

# 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.

POLAND

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

COUNTRY'S ECPA ENTRY

3. What is the title of the project?

ACADEMY OF SAFETY – education for the safety of children, young people and the elderly in Kielce.

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

KATARZYNA BANASIK, tel.: 508-803-111, e-mail: kbanasik.passa@o2.pl

5. Start date of the project? (data-dd/mm/yyyy) Is the project still running? (YES/No)  
If not, please provide the end date of the project.

The project was implemented from 02.10.2017 to 18.12.2017. At present, it is continued as the project entitled "ACADEMY OF SAFETY II – education for the safety of educational institutions in Kielce"

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.stowarzyszeniepassa.pl](http://www.stowarzyszeniepassa.pl), [www.europeansecuritycenter.com](http://www.europeansecuritycenter.com),

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

The project was implemented under the program aiming to reduce crime and antisocial behaviour entitled “Razem bezpieczniej” [Safer Together]. The project involved taking a variety of actions to increase the safety of women, the elderly, city’s residents, educational institutions and their immediate neighbourhoods. The scope of the project included the implementation of a number of informational, promotional and training tasks. The combination of all tasks, which were complementary, allowed to achieve the intended results and had a significant impact on the attractiveness and sustainability of the project.

The PASSA Association of Professional Activity was responsible for the project’s implementation. The main partner of the project was the Municipal Police Headquarters in Kielce. The project also included the participation of other services and institutions responsible for safety such as Municipal Headquarters of the State Fire Service in Kielce, Kielce Rescue Group of the Polish Red Cross or Department of Emergency Management and Security of the City of Kielce. The project initiated the cooperation of the above entities in the field of safety. Additionally, a platform for exchanging knowledge and experiences between the police and local partners (NGOs, educational institutions participating in the project, seniors’ clubs, University of the Third Age, Family Assistance Centre in Kielce and community centres) was created. The active participation of the police significantly strengthened mutual trust.

**10,180 participants** and 11 educational institutions took part in the project under which 571 workshop hours were conducted. The project involved the implementation of the following safety workshops for students, teachers, parents, women and senior citizens:

1. Understanding the world – tolerance, respect and safety every day.
2. STOP violence and addictions.
3. Safety at an educational institution – emergency operational procedures.
4. Informed parent – safe child.
5. Safe woman.
6. Academy of safe senior.
7. Evacuation from a danger zone – emergency procedures (armed intrusion, disclosure of a suspicious object).

The workshops were conducted by the members of the Association and officers of the Municipal Police Headquarters in Kielce. Moreover, the project included free consultations with the psychologist in educational institutions, art competitions and equipping school day care centres. 4,000 reflective items were distributed to students.

The project involved the organization of International Volunteering Day. The members of the PASSA Association, volunteers, a psychologist as well as police officers organized meetings for students during which they promoted assistance to the elderly, the disabled and other people in need. The celebrations were connected with the International Day of Human Rights

and the Amnesty International Letter Writing Marathon.

During the workshops the participants learned about safety issues which strengthened their awareness of the risks and legal consequences of violence and possession of drugs. The participants also learned the rules of conduct in a situation of imminent danger, e.g. the intrusion of armed attackers, planting a bomb as well as self-defence in dangerous situations.

Apart from educational institutions senior citizens and women from Kielce participated in the project. The elderly mastered practical elements of self-defence and were made aware by police officers of current everyday life dangers: traffic safety or 'grandson' fraud, etc. Women participating in the project were often domestic violence victims and therefore were provided with psychological and legal support and acquired practical self-defence skills.

The continuation of the project "ACADEMY OF SAFETY II", apart from the implementation of the above educational tasks, includes the purchase of professional medical bags for each educational institution as well as making an educational film on operational procedures in an emergency situation, which is an innovative approach to providing instructions of the dangers to the city's residents. 10,000 people will participate in the continuation of the project.

