

Hungary



ECPA/BPC 2006

Please answer the following questions in English.

- 1. Is this your country's ECPA entry or is it an additional project? (Only one ECPA entry per country plus up to two other projects.)**

ECPA entry.

- 2. What is the title of the project?**

Esztergomi Kortárssegítő Műhely [Workshop for the Support of Contemporaries, Esztergom] / Don't you dare! crime prevention model project.

- 3. Please give a short general description of the project.**

The complex, multi-module project is based on the leading idea of supporting contemporaries and provides efficient means to prevent the alcohol and drug consumption of the youth. The young spend most of their spare-time with their friends, and their alcohol and drug consumption is considerably influenced by their desire to comply with and adapt to the contemporary generation. The creators of the project were right in recognizing and utilizing the possibilities of interaction in the contemporary generation.

The deliverer of the project and its partners arranged a 40-hour contemporary supporter training program. Afterwards four short films, each modelling different types of crime, were shot, with the contemporary supporters acting therein. These films were in turn played and analysed in lessons in the educational institutes taking part in the program. Finally the expected legal consequences of the individual crimes – i.e. the criminal proceedings and the judgement – were presented in a public performance, with the municipal judge, the district attorney, a defence counsel and the actors of the films playing their roles in dramatic ways.

4. Please describe the objective(s) of the project?

- To grant an opportunity for the young who start their lives with some disadvantages and are not motivated to represent the positive examples (owing to their social conditions, family problems, poor mental capabilities, learning difficulties, problems in school adaptation and behaviour, for belonging to an ethnic minority, for having taken part in minor crimes, being under the supervision of a probation officer or being an occasional or regular drug consumer) to take part in some contemporary support training program.
- To help the special target groups who attend various schools, go to various places in their spare-time and are part of divergent sub-cultures to get in contact with one another in common programs, in a common creative process (film making).
- To strengthen the contemporary supporters' attitude and support activity so that they could actually show a positive example within the small local communities.
- To grant an opportunity also for the problematic youngsters to take part in creative work, to get a feedback of positive processes and to experience success.
- To motivate the young people to understand and comply with the law.
- To establish free personal relationships with experts in crime prevention, criminal prosecution and administration of justice, which is an efficient method of prevention.
- To help the teachers use the short films as teaching instruments in their preventive work.

5. How was the project implemented?

Our description of implementation shall outline the general elements, the work of a specific group and the production of the accompanying film (title of the film: „Drogcsúszda” [„Drug Slide”]).

5.1. Contemporary support groups (in general)

Altogether 6 groups in 4 places were involved in the contemporary support training.

- Roma group (below 14 years of age);
- Roma group (above 14 years of age), with the participation of persons committing minor crimes related to theft;
- students of Catholic secondary schools (with a supportive attitude);
- miscellaneous (students from the local secondary school with a supportive attitude, persons under the supervision of a probation officer, persons living with foster parents);
- girls from a foster-home: 14-18-year-old girls who are segregated from their families by the child prevention system for the following reasons: absenteeism, escape, drug consumption, violence in the family, various crimes, or theft, prostitution in general;

- college students.

The groups met every two weeks and the program covered:

- 40 hours contemporary support training;
- preparatory works for film shooting, rehearsals (taking vastly different lengths of time, 10-25 hours on the average);
- film shooting (2-3 days on the average, 16-24 hours for a film).

Each of the various groups represents a special character in the films. In some cases the films work with problems that the group prioritised for itself.

5.2. Film making

Titles of the four films made:

- Ne lopj! [Don't steal!] (theft);
- Drogcsúszda [Drug slide] (drug consumption, prostitution);
- Retorzio [Retorsion] (violence in the family, public nuisance, aggravated battery);
- Gyilkos játék [Mortal game] (gambling passion, burglary, murder).

5.2.1. Drug slide

Actors in the film: girls living in a foster home (9), members of other contemporary support groups (7), policemen (2), commanders (6), a person in diversion (1), other associates out of the contemporary support groups (8).

The script of the film was basically written for the members of the group. The girls also built some elements from their own lives in the scenes. The problematic young wished to play a positive role in the film, whereas the young girls from the Catholic schools who showed a supportive attitude specifically wanted to play the prostitutes, the bad girl characters.

