

European Crime Prevention Award (ECPA)

2019 – Finnish Presidency

General information

- Please specify your country.

Hungary

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

ECPA entry

- What is the title of the project?

Re-Action

- Who is responsible for the project? Please add contact details.

The National Crime Prevention Council of Hungary

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in cooperation with the

INDIT Public Foundation "FÜGE" Deviance Prevention Programme

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- Please provide the start date of the project (dd/mm/yyyy).

The programme has been running continuously since 2013.

- Where can we find more information about the project? Please provide links to the project's website or online reports or publications, if available (preferably in English).

www.bunmegelozes.info

www.indit.hu

Re-Action road show gallery and video:

<https://cutt.ly/kw71qhL>

<https://cutt.ly/kw71qmy>

Experiential Education Training gallery:

<https://cutt.ly/0w71Xyl>

'Parents' Academy' episode:

<https://www.facebook.com/nemzetibunmegelozesitanacs/videos/622227034851016/>

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

The National Crime Prevention Council (NCPC) is responsible for the implementation of the National Crime Prevention Strategy of Hungary that has four priorities. One of the priorities is the prevention of juvenile delinquency. To reach this goal the NCPC supports and organizes projects that are aiming to develop social competences, build resilience and deepen the crime prevention knowledge of the youth.

On the field of reduction and prevention of drug-related crime and harms caused by drug abuse among young people the NCPC has been active since 2013. At that time as the intellectual heritage of the Interactive Police Program the Re-Action road show was born. The road show together with the NCPC's Experiential Education Training (EET) and the 'Parents' Academy' educational video clips and the "FÜGE" Deviance Prevention Program (FDPP) operated by INDIT Public Foundation are a complex drug prevention programme package. The four elements of the project perfectly complete each other.

The EET reaches the youth indirectly since it aims to train teachers to become multipliers. Participants of the EET learn effective (constructive) pedagogical methods that lead to more successful experiences and effective dispute solving in the classrooms. This can help to increase failures and bad school experiences among students. It's important because those who are comfortable in their own skin are less endangered since they have more self-confidence they are more successful therefore they do not need to compensate by using alcohol, drugs and they less likely to become offenders or victims of a crime. This approach sets a new base for crime (drug) prevention at schools.

Re-Action road show is a spectacular programme that involves hundreds of kids in crime prevention activities each time. There is a long waiting list for the show that

addresses both the young and the older students, even the teachers and parents. The programme has four sections, in the first section kids can participate in intro lectures such as self defence, first aid, prison life, experiential education, animal care, online safety. The second part is the big show where all the staff organizations introduce themselves while the third part is the theatre in which police officers direct crime related scenarios that are commonly committed by youngsters (drunk driving, drug possessing, vandalism, fight in a pub/classroom, etc.) involving peer actors and the audience. In the fourth part they demonstrate a car crash where the firemen have to cut the top of the car to rescue the passengers. At the very end the empty car stands in the scene, burning. The strong visual effects and the interactive scenarios offer a lifelong experience for the audience.

‘Parent’s Academy’ is an informative video clip series for parents covering crime prevention related topics. It is easier to reach out for parents through social media that is why this format can be effective. In the first episodes professionals try to answer the most common questions raised by parents regarding to drugs.

FDPP is a deviance prevention programme with complex health promotion and a holistic approach designed by the INDIT Public Foundation for the prevention of substance abuse leading to behavioural addiction. A complex deviance prevention programme with a health promotion approach comprising 6 lessons (3x45 minutes) in each case, working with students at a public education institution through interactive group activities, supplemented by 2-hour trainings for teachers and staff, as well as working with parents for 2 hours. The programme includes classes and groups of students designated by the school.

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

- How does the project contribute to crime prevention and/or the reduction of crime or the fear of crime? (**Max 200 words**)

The project elements have a diverse methodical repertoire to reduce the fear of crime and prevent it by operating with infotainment based activities. The EE training is aiming to develop social competences, conflict solving techniques and self-awareness of the participants on a 4-day off-the-job training. Re-Action show that each time involves hundreds of kids in crime prevention activities uses drama pedagogy, situational games, and lectures to deepen the crime prevention knowledge of the participants. In the episodes of ‘Parents’ Academy’ professionals answer the most common questions raised by parents regarding to drugs. In FDPP participating students can try out individual, creative solutions in the form of situational games and discuss, understand and learn to prevent situations that threaten them in a group

discussion.

Parents and educators will gain more insight into addiction problems as their information grows and will be able to provide more secure and humane solutions. The workshops are interactive, in which any questions, even personal ones, can be put to the group leaders. On the other hand, the participants are also encouraged to reflect by open-ended questions that enable them to find their own individual, creative solutions to difficult personal and family situations and to problems occurring in their wider community (including work). Their fears and prejudices can be reduced by increasing their knowledge.

