# 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.

Czech Republic

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

Yes it is our country's ECPA entry

3. What is the title of the project?

FaceUp (English name), Nenech to být (Czech name)

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

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

Start date: 27.03.2017

Is the project still running: Yes

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.FaceUp.com, www.nntb.cz, https://www.youtube.com/watch?v=l_IEAearrtY

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

The FaceUp project is unique in that it was created by students for students. The founders of FaceUp had experienced bullying themselves in primary school, mainly as bystanders who didn't like the situation but were afraid to speak up. So they decided to help others who find themselves in a similar situation.

The FaceUp project is a web platform and mobile app that combats bullying and exclusion from school, allowing fast and anonymous communication between students, teachers and parents about problems in the school environment. Among other things, the FaceUp project is involved in raising awareness of bullying and cyberbullying and collaborating with organisations and influencers on anti-bullying prevention activities. It is sometimes referred to as an online trust box.


How does it work?

Anyone who knows about bullying (e.g. a student, the victim themselves, a parent or a friend) can simply and anonymously raise concerns about risky behaviour on the FaceUp.com website or via the mobile app. The app allows users to anonymously make a report about someone who is not feeling comfortable or is having a hard time at school using a simple form. The basic process is to fill in the name of the student (the victim) at risk. And, of course, filling in the name of the school they attend and their specific class. More detailed information can also be added if the reporting person wants to.

The report then goes to the counsellors, or the school psychologist, depending on who the school designated at registration. The school can then help the pupil according to the information in the report.

If the school is not registered with FaceUp, it must first register for free to access the report. When registering, we also provide schools with basic methodological materials on how they should proceed when dealing with a problem at school.

It is not only victims who can raise the issue of bullying, but also their friends who may not know how to take action themselves. The app deliberately does not ask about the aggressor, but about the victim of bullying, and it also targets the so-called bystanders, who often just stand by and watch bullying in the classroom.


What can students use FaceUp for?

This app wants to prevent not only bullying, but all types of risky behaviour in general. Examples include: cyberbullying (with associated publishing of intimate photos), psychological abuse, physical bullying, exclusion, sexual

harassment, self-harm, suicidal attempts, experimentation and substance abuse, etc.

FaceUp is at the beginning of the chain. Thanks to anonymity, which works as a kind of guaranteed sense of security, the school can learn about a particular situation in time and subsequently address it. We are aware that once risky behaviour is detected through FaceUp, the subsequent process of dealing with it which is up to the school is crucial. We have created support materials for schools to help them deal with situations more effectively, and we also provide consultation during the actual resolution process.

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

8. Which **crime prevention/ reduction mechanisms** were used in this project to contribute to crime prevention and/or the reduction of crime or the fear of crime? Multiple answers are possible.

☐ **Establishing and maintaining normative barriers to committing criminal acts**
e.g. 'Offenders, we are watching you' campaigns
☐ **Reducing recruitment** to criminal social environments and activities by eliminating or reducing the social and individual causes and processes that lead to criminality
e.g. social and financial support for disadvantaged families

☑ **Deterring** potential perpetrators from committing crimes through the threat of punishment
e.g. decreasing the time between arrest and punishment

☑ **Disrupting** criminal acts by stopping them before they are carried out
e.g. increasing police patrols in vulnerable areas

☑ **Protecting vulnerable targets** by reducing opportunities and make it more demanding to carry out criminal acts
e.g. placing locks and cameras

☑ **Reducing the harmful consequences** of criminal acts
e.g. initiatives to recover stolen goods
☐ **Reducing the rewards** from criminal acts
e.g. restorative justice programmes
☐ **Incapacitating** (or neutralising) perpetrators by denying them the ability (capacity) to carry out new criminal acts
e.g. imprisonment of key gang members

☐ **Encouraging** desistance from crime and rehabilitating former offenders so they are able to settle back into a normal life
e.g. prison rehabilitation programs

Explain how this/these crime prevention mechanisms were used ((**Max. 300 words**)

Thanks to the fact that the FaceUp project targets not only the victims of bullying themselves, but that the service can be used by anyone who knows about risky behaviour (i.e., classmates, friends, parents), the reporting of the situation in the classroom will get into the right hands in time. The problem can be detected at the very beginning and there is no risk of the situation developing any further, which could then result in greater stigmatisation of the victim.

Once the school starts working with the report, investigating the circumstances of the case, interviewing witnesses and seeking a solution to the situation, the aggressor will be stopped and deterred from committing further acts.

Due to the safe and anonymous environment created, the reporter does not have to fear any confrontation with the aggressor. The system deliberately does not ask for the name of the sender, but the name of the victim is important. Thus, the sender is completely protected, remaining anonymous.

At the same time, the FaceUp project also serves as a bullying prevention tool. The aggressor realizes how easy it is for their behaviour to be detected. All the more so if this option is used repeatedly and the school handles the situation transparently to make it clear that no aggressive behaviour will be tolerated. In this context, each school has a Crisis Plan for dealing with risky situations that occur at school, which includes a Sanctioning Code. So that the perpetrator is aware of the consequences of their behaviour.