**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 reduction of crime or the fear of crime? Does it focus on raising citizens' awareness or does it apply other mechanisms? **Max. 200 words.**

The project contributes to the prevention and reduction of crime through the implementation of training courses/workshops on safety. The basic form of raising awareness among children and young people in violence prevention is continuous education and reduction in the level of tolerance for such behaviour among teachers. The key element is to establish cooperation with the parents of aggressive children as well as permanent cooperation with public safety and security institutions, which is facilitated by the project. The implementation of the project gives the opportunity to analyse the existing public safety procedures in an emergency situation and to consult them with public safety officers. Well developed and tested procedures reduce the sense of danger among the project's participants as in the case of danger they will know how to behave and what procedures to apply.

During the workshops the participants acquire knowledge on the dangers and consequences of addiction as well as the dangers related to the Internet. Particular emphasis is placed on increasing awareness of the participants on legal consequences of drugs possession and violence, which may limit criminal behaviour. Teachers and educators acquire detailed knowledge on situations posing threat to the safety of students and other people at school. Parents also receive comprehensive knowledge on the prevention of

addiction, e.g. how to recognize the child's use of drugs, operation procedures and responding to cyberbullying.

Women are made familiar with legal issues related to violence and also acquire self-defence skills. Senior citizens receive the necessary knowledge about the risks they face and how to effectively protect themselves.

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

9. What was the reason for setting up the project? Was the 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**

The main reason for the development of the project was the increasing threat of terrorist attacks in public places, the growth in criminal behaviour in educational institutions as well as against women and senior citizens.

The PASSA Association together with the Municipal Police Headquarters in Kielce analysed the existing hazards in public places, educational institutions and threats to women and senior citizens basing on statistics recorded in police databases and citizens' reports to community policemen. The data is confirmed by numerous studies conducted over the past years in schools (Education Development Centre, Education Research Institute and CBOS).

The PASSA Association has extensive experience in the design and implementation of preventive training. In the years 2015-2016 within the project entitled 'Safe School in the Schengen Area' together with the police it trained 9,484 teachers and educators from Lublin.

Understanding the role of preventive training in cooperation with the Kielce police we have decided to implement a unique project entitled 'ACADEMY OF SAFETY'.

The analysis of statistics, implemented training courses and modern terrorist threats has contributed to the selection of training topics included in the project as well as on setting its objectives.

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

### **Main objectives:**

- Undertaking a variety of activities to raise the level of security in educational institutions and their vicinity,
- Crime prevention,

<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>

- Limiting the sense of insecurity.

**Secondary objectives:**

- Creating opportunities for exchanging experiences and cooperating in the field of crime prevention,
- Increasing the knowledge of 1-3 grade students about their own safety on the road, at home and school and beyond as well as the knowledge and skills related to reacting in dangerous situations,
- Increasing the knowledge of 4-6 grade students and high school students about dangers in cyberspace, dangers of psychoactive substances (alcohol and various types of drugs) as well as social pathologies, with particular attention paid to peer violence, also that caused by stereotypes and prejudice, and the consequences of such behaviour,
- Increasing the knowledge of teachers and educators about identifying aggressive behaviour among students as well as the ability to properly carry out the evacuation procedure in a centre in an emergency situation (reduction of evacuation time),
- Increasing the knowledge of parents on the prevention of addiction,
- Acquiring knowledge and skills by women and senior citizens related to self-defence.

11. Has there been a process evaluation? 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.** *for more information on process evaluation, see EUCPN Toolbox No.3, p.9-10 & part 2 - section 2A*

During the implementation of the project three-level evaluation was conducted (internally and externally), which included the improvement of skills and strengthening the acquired knowledge:

- Level I – internal evaluation
- Level II – internal evaluation
- Level II – external evaluation

**Internal evaluation:**

**Level I** – was conducted before the start of the project by the directors of educational institutions. Basing on the information obtained within the institutions (internal reports and analyses, statistics, discussions with teachers and students) the directors decided to participate in the project. This kind of evaluation revealed that teachers and students' knowledge and skills related to safety were not sufficient and that the participation in the project would allow them to acquire the necessary skills, increase awareness of the risks of

crime and limit criminal behaviour at school.