5.3. Public hearing

Hearing schedule:

- Watching the film – approx. 20 minutes.
- The defence counsel meets the (one or more) protected– approx. 10-15 minutes;
- Court trial – approx. 45 minutes. Hearing any witnesses or experts, if required (e.g. psychiatrist, psychologist, social worker).
- Break (the court leaves to pass the sentence). During the break the participants filled in assessment sheets and received raffle tickets therefore.
- Passing the sentence.

6. Were partners involved in planning and/or development and/or implementation of the project? If so, who were they, and what were their roles?

6.1. Members of the consortium

- Esztergom Police Force, Criminal Department

Job: 3 of their associates took part in team work continuously during the entire length of the project.

Describing the conditions of commitment, typifying the individual crime types.

Providing the conditions and scenes of shooting, arranging organizational tasks.

Playing roles in the films.

Describing the crimes committed their conditions and the sequence of proceedings.

- Határtalan Szív Alapítvány [Boundless Heart Foundation]

This foundation manages the Roma Community House operated by Maria's School Sisters monastic order. The Roma young who established some relation with them attended the training every week in two groups of age and also formed the basic audience in the public hearings (including the actors' populous families).

The minibus owned by the Foundation was used to transport the staff during shooting.

6.2. Other organizations

Several partner organizations were requested to render assistance in launching the program and addressing the problematic young and their parents, e.g.:

- Esélyek Háza [House of Chances],
- Probation Office in the Ministry of Justice,
- Komárom-Esztergom County Detention Institute,
- Family Support and Child Welfare Services (Esztergom, Dorog, Lábatlan, Tát),
- Municipality of Esztergom.

6.3. Municipality

The municipality provided some of the technical conditions for film making (projector, theatre hall to present the films – free of charge).

6.4. Film experts

The Esztergom Municipal Television offered its technical background to make the films.

6.5. Volunteers

Some members of the consortium and local entrepreneurs offered their places of entertainment, restaurants, shops to use as scenes and in some cases they even played a role in the films.

6.6. Jurists (judge, district attorney, lawyer)

Trained the young to help them attend the hearing in the preparatory phase of the public hearings and took part in arranging the trials.

6.7. Donators

The gifts collected were distributed as raffle prizes in the film shows.

6.8. Educational institutes

Some lessons were held to motivate the young and delegate them in the contemporary support groups, as well as to show and analyse the films. The youngsters, the teachers and parents were all encouraged to attend the „Public hearings”.

Types of educational institutes involved	Number of educational institutes
Secondary grammar school	4
Secondary technical school	4
Skilled labour training institution	2
Special elementary and technical school	1
Foster home	1

7. How did you build in plans to measure the performance of the project?

Each task module was assessed individually. Assessment criteria: number of participants, analysis of regular participation, number of persons invited to the trials, number of persons attending the trials, number of film shows, number of feedback sheets, number of useful feedback sheets, increase of interest in volume and quality (phone calls, personal inquiry, events, interviews, invitations, etc.).

7.1. Studying the number of participants in each contemporary support group

	Starting number of participants	Closing number of participants
Mixed group	12	17
Group of college students	11	8
Roma (young)	8	15
Roma (elder)	12	16
Students of Catholic secondary school	17	15
Foster home	22	14
Total	82	85

7.2. Film shots in lessons

Two feedback sheets were attached to each film delivered to the educational institutes.

Assessment criteria:

- year group of the classes, number of pupils/students,
- how well the students could be motivated to analyse the films,
- how much the film can help analyse the specific topic,
- negative and positive remarks and recommendations.

7.3. Public hearings

In public hearings the audience was invited to evaluate the program in questionnaires.

- the film,
- the soundtrack,
- the text,
- useful content of information shared in the hearings,
- willingness to take part in some other elements of the program and join the

team of contemporary supporters.

8. Has the project been evaluated? How, and by whom?

- The project was evaluated on a continuous basis. An evaluation was made in each phase. When the individual phases had been evaluated, the results were built in the later phases and attempts were made to avoid any deficiencies.
- A technical report, including the closing evaluation, of the project was made at the very end.

9. What were the results? How far were the objectives of the project achieved?

The success we achieved at the individual levels depended on the integration of the parties implementing the level and the target groups (multiplier principle).

