

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.

CROATIA

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

This project represents Croatia's ECPA entry project.

3. What is the title of the project?

I HAVE A CHOICE

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

Ivan Pakšić, ipaksic@mup.hr, +385959062013

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 formal start of the project is June 14, 2012. The project is still being implemented in the Republic of Croatia, on a national level.

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).

There are no Internet sources available in English. We single out the most important ones:

1. <https://mup.gov.hr/policijske-uprave/predstavljen-preventivni-projekt-imam-izbor-128152/125740>
2. <https://mup.gov.hr/vijesti-8/predstavljen-preventivni-projekt-imam-izbor/125741>
3. <https://regionalni.com/u-osnovnoj-skoli-orehovica-zapoceo-preventivni-projekt-imam-izbor/>
4. http://os-vnazor-pribislavec.skole.hr/skola/projekti/imam_izbor

5. <https://emedjimurje.net.hr/vijesti/drustvo/3891446/foto-u-osnovnoj-skoli-domasinec-predstavljen-preventivni-projekt-imam-izbor/>
6. <https://emedjimurje.net.hr/vijesti/drustvo/3212209/preventivni-projekt-imam-izbor-zavrasio-posjetom-ucenika-pu-medimurskoj/>
7. <https://medjimurska-policija.gov.hr/vijesti/provedene-dvije-komponente-preventivnog-projekta-imam-izbor/20286>
8. <https://emedjimurje.net.hr/vijesti/drustvo/3271659/foto-policija-u-os-tomasa-goricanca-predstavila-projekt-imam-izbor/?galerija=2693849&slika=2876357>
9. <https://www.sjeverni.info/postujte-nase-znakove-odrzana-treca-komponenta-nacionalnog-preventivnog-projekta-imam-izbor/>
10. <https://www.skolskiportal.hr/sadrzaj/zanimljivosti/preventivni-projekt-imam-izbor-zavrasio-posjetom-pu-medimurskoj/>
11. <https://veljokajtazi.com/2012/06/14/projekt-imam-izbor-u-os-kursanec-u-medimurskoj-zupaniji/>
12. <https://medjimurje.hr/aktualno/arhiva/završen-projekt-imam-izbor-u-os-joze-horvata-kotoriba-19471/p://www.studiom.hr/6338/>
13. <https://www.vecernji.hr/vijesti/policijci-ce-posjecivati-djecu-u-osnovnoj-skoli-kursanec-420150>
14. <http://www.mvep.hr/files/file/2015/150416-upr2hrvatski.pdf>
15. https://pravamanjina.gov.hr/UserDocsImages/arhiva/25082015/Izvjescje_o_provedbi_Nacionalnog_plana_za_suzbijanje_trgovanja_ljudima_za_2014_%20godinu.pdf
16. <https://www.youtube.com/watch?v=ZNUb-X3tMHQ>
17. <https://www.portalnovosti.com/udaj-se-kad-si-spremna>
18. <https://www.civilnodrustvo.hr/udaj-se-kad-si-spremna/>
19. <http://radio-borovo.hr/2017/03/24/udaj-se-kad-si-spremna/>
20. <http://osjecka.com/udaj-se-kad-si-spremna/>
21. <https://www.dw.com/hr/romi-u-baranji-suo%C4%8Deni-s-te%C5%A1ko-premostivim-zidovima/a-41838189>
22. <https://dnevnik.hr/galerija/vijesti/hrvatska/uoci-medjunarodnog-dana-borbe-protiv-nasilja-nad-zenama-prikazan-je-film-udaj-se-kad-si-spremna---497417.html/61435438/497417>
23. <https://cks-romberg.hr/proslavljen-svjetski-dan-roma-u-beliscu/>
24. <http://www.prs.hr/index.php/suradnja/druge-suradnje/2328-pravobraniteljica-sudjelovala-na-obilježavanju-medunarodnog-dana-borbe-protiv-nasilja-nad-zenama-u-maloj-subotici>