**Level II** – was conducted by the PASSA Association during the implementation of the project and following its completion. The evaluation provided information on the level of knowledge of the participants before and after the project's implementation. The final report, which included the evaluation results, i.e. the outcome of interviews and questionnaires, proved to be the most informative. The results confirmed that before the implementation of the project the participants' knowledge and awareness of dangers were weaker than after the completion of the project, when both awareness, skills and the ability to defend oneself against a dangerous attacker were significantly stronger.

**External evaluation:**

**Level III** – was conducted by the Municipal Police Headquarters in Kielce. The officers were observing and analysing the content of educational workshops. They checked whether the issues were adapted to the level and age of the participants and whether the range of topics affected the growth in the sense of safety in educational institutions (interviews, questionnaires). The evaluation outcome: educational activities were conducted in accordance with the project's objectives and assumptions which led to the reduction of insecurity in educational institutions.

During the implementation of the project, the ongoing monitoring of project's activities (compliance of implemented activities and tasks with the project's assumptions, control of deadlines, regular control of performance, cost control) confirmed the high quality of the project's activities.

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

Internal and external evaluation of the project's outcome has been conducted. The project involved the increase in the knowledge about safety in a minimum of 70% of the students, teachers, parents and senior citizens. The results were achieved at an even higher level than expected. There was a significant increase in the knowledge about:

- Safety at school and outside in 100% of students participating in workshops. The study covered 1,878 students which is 28% of all the workshops' participants;
- Safety in an educational institution in 100% of teachers participating in workshops. The study covered 694 teachers which is 100% of all workshops' participants;
- Addiction prevention in 100% of parents participating in workshops. The study covered 140 parents which is 100% of all workshops' participants;
- Self-defence in 100% of women participating in workshops. The study covered 41

women which is 100% of all workshops' participants;

- Self-defence in 100% of senior citizens participating in workshops. The study covered 30 senior citizens which is 100% of all workshops' participants;
- There was a reduction in the evacuation time of a school conducted by teachers by 3 minutes and 31 seconds.

Internal evaluation conducted by the PASSA Association involved the development of questionnaires which were used to conduct interviews with students, parents, teachers, women and senior citizens. A special survey of the program entitled 'Safer Together' was used in order to collect the results in a group of students. The survey was conducted before and after each workshop. The results were then compared and conclusion were formulated which testified to the positive impact of the project.

External evaluation was conducted by the Municipal Police Headquarters in Kielce. The police officers visited schools after the completion of the project. They carried out interviews with teachers and students checking their level of knowledge about safety. The outcomes of each visit were positive. No decrease in knowledge acquired by teachers and students during workshops was observed.

Evacuations of schools were carried out under the supervision of representatives of the Department of Safety and Crisis Management of the Voivodeship Office in Kielce, Kielce Municipal Office and State Fire Service in Kielce who stated that evacuations were carried out perfectly.

### **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 project was innovative in terms of:

- Workshops and instructions on the risks involving students and teachers in an educational institution conducted through simulations and other exercises in the event of intrusion of active shooters or other terrorist threats that may occur in public places, e.g. 'lone wolves' attacks or planting explosives. The participants acquire practical self-defence skills and learn proper operational procedures. Together with the Police the scenario of exercises is determined, in which the main roles are played by students and teachers. It is extremely important for the participants to observe the reactions of the Police and other services in any emergency situation, which will reduce the risk of panic in a situation of potential danger.
- Making an instruction video presenting operational procedures in a potential situation of a terrorist attack to which young people may be exposed in a public place such as school, shopping all, cinema, railway station, airport or other places

with large number of people. The instruction video will be recorded on DVDs and distributed among the project's partners in order to promote safe behaviour after the completion of the project.

