

Part of the Toolbox on

BULLYING AMONG MINORS



**European
Crime Prevention
Award 2021**



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The paper describes all nineteen programmes or projects that competed in the contest, with a special focus on the top three projects including the jury's assessment.

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Furthermore we would like to express our gratitude to the members of the jury for taking the time to critically analyse and assess the applications:

- Mr Tomaž Peršolja, Ms Urša Habič and Mr Tomaž Beja, representing Slovenia;
- Ms Fanny Tabellion, representing France;
- Ms Kamila Lindauerová, representing Czech Republic;
- Dr. Paul Downes, Dublin City University;
- Dr. Paul Horton, Linköping University.

Most of the information in this paper was contributed by the organisers of the projects or programmes that are described. It is provided as is.

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All the papers which make up the EUCPN toolbox on Bullying Among Minors are available for download at

<https://eucpn.org/toolbox-bullying>

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PREFACE

This third paper is part of the EUCPN Toolbox on Bullying Among Minors written under the Slovenian Presidency of the EUCPN. It provides an overview of all entries participating in the 2021 edition of the European Crime Prevention Award.

The paper describes all nineteen programmes or projects that competed in the contest, with a special focus on the top three projects including the jury's assessment.

The Toolbox on Bullying Among Minors consists of two additional papers, firstly providing a theoretical overview of this phenomenon and secondly discussing effective anti-bullying prevention strategies. They are available for download at <https://eucpn.org/toolbox-bullying>. More information on the European Crime Prevention Award and the participating projects can be found on <https://eucpn.org/service/bpc-ecpa>.

INTRODUCTION



The Best Practice Conference and European Crime Prevention Award (BPC-ECPA) is an annual event organised by the Chair of the EUCPN. Its main objective is to exchange information and best practices in the area of crime prevention. In 2021, the Slovenian Presidency organised the BPC-ECPA focussing on bullying and violence among minors. The Slovenian Presidency specified the topic as follows:

“In Slovenia a project, focusing on this topic, has been developed several years ago. This project was developed by different stakeholders with the aim to reduce different types of violence among minors. At a certain point, several questions arose, for example how to identify violence, how to indicate (possible) violent situations and how can we prevent these from happening or escalating. The identification of these indicators can lead to a more effective approach to preventing minors to use violence or to become a victim of violence. Therefore the aim of Slovenian presidency is to promote the exchange of information and practices regarding the prevention of bullying and violence among minors (both online and offline), between the EU Member States. In addition, we want to develop evidence-based recommendations and interventions on how to prevent this type of crime.”

Nineteen Member States competed for the ECPA. These projects were rated by a Jury as follows:

- Two experts on bullying among minors, whose votes accounted for 25% of the final score: Dr. Paul Downes (Dublin City University) and Dr. Paul Horton (Linköping University);
- Representatives of three Member States, whose votes accounted for 50% of the final score: Slovenia, France and Czech Republic;
- The QUALIPREV tool, accounting for 25% of the final score.

The following chapters summarise the three winners along with their jury remarks, followed by a description of the remaining sixteen nominees.



ECPA WINNERS

01



ASK FOR HELP! (HUNGARY)

Brief description

The main objective of Ask for help! is to raise awareness on the seriousness and extent of bullying behaviour, as well as the harm it can cause towards the victims, perpetrators and bystanders. This project therefore provides four pillars containing various art, pedagogical and educational tools (e.g. professional guided videos, music and drama pedagogy and a peer-to-peer education programme) that help to discuss bullying in all its perspectives and to address attitude formation. Minors often go through challenging social and emotional experiences which is why the project utilises the power of opinion forming to encourage minors to follow positive examples set by their peers. A second aspect of the Ask for help! project are discussion sessions in order to facilitate dialogue between youngsters, teachers and parents. These sessions allow for the development of a peer network that can discuss issues and explore effective anti-bullying responses.