- How does the project contribute to citizens' awareness of crime prevention and increasing their knowledge? (**Max 150 words**)

Each module of the programme offers valuable information, thanks to the active knowledge of the staff gained in this area in their full-time activities, which are always integrated into the programmes. They help develop appropriate individual life strategies, coping strategies and an understanding of how addiction problems develop, which can contribute to developing crime prevention awareness. Expanding knowledge not only promotes solving addictive situations, but also helps develop a self-aware, humane, compassionate, non-violent life and communication, as the programme increases the empathic skills of the participants towards other participants and marginalised population in society through performing group dynamics tasks and conducting case discussions.

In some of the programmes parents and educators can listen to interactive lectures according to their interests, drawing on their own personal or professional experiences, and can receive methodological assistance through discussing case studies for shaping their everyday lives.

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

- What were the reasons for setting up the project? What problem(s) had to be addressed? Was this context analysed before the project was initiated and in what way? What data were used? Who collected that data and how were they collected? (**Max 150 words**)

One of the priorities of the National Crime Prevention Strategy of Hungary is the prevention of juvenile delinquency. To reach this goal the NCPC supports and

organizes projects that are aiming to develop social competences, build resilience and deepen the crime prevention knowledge of the youth.

During the creation of the Strategy the following documents were analysed:

- the previous strategy on the national social crime prevention (parliamentary decision 115/2003. (X. 28.) and the evaluation of its implementation
- criminal statistics and their analyses
- legal framework of the EU
- measurements and analyses of the international tendencies and their effects on Hungary
- international experiences and good practises
- results of the questionnaires completed by the NGOs active in the field of crime prevention

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

The primary goal of the programme is to prevent child and youth delinquency by increasing information and knowledge, and reducing negative beliefs about addiction phenomena (playing down the problem). Sensitisation primarily targets participants' sensitivity to themselves, to their own mental and social processes, as well as to their peers and families. The goal is to identify and recognise processes that may pose a threat to them, emerging in themselves or coming from their immediate environment, or which, on the contrary, help and support their lives. We also seek to explore the resources and opportunities arising from their individual and personal (family) and wider (social) environments, which shape empowerment as a form of self-determination and the right forms of coping.

As a secondary goal, we seek to develop secondary prevention, establishing support relationships and delegating participants to support relationships and therapies (primary or specialist care), as needed. The Re-Action road show aims to support lifelong guidance as well.

The long-term goal is to develop collaborations and direct communication, a trusting relationship between participating adults, schools and supporting institutions, so that good and helpful solutions can be found in problem situations, thus reducing prejudice towards one another and all those affected.

- Has there been a process evaluation during implementation? If yes, who conducted the evaluation (internal or external experts)? What were the main results? (**Max 300 words**)

The evaluation of the EET and the FDPP as process evaluation is carried out internally through the discussion of cases by the team led by the project manager.

The results and lessons of process evaluations are being incorporated into the programme.

- Has there been an impact evaluation? If yes, who conducted the evaluation (internal or external experts)? What data and evaluation method were used? What were the main results and conclusions? (**Max 300 words**)

The impact evaluation of the EET and the Re-Action road show is on the way. An external expert group, the Danube Centre for Governance Studies is responsible for the research.

In the FDPP the impact assessment is conducted by an in-house specialist, a trained sociologist, based on the analysis of the questionnaire. It is based on the comparison of the values recorded in the initial and the follow-up questionnaire.

The questions are the same in both cases, measuring the difference between the answers given to the same question in the two questionnaires, as well as their effectiveness. As the questions are quantitative, their comparison is relevant.

The questionnaires are anonymous and are used with a code generated by a protocol guaranteeing anonymity to ensure that they are matched.

1. Questions designed to measure the accumulation of information: These questions refer to areas that are addressed in the workshop.

As for the accumulation of information, it can be established that in all cases, there was a high percentage of positive change between the responses in the two questionnaires.

2. Questions designed to measure a change in attitude: In these questions, the questionnaire primarily measures the change from the previous answer (which can be either positive or negative). The correctness of the answer is less relevant than the accumulation of information, since it is less meaningful here whether the answer is correct or not; it is more important to see whether the individual concerned changes their attitude towards a particular topic. In this group of questions, we also detected a high percentage of positive changes when we analysed the questionnaires after the workshop. The degree of change was not as high as in the case of the accumulation of information, but the change in attitude is a much longer process, and the programme may not be able to maximise its positive impact in this area as quickly as in education.

3. Questions designed to measure the credibility and perception of the

programme and the group leaders: This group of questions is only included in the follow-up questionnaire, primarily asking questions about satisfaction with the programme and the group leaders.

Here again we recording a very high positive rating both for group leaders and the programme.

Based on the data of the previous year, it can be established that the programme has a positive impact on the protective/preventive factors of the young people participating in the programme.

In the final questionnaire, parents and educators are asked about their satisfaction or for any negative feedback they may have about the programme. Every year, we look forward to seeing if they have any new ideas for a given topic, which we develop and deliver to the given site along with other current issues.

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

- To what extent is the project innovative in its methods and/or approaches? (**Max 150 words**)

The programme elements can be considered innovative in terms of both content and methodological implementation.

