

# European Crime Prevention Award (ECPA)

## Annex I – new version 2014

Please complete the template in English in compliance with the ECPA criteria contained in the RoP (Par.2 §3).

### General information

1. Please specify your country.

The Netherlands.

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

This is the ECPA entry of the Netherlands.

3. What is the title of the project?

'Wat jij wil' - weerbaar tegen loverboys ('What you want' - resilience against loverboys)

("Loverboys" or "pimp boyfriends" are traffickers in human beings who use seduction, manipulation, blackmail and violence to win girls over with the aim of making those girls work for them, usually (but not only) in the prostitution sector)

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

Centrum 16•22 is responsible for the project. This non-profit foundation offers and/or supports programs for children and young people in schools to stimulate their social-emotional development, so that they have the social skills to participate in society in a self-reliant and successful way.

**Name:** Stichting Centrum 16•22  
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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.

Start date of the project: 01/09/1999

Is the project still running? Yes

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).

[www.centrum1622.nl](http://www.centrum1622.nl)

Search function: wat jij wil

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

In 1999, the municipality of The Hague started an initiative to combat Human Trafficking. Part of this initiative is to develop preventive measures. The foundation 'Centrum 16•22' was asked by the the Municipal Health Service (GGD) to design a project for the protection of (vulnerable and underage) girls. The project 'What you want - resilience against loverboys' was developed in association with the police, the Prostitution Projects Foundation and Secondary Education in The Hague.

Objectives of the project:

The overarching objective of the project is the prevention of girls becoming victims of THB (loverboys). More specific objectives are:

- Learning about the concept of resilience;
- Learning about and adopting the concepts of friendship, relationships, love, prostitution, (forced) sex, boundaries, loverboys and human trafficking;
- Learning about and adopting the concepts of the yes feeling and the no feeling and being able to apply them in different situations.
- Learning about and recognising the concept of 'power';
- Finding out which persons or organizations in their own environment can offer them help if they experience difficulties related to this issue.

In five meetings each lasting a double lesson (90-100 minutes) the above topics are discussed with pupils. The project is designed in such a way that it provides room for personal experiences. A great deal of attention is devoted to practising skills. It also focuses on developing and training communication skills and developing a positive (sexual) self-awareness.

Target group:

The project was designed for girls aged 13, 14 or 15, from all levels of education. The project focuses on groups of girls aged between 13 and 16 from all educational levels and with a multicultural background, but mainly on those at the lower level of education (e.g. special needs education). These are often vulnerable girls with low self-esteem and/or a minor intellectual disability that face a higher risk of falling into the hands of a loverboy.

The Hague has a multicultural school population and the project's development took this into account.

The choice for a gender-specific approach was made to create and guarantee an environment that is as safe as possible. The project is embedded in the school's care structure, which means that there are one or several people at school to whom the girl can report an incident, make a statement and/or obtain professional help.

As a result of the success of the project the funding of the project is extended from 8 classes with 15 pupils annually in 1999 to over 40 classes currently each year. Schools can also pay for additional training from their own means. So far, more than 10.000 girls have taken part in the training. Most secondary schools in The Hague would like to take part in this project, which is why there is a waiting list. The project is updated annually.

**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**)

This project is aimed at the prevention of human trafficking by increasing girls' resilience.

Resilient children are self-confident and can declare their boundaries, seek help and stand up for themselves and will ultimately have the courage to stand up for someone else.

It also focuses on identifying situations in which a boundary has been crossed, learning to signal this problem, in oneself as well as in others, to dare to ask for help and know where to turn and be able to help each other if someone needs help.

The project is embedded in the school's care structure, which the girls can use to report an incident, and/or obtain professional help.

Girls who are more resilient and aware of the danger of loverboys, are less likely to become victims and more likely to report suspicious situations. In this way, the project contributes to the prevention of trafficking in human beings.

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

During the lessons, it is made clear to the girls that the aim of the lessons is to prevent them from becoming victims of loverboys. This way the project raises the awareness of crime prevention of both the girls and their teachers (who are present during the lessons).

**II. The project shall have been evaluated and have achieved most or all of its objectives.<sup>1</sup>**

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

The municipality of The Hague's chain approach to Human Trafficking began in 1999. Centrum 16•22 was asked to design a project for (vulnerable and underage) girls to develop the preventive aspect of this chain approach.

The problems the project aimed to tackle were (and are):

- The fact that loverboys often target (underage) girls that are likely to respond to the attention their loverboy gives them, because they for example have low self-esteem or come from a problematic home environment;
- The fact that victims of loverboys often do not press charges, because they either do not see themselves as victims or are afraid;

<sup>1</sup> 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>

- The fact that underage girls often have a lack of knowledge about the risks of loverboys.

Although it is not known if there is a direct connection with this project, the fact is that over the years an increase has been observed in the number of reports by (possible) victims of human trafficking in the Haaglanden region\*. Increased awareness may have played a part in this increase.

