

European Crime Prevention Award (ECPA)

Annex I –version 2014

Please complete the template in English.

General information

1. Please specify your country.

Hungary

2. What is the title of the project?

RECOGNIZE IT IN DUE TIME - prevention program at schools against being victimized by human trafficking, prostitution and domestic violence

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

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4. 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.

September 2012 – 31 October 2014

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

no English materials are available yet; flyers and information materials, reports, graphics, diagrams are available in Hungarian;
as a part of the project an English sub page is created within the organisation's official website (www.segelyszervezet.hu/veddeszre)

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

HIA has been launching several awareness raising, sensitizing campaigns and program series. Form classes to promote crime prevention, transfer of knowledge and awareness raising were held by HIA for 551 teenagers (14-18 years old) in 2013 and for 1500 students in 2014 focusing on 2 topics: human trafficking and prostitution; and domestic violence. Project results clearly confirm the program's necessity and the affectedness of a great number of teenagers by these issues: there are loud quarrels in the family of every 5th teenager, in 8% of families these are regular, and in 5% of families physical aggression is also present. Knowledge level of teenagers in the field of both abuse and human trafficking is very low and superficial; it was demonstrated, however, that after the lessons that dealt with these topics, their knowledge level doubled.

The project's objective is to organize awareness raising, sensitizing, prevention sessions in the topics of human trafficking and domestic violence. Programs target the 14-18 years' age group in grammar schools, vocational schools and secondary vocational schools.

Overall objectives: •prevention of victimization; •awareness raising, sensitizing for teenagers; transfer of information

Specific objectives: •training for experts working in crisis care services to enable them to hold prevention lectures; •transfer of information, sensitization in the relevant topics for teachers

Activities:

Training for crisis treatment centres' staffs

Objective: Transfer of methodology, topics elaborated within former project for experts working in the field.

Preparing experts:

HIA provided two-day preparatory courses - in cooperation with the Foundation called '*Opportunity for Families 2005*' – for experts who undertook to take part in conducting the sessions. Experts learnt about the themes of the sessions to be held in the frame of form classes, the questionnaires applied and also about the professional and methodological background of the topics through lectures. They became familiar with and could try the games and exercises to be used during the training. Experts were selected from among the staffs of crisis centres working in the country and being involved in assistance to abused families, and also to victims of human trafficking and prostitution; following the preparatory courses they became able to hold the prevention lectures in their own districts. The lectures were held in 60 classes by experts involved in the training.

Program elements at the different locations:

- Contacts with teachers, information on the program and its necessity
- Attitude survey (input-output assessments)
- Risk assessment
- Form class – sessions to transfer knowledge in 45 minutes
- Organizing sensitizing training in 2X1,5 hours
- Professional materials, leaflets to teachers and students

Preparing information publications

Awareness raising colour flyer and a short information material on both topics were prepared for teenagers. A short background material was made for teachers; it mainly intends to draw their attention to the importance of these issues as most of them do not perceive human trafficking or domestic violence as real risks for their students.

Creating information surface on internet

A submenu is created until the middle of October on HIA's webpage (www.segelyszervezet.hu); it contains information related to the topic.

Evaluation of program results

HIA is assessing the efficiency of the implemented program. Students' knowledge and its development, students' affectedness and risk factors are assessed both in the topic of human trafficking and child abuse.

In addition to impact assessment, methods applied in the program are also analysed, experiences are summarized and recommendations are formulated to lay the foundations of the program's wider dissemination.

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

8. How does the project contribute to crime prevention and/or to the reduction of crime or the fear of crime? (**Max. 150 words**)

The project has chosen two ways to contribute to crime prevention. One is transmitting information. There is a huge lack in the knowledge of teenagers when they face the issues of domestic violence, prostitution and human trafficking. They do not know the signs, the real facts, and the organisations to turn to. They do not know their rights, what they are entitled to do or either the process of being victimized.

The other way is to make them learn their personal attitudes, emotions towards the topics. Games and exercises help them a lot in this respect; it creates a supporting atmosphere thus help to process real situations. It helps students not to be paralyzed in a real life situation but being able to take the right steps. The two methods promote prevention of victimization and the recognition of signs and being able and daring to ask for help and professional advice.

9. How is the project contributing to raising citizens' awareness of crime prevention? (**Max. 150 words**)

The project conveys very strong, clear-cut messages to students and they get these messages in the form of flyers as well. One of the main messages is: Don't become a commodity; the other is that 'you don't have to tolerate violence'; you have the right to live in violence-free environment. The project is built on the same message to raise students' awareness. It is also an important message to students – and further increases their awareness – that they should take care of each other and notice the signs, and notify the experts and each other as soon as possible when something is wrong.