#### **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.**

The PASSA Association, which coordinated the cooperation between partners and institutions, was responsible for the execution of all tasks in the project. It also dealt with information and publicity activities as well as monitoring, evaluation and reporting. The members of the Association carried out educational workshops whereas the president of the Association was the project's leader.

The main partner of the project was the Municipal Police Headquarters in Kielce. They were responsible for information and promotion activities as well as prevention workshops for students, young people, parents, women and senior citizens. Additionally, they supervised the content of educational workshops. Policemen participated in evacuations of institutions and coordinated the actions of various services. During the implementation of the project, in each police station in the vicinity of schools participating in the project, a person was designated to provide information on the safety of schools and their students and collected all disturbing signals from schools and entities implementing the project. The PASSA Association together with the police created a support group for all persons and entities involved in the project.

Provincial and Municipal Headquarters of the State Fire Service in Kielce participated in evacuation simulations and in working meetings during which the issues regarding fire safety at the educational institutions were discussed and analysed.

A Rescue group of the Polish Red Cross in Kielce provided medical services during the simulations and participated in preventive activities.

11 schools participated in the project. A working group, which analysed all the safety issues, was established to maintain contacts. It was an important aspect in the strengthening of local coalitions to combat crime and increase safety.

#### **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 implemented under the government anti-crime and anti-social behaviour program entitled 'Safer Together'. Before granting the financing, the project had been assessed formally twice. The Ministry of Internal Affairs and Administration covers the 80% of the project's costs. The remainder of 20% is a contribution of the implementing entity, i.e. the PASSA Association of Professional Activity in Kielce. Before the start of the



project, the Ministry provides funds for its implementation to ensure the liquidity of the project and safe realization of all its tasks. After the completion of the project, the PASSA Association submits a detailed financial and substantive report on the project's implementation.

The project has a developed program, assumptions, procedures and mechanisms of cooperation. It may be subsidized/financed entirely or partly by any entity interested in crime reduction – by public institutions, enterprises or NGOs.

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

The cost of the first edition of the project was 62,945 zlotys, including:

- 40,370 zlotys – remuneration of teachers conducting workshops (571 completed hours of training);
- 2,950 zlotys – the cost of renting premises for self-defence classes for women and senior citizens and a room for a meeting summarizing the project.;
- 5,400 zlotys - project's management – remuneration of the project's coordinator;
- 3,925 zlotys – cost of promotional materials;
- 6,400 zlotys – cost of reflective items for students;
- 3,900 zlotys – cost of equipping school clubs and prizes for students.

The PASSA Association's own contribution to the project amounted to 12,600 zlotys.

The cost of the second edition of the project was increased by the purchase of professional medical bags for educational institutions, printing brochures, purchase of a go-pro webcam and a professional instruction video.

17. Has a cost-benefit analysis been carried out? If so, describe the analysis, including how and by whom it was carried out and list the main findings of the analysis. **Max. 150 words.**

Cost-benefit analysis was carried out by the PASSA Association comparing the costs of the project with the assumed and achieved indicators and results.

The benefits of the project, both financial and non-financial, significantly outweigh the investment in the project. The increase in knowledge, awareness of risks and the sense of safety as well as the acquisition of new self-defence skills in such a large group of people far exceed the costs incurred.

The sustainability of results achieved through the implementation of the project in the form

of the project's continuation (second edition) and their application following the funding period (including the results into everyday preventive actions by the entities involved in the project) proved invaluable.

The added value of the project is a cooperation platform developed under the project, used for exchanging experiences among the entities involved in the project. Students feel safe and know how to behave in an emergency situation thanks to the acquired skills, new procedures and reflective items.

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

There is no need to make adjustments to the project. The developed training program and forms of cooperation between partners enable the project's implementation in another member state without any modifications. It is a priceless value of the project, which is implemented in accordance with a detailed action plan.