*\*Source: De gezondheid van de Haagse Jeugd, Diens Onderwijs, Cultuur en Welzijn, (The Health of young people in The Hague, Department of Education, Culture and Welfare), Municipality of The Hague 2014.*

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

As mentioned before, this project was developed as part of the chain approach to THB of the city of The Hague. Since this project has been running for 15 years, it has not been possible to reconstruct if the context was analyzed before the project started. However, there were a lot of developments regarding the fight against THB in the Netherlands.

Research from 1990 into the nature, size and consequences of sexual violence (Draijer, 1990) broke new ground when it comes to the recognition of the problem of sexual violence. Other influential reports include that on the nature and size of (forced) prostitution among underage (migrant) girls (NISSO, 1998) and that on Child pornography and child prostitution in the Netherlands (Child Right Worldwide and Transact, 1998). These reports were used in the writing of the government's memorandum Combating of sexual abuse of and sexual violence against children of 1999.

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

The overarching objective of the project is the prevention of girls becoming victims of THB (loverboys) by increasing their resilience. More specific objectives are:

- Learning about the concept of resilience;
- Recognising and adopting the concepts of friendship, relationships, love, prostitution, (forced) sex, boundaries, loverboys and human trafficking;
- Recognising and adopting the yes/no feeling and being able to apply them;
- Recognising and identifying 'power';
- Finding out which persons or organizations in their own environment can offer them help.

Learning objectives include:

- Reflecting on their own resilience;
- Being able to declare personal boundaries;

- Being able to indicate when people transgress their personal boundaries;
- Applying the concept of 'power' to their own situation;
- Discovering how a loverboy operates;
- Introduction, knowledge and practise of the social map (an overview of organizations active in the area of care and welfare in the region).

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**)

In the course of the year, several activities are carried out to make sure that the project keeps moving in the planned direction:

- Ensuring the full number of trainings is carried out (this is never an issue as there is a waiting list);
- Ensuring the training is up-to-date, e.g. by periodic in-service training of the trainers by the police or the Municipal Health Service (GGD) of The Hague on the most recent developments;
- Continuous monitoring of the training being provided through the evaluation by teachers and pupils; the training is immediately adjusted if the outcome of these evaluations suggest that is necessary.

One example of an adjustment: loverboys no longer only recruit girls at the school gates. These days it is estimated that around 50% of recruitment by loverboys takes place through the internet. The project was amended to reflect this by including information on social media.

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*

The process evaluation is carried out internally by Centrum 16•22. Both pupils and teachers involved are asked to fill out a questionnaire. In addition, the trainers also have an evaluation meeting with the teachers.

Relevant questions include:

- What did you think of the project?
- Did you achieve the project's objectives?
- Which part of the project did you find most useful and why?
- What would you like to change about the project? Why?
- Do you have any other suggestions and/or comments?
- What did you think of the cooperation with Centrum 16•22?
- What are the conditions for a possible follow-up or repeat?

Results reveal that teachers are happy with the project and believe it is important for their pupils to discover and hear about what is going on in a different way.

Teachers are very enthusiastic about the content and working methods adopted. The flexibility of the trainers, who adapt to the school and/or the group, is also highly valued. Teachers enjoy working with Centrum 16•22 and making their own contribution during the project's implementation.

An annual report is compiled for the municipality of The Hague. Due to the project's success the project has grown from eight classes in 1999 to around forty classes annually each with an average of fifteen pupils. Schools can also pay for additional training from their own means. So far, more than 10.000 girls have taken part in the training.

The participating pupils regard the lessons as interesting, helpful and fun. Pupils speak highly about the intimacy and safe environment. They like talking with other women about subjects as boys, relationships, sex and boundaries. The different forms of the exercises are regarded as playful and up-to-date.

The project is adapted annually if proven necessary because of the evaluations.

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

What is striking is that despite the attention devoted to the issue of 'loverboys' in the newspapers, on the Internet and in other media, many pupils still do not really know exactly what it involves. They view the problem as being 'far-removed from their lives' until the girls realise that these type of transgressions actually occur in their relationships too.

Pupils indicate that the familiarity in the group allows them to learn about themselves but especially about the other girls in the class. They appreciate the fact that they are accepted for who they are and as a result dare to ask others questions.

In addition to increasing their knowledge about this subject it appears that the project also has an impact on their attitude, skills and behaviour. This conclusion follows from answers pupils gave on the question: "What did you learn from this project?":

- "What loverboys are and how to recognise them"
- "That it can happen to anyone"
- "What resilience means"
- "That love really does make you blind"
- "Through these exercises I realize, that in relationships I often do things against my will"
- "To say no"
- "I gained confidence"
- "By saying no with my body language people listen to me more"
- "How easy it is to do things before a webcam that you don't want to do"
- "I realize my pictures placed on the internet are sometimes too sexy"

Because of an increase in unacceptable (sexual) behavior of boys towards girls and given the success of the project for girls, in 2006, a separate project was developed by Centrum 16•22, focused on boys. This project focuses on loverboy practices and the crossing of boundaries in relationships. The project is carried out in over twenty classes every year.

