

European Crime Prevention Award (ECPA) Annex I - new version 2014

General information (Informacje ogólne)

1. Please specify your country.
(Kraj pochodzenia:)

Polska

2. Is this your country's ECPA entry or an additional project?
(Czy jest to zgłoszenie projektu krajowego czy też projektu dodatkowego? Tylko jeden projekt może być zgłoszony do konkursu, a maksymalnie dwa inne projekty mogą być zgłoszone do zaprezentowania na Konferencji Dobrych Praktyk.)

Projekt krajowy

3. What is the title of the project?
(Tytuł projektu:)

„Cyberprzemocowy Falochron”

4. Who is responsible for the project? Contact details.
(Kto jest odpowiedzialny za projekt? Dane kontaktowe:)

Aneta Wojnar-Konopka, tel. 695166015, Mariusz Strecha, tel. 602285154

5. Start date of the project? (data-dd/mm/yyyy) Is the project still running? (Kiedy projekt się rozpoczął? Czy wciąż jest prowadzony?)
If not, please provide the end date of the project.
(Jeśli nie, proszę wskazać termin zakończenia projektu.)

01.09.2016 – 20.09.2017r.

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).
(*Gdzie można znaleźć więcej informacji o projekcie? Proszę o podanie linku do strony internetowej projektu lub internetowej publikacji [najlepiej w języku angielskim].*)

Facebook – Cyfrowobezpieczne Gimnazjum / SP 5 Gołdap

7. Please give one a page description of the project. Max. 600 words.
(*Ogólny opis projektu – maksymalnie 600 słów.*)

The teachers responsible for the project created and conducted a survey on students' awareness of online safety. They also did a questionnaire on the same topic provided by Centrum Edukacji i Kreacji Cyfrowej FABRYKA PRZYSZŁOŚCI. The supervisors of the project disclosed a set of classroom scripts concerning online safety to other teachers, who then conducted a number of classes on topics like: cyberbullying, sexting, copyright laws, exposure to fake or disturbing content, sexual and financial abuse, hate speech etc. During the following classes a set of rules concerning online safety was established together with the students; it was then approved by the headmaster and propagated among other pupils.

To raise their qualification, Mrs Wojnar-Konopka and Mr Mariusz Strecha took an e-learning course on how to ensure students' safety online and obtained congruent certificates.

Policemen and an IT specialist were invited to meet the secondary school students both in the school building and in the local police headquarters to further their knowledge of the threat they can encounter online. The students' representatives who took part in the workshops were instructed to share their experience and newly gained knowledge with their peers during a form period.

Furthermore, a number of contests was launched:

- „Mój głos przeciw agresji w Internecie” (“my voice against cyberbullying”) – for a literary work concerning broadly defined aggression spread by various media,
- for a catchphrase condemning online hostility,
- for a poster condemning online hate.

A display of the awarded works took place during an event “Dzień Dobrego Słowa” (“a good word day”). To promote the proper behaviour online a blog about the event and a Facebook page (“Cyfrowobezpieczne Gimnazjum / SP 5 Gołdap”) were set up.

To broaden the range of educational influence, an instructional meeting with students' parents was organised; it focused on a responsible way of using the Internet and the dangers connected with it.

A scenario concerning the safety of social communication was prepared and put on the site “Cyfrowobezpieczni.pl - Bezpieczna Szkoła Cyfrowa” to motivate teachers to take active part in promoting and encouraging responsible behaviour among their students.

In September, Szkolny Dzień Bezpiecznego Internetu („a safe Internet day”) took place. During the day, a number of events was proposed:

- an instructor and the headmaster met to discuss the need of an institutional policy on promoting online safety,
- an instructor made a presentation for the students and teachers, including a video and an analysis of basic issues of online safety,
- three workshops were available for students to take part in, including reenactments of possible real life situations concerning their activity online (identity theft, spying, deceptive apps/pages leading to unintentional subscription to paid services) and actions that they often perform as Internet users (logging in, passwords, mail encryption); each of the workshop included a screening of a video, quizzes, a theoretical presentation and group work,
- an instructor met with the teachers and the school management during a staff meeting; the event included a screening and booklets, a scenario of a presentation for the parents was shared with the teachers, as well as a video and booklets for the former; the teachers were instructed on implementing the scenario during their parent-teacher meetings.

Since September, students had been taking part in screenings of preventive videos (including the ones concerning the issues of online safety and responsible behaviour on the Internet) and multimedia classes led by a worker of Biblioteka Publiczna w Gołdapi (the town's public library).