Expert review

The Ask for help! project is generally considered as a highly innovative project due to its creative focus and wide range of activities. The inclusion of arts-based approaches such as drama, music and theatre are imaginative as well as informed, and constitute an innovative practice within anti-bullying interventions. Another important aspect of this project is the focus on children's mental health. The creative activities encourage children to work together and share experiences. This cooperation teaches them pro-social skills through positive role modelling and facilitates social guardianship. Finally, it is important to acknowledge the various stakeholders on national and local level that cooperated during every step of this project (e.g. through funding, by providing training and by coordinating the artistic activities). Once the evaluation is completed, more information will be available on how this project can be improved even more and how other countries could effectively replicate its activities.

02



SAFETY SKILLS EDUCATION (FINLAND)

Brief description

The Safe Oulu-project in Oulu, Finland has created a path of safety skills education from pre-primary school to the end of primary education. It aims to prevent sexual crimes against minors by enhancing children's skills to define and protect their boundaries to protect them from bullying, violence, harassment, and grooming. During the project a safety skills education training for the teachers and freely available learning materials for pre-primary and basic education were created. All teachers and pre-primary units received training on the subject and from the school year 2021-2022 onwards they will give safety skills education. Each basic education unit has selected 1-2 teachers who manage the safety skills education. An in-service training plan on preventing sexual violence against minors for other professionals was created and executed. The obligation to give safety skills education has been added to the documents that guide schools.

Expert review

Finland's Safety skills education is commended for its social skills approach focussing on various aspects (e.g. providing emotional education and improving children's self-confidence and communication skills) as well as including several age groups. It is considered a very innovative approach that focuses on key issues that are often neglected in international research and practice. In order to provide Safety skills education, a multi-disciplinary team of stakeholders is necessary. By bringing together national partners (e.g. experts of the Family federation of Finland) and local partners (e.g. schools and police officers) a wide range of professions can provide their specific expertise to the project. For these reasons, the Safety skills education project is considered a model of good practice that can open the eyes of policymakers and key-players in the field of bullying.

03



FACEUP (CZECH REPUBLIC)

Brief description

FaceUp (Nenech to být) is a project that revolves around the peer element effect. Through the use of an online trust box, victims and bystanders (e.g. peers or parents) can anonymously raise their concerns regarding problematic interactions at school. The trust box is situated on a web-based platform or mobile app that are easy to use for all ages. The form includes information on the victim, such as their name, the name of the school and the class they attend. More detailed information can be added if the reporter wishes to do so. Thereafter the report is passed on to the responsible staff member (e.g. a school counsellor or psychologist) who will reach out to the student. This process allows for easy, quick and anonymous communication between students, teachers and parents regarding any issues in the school environment. Schools involved in the FaceUp project can also receive additional support materials and expert guidance in their effort to develop effective problem-solving solutions.

Expert review

The FaceUp project is a promising project that enables bystanders and facilitates less risky defending behaviour. It is a proactive medium that provides an anonymous and therefore safer means for peer bystanders to stand up against bullying and other anti-social behaviours. It provides a good example of a partnership between schools, online technology and social services, while also maintaining a strong focus on child involvement as well as creating dialogue with parents and teachers. Finally, the use of an accessible online platform means this project is replicable in other member states and might even lead to an improved perception and usage of mobile phones and online technology in schools. For this reason, FaceUp can generally be considered as an exemplary model of good practices.



REMAINING ECPA ENTRIES

Belgium - 100% Respect

100% Respect is a project carried out in the city of La Louvière in Belgium. It emphasises the multi-level character of bullying by including educational, psychological and judicial aspects in its activities. 100% Respect provides training for youth professionals and psycho-pedagogues to help them detect as well as prevent (cyber)bullying. The training helps the involved actors to set up anti-bullying mechanisms, such as regulated discussion areas, where children can freely discuss their experiences and learn to manage conflicts in a non-violent way. Another example are training courses for partners (e.g. police officers). These sessions consist of pedagogical mechanisms to effectively prevent bullying.