**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**)

1. It has a broader fundamental principle than traditional information projects about loverboys because it focuses on power, boundaries and resilience. It enables girls to apply boundaries and resilience in multiple areas in their life rather than solely to loverboys.
2. The working methods used are alternated with lots of experiential exercises. This means the girls can directly put the theory into practice. They can practise in safe environment offered by the lessons (using, for example, role-play) instead of having to apply the theory directly in reality.
3. The project is based on the value of the mutual exchange of girls' visions, ideas and experiences. It increases their understanding and enables them to cultivate more mutual understanding, which improves relationships increases their social contact with each other and others.
4. The project is embedded in the school's care structure.
5. The project pays special attention to social media and internet.

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

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

The project was developed in association with the GGD (Community Health Service) of the The Hague, the police, the Prostitution Projects Foundation and Secondary Education in The Hague.

Secondary schools in The Hague are involved in implementing the project with their mentors and care coordinators. The police and the GGD of The Hague periodically provide supplementary training for the trainers so that they are familiar with the latest developments.

All the trainers from Centrum 16•22 are involved in the project's adjustment(s), based on assessments. When necessary the assistance of experts can be enlisted on a freelance basis.

The project is part of the chain approach to Human Trafficking in The Hague. One of the goals of this chain approach is to make sure that prevention, shelter, assistance, aftercare, criminal investigations and prosecutions link up properly.

The following institutions participate in the loverboys information and prevention consultation group in this chain approach:

- The municipality of The Hague
- The Hague Regional Support Centre for Sexual Violence
- The Hague Community Health Service
- Stichting MEE (Foundation supporting people with a disability)
- De Compaan (Organization supporting people with a disability)
- JIP (Youth Information Centre)
- Centrum 16•22

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

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

- The project's development was funded by the youth department of the municipality of The Hague;
- The project's annual operations are funded by the youth department of the municipality of The Hague and the Community Health Service of the municipality of The Hague;
- Schools can also pay for additional training from their own means.

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

One-off development costs:

- EUR 12,000 - personnel costs
- EUR 5,000 - design and printing costs

Adjustment costs EUR 2,500 - personnel costs (annual)

Project implementation by the Centrum 16-22 trainer: EUR 1,600 per group personnel costs, based on 20 hours work per group for preparation, execution, evaluation and adjustment of the project.

20. 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**)

No cost-benefit analysis has been carried out. However, taking care of victims of trafficking can be quite costly, since this may involve things such as shelter, counselling, medical and/or psychological assistance, financial assistance, legal assistance, help in finding training, work and/or housing and so on. Any case of THB that can be prevented therefore saves money.

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

The project can be replicated, after the translation and interpretation of the guide to the social services. This is an overview of the organizations active in the area of care and welfare in a certain region. This guide to the social services is necessary to be able to explain to both pupils and teachers where they can report problems with loverboys and where girls with loverboy-related issues can receive the help and assistance they need to overcome those issues.

Although the project has been developed for use in a group with different cultural backgrounds it might be necessary to examine whether all current working methods are 'appropriate' for the different countries/cultures.

There may be taboos around the theme of human trafficking. One should examine whether the project needs to offer something extra so that girls find it easier to dare to talk about the issue and are then able and have the courage to signal human trafficking and make a statement.

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

The issue of so-called "loverboys" ("pimp boyfriends"), in which a man lets a woman or girl think they are starting a relationship but subsequently forces her by means of seduction, manipulation, blackmail and violence to work as a prostitute, is not limited to the Netherlands, but is a worldwide problem.

Discussions with colleagues in other countries have revealed (and this also comes to the forefront in literature studies) that loverboy practices are also present in other countries. (In some countries the same name is used to refer to this issue. In other countries however this is not viewed as human trafficking (through loverboy practices) but, for example, as a form of youth prostitution. (See for example, the report *Loverboys en hun slachtoffers* (Loverboys and their victims), Verwey Jonker Instituut, December 2011)).

The 'loverboy 2.0', by which we mean the loverboy who recruits his victims via the Internet, also works across borders, sometimes as a member of a criminal network. Therefore preventing girls from becoming a loverboy's victim is also relevant to other Member States.

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

The project 'What you want – resilience against loverboys' was developed by Centrum 16•22 in 1999, commissioned by the municipality of The Hague. It aims to prevent girls from becoming victims of THB. The project focuses on girls aged between 13 and 16 with a multicultural background, and mainly on those at the lower level of education.

There are five group meetings, whose activities aim to:

- inform about friendship, relationships, power, loverboys and human trafficking;
- get them to reflect on their own boundaries;
- make them (more) resilient;
- inform who to turn to if experiencing problems.

A great deal of attention is devoted to practising skills.

As a result of this project's success it has grown from eight classes in 1999 to forty classes annually each with around fifteen pupils. There is a waiting list for participation in the project. So far, more than 10.000 girls have participated in the training.