academic failure and dropping out of school.

The participants and their families are also offered front-line psychosocial guidance.

In 2011, 140 participants (boys aged 6 to 19) signed up for the project of which the denomination, 'FEFA' (which, in French, stands for 'Football Etudes Familles Anderlecht') is a pun referring to FIFA (Fédération Internationale de Football Association).

This represents:

- 8 entirely supervised football teams
- 250 games per season
- 640 training sessions per season with on average, per training session, the presence of 15 participants
- 137 psychosocial interventions in 2010 concerning the participants, their parents or next of kin
- 100 afterschool classes per year
- 4 full-time employees
- 40 paid volunteers: sports coaches and teachers for the Homework School project

What makes this project original is its transversal and multidisciplinary approach, combining a public/private partnership, within one of the most insecure neighbourhoods in Brussels where dropping out of school and academic failure represent major issues.

The attractiveness of football (and more specifically the possibility of playing for RSC Anderlecht's "non-top teams"), combined with mandatory academic follow-up and psychosocial underpinning, provides a creative and effective approach in the field of preventing social and learning difficulties.

The statistics show a progression in the academic success rates of the participants who have signed on for the project.

This project, which has won the Belgian Security and Crime Prevention Award in June 2011, is under methodological university supervision by the Criminology Department of the Free University of Brussels (VUB) to improve its qualitative approach.