Bulgaria - Sport Is the Better Way for Children to Grow up

The project Sport is the Better Way for Children to Grow Up is the result of a partnership between the National Police General Directorate (NPGD) and the business association Union of Brewers in Bulgaria (UBB) that was set up in 2014. It is a best practice initiative that aims to create safe spaces against offline and online bullying and violence among minors. Through sport and educational activities, a safe environment of tolerance and responsibility is created in order to help minors develop their social skills. The project has already been implemented in 20 districts in Bulgaria with over 65,000 minors attending free sport activities as well as other creative initiatives. Furthermore, the project has already received four awards from national contests.

Croatia - Together against hate speech

The Together against hate speech project was inspired by Nikola Tesla's ideology that all people are interconnected by invisible forces. It therefore aims to prevent all types of hate speech by promoting a culture of tolerance, dialogue, non-violence and non-discrimination. The project provides four interconnected modules (Red Button, Respect, I am for FAIR PLAY! and Traffic Tolerance) aiming to connect peers from different social backgrounds. Every module has a specific focus

in order to suit everyone's interests and motivations. It encourages pro-social behaviours through creative exercises while also eliminating individual and social risk factors.

Denmark - Children and young people's online life on the edge

The project Children and young people's online life on the edge aims to create an educational programme to support municipal professionals in preventing online extremism among minors. The main focus of the programme is to address children's as well as parent's perspectives that can lead to extremism. Yet, it also addresses other social issues such as bullying, social grievances, inclusion and exclusion mechanisms, grooming, fake news and conspiracy theories. The development of this educational programme is based on a knowledge foundation through desk research; a mapping of current research and practice initiatives in Denmark; a qualitative study of professionals' educational needs and young people's online experiences; and a co-creation workshop during which experts with practical experience in the field share their knowledge.

Estonia - The Bullying-Free School

The Estonian non-governmental organisation The Bullying-Free School (SA Kiusamisvaba Kool) is a member of the Anti-Bullying Coalition which was set up in cooperation with the Estonian Ministry of Education and Research. It is both nationally and internationally recognised as a centre of competence. The Bullying-Free School organisation provides various services to both schools and communities. It teaches the Anti-Bullying Programme KiVa (created by the University of Turku, Finland) in schools and additionally provides a thorough support system for schools through daily mentoring services. Furthermore, on a societal level, The Bullying-Free School creates public awareness in communities, while also providing additional training courses and consultation services through a network of nearly 15 certified Estonian anti-bullying trainers.

France - France Médiation

France Médiation is an innovative pilot project providing social mediation in schools. The aim of France Médiation is threefold. Firstly, to prevent and manage violence, conflicts, incivility and harassment; secondly, to prevent and fight against truancy and school dropouts; and finally to develop civil behaviour and a culture of dialogue and tolerance. The project assigns social mediator positions within primary and secondary schools. These mediators prevent conflict situations, harassment, dropping out of school and even social exclusion which, in turn, can lead to less anti-social behaviour and an improved school climate. The France Médiation project has undergone an evaluation by an independent research institution which indicated a significant reduction of harassment and violence as well as an improvement of the pupils' well-being thanks to an enhanced culture of dialogue.

Germany - Civilian heroes: How much (digital) moral courage do you have?

Modern communication technologies can be used to stimulate interaction and dialogue between the authorities and the public, in an economically efficient manner. An interdisciplinary research network therefore developed a communication platform integrated with three interactive films. Each film aims to increase the public's moral courage regarding certain crime phenomena: violence in public spaces, hate speech on the internet, and radicalisation. To ensure effective interaction, a gamification approach is applied. After each film scene, pop-up buttons ask the viewer to choose between two actions. Depending on these choices, the storyline of the film takes a particular route. According to the outcome evaluation, this measure is able to increase moral courage and apprehension among Facebook users by 6.5%, which in turn leads to a decrease in violent crime.