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

The purpose of the project is to strengthen the primary prevention of peer violence, vandalism, domestic violence, violence against women, risky and socially unacceptable behaviors of children and youth, drug and other addiction, reduce the risk of human trafficking and strengthen vehicle traffic culture. The project also includes strengthening the social inclusion of national minorities with an emphasis on Roma as well as other marginalized groups in the community, with an emphasis on dialogue and respect for cultural similarities and differences through a culture of tolerance, non-violence and non-discrimination. This project would positively present the role of the police as one of the important community stakeholders that in cooperation with other subjects of society contributes to the security of the community. At the same time, young people would be introduced to the work of the police and could see the good faith of the police profession and accept the police officer as a friend or helper, which would contribute to greater visibility and presence of the police in the local community. Through communication with children and young people, especially young people at risk of continuing their parents' criminal careers would be detected in order to break the chain of inheritance of propensity to crime. The target group is 5th grade primary school children, teachers and parents. The estimated duration of the project is 12 months. The project consists of 10 components: 1. "Officer-friend and helper" - The aim is to develop awareness that police work is in the general interest of the community and each individual living in it. 2. "I don't buy in a child trafficking shop" - The aim of this interactive workshop is to encourage and develop the ability to identify risk factors and risky situations that represent possible dangers when it comes to human trafficking and smuggling. 3. "There is no justification for violence" - Encouraging young people to create positive attitudes that are in harmony with positive values of the society in which they live, raising awareness of the need to report domestic violence and violence against women and building a culture of nonviolence among young people. 4. "Say no to drugs" - The goals of this component are: reducing the incidence of risky and socially unacceptable behaviors, especially drug abuse and other addictions, reducing drug abuse among young people and acquiring knowledge about the harmfulness of drug abuse, alcohol and other risky behaviors. 5. "Similar but different" - Students will be introduced to ways of identifying persons and how to remember individual specifics of each person so that they can remember person easier and faster. Young people will also acquire new knowledge about police work and the application of police powers to perpetrators of criminal offenses. 6. "Be a man, change the rules" - instructs young people on the importance of building positive relationships with their environment and especially in romantic relationships and changing patterns of behavior based on violence and intolerance. They will learn new knowledge regarding importance of communication in relationships and culture of tolerance, nonviolence and non-discrimination. 7. "Respect our signs" - the goal is to increase the safety of all road users and prevent endangering their lives, with an emphasis on the protection of children in traffic, especially in the first days of their independent participation in traffic. 8. "Art and music workshop - I have a choice" - with the aim of encouraging young people to express their views on the police, prevention of violence and vandalism, their role in society through art and music expression. 9. "Life at the Police Academy" - get acquainted with the education of police officers and the way of life of students of the Police Academy (admission to school, working day at the Police Academy, free time) and as part of which they will visit workplaces and other facilities of the Police Academy. 10. "Fair of Opportunities" - The goal is to show the possibility of better use of free time through greater social involvement in sport activities, cultural, artistic and youth associations. Using the mechanisms of universal, selective and indicated crime prevention we defined marginalized groups, young people in deprived settings, young offenders and at-risk families in order to apply family-oriented prevention methods without stigmatizing the environment in which they live (Kulach, Whiskin and Marks, 2006), social prevention (McAra, McVie, 2012) and developmental prevention (Farrington, Welsh 2012). In the project, we focused on the pre-criminal circumstances of committing the crime and eliminated them at an early stage when no criminal acts were committed (Farrall, Gray, Jackson, 2007).

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**))

An intensive media campaign was conducted to inform citizens about the dangers of various criminal activities in the local community. Citizens were informed about the intensified activities of the police in areas with pronounced criminal activities, about the risks of victimization, the usual ways of committing crimes and the possibilities of self-protection to prevent victimization.

Social environments and families with pronounced risk factors that could lead to committing of a crime or the recruitment of children into criminal circles were identified, and preventive activities were directed towards such groups. An analysis of high-risk families was made in coordination with the School, Center for Social Welfare and Police. Families with a high level of probability of passing on the

criminal heritage to younger members of the household were identified. They are usually of lower economic status so school supplies for children were secured. Transportation to extracurricular activities for children without transportation is also provided.

A campaign was planned and implemented to inform potential victims about the elements of protection against property crimes by setting up padlocks, video surveillance and storing valuables.

Encouraging citizens to mark their own property with marks known only to them. Informing school children about the need to take care of their own property and property of their colleagues, that the crime does not pay off and that the illegally acquired property should be returned. Encouraging young people to report stolen property. Organizing special billboards in public places where information about stolen items will be visible to everyone.