9.1. Implementing parties

- The experts specialized in various fields (criminal prosecution, administration of justice, execution of sentence, crime prevention) could cooperate as a multi-disciplinary team.
- A local community could be formed and the group cohesion strengthened.
- Offering methodological ideas to the educators of the pedagogical institutes delegating the young participants.

9.2. Members of the contemporary support group (primary target groups)

- The initial passivity of the directly delegated youngsters (those living with foster parents or delegated by the prosecutor's office) turned into active participation.
- Integration of the mentally slightly defective young and Roma, their involvement and acceptance in group work.
- 60% of the contemporary supporters helped us as volunteers to organize and arrange the summer programs: crime prevention camp, spare-time clubs, party service.
- Improving the learning skills and re-evaluating prejudice through a sense of responsibility, accuracy, problem solving, spontaneity and text learning. Owing exclusively to the films the members of the divergent social groups could leave their own communities, get in contact with one another and meet others.

9.3. Students who analysed the films in lessons

- The available period of four months proved to be very short to analyse the films in the lessons. The schools could not keep within the deadlines. For this reason we left the quantity indicators behind and began a qualitative analysis. It was advisable to let less students watch the films but each group discuss the problems raised in satisfactory depth.
- Producing a methodological aid is an inevitable element of scheming the future use of the project.

9.4. Public hearings		
Film	Number of signatures / students	Estimated number of participants who did not sign the sheet (experts, family members)
Don't steal!	138	40
Drug slide	196	30
Retorsion	65	20
Mortal game	52	20
Total	451	110

10. Are there reports or documents available on the project? In print or on the Web? Please, give references to the most relevant ones.

The technical report, the final evaluation of the project is available in print.

Please, write here a one page description of the project

The crime prevention model project entitled NE TEDD! [Don't you dare!] of the Workshop for the Support of Contemporaries, Esztergom was implemented with the support of the National Crime Prevention Board of the Ministry of Justice and Law Enforcement. The project was innovative: connecting the methods implemented is unique in Hungary. The members of the contemporary groups with heterogeneous social and family background and at different risks have experienced the preference of moral values, found out the meaning of making a decision and faced its consequences. While obtaining these experiences the members of the different groups were cooperating with each-other and met various professionals (social professionals, teachers and police officers).

The Drug Prevention Office (Fényközpont [Light Centre]) managed by the Esztergom St. Jacob Foundation commenced its activity in Esztergom in May 2001. The Centre provides low-threshold psycho-social services to those involved in drug problems and their relatives. It is actually a consulting workshop which supplies information, provides consulting and aftercare services in the micro-region but also shoulders to coordinate the tasks of prevention.

In the frame of **contemporary supporter training** the members of the groups attended special training courses from October 2005 to May 2006. The project covered a 40-hour training program, including the reinforcement of social integration and equal opportunities, as well as actions against discrimination and social prejudices as special elements in the program.

Methods used in training: self-awareness group, presentations, interactive lessons. There were altogether six contemporary support groups with approx. 80 people involved. Some special target groups that are generally omitted from such programs were also involved in the training, which was a peculiarity of this training. Along with some young who manifested a supportive attitude (secondary school and college students) Roma youngsters, those living in foster homes, under the supervision of a probation officer, involved in diversion and/or living with foster parents also participated in the program.

In the frame of **making short films / analysing them in lessons** the contemporary supporters made models of some crime types and shot films in this topic themselves. Then they delivered these films to the secondary schools in and around Esztergom where they made a proposal to the teachers to analyse them in a 45-minute lesson.

Films made:

- Don't steal! (shoplifting)
- Drug slide (drug consumption and prostitution)
- Retorsion (violence in the family, public nuisance, aggravated battery)
- Mortal game (gambling passion, burglary, murder).

The theatre hall in the Esztergom Leisure Centre hosted the **public trial** held in January-May 2006. A local judge, a district attorney and a defence counsel agreed to present a show and use dramatic means therein to explain the various events and verdicts expected to arise and be passed in consequence of the specific crimes, in a manner whereby the audience could understand and enjoy the situation.

The utilization of the project's results has been started at the national level. In order to help to apply the method, a methodological material is to be prepared by an expert, this will be followed by the direct use of the results (films and method to elaborate them) by the police officers, probation officers and teachers in their work with young people.