Ireland - Garda Schools Programme: Be Kind Online and Connect with Respect

The online safety programme within the Garda Schools Programme was developed through a partnership between An Garda Síochána (Ireland's National Police and Security Service) and Webwise (Irish Internet Safety Awareness Centre). It is a nationwide programme that provides a series of online safety talks addressing cyberbullying, while also promoting respectful and safe online communication. The programme contains a primary (Be Kind) and post-primary (Connect and Be in Ctrl) component and is delivered by trained members of An Garda Síochána. Each programme contains scripted lessons, organised activities, video materials and a guidance for delivery.

Lithuania - Play Your Role: Gamification against Hate Speech

In Lithuania, there are inadequate prevention efforts regarding hate speech due to low recognition capacity of hate speech among children and the lack of education among teachers and other adults. Therefore, the Play Your Role project focuses on reducing as well as preventing cyberbullying and hate speech among eleven- to nineteen-year-olds. The project focuses in particular on online gaming platforms since this is an important social environment within this age group. They aim to reduce tolerance for hate speech and eradicate other types of cyberbullying by educating adolescents on these topics and enhancing their social competences. Yet, instead of laying a focus on punishment, they encourage adolescents to choose how to positively spend their time in social environments.

The Netherlands - With a thought for the future Behind Your Screen, Project Week

On average 94% of all youngsters in Europe spend time online on a daily basis. Therefore, it is essential to educate youngsters on digital literacy and strengthen their resilience to protect them from online bullying, violence and even cybercrime. The Behind Your Screen Project Week is an interactive week for secondary schools

in the Netherlands that addresses cyberbullying, sextortion, money muling, fake news and other types of cybercrime. Through the use of digital games, interactive classes and film education by journalism students, this project manages to coach the target group, elevate their knowledge regarding the subject matter and provide them with the required tools and skills to recognise and prevent victimisation in the future. The project aligns itself closely with the experiences of youngsters which contributes to the successful approach. Currently, it is conducted on a weekly basis and reaches 8,000 students every year.

Poland - Municipal Programme for Prevention of Cyberbullying and Internet Addiction

Cyberbullying has many facets, such as bullying, threatening, identity theft and harassment. The city of Gdynia in Poland was the first in the country to organise comprehensive actions to combat this problem. Under the Municipal Programme for Prevention of Cyberbullying and Internet Addiction, an information campaign as well as a social media campaign were launched. They also organised a conference along with free consultations with psychologists and IT specialists, for employees of educational institutions. On a school level, workshops and training sessions were held for students as well as parents and teachers. Finally, a website was launched, containing a test regarding computer and internet addiction accompanied by mini-guides on actions to prevent cyberbullying and to help its victims. The following programme edition will also include activities targeting internet addiction and its target group will be expanded to include pre-school children, their parents as well as seniors.

Romania - The National Anti-Bullying Forum

Romania set itself the task of establishing The National Anti-Bullying Forum, as bullying had not yet been officially recognised within the country. Consequently, it was not regulated in Romanian legislation despite numbers of bullying cases rising every year. Many actions were taken prior to founding this forum. A public proposal regarding the prevention and reduction of bullying was elaborated, a national awareness campaign was launched and a sociological study on national

level including 915 children, 72 parents and 113 teachers was conducted. These actions helped to gather political support for the adoption of a law and new methodological norms which recognise bullying as a type of violence, giving it a clear definition and establishing detailed prevention measures.

Slovakia - Who's next?

The project *Who's next?* is a turning point in the fight against cyberbullying in Slovakia. It has reshaped the field of violence prevention among minors. *Who's next?* created national seminars regarding youth prevention concerning online threats (e.g. cyberbullying) as well as a book targeting parents and teachers. It strengthened the role of helplines to assist victims of cyberbullying and created a new helpline aimed at schools and parents. Furthermore, it led to two new legislations in which cyberbullying was defined for the first time, and featured in an award-winning Netflix film.

Slovenia - Skupaj+

The rise of physical and psychological violence among minors (both online and offline), especially within a school environment, has become a cause of social concern. Research confirms the negative impact bullying can cause on a minor's (physical and psychological) health, on teacher's welfare and even on the teaching-learning processes within a school setting. Therefore, Skupaj+ aims to prevent bullying and violence among minors by focusing on the early phases of violence. Furthermore, it also supports the first-line practitioners with effective tools to prevent and manage bullying issues, such as school counselling services and a training strategy for relevant stakeholders.