Through communication with citizens, we collect information about people prone to crime, who generate a larger amount of wealth and have no legal sources of income. Focusing regular and special police activities on these individuals and gathering evidence to raise criminal charges.

In the case of young people leaving correctional institutions, young people are approached and attempts are made to involve them in various productive activities of public interest. Workshops and trainings that will direct them to socially useful work and to raise the level of their productivity. After the family member leaves the prison system, communication is established with that person and he/she is directed to civil society association which deals with persons in the post-penal and resocialization process so that they try to find a job.

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**)

An analysis of community problems was conducted during 2012. Thorough analysis began after frequent complaints about specific deviant behaviors of young people, criminal acts of their parents, parental negligence for children and young people and the impossibility for police to deal with children and young people due to their legal irresponsibility. The most common complaints were against young people from the area of the center of Zagreb and from Međimurje. Complaints related to the destruction of public and private property, verbal and physical attacks on residents, bullying at school, drug and alcohol abuse, vagrancy, etc. The police knew the area as problematic and the usual police repressive measures did not yield long-term results. With the purpose of collecting detailed information police patrols were intensified in the area reported as problematic. Citizens' complaints were collected and additional interviews were conducted in order to collect as detailed data as possible. An anonymous questionnaire was created which surveyed all citizens in the area that was detected as problematic. The questionnaire was created by psychologists from the association "Explore me". Psychologists in schools were

contacted through contact police officers to check what forms of recorded problematic youth behaviour and possible causation. The Social Welfare Centre was contacted to further complete the profile with a focus on family history. Operational inspections profiled children and young people with problematic behaviour and created a map of the causality of criminal behaviour in accordance with an approach focused on family and social crime prevention. The persistence of the problem was determined and the characteristics of people with problematic behaviour were identified. A profile of a person with pronounced family and personal risk factors was created. A pilot project for the level of the City of Zagreb was created, with which the implementation of the test group began. Two schools in the area of the City of Zagreb were selected with pronounced problems that were test group and two schools were selected as a control group. A survey questionnaire was conducted in the test and control school to get the initial information. The implementation of the project started 6 months after the initial data was collection. Project evaluation factors were detected. The positive impact has been confirmed so creation and completion of a project for the county level began.

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

The primary objectives of the project are:

1. Reduce the number of complaints and calls to the police by 10%.
2. Reduce the damage caused by criminal acts by 5%.
3. Increase the number of children who will successfully complete primary school by 15%.
4. Reduce the number of interventions of the Center for Social Welfare by 10%.
5. Increase the number of children of the Roma national minority who will be actively involved in post-school activities by 10%.
6. Increase the number of non-intervention meetings of contact police with citizens by 20%

Secondary objectives:

1. To develop a sense of acceptance of the police as a friend of helper and acceptance of the police as a service to citizens whose job is in general interest of the community and every individual living in it.
2. Encourage young people to create positive attitudes that are consistent with the positive values of the society in which they live.
3. Encourage and develop the ability to identify risky situations and possible dangers when it comes to human trafficking and smuggling, and to develop self-protection mechanisms.
4. Sensitizing young people to the problem of domestic violence and encouraging everyone, especially victims, to report domestic violence,
5. Indicate the dangers in traffic and the need to strengthen traffic culture and traffic safety, especially in relation to pedestrians and cyclists who are particularly vulnerable in the area of Međimurje.
6. Develop knowledge about the existence of social entities that work together in an organized manner to create a positive environment in the development of children and youth,

7. Acquisition of knowledge on the harmfulness of drug abuse, alcohol and various forms of risky behavior, on police work and the use of police powers against perpetrators of these crimes. Accepting crime prevention as a way of dealing with problem of drug abuse, vandalism and violent behavior.

8. Introducing students to the consequences of vandalism, destructive behavior and peer violence, as well as domestic violence and violence against women, as well as the actions of the police in such cases. Increasing community awareness of vandalism, peer violence and other forms of risky behavior.