The second edition of the project, addressed to secondary schools (implemented in 2018) proves that the planned actions can be easily carried out among participants in various age groups. In 2019, the project will be implemented in all 14 poviats of the Świętokrzyskie region. The projects may include schools and institutions located at greater distances.

The project will be successfully implemented in another member state also because of the fact that the direct addressees of the project include children, young people, teachers and parents, i.e. people connected with an educational institution, so there is no need to recruit participants and no risk to the implementation of the project. Women and senior citizens affected by the problem of violence and connected with all types of institutions, foundations, support groups which greatly facilitates the implementation of the project. In addition, the project involves the promotion of activities for all residents to increase its impact. In each member state there are services and institutions responsible for safety which will implement the mechanisms of cooperation developed under the SAFETY ACADEMY project in order to ensure the efficient implementation of the project.

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

The project is important for other member states due to threats faced by European countries. which can be prevented by educational and preventive actions included in the project.

Crime at schools is a problem of each European country. The level of aggression and intolerance continues to grow and drug abuse among young people requires joint action and the involvement of institutions and organizations responsible for safety, schools and parents as only in this way can effective forms of preventing these threats be developed.

Moreover, criminal networks targeting senior citizens are often international in their nature and structure, therefore prevention among senior citizens is essential. Also the situation of women in the international arena is similar – they are frequently discriminated against, persecuted, humiliated and sexually assaulted, which has been confirmed by media reports over the past few months and statements of women involved in the world show business.

What is also important is that the project involves the implementation of activities in the field of operational procedures in an emergency situation of a terrorist attack. The problem of terrorist attacks carried out by formal organizations or by ‘lone wolves’ with the use of available tools and weapons (knives, cars) affects all countries with growing insecurity. Therefore, thanks to anti-terrorist education local communities become partners to various services in their fight with terrorism and increases the chances of obtaining information from people in a close proximity to the potential perpetrator. Such people are aware of the terrorist’s progressive radicalization and the need for anti-radicalization campaigns.

An educational institution is a public utility facility – a desired target of terrorist attack also because of the long-lasting effects of the attack – physical, psychological or media. Children, young people or teachers may face the risk of a terrorist attack not only at school, but also in other public places, such as cinemas, disco clubs, restaurants, railway station, ports and airports. The statistics are staggering. Movement of people, including foreign travels or business trips, is also significant. A terrorist attack may happen in any European country and the project participants shall be prepared to face such dangers so that in any emergency situation they can act quickly.

The European Safety Centre in Kielce, associating safety experts from France, Great Britain, Ireland, Italy, Spain, Poland, USA, South Africa and Ukraine, was involved in the implementation of the second edition of the project “ACADEMY OF SAFETY”. Together they developed a platform for exchanging experiences related to implementing and determining operational procedures in an emergency situation. An international team of experts together with Polish instructors will conduct workshops at schools and acquire skills related to the cooperation between safety services and institutions so as the actions included in the project can be implemented in their countries.

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

The project 'ACADEMY OF SAFETY' – education for safety of children, young people and senior citizens in Kielce" included the development of workshops on procedures applied in emergency situations and focused on prevention of violence and aggression. Evacuation simulations in educational institutions in the event of a terrorist attack were carried out under the project.

The project involved **10,180** participants, 11 educational institutions and 571 training classes. Safety workshops were addressed to students, teachers, parents, women and senior citizens. They were conducted by the members of the PASSA Association and officers of the Municipal Police Headquarters in Kielce.

The project initiated the cooperation between institutions and services in terms of safety. A platform for exchanging experiences and knowledge between the police and local partners (emergency services, NGOs, educational institutions participating in the project) was developed.

Additionally, the project included free psychologist consultations in educational institutions, art contests and equipping school clubs. 4,000 reflective items were distributed to students.