II. **The project shall have been evaluated and have achieved most or all of its objectives.** For more information on evaluation, click here

9. What were the reasons for setting up the project? Was this 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**)

According to Scio research, up to 85% of students experience physical or psychological abuse in the classroom. Most of these students are so-called 'bystanders', who usually stay out of sight, even though they know about the problem. It is regarding this position of the bystander that the founders of the FaceUp project were thinking about what could be done in such a case.

Before the project started, an analysis was carried out to address the issue of risky behaviour. The analysis was prepared by the founders of the project in cooperation with the Pedagogical-Psychological Counselling Centre in Brno, the Child Helpline and the Ministry of Education. On the basis of this analysis, three basic pillars of the project were defined:

- Bullying easily develops in the school environment because the victim is afraid to report it. They are actually afraid of making the situation worse.
- The victim does not know who to turn for help at school.
- Classmates belonging to the so-called "bystanders" also do not alert teachers to bullying, mainly because they do not want to accuse and thus single out a specific classmate - namely the aggressor.

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

The aim of the project is to offer a helping hand not only to victims of bullying, but to all reporters. To enable them to make the situation known and so that they can safely speak up and raise awareness of what is happening within the collective.

It is through anonymity and the use of modern technology that we ensure safety. When adding information, it is irrelevant whether the actual victim or someone defined as a bystander sends the report.

To avoid the sender having to deal with the moral dilemma of making an accusation, we deliberately do not ask for the name of the aggressor when filling in the form, but rather for the name of the victim.

The aim of the project is also to provide a helping hand both to schools and teachers to be able to detect individual forms of risky behaviour in good time and then to be able to address them correctly and effectively.

11. Has there been a process evaluation?[1] 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)**

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[1] **Process evaluation:** Also called *implementation evaluation*, or *monitoring*, this process documents **how the activities were implemented** in order to determine any deviations from the original planning. It facilitates finding explanations for when the results of the intervention are not as expected.

At the beginning, we defined three basic pillars that are very important for the success of the project. They are closely related to the impact on the target group and their overall perception of the issue of bullying. This process was carried out by an internal team in close cooperation with the project's expert guarantors. They are the district counsellor at the Pedagogical-Psychological Counselling Centre in Brno - PhDr. Lenka Skácelová and the educator PhDr. Michal Kolář a leading expert on bullying in the Czech Republic together with other experienced professionals from the Child Helpline.

The key issues as to why bullying is so prevalent in the school environment are:

- individual fear of reporting bullying
- not knowing where to turn
- the aspect of telling tales

We've solved this by making it possible to raise concerns about inappropriate or risky behaviour online via a web or mobile app. This also ensures complete anonymity of the sender. At the same time, the whole project is linked to a specific person in the school who is competent to deal with it (usually the counsellor, school psychologist or school management). And since FaceUp asks for the name of the victim, not the name of the sender, the protection of the sender is also guaranteed.

With the basic principle of the project came the risk of schools being overwhelmed by spam reports, given how easy it is to create the reports themselves. However, these fears did not materialise and analysis of the reports sent showed that we are below the 10% level for spam reports.

A process evaluation conducted in schools found that almost 60% of the reports that schools received through the FaceUp platform were for cases they were unaware of.

At the same time, the teachers highlighted the good teamwork in the school when dealing with specific situations. Usually the school counsellor, the class teacher, and the school psychologist (if there is one) are involved in the process. The school principal is then informed of the outcome.

12. Has there been an outcome[2] or impact[3] evaluation? Who conducted the evaluation (internally or externally?), which data and evaluation method

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[2] **Outcome evaluation:** Measures the **direct effect** (i.e., extent of the changes) **of the intervention on the target group, population, or geographic area**. The information produced by the outcome evaluation determines at what level the **objectives were achieved**.

[3] **Impact evaluation:** Measures **long-term effects** of the intervention on the target group, as well as **indirect effects** on the broader community. The information

were used and what were the main results? Which indicators were used to measure the impact? (**Max. 300 words**)

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The FaceUp platform helps individual victims of bullying so that aggressive behaviour is detected early and stopped. If the solution is transparent, it deters other aggressors from violent behaviour because they see how easy it is for attention to be drawn to them and their actions.

For reporters, the project provides a secure tool for the reporting of risky behaviour. It also helps schools get access to this information in good time.

The FaceUp project has now been implemented in 1956 schools. So far during its lifetime, 10,100 reports have been sent since 2017.

Considering the target group of children and adolescents, we try to use the channels that are natural for them and are most successful in reaching them. We have partnered with influencers and this has increased awareness of the project and subsequently the overall impact on the target group many times over. We currently have a total of 5929 followers on the project's Instagram page.

The internal team surveyed schools about their satisfaction with the quality of the project.