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)**

The process evaluation was conducted on an annual basis. According to (English, Straton, Cummins, 2003; Epstein, Clerman, 2013) the process evaluation can be conducted by project implementer so police officers for crime prevention conducted the process evaluation. Indicators of the success of the process evaluation were: implementation costs, proper implementation of activities, availability, level of participation in project activities, expectations of the test group and the level of media exposure of the project. The main conclusions of the conducted process evaluation for 2013 were: insufficient engagement of the target group of citizens (it was necessary to determine new motivation mechanisms), higher costs of implementation of project activities than was expected (transport costs, etc.), declining level of community motivation in positive outcomes, declining levels of motivation of the project implementer as the time of project implementation went by and insufficient media interest in preventive activities. During 2014, additional investments were made in the observed shortcomings. Changes and improvements to the project were made after each evaluation of the content on an annual basis. Additional forms of funding have been found (local government), forms of rewarding for participation have been introduced (rewards for participation in form of free cinema tickets or excursions), additional media coverage has been introduced so that presentation of the benefits of the project could be made to the community. Form of rewarding for the most interesting provider of preventive activities was introduced (a survey was introduced in order for the test group to evaluate the quality of implementers). It was noticed that creative workshops, performances and visits to the Police Academy were more interesting than it was expected, so more hovers are provided for these activities. After each evaluation of the content, an analysis was made and presented to the project strategic committee, which adopted new project plans for the next year. In principle, the project was upgraded, changed and adjusted every year in order to make the results as positive as possible.

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.

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**)

Evaluation of efficacy was conducted as well as impact evaluation (Morgan, Hulme, 2017). External partners, psychologists from the civil society association "Explore Me" and the Association of Psychology Students of the Faculty of Philosophy in Osijek were used to conduct the outcome evaluation and impact evaluation at the scientific level. An evaluation was conducted in relation to the participants, the target group, students, parents, teachers and the wider population on which the project could have had impact. The evaluation was conducted with anonymous questionnaires about the experience on fear of crime (Marcus, 2003) created for this purpose. Police data on the number of criminal offenses, cost analysis of known crime, number of calls for assistance to the police, reports of the Center for Social Welfare, reports of civil society organizations dealing with minorities and surveys completed by service users and citizens directly affected by the problem were used. The results of the activities for the period from 2014 to 2018 are: young people were involved in extracurricular activities in 48% higher than it was before the project activities, the target group of students had 24% fewer absences from school, the police perceived 42% more positively than it was before the implementation of the activities, the Center for Social Welfare had 23% fewer recidivism interventions, the damage of committed crimes was reduced by 11%, the number of non-interventional contacts of police with citizens increased by 80%. The number of criminal offenses was slightly increased by 8%, which we can explain by greater police detection activity and better cooperation with citizens in collecting criminal data. Observing the impact evaluation of the survey and contact with citizens, the following data were obtained: citizens accepted the police as a partner in the community, developing a higher level of trust between police and citizens, children and youth became more aware of the harmful effects of substance abuse. Teachers and school was no longer perceived as a negative obligation, young people became active in removing graffiti and participated in arranging public areas around schools and sports fields. One of the last long-term goals was to create a network of sustainable prevention services for an area at increased risk of criminal behavior.

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.

[Empty box]

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**)

The innovativeness of the project can be seen in the achieved level of social inclusion. By implementing the project, we managed to achieve a high level of community involvement in project activities. Uniting the community in order to help a socially marginalized group in society to achieve a sense of care. Initially, the goal was exclusively to solve the accumulated problems in the community and after 4 years of project implementation, from 2012 to 2018, the community shifted the focus from the community problem to community members. How can community help those in need has become the mission of the project? Involvement on the principle of "whole community" has borne fruit. Crime prevention was approached from a scientific perspective and was based on a evidence-based approach. The implementers realized that they were crucial in the implementation of the project idea. The community understood that something needed to be done but there was no partner to bring all the social stakeholders together. The police offered to be a cohesion factor and the work of preventive policing in the context of community policing is clear and visible. The implemented project is currently the first project in Croatia that is completely based on scientific principles, based and developed on evidence of effectiveness.