A series of events focused on the topic: „Nie godzę się na przemoc rówieśniczą – reaguję, szanuję, nie krzywdzę!” (refusal of acceptance of peer-to-peer violence, promoting proper reactions and mutual respect) had been taking place as well. The events included:

- supervisors' training on peer-to-peer violence,
- a display of rules was set up (“PRZEpoMOCny Uczeń” – students against violence), concerning anti-violent behaviour in school and actions to take in case of being a witness or a victim of violence,
- a number of contests was conducted:
 - for a logo of the campaign „Nie godzę się na przemoc rówieśniczą – reaguję, szanuję, nie krzywdzę!”,
 - a photography one, topic: „Stop przemocy rówieśniczej” („stop to peer-to-peer violence”),
 - for a poster condemning peer-to-peer violence
 - for a project of a banner with a catchphrase condemning peer-to-peer violence
- the best works of the contestants were displayed in the school building,
- a voluntary training on aggression and violence led by a policewoman was organised for teachers,
- a number of students and teachers took part in emergency workshops led by a foundation “Falochron” from Cracow,
- a happening and a parade promoting the topics were organised.

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

(Projekt powinien koncentrować się na zapobieganiu przestępczości i/lub ograniczeniu przestępczości i poczucia zagrożenia, w ramach tematu konkursu).

8. How does the project contribute to crime prevention and/or reduction of crime or the fear of crime? Max. 150 words.

(W jaki sposób projekt przyczynia się do zapobiegania przestępczości i/lub ograniczania przestępczości i poczucia zagrożenia? Max. 150 słów.)

During their form period classes, students understood what the victims of cyberbullying deal with and became more empathetic towards them by taking active part in literary and art contests. They talked to teachers and policemen about consequences of cyberbullying, including desperate actions taken by victims of the crime. They also discussed legal consequences of cyberbullying and other forms of violence. Due to parents' meetings with teachers, the former were able to improve their influence on their children's online safety (antivirus software, parental control, cautiously chosen passwords and not opening e-mails from unsure sources, establishing a deeper bond with their children to prevent the consequences of cyberbullying etc.). The regular organisation of Dzień Dobrego Słowa and the event's presence online positively affects the development of good manners, gracefulness, kindness and optimism, which supports the prevention of aggression, both online and in real life. The workshops led to increasing students' self-esteem.

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

(W jaki sposób projekt wpływa na podnoszenie świadomości społeczeństwa w zakresie zapobiegania przestępczości? Max. 150 słów.)

During the meeting project coordinators and parents were discussing topics such as: safe usage of the Internet, dangers of the Internet (cyberbullying, sexting, malicious software, pornography). The issues of author's rights, economical using of mobile devices and financial safety. The important role of parents and teachers in developing digital safety among students was emphasized. Moreover, the coordinators and members of the project team posted reports on undertaken actions in the local media, on students' blog and school's facebook. The reports were a great source of tips for the local community. The authorial lesson plan posted on www.cyfrowobezpieczni.pl motivated other teachers to undertake preventative actions aiming at encouraging students to responsible behaviour online. Events organised by the project coordinators attracted the local community attention, pointed emotional, physical effects and legal consequences of violent behaviour for both: the victim and the aggressor.

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

(Projekt powinien być uprzednio poddany ewaluacji oraz osiągnąć większość, lub wszystkie zakładane cele.)

10. What was the reason for setting up the project? What problem(s) did it aim to tackle?

(Jakie były przyczyny powstania projektu? Jakie problemy miał rozwiązać?)

During educational lessons students were signalling the cybercrime problem which evoked discussions among the form teachers. The same problems were encountered by the school psychologist who also discussed the issue with parents. ICT teachers are also aware of the increasing cybercrime problem including aggressive behaviour despite the teachers' efforts. The biggest matter turned out to be using phishing methods to hack into someone's facebook account, get someone's password, leaving hate comments on social media.

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

*(Czy problem był analizowany **przed** wdrożeniem projektu? Jak i przez kogo? Jakich danych użyto? Max. 150 słów.)*

The issue was analysed by the ICT teachers, form teachers, parents, the school pedagogue and psychologist, Safety and Addiction Team and the student's council. Surveys were made among the students and teachers at our school. The matter was also discussed with the police. The school psychologist's notes were analysed.

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

(Jakie były cele projektu? Jeśli to możliwe rozdziel cele główne od drugorzędnych. Max. 150 słów.)

I. How to safely use the Internet to avoid becoming a cybercrime victim.

1. Explaining the importance of mobile security eg. cloning your device.
2. Critical approach to localization services.
3. Introducing malicious software and its bad consequences.
4. Developing reading comprehension skills, especially of contracts and guides.
5. Introducing ways of protecting social media accounts.
6. Encouraging to using trustworthy applications.
7. Developing critical attitude to quality of online content.
8. Convincing to limit size of posted content.
9. Teaching how to safely respond to strangers' invitations on social media.
10. Introducing ways of dealing with violence.
11. Improving your self-esteem.