II. The project shall have been evaluated and have achieved most or all of its objectives.¹

10. What was the reason for setting up the project? What problem(s) did it aim to tackle?

In Hungary there are 15 crisis treatment centres that deal with families escaping from domestic violence and there is one foundation that maintains a secret shelter for victims of prostitution and human trafficking. Hungarian Interchurch Aid had been working as a national methodological centre between 2008 and 2012. The consultations with experts working in these services highlighted the deficiencies that allow victimization of children very easily in the given fields. We have seen that teenagers have zero information on how one can become victimized by prostitution and human trafficking, or – which is even worse – they have false information. (You can get rich easily, I can get out whenever I want to, and only losers become victims.) The situation is a bit different in case of intimate partner violence but the problem here is that only physical violence is considered as abuse, and they think that these are often acceptable behaviour patterns that are part of the functioning of a family. They also have very little information on where, to whom they can turn. The project was

¹ For more information on evaluation, see Guidelines on the evaluation of crime prevention initiatives (EUCPN Toolbox No.3): <http://www.eucpn.org/library/results.asp?category=32&pubdate>

brought to life to overcome these problems.

11. Was the context analysed **before** the project was initiated? How, and by whom? Which data were used? (**Max. 150 words**)

First the existing Hungarian prevention programmes were examined and HIA found that the available crime – prevention programs focus on victimization in point of violent crimes and crimes against property (e.g. implemented by the Police) but do not handle child- prostitution and human trafficking in its depths. Additionally the existing awareness raising campaigns focus mainly on drug issues and but not on those topics.

HIA also used the great amount of experiences and knowledge gained in the field by operating crisis centres from 2005. These centres have provided complex solutions to hundreds of children, and therefore have data on the prevalence and the specialities of problem. A former project of HIA (called “You are not alone”) also gave inputs to this new prevention program as HIA reached 600 students and learned the lack of knowledge on domestic violence, human trafficking and prostitution and realized the great need for a project that address these problems.

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

The main project objective was to transfer information to teenagers helping them to avoid becoming victims and to recognize signs that are pointing towards victimization within the peer groups. Further main aim was to help students to see clearly and to dispel the myths that are widespread in connection with human trafficking and prostitution. Another main aim was to make students learn about organisations that can provide help if needed. A secondary objective was to raise students’ awareness in order to prevent falling for false or suspicious statements and to achieve that the recognize these and ask for help in time. It was similarly important to make them understand that they have the right to live in a violence-free family and what domestic violence really means. Also a secondary objective was to sensitize teachers to regard prevention program as a priority and find out how they can help our work and their students as well.

13. Did you build in internal goals to measure the performance of the project? If so, please describe at what stage of the project and how you measured whether the project was moving in the planned direction. (**Max. 150 words**)

Two internal goals were formulated to measure project performance. One of them was to measure what changes are achieved in the knowledge of students. For this reason knowledge level of students is measured both at the beginning and at the end of the project (input and output questionnaires) and thus we will see if the lectures had any impact on their knowledge levels. It was also important to measure the risk factors of students i.e. the level of their affectedness, endangerment in these fields, what activities or plan they have that might pose a risk to them. It also

contributed to continuous adjustment of the project according to risk factors. Risk factors are being assessed in the form of questionnaires at the beginning of the project.

14. Has there been a process evaluation? Who conducted the evaluation (internally or externally?) and what were the main results? (**max. 300 words**) - for more information on process evaluation, see EUCPN Toolbox No.3, p.9-10 & part 2 - section 2A

HIA lays much emphasis on process evaluation. This activity is performed by three staff members. One of them was involved in project implementation. The other two staff members (psychologists) did not take part directly in project activities, their duty was to follow project implementation, identification of potential obstacles and difficulties. To perform this, they used documents prepared within the project (reports, questionnaires) and they also conducted interviews with the participant experts (trainers).

The main difficulties that they encountered were connected to the cooperation with schools. The Hungarian education system was changed recently. The direction of schools changed from local level to a more centralized level. As an outcome schools became less open to external programmes, it was more difficult to achieve that they accept and support the work of external trainers. We realized that a main factor that affects the success of the school lessons is the engagement of the head master and the teachers. When the teacher understands the importance of the prevention programme and the addressed topics, they can also contribute to the increase of the motivation of the participant students.

Another interesting result of the evaluation was that we experienced a big difference between the different types of schools. This difference is also shown in the rate of the children who are affected by these problems.

HIA also learned that the time that we have for the lessons in school are too short to address both topics, there were so many questions from students that highlight the need to separate the topics and deal with them individually at different occasions.

HIA pays attention to the results of process evaluation and changes the programme according to the experiences gained to achieve to better adapt it to the real needs of children.

15. Has there been an outcome or impact evaluation? Who conducted the evaluation (internally or externally?), which data and evaluation method were used and what were the main results? (**Max. 300 words**) - for more information on outcome or impact evaluation, see EUCPN Toolbox No.3, p.7-9 & part 2 - section 2A

The prevention program was elaborated in September 2012 by HIA. It was tested and further developed in two school-years so far. Two kinds of assessment is carried out within the program: risk assessment and impact assessment of the prevention lessons. The results are continuously evaluated by the project's professional team to make the necessary modifications in the project.