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**)

Local government units financed activities and provided professional and logistical support where necessary, Social Welfare Centers provided access to information, guidance and counseling role in assessing the needs of the target group, the Association for Work with the Roma National Minority, which provided establishing better communication with the national minority, mediation when necessary and encouraging community members to participate. The National Agency for Education provided professional counseling and guidance and necessary advice on the most appropriate approach to the problem, considering that targeted group are children and young people, primary schools in counties and cities provided space for activities, time, professional service of psychologists, refreshments and snacks. Police administrations and Police stations provided personnel, participated organizationally and logistically in the implementation of activities (providing transport, premises, refreshments for participants in activities, participation in the development of information materials). Members of Croatian Parliament have given public support to the project. Participants were also people from public life who supported and promoted activities encouraging the participation and involvement of citizens and the target group. A total of 49 partners participated in the first 4 years of the project,

while at the time of the transition from the local to the national level, the number of partners climbed over 100.

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 funded by all project partners in some form. Forms of financing are different and starts from providing people, vehicles, halls, energy and more. The primary funders are the Ministry of the Interior, Ministry of Demography, Family, Youth and Social Policy, the Centers for Social Welfare, International Police Association, local government, private donors, etc. Citizens who wanted to donate consumables for the implementation of activities, associations and private companies donated consumables, refreshments, snacks and similar supplies. The Ministry of the Interior enabled the use of official vehicles for the transport of the target group, consumables and working hours of officials who participated in the creation of materials for the implementation of activities. Local governments have enabled the use of public spaces, electricity, stands for the presentation of information materials, refreshments and lunches for participants, etc.

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

The cost of the project is at the level of 50,000 euros per year. Expenditures in the form of money are funded by the local community. The costs of the project implementers are expressed through working hours which they invested in the project. The use of motor vehicles of the institution and other official materials is the second level of project costs. The exact cost is very difficult to determine but it is at the presented level.

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**)

The cost-benefit assessment was conducted by the Ministry of the Interior (Brand, Price, 2000). The analysis was conducted through the determination of the costs of criminal offenses before the start of the project and after the project activities carried out on the principle of "total costs". Data were collected by the Ministry of Interior, Ministry of Justice, victims of crime, schools, Center for Social Welfare, local governments and health institutions. An estimate of the costs of criminal activities has been created, which includes the costs of criminal offenses and the response to a criminal offense. After the activities carried out according to the set of parameters, it was determined that in the period from 2014 to 2018, an 8% increase in the number of criminal offenses was recorded, which is 4% less than in the previous four-year

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.

period, from 2010 to 2014. Also, the damage caused by criminal offenses is reduced by 17%, the costs of system response are reduced by 7% (shorter criminal proceedings), recidivism is reduced by 7%. Citizens spend less money on protection elements, citizens' quality of life has risen, the fear of crime is lower and overall direct costs and indirect crime costs are lower all in the category as defined by Miller, Cohen and Wierseman (1996).

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

The project can be replicated under condition that all project materials are translated into English or the language of the Member State where the project will be implemented. Initial testing of the target group and test group needs to be conducted to determine the nature of the problem in the community. Problems with the social deviations of certain subcultures exist in all communities. It is necessary to determine the elements of motivating and activating the community in their own interest. Initial testing, public opinion polls on the level of insecurity and consensus on community issues needs to be conducted. It is necessary to create a project base at the strategic and operational level of capable and committed partners. The project is extensive, demanding on a long-term basis but feasible in a different context.

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

The project is significant from the perspective of improving the cooperation of the local community with problematic subcultures and groups. The aim is to develop a productive and proactive community including all members. Frequent migrations and problems in accepting diversity represent a potentially stimulating area for the implementation of the observed project. Intolerance and non-acceptance of the minority leads to disunity of the community, hostility of the minority towards the majority and vice versa which results in dysfunction and conflict. The project is based on the involvement of all members of society for the purpose of general social prosperity.

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

Crime prevention project “I HAVE A CHOISE” was created in response to serious problems in local community. The problems were recorded by the citizens, who turned to the police, who connected interested social stakeholders with the aim of eliminating the problems from the community or reducing the impact of the problems on the community. The project is one of the few that has passed the test phase, which is based on scientific foundations, with proven effectiveness and evaluations conducted by independent evaluators. The project focuses on problem families using methods of focusing on risk factors. The ultimate goal is to develop a relationship of trust between the police and young people and to break the chain of hate that they inherited from their parents. Due to its quality, the project has evolved from the local level to the national level and is being implemented in all environments that have indications for deviant and antisocial behavior of young people.