12. Teaching how to take responsibility for your actions, be polite and socially aware.

II. Attracting attention to emotional, social and legal consequences of cybercrime.

13. Did you build in internal goals to measure the performance of the project? If so, please describe at what stage of the project and how you measured whether the project was moving in the planned direction. *(Czy stworzyłeś cele wewnętrzne do pomiaru stopnia realizacji projektu? Jeśli tak, proszę opisać, na jakim etapie realizacji projektu i w jaki sposób mierzyłeś, czy projekt jest realizowany zgodnie z planem.)*

The coordinators of the project marked the attendance in competitions and activity during the classes, workshops, Good Word Day actions and happenings. They paid attention to parents' attendance in the training meeting with the project coordinators and to teenagers interest in the materials that appeared in the halls, connected with the violence in the Internet.

14. Has there been a process evaluation? Who conducted the evaluation (internally or externally?) and what were the main results? *(Czy przeprowadzona została ewaluacja procesu? Kto przeprowadził ewaluację i czy było to robione wewnętrznie czy zewnętrznie? Jakie były główne wyniki?)*

During stage part of working on the project the coordinators have checked teenagers interest in proposed projects (attendance in competitions, activity during classes, workshops, Good Word Day actions and happenings etc.). Additionally they up to date informed about the activities in social media and students' blog and the analysis of internet users response was very promising. Moreover there was conducted an evaluation interview with the parents present during the training meeting with the project coordinators. After the next meetings with police officers and civil police workers (IT specialist), students taking part in the project were asked about the usefulness of obtained information and skills. Situation in which students trained by the police had to show their new knowledge and skills to others had also evaluation value. Internal evaluation was also about speeches with the pupils and using questioners. Furthermore, problems with which teenagers go to psychologist or pedagogues were analyzed for the next time on frequency of cases connected with cyberbullying. A form of external evaluation was giving a certificate of finishing the training on the contemporary bullying to 2 teachers and certificate of finishing

the course: "Jak zapewnić uczniom bezpieczeństwo w sieci?", by the Center of Education and Digital Creation FABRYKA PRZYSZŁOŚCI. The same institution has checked and evaluated school's tries of increasing the digital safeness, giving a significant amount of points in the competition „Jesteśmy cyfrowobezpieczni”, it is however an open topic, since one of the projects will take place in the middle of September.

15. 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? Max. 300 words.

(Czy została przeprowadzona ewaluacja wyniku projektu i skuteczności? Kto przeprowadził ewaluację i czy było to robione wewnętrznie czy zewnętrznie? Które dane o metodach oceny były wykorzystane i jakie były główne rezultaty?)

Internal evaluation let the coordinators think, that permanent work of school community on the subject of cyberbullying and close cooperation with parents and institutions, associations and foundations have caused significant reduction of cyberbullying. Students:

1. Understand the meaning of protection connected with mobile devices.
2. Slightly more critically, but with awareness approach to location services.
3. Know the types of harmful software and are aware of the damage it causes.

causes.

4. Try to read regulations and agreements more carefully.
5. Protect their social network accounts.
6. Try to use trustful applications.
7. Approach more critically to internet content.
8. Sometimes consciously limit their published content.
9. Show vigilance in contact with stranger users.
10. Know the ways of dealing with violence.
11. Work on reinforcement of their self-esteem.
12. Try to use words more responsibly.
13. Know the emotional, social and law consequences of using aggression in the Internet.

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

(Projekt powinien być innowacyjny i zawierać nowe metody lub nowe podejścia do problemu.)

16. How is the project innovative in its methods and/or approaches? Max. 150 words.
(W jaki sposób projekt jest innowacyjny w swoich metodach i/lub podejściu? Max. 150 słów.)

The project unleashed creativity in the teens, under the influence of emotions connected to the classes and workshops such as literature (prose, poems, slogans) and art (logos, banners, posters). It mobilized students towards activity that manifested itself by taking part in workshops, happenings, marches and actions Good Word Day and Good Word Day in the Internet. Thanks to the fact that students trained by police officers were responsible for training of their classmates, we achieved a full commitment and partnership. Furthermore, usage of social media and other forms of Internet activities, let us enlarge the range of our actions and inspiring others.

IV. The project shall be based on cooperation between partners, where possible.
(Projekt, w takim stopniu jak to możliwe, powinien opierać się na współpracy z partnerami.)

17. Which partners or stakeholders were involved in the project and what was their involvement? Max. 200 words.

(Partnerzy lub podmioty, którzy brali udział w projekcie oraz ich zaangażowanie w projekt. Max. 200 słów.)