HIA used paper questionnaires that students have to fill out before the lessons to assess the risk factors they are exposed to. It was an important finding that more than 20% of children spend 6 hours per day on internet. It is also an essential data that more than 35% of children have already been invited by strangers to parties through community pages. It is also remarkable that 54% of young individuals (810 out of 1500 individuals) wish to work abroad. A frightening fact is that more than 10% of children have already been accosted in the street and were offered ways to earn money. Family problems also have great impact on victimization. 34% of children said that they had experienced serious quarrels or even fights between their parents.

We also surveyed the impact of the prevention lessons with pre and post questionnaires to see the changes in the level of knowledge and attitudes as a result of the prevention lessons. 28% positive changes have been experienced in the topic of intimate partner violence, while in the topic of human trafficking and prostitution 25% positive changes have been found. In addition to the questions elaborated for measuring the efficiency, we also asked questions concerning the social care system, signs and risk factors.

The risk and the impact assessment questionnaires were compiled with the help of the experts working in the field and we involved an external expert as a supervisor from the National Institute of Child Health.

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

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

Innovative aspect of the project was ensured by several factors. One is that experts who are responsible for the activities with students have practical experiences; they work either in crisis treatment centres, or provide assistance to victims of human trafficking and prostitution. Another innovative aspect was that these experts not only received a project description on paper that determined the objectives to be achieved during the form classes but they also took part in a two-day training where they acquired skills and knowledge required for program implementation. The project is innovative in its topic as well. These topics in this form have never been dealt with before in Hungary. It is also a novelty that prevention sessions held within the form classes are supplemented with a 2X1,5 hour training part which helps clarification of personal attitudes towards the topics as well. Further innovation is that the program uses concrete indicators for assessing efficiency and also measures risk factors affecting program continuation, thus the program can be regularly tailored and modified according to focal points.

It is also considered to be a significant achievement that the 12.813 EUR (4.000.000 HUF) support allowed training for 20 experts and reached 1500 teenagers.

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

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

Staffs of crisis centres and shelters were involved as partners in the project. Their tasks included implementation of prevention programs at schools (holding prevention sessions in the frame of form classes and training). The Foundation called 'Opportunity for Families 2005' that has the necessary competence and experiences to promote elaboration of the topics of human trafficking and prostitution and compilation of the required schemes and questionnaires was also involved in project implementation. Psychiatrist of the National Institute of Child Health was also involved as a partner and he took part in the training of experts and compiling the questionnaires. EMMI (Ministry of Human Resources) was also a priority project partner; they provided the required funds for project financing.

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

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

The project has been financed by the Ministry of Human Resources for two years. Following HIA's professional presentation and request, the Department for Equal Opportunities ensures program financing in the frame of grant contract based on precise budget and professional program.

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

The program was realized by HIA from 12.813,12 EUR (4.000.000 HUF). Professional project management's costs were 3203,28 EUR, commission fees paid for experts amounted to 3843,93 EUR. In addition to these, training of experts required 640,65 EUR. 1921,97 EUR was spent on information flyers needed for sessions. A submenu is created on HIA's webpage which costs 2242,29 EUR and another 960,98 EUR was allocated for other administration costs.

21. Has a cost-benefit analysis 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**)

Cost-benefit analyses have been made by HIA's project team in both project years. During the first year majority of costs had to be spent on elaboration of the models, and the training courses were led by 2 experts. During the second round 20 experts were trained and they were responsible for project implementation. The cost-benefit analysis highlighted that travel costs significantly diminished as experts to hold prevention programs in different parts of the country were always available close to the given location. While 551 students were involved and the prevention program was elaborated from the first grant of EUR 12.813,12, the same amount could cover involvement of 1550 students and training of experts during the second phase. Cost analysis revealed that HIA's well-planned restructuring of the available funds contributed to access to the program by as many students as possible. It also strengthens program sustainability as well.

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

We consider that the project can easily be replicated in other member states. In order to do that, structure of the relevant social care system, work of the organisations involved in these topics and the educational system must be investigated but main program elements can easily be transferred to other countries.

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

Based on the EU statistics and reports, the increasingly growing mobility on the labour market within the EU and seeing the spreading dangers and problems posed by the use of internet in the relevant topics, we consider that our prevention program might serve as a model for other member states. Victims come from younger and younger age groups which confirm that proper prevention activities must be given high priority in the European countries.

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

RECOGNIZE IT IN DUE TIME – prevention activities in schools. Hungarian Interchurch Aid organized awareness raising, sensitizing prevention programs to prevent students from becoming victimized in the field of human trafficking, prostitution and domestic violence. 80 classes of more than 30 schools joined the program and 551 students in 2013 and 1500 students in 2014 took part in it. Objectives included prevention of victimization, awareness raising, sensitizing for students; provision of information and training for experts to enable them to hold prevention lectures. Sensitizing knowledge- and information-transfer was also provided to teachers of the affected schools.

Program elements:

- Contacting teachers, information on the program and its necessity;
- Surveying level of knowledge
- Survey of risk factors
- Form classes – sessions to transfer information and knowledge in 45 minutes
- Organizing sensitizing training in 2X1,5 hours
- Distribution of professional materials, flyers for teachers and students
- Evaluation of program results
- HIA also measures program efficiency, knowledge of the students and its development, and also students' affectedness in the given topics.