- 52% of respondents rated the quality of the project as 1; 35% rated it as 2. The vast majority of respondents (87%) are therefore very satisfied with the quality of the FaceUp project.
- On average, we record 5.7 reports sent to the school.

However, this figure is a general one. Schools with smaller numbers of pupils receive fewer reports compared to schools with hundreds of pupils.

- The analysis also showed that almost 60% of the reports sent to schools were for incidents which they were unaware of.
- 75% of the respondents have no comments about the project, they praise the fact that pupils can use this opportunity and everything works smoothly from their point of view.

Others mention that pupils and parents need to be reminded of the possibilities of the FaceUp project during the school year. This has been testified by the success of introducing the project to the pupils and practically demonstrating how to use the app in the classroom during lessons.

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produced by the impact evaluation determines at what level the **ultimate goals** of the intervention were achieved.

## 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**)

What is unique about the project is that it was created by students for students. The creators themselves, as bystanders, have encountered bullying in primary school. However, they were afraid to speak up. Therefore, the idea arose that if it was possible to draw attention to what was happening in the classroom in some safe way, many situations could have been prevented in their infancy before they developed into something more serious.

The project is designed so that the user environment is close to the target group - primary and secondary school students.

We have therefore chosen a web platform and mobile application that is user-friendly. Using the online environment is a normal part of daily life for young people.. Moreover, this form allows information to be transmitted immediately. It is also safe for the user in terms of ensuring anonymity.

We work closely with social media influencers who are role models for young people. Together, we create campaigns that have a broad impact. To illustrate this we can use the example of the campaign with the influencers Aik and Johanka which had 561,000 views (https://www.youtube.com/watch?v=pYkdy0TwDJw&t=1s)

## 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 Pedagogical and Psychological Counselling Centre in Brno, the Child Helpline and the Ministry of Education participated in the implementation of the project. With the first two partners we consulted them regarding the goals and the form of the FaceUp project. We analysed whether this idea can really work in practice. We also looked at what the risks and benefits for the schools themselves are, and consequently for the target group of pupils, parents and teachers.

Under the auspices of the Ministry of Education, we were then able to launch a pilot project and get into the consciousness of schools and pupils.

Cooperation with experts in the given subject and the project guarantors was also crucial to the successful start of the project. For example, the then Minister of Education Mgr. Kateřina Valachová, who provided personal patronage for the project. Additionally Michal Kolář, PhD, a specialist in dealing with school violence and bullying, who appreciated the vision of the project itself. Further, School

ombudsman PaedDr. Ladislav Hrzal who sees the project as another tool for early detection and addressing of bullying in schools.

Close partners of the project are, of course, the teachers themselves in the schools where they use the FaceUp platform.

## 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 part of the endowment fund and is currently financed with the help of donors and grants from regions and cities.

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

The initial cost of developing the entire platform was around €40 000. The current annual costs are mainly made up of the salary of the expert workers, the promotion of the project and salary of developers. These costs amount to €20 000.

17. Has a cost-benefit analysis[4] 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**)

In 2020, a cost-benefit analysis was carried out by the General Meeting on the basis of financial statements. On the basis of this analysis, the financing of the project was changed from financing through the sale of a premium version of the product to financing through donors and grants. The funding method was changed mainly due to greater interest in the basic free version than the premium version. At the same time, the entity of the FaceUp project was changed to the Endowment Fund.

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

Currently, the FaceUp project has already been transferred to the following EU countries: Slovakia, Poland, as well as these countries outside the EU: South Africa, Zimbabwe, Kenya, Mexico, Brazil, Colombia, Canada and the USA.

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[4] **Cost-benefit analysis**: A type of economic evaluation that compares the direct and indirect cost of the resources employed in the intervention, with the equivalent economic value of the benefits.

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

From our point of view, the thematic focus of the project is transferable to any country. The issue of peer bullying, and other forms of risky behaviour in general, is a pressing one in any collective all over the world.

At the same time, we see the form of implementation itself - through a web platform and mobile app - as a great advantage of the FaceUp project.

Last but not least, the protection of the victim by ensuring anonymity is also very important.

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

FaceUp is a project that is based on the peer element effect. It is based on the principle of an online trust box, through which students and parents can anonymously raise concerns about problematic relationships in the classroom. It enables fast and anonymous communication between students, teachers and parents about problems in the school environment. It uses a web-based platform or mobile app to make reports, both of which are very easy to use.

The app allows students to anonymously and using a simple form, make a report about someone who is not feeling comfortable or is having a hard time at school. The basic steps are to fill in the name of the child at risk (the victim) and the name of the school and class they attend. More detailed information can also be added if the reporter wishes to do so.

The report then goes to the school counsellor or psychologist, depending on who was designated by the school at registration. Then, based on the information in the report, the school can help the student.

We also provide schools involved in the FaceUp project with support materials to help them navigate the situation and find the most effective solution. If required we can also provide expert guidance in solving the problem.