The EET is based on the experience that deterrence is not working in the prevention of youth delinquency. For a rebellious teenager deviance can look appealing, but those who are balanced and feel comfortable in their own skin are less endangered since they have more self-confidence they are more successful therefor they do not need to compensate by using alcohol, drugs and they less likely to become offenders or victims of a crime. Therefor it is more efficient to teach them how to feel good. The EET uses adventure as a tool and offers challenging situations that are keeping them busy (one of the challenges is to descent from a 158 meter high TV-tower by using rope access methods). These scenarios make them push their limits and learn about themselves which helps them gain more self-knowledge and self-confidence. They also learn the importance of teamwork and tolerance. By offering the training for teachers (besides make it more cost-efficient) it gives the potential of growth for the educators.

Re-Action road show uses both experiment and show-elements to deliver the crime prevention content and to involve the audience in the programme.

The FDPP is innovative in terms of content because it does not present negative,

deterrent content. It investigates phenomena objectively along the largest risk factor (psychological/family) without prejudice. Methodologically, it uses the open-ended question technique. The team leaders do not respond to the questions but they generate meaningful debates about their questions, where participants can hear their peers' reflections and views, giving them a sense of peer influence and, where appropriate, a sense of companionship.

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

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

The Re-Action road show involves the NCPC, the Police, the National University of Public Services, the Hungarian Red Cross, the Tactical Operational Combat, local Disaster management bodies, Civilian Patrol Society, Prison Service, education institutions.

The EET is a result of the cooperation of the NCPC and education institution.

The FDPP cooperates with other civil society social workers working in the area or in the region, such as the Playback Theatre using Moreno's psychodrama technique. FDPP invites addicts who have recovered from their addiction to share their individual experiences and convey a message, and the FDPP team is a member of the local Drug Conciliation Forum, where they work with other civil and municipal bodies to reflect on major issues and share opinions, develop strategies and action plans for local addiction strategies in connection with addiction problems in the region.

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

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

The EET, the Re-Action road show and the 'Parents' Academy' clip series are funded by the National Crime Prevention Council. The FDPP besides getting financial support from the NCPC has also been awarded numerous grants since its kick off.

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

In terms of human resources, the FDPP team has 12 members and a project manager.

The gross hourly fee of a group leader is HUF 7,000/hour for conducting student

workshops. For workshops with parents and educators, the fee is HUF 10,000ft/hour.

Travel expenses are also covered when sites outside the town need to be visited.

As for equipment costs, computers, laptops and cameras are covered by the budget of the programme.

The EET costs 3,400,000 Forint and occupies 7 trainers per occasion.

Re-Action road show costs 700,000 Forint and occupies 55 professionals.

The first 11 episodes of the 'Parents' Academy' clip series cost 3000 Euros.

- 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)**

The cost-benefit analysis of the EET and the Re-Action road show is on the way. An external expert group, the Danube Centre for Governance Studies is responsible for the research.

The FDPP has not carried out such an analysis in recent years. If necessary, however, the data available to us (direct and indirect indicators, the amount of money granted, the intellectual successes of the programme) and the impact of all these on local crime prevention can be provided.

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

The FDPP is currently running in another EU Member State, Belgium, specifically in Brussels, at the Hungarian School in Brussels.

By exploring local conditions, conducting situation analysis and needs assessment, the programme package can be adapted to any EU Member State.

- Which project elements are relevant for other Member States? Please explain the European dimension of your project.

For students, infotainment based crime prevention activities seen as relevant interventions that help increase knowledge, develop a holistic approach to health, learn coping strategies and provide a community experience for participants.

Based on the special features of adolescence, we believe it would be necessary to involve both parents and educators in a given country to promote a holistic view and

effective problem solving, obviously after assessing current needs.

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

Since its establishment the National Crime Prevention Council of Hungary (NCPC) supports and organizes projects that are aiming to develop social competences, build resilience and deepen the crime prevention knowledge of the youth.

On the field of reduction and prevention of drug-related crime and harms caused by drug abuse among young people the NCPC has been active since 2013. At that time as the intellectual heritage of the Interactive Police Program the Re-Action road show was born. The road show together with the NCPC's Experiential Education Training and the 'Parents' Academy' educational video clips and the "FÜGE" Deviance Prevention Program operated by INDIT Public Foundation are a complex drug prevention programme package.

The Experiential Education Training is aiming to develop social competences, conflict solving techniques and self-awareness of the participants on a 4-day off-the-job training because those who are comfortable in their own skin are less endangered since they have more self-confidence they are more successful therefor they do not need to compensate by using alcohol, drugs and they less likely to become offenders or victims of a crime. Re-Action road show is a spectacular programme that each time involves hundreds of kids in crime prevention activities uses drama pedagogy, situational games, and lectures to deepen the crime prevention knowledge of the participants. In the episodes of 'Parents' Academy' professionals answer the most common questions raised by parents regarding to drugs.

The "FÜGE" Deviance Prevention Programme is a project run by the INDIT Public Foundation for addiction and holistic health that focuses on crime prevention, using universal and targeted prevention elements and methodologies, with preventive activities in schools or community settings. It is aimed at promoting social and communication development and sensitisation.