

European Crime Prevention Award (ECPA)

Annex I – new version 2015

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.

Slovakia

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

Entry project

3. What is the title of the project?

Adam and Eve of the 21st century

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

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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.

10/09/2014 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).

<http://www.rtv.s.sk/televizia/archiv/7600/57727>

<http://nasenovinky.sk/article/12579/tabor-pre-priatelov-policie>

<http://novezamky.sme.sk/c/7295008/maly-princ-vyrastol-na-adama-21-storocia.html>

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

The project is aimed for students from 7th - 8th grade of elementary school (12 – 14 years of age). The project focuses on topics that are most interesting for adolescents. The children are faced to discussion on topics such as adolescence, relationships, friends, internet, social media, sex, pornography and others. These topics are part of everyday life of young Europeans. Every child thinks that he or she already knows everything about it and nothing can surprise them. The project aims to ensure that children can cope with these events and any "problem" they might come across can be overcome. They need to learn the right information distortion-free, to be able to enjoy the benefits of the modern world and not to get lost in the amount of information that today's time offers. Children are afraid to ask parents about things that interest them. Many parents do not want to talk about such issues at home. However, it is a mistake when adults do not want to talk to children about these topics. The worst answer is: "I will explain it to you later, when you will get older" or "I will not talk to you about that". The children then look for information among friends, on the Internet and elsewhere. They cannot manage the large amounts of information and comprehend it. Children usually do not even need to look for this information, it is rushing from all sides. Just turn on the TV or the internet. It is not a problem to find adult websites.

Our project Adam and Eve of the 21st century is designed to solve these problems. As Eva brought an apple to Adam, because she did not know what will happen, just as today's adolescents often do not know what can happen if they haven't thought about their actions and act emotionally and impulsively.

The project is divided into four chapters. One chapter consists of brainstorming, lecture, short video, game, discussion and assignment of homework. A chapter is intended to last 90 minutes.

Chapter 1 - Adults not permitted

(Adolescence, puberty, physical and psychological changes ...)

Chapter 2 - Oh those relationships ...

(fellowship, sibling, parent, love / non-love ...)

Chapter 3 - Kisses and all that stuff ...

(Basic concepts, sex, history, contraceptives, parenting, curiosities ...)

Chapter 4 - Our technologized world

(Internet, TV, cell phone, pornography and other ...)

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 focuses on prevention of socio-pathological phenomenon. It is for teenagers from 12 to 14 years old. Many teenagers are trying to create relations, trying to integrate into a certain group or take over behavioural patterns at this age. Only a small misleading in this period can disrupt their life direction, their education, their future employment. In this project we want to show students what is happening with them at this time, the pitfalls that await them, how poor decisions can affect their future. We try to make them able to differentiate between the illegal or even criminal acts in their innocent entertainment. We are trying to create positive patterns of behaviour. We want them to learn how to use internet wisely and not to abuse internet and social networks. We want them to avoid becoming a victim of cyber-crime. They need to know the principles of safe use of the Internet.

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

A large number of crimes are committed because of ignorance or lack of knowledge. Project Adam and Eve of the 21st century is here to prevent that someone will try to blame lack of knowledge. The project seeks to raise awareness and correct interpretation of the web-site unsuitable for minors and adolescents. Browsing these sites may lead to incorrect psychological development of young people. This can lead to offensive behaviour and crime.

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?

The project originated as a response to previous work with children and a result from practical life experiences. In the context of other prevention programs we have been in daily contact with children and young people, in some cases even personal contacts. The Project Adam and Eve of the 21st century was created as a sum of all the questions that children and students gave to the coordinator of prevention during our meetings, discussions, lectures. The most common topics addressed from pupils for whom the project is intended are social networks, sex, internet, mobile, pornography, and other mass media. This is where problems arise. Often it is the lack of correct interpretation of these concepts. Or they

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>

escape the root of the problem. The children are missing someone who shows them a way to solve these problems. We have understood that wrong explanations of terms in these pages can lead to an increase in crime in certain areas in their later life. And this is exactly what our Project wants to correct.