Spain - SocialHaterBERT

Social media are real-world sensors that can be used to gauge a society's pulse. The vast unfiltered flood of messages is an alarming phenomenon in society, especially when containing hate speech. In this project, we present SocialHaterBERT, an intelligent system currently being used by the Spanish National Office Against Hate Crimes that identifies and monitors the evolution of hate speech on Twitter. The contributions of this research are many-fold. Firstly, it introduces the first intelligent system that monitors and visualises hate speech in social media using social network analysis techniques. Secondly, it introduces an algorithm that examines features other than those found in the text in an innovative way. Experiments on a case study demonstrate its effectiveness in identifying senders and receivers of hate messages (i.e. bullying) within secondary school classes, as well as monitoring group dynamics and toxic peaks in a visual and intuitive manner for authorities.

Sweden - The Gävle Anti-Bullying Model

The Gävle Anti-Bullying model is an evidence-based model intended to combat bullying. It is designed on the basis of a Swedish national evaluation of commercial anti-bullying programs. The component model was offered to schools on a voluntary basis which, in 2012, resulted in all municipal schools requesting to be involved (35 schools, with about 11,500 students). The model is based on agreed School Safety Plans, along with designated Safety Teams in each school whom are assisted by a designated Program Aide. A municipal project co-ordinator and a quality assurance officer guide the model and provide feedback through a bi-annual school safety questionnaire. Detailed data is provided to school principals, who are involved in every stage of the process. This data is also analysed by University Researchers who are members of a steering committee. Using the exact same measurement tool, rates of bullying in the municipality are 20% to 40% lower than the Swedish national average (8.2%).

EUROPEAN CRIME PREVENTION AWARD 2021

ON BULLYING AMONG MINORS

HAVE A LOOK AT
THE WINNERS

01

ASK FOR HELP!

(HUNGARY)



Provides various art, pedagogical and educational tools that help to discuss bullying and to address mental health issues in combination with attitude formation.

Expert review:

- ✓ innovative arts-based approach
- ✓ focus on children's mental health
- ✓ cooperation between various stakeholders throughout the entirety of project

02

SAFETY SKILLS EDUCATION

(FINLAND)



Prevents sexual crimes against minors by enhancing children's skills to define and protect their boundaries.

Expert review:

- ✓ social skills approach
- ✓ focus on neglected issues in research and practice
- ✓ multi-disciplinary team of stakeholders

03

FACEUP

(CZECH REPUBLIC)



Through the use of an online trust box, victims and bystanders can anonymously raise their concerns regarding problematic interactions at school.

Expert review:

- ✓ enables bystanders in a safe manner
- ✓ accessible online platform
- ✓ partnership between schools, online technology and social services

More info:

<https://eucpn.org/toolbox-bullying> or ucpn.org/service/bpc-ecpa

NOTES

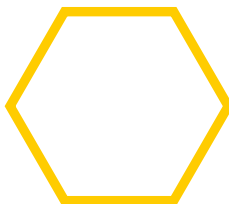
- 1 For additional information on the ECPA rules and regulations, see European Crime Prevention Network, Rules and Procedures for Awarding and Presenting the European Crime Prevention Award, Brussels: EUCPN, 2018, <https://eucpn.org/document/european-crime-prevention-award-2021-documents>.
- 2 QUALIPREV is a tool developed for the EUCPN that makes it possible to comparatively evaluate crime prevention projects on objective grounds. For more information, see A. Rummens, W. Hardyns, F. Vander Laenen, and L. Pauwels, Criteria for the Evaluation of Crime Prevention Practices, Research report, Brussels: EUCPN, 2016, <https://eucpn.org/document/eucpn-criteria-for-the-evaluation-of-crime-prevention-practices-0>.

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