Many of our actions were supported by knowledge of Gołdap police officers. Cooperation between the institutions continues for many years and appear by: common actions, speeches, lectures conducted by IT specialist, workshops directed toward students and pedagogical council.

Team of Safeness and Addictions existing in our school has cooperated with Public Library in Gołdap and for 3 year there have been organized preventive lectures for the students, containing a film projection and heuristic speech. A part of it was connected with safeness in the Internet.

As an educational institution we cooperate with the local authorities, what contributed to a social campaign: "Nie godź się na przemoc rówieśniczą – reaguję, szanuję, nie krzywdzę!".

We invited to cooperation also "Falochron" Foundation from Cracow, which educators have conducted intervention workshops for students and teachers.

We have started a close partnership with a Center of Education and Digital Creation FABRYKA PRZYSZŁOŚCI, which has organized a contest named: "Jesteśmy cyfrowobezpieczni".

We have collaborated with "Dajemy Dzieciom Siłę" Foundation, which mostly deals with cyberbullying against kids prevention, education and help the victims. As a part of this collaboration in the school there were conducted classes: "STOP cyberprzemocy" based on the given materials, reports of conducted actions were made and involved people got certificates signed by "Dajemy Dzieciom Siłę" Foundation.

After promotion of the Good Word Day at school, people involved in it got certificates signed by "Wychowanie do Szczęścia" Foundation.

V. The project shall be capable of replication in other Member States. (Projekt powinien nadawać się do powielenia/wdrożenia w innych państwach członkowskich.)

18. How and by whom is the project funded? Max. 150 words.

(Jak i przez kogo projekt jest finansowany? Max. 150 słów.)

The project was realized as a result of volunteering work of the teachers and their own resources.

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

(Jaki był koszt projektu w odniesieniu do finansów, materiału, infrastruktury i zasobów ludzkich? Max. 150 słów.)

These are immeasurable values.

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

(Czy została przeprowadzona analiza korzyści i kosztów? Jeśli tak, proszę opisać analizę, w tym w jaki sposób i przez kogo została przeprowadzona i wymienić główne wnioski. Max. 150 słów.)

After analysis of the benefits of previous actions the coordinators claim that the parents have verified their habits on using the Internet, significantly reducing the possibility of becoming victims of cyberbullying. In some cases also the relations between the parents and the children improved, what is a safety buffer in case of a child being a victim of bullying or potentially exposed to it. Students can trust their parents more, but also in many places in school they have access to addresses and phone numbers, that are made for them to find people ready to help victims of cyberbullying. Thanks to happenings and marches local community can see and appreciate the work of students and teachers, creating a positive opinion on school. Participation in actions: Good Word Day and GWD in the Internet affects the teens educationally, forming attitude of word culture, openness and kindness. Students trained by officers and police IT specialist, use the mobile devices and Network more consciously, remembering of maintaining the necessary carefulness.

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

(Czy należy dokonać zmian w projekcie, aby zapewnić pomyślne wdrożenie go w innym państwie członkowskim?)

Project is universal.

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

(W jaki sposób projekt jest istotny dla innych państw członkowskich? Proszę wyjaśnić europejski wymiar projektu.)

Because the project is universal it can be implemented in any country, being an example of good behavior. Our local community actions contribute to reduction of cybercrime in the international scale, because from a long time we are dealing with the concept of "Global Village" and even the smallest improvement makes a big impact on the entire situation.

Project: "Cyberoprzemocowy falochron" was realized by the teachers of Gimnazjum nr 1 im. Noblistów Polskich w Gołdapi, cooperating with the police, public library, „Dajemy Dzieciom Siłę” foundation, "Wychowanie do Szczęścia", Centrum Edukacji i Kreacji Cyfrowej FABRYKA PRZYSZŁOŚCI and other subjects. It's beneficiaries were students, their parents, teachers and indirectly whole community of Gołdap, not to mention its immeasurable impact on the Internet users, made through the network. Students and their parents have taken part in workshops and lectures on aggression in the Internet with special emphasis on problems like: cyberbullying, sexting, copyrights, risk of contact with fake or destructive contents, sexual or financial exploitation, hate, etc. They had an opportunity to take part in many competitions using their literary abilities (prose, poems, slogans) and art skills (logos, banners, posters), showing their extraordinary creativity. Using the winning works they organized marches and happenings, during which they shared their knowledge with the local community and demonstrated their own views, formed due to project educational influences.

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

(Proszę przedstawić krótki ogólny opis projektu (streszczenie do umieszczenia w broszurze konferencyjnej – max. 150 słów.)