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

The project was analyzed by the Chief of the Metropolitan Police, a child psychologist, teachers and educational counsellors and school directors. The project was launched on 10 September 2014 at schools in city Nove Zamky, Slovakia, in form of group and personal meetings, lectures, discussions, experimental learning and active cooperation with the pupils. Lectures led Klaudia Homolova, coordinator of youth crime prevention.

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

Main objectives of the project: Self-awareness of each child in this modern world. Diverting children from computers, mobile phones, gaming consoles and other technological toys of the modern world. Understand the meaning, usage, but also how easy is to abuse and be abused on social networks.

Secondary objectives are closely linked to the main objectives, they complement the main objectives: Being able to use accounts on social networks, especially in terms of abuse and not to be abused. How to avoid creating of a non-substance addiction (mobile phone, social networking, internet, computer, pornography and other).

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**)

Students received homework within the control objectives. These were the following: Try for one day not to surf the Internet, do not go to social networks, do not play game consoles. If your classmate is sick, go to his house personally and tell him what homework you had in school but do not solve it over the internet, mobile. Go over the weekend to the countryside, take photographs, but do not post photos on social networks. Print photos and show your classmates at school on Monday. Do not make "selfies" over the period of one week. Right at the first tasks there were problems, children acknowledged that some tasks they cannot and do not want to make. Based on these experiences we concluded that the goals were real and it is moving in the right direction.

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 project involved the media too. They had great interest that was raised by the target group. A very positive assessment was given from the management of schools and teaching staff who took part in the preparation of project. The project concept, specific work with students, control of the project was assessed by the chief of the municipal police. According to him this project is a great contribution in the field of youth crime prevention.

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 evaluation of the project has been carried out internally and was attended by people and institutions with whom we have collaborated on the project. It was mainly the teaching staff. They evaluated the content, information processing, methods of working with pupils, accessibility and relevance of information. Also the feedback from students, their homework performance and the level of knowledge acquired was evaluated. Based on answers from respondents, the project is rated as very successful and it is recommended that the project continues in the future.

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**)

The project is innovative from the side of the special approach of the lecturer. The children are not to be a passive recipient but rather an active co-operator. We try to find a cooperated solution. The lecturer and children are even partners where both contribute their thoughts and ideas. Process-wise we use motivation, exposition, fixation and diagnostics in the project. From all activities - methods we use discussion, role-play, problem solving and didactic games. The project is an adventure learning for all kids.

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 is under the responsibility of the municipality Dvory nad Zitavou since September 2015. Dvory nad Zitavou and 13 surrounding municipalities and the city of

Hurbanovo that has an "Agreement on Cooperation" with the city of Dvory nad Zitavou are involved in the project. The Project is being created, lead and lectured by Klaudia Homolova.

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 was funded from municipalities own resources.

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

Material resources contained purchase of literature, a projector and a laptop. Human resources included consultants - a child psychologist, the chief of municipal police, school teachers and the youth crime prevention coordinator. The overall material costs are at about 2000 € per year.

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

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

No

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

The project shows the daily life of today's children. It is not just the lives of children living in Slovakia. It is also the lives of children living across the European Union. Every day they use modern digital world. Live online, "post" and to "share" their thoughts, opinions, photographs, "like" contributions of their online friends, send friend requests to people they do not know, but they have "mutual friends". They visit adult web-sites without any problems with one click. They bet on who has seen more forbidden sites, who tried those things, who will try them. Every day they face problems that worry them, but they do not want to talk about them. They are looking for answers on the Internet, on television, and among friends. That is why the project Adam and Eve of 21st century has been created. We explain concepts to children. We combine concepts into

perspective. Trying to make "forbidden fruit" uninteresting, we want to bring more understanding into their world with this project.

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

The project is designed for children 12-15 years of age, focuses on topics most interesting to adolescents. Discussions on topics such as adolescence, relationships, friends, internet, social networks, sex, pornography and others will be held with children openly. These topics are part of young Europeans everyday life. Children think that they already know everything and nothing can surprise them. They live online, "post" and "share" their thoughts, opinions, photographs, "like" contributions of their online friends, send friend requests to people they do not know, but they have a "mutual friend". They visit adult websites without any problems with one click. They bet on who's seen more forbidden things, who has tried them and who will try them. The project aims to ensure they can cope with these events and "problems", enable them to learn the right information distortion-free, to be able to enjoy the benefits of today's modern world.