

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.

Finland

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

Country's ECPA entry

3. What is the title of the project?

Safety skills education.

Safety skills education is one of the sections of **Safe Oulu Project** (Turvallinen Oulu -hanke)

The Safe Oulu project consists all in all of seven sections:

1. Fostering the safety skills education of children and youth
2. Strengthening the training and know-how of the professionals to prevent sexual crimes
3. Strengthening the psycho-social support of children and youth
4. Multidisciplinary model of facing the youth during their leisure time
5. Fostering the self-esteem of youth – stories from the City of Oulu
6. Making the integration of immigrants more effective
7. Rehabilitating young offenders

The sections of the project have supported and supplemented each other's work throughout the project.

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

Educational and Cultural services of the City of Oulu

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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.

The start date of the safety skills education section of the Safe Oulu project was 01.10.2019. This section of the project is still running and will end on 31. of July 2022.

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).

<https://www.ouka.fi/oulu/kehittamishankkeet/safe-oulu> (Basic information about the project in English. A short review is coming during the fall e.g. on guiding documents, legislation, research on safety skills education and plans of long-term evaluation of the results)

www.ouka.fi/turvallinen-oulu-hanke (project webpage in Finnish)

www.turvataitokasvatus.fi (Learning materials, etc.)

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

A path of safety skills education from pre-primary school to the end of basic education has been created in the city of Oulu, Finland. Safety skills education strengthens a child's self-esteem, sense of self-worth, and confidence, fosters good emotional and communication skills, promotes good relationships with peers as well as coping and digital safety skills. Safety skills education enhances children's skills in setting and protecting their boundaries against bullying, violence, harassment, and grooming. Safety skills education comprehensively augments children's resources and survival skills. The children will learn that they have the right to live and grow in safety, protected by the law, also online.

During the Safe Oulu project:

- An in-service training plan on preventing sexual violence against minors for the professionals was created and executed.
- A pilot safety skills education entity was created. Four pilot schools and pre-primary units were selected to test it. Staff was educated on a pilot safety skills education training and pilot safety skills education learning materials were given to them.
- The trainings and learning materials were developed further based on the experiences of the pilot.
- All the teachers and pre-primary units received training on the subject.
- [Freely available safety skills education learning materials](#) for pre-primary education and classes 1-2, 3-4, 5-6, and 7-9 were published in August 2021. The learning materials take into account the developmental level of children
- From the school year 2021-2022 onwards all pre-primary schools and schools give safety skills education
- Each basic education unit has selected 1-2 teachers, who are in charge of the safety skills education in their school and have been educated on the task. This task has been added to the work complexity assessment system
- Cartoons [Secret](#) and [Elina's Diary](#) were developed as age appropriate tools of discussion and learning

To secure the continuum of the safety skills education the project has:

- Managed to add the obligation to give safety skills education in pre-schools and basic education to the core curriculums of Oulu. The core curriculums guide the work of schools and pre-schools and the changes also fulfil the demands of [the national core curriculum for basic education](#).
- Managed to include safety skills education in the co-created *Plan on protecting pupils from bullying, harassment, and violence* of Oulu. Finnish National Agency for Education demands that there is this type of plan in each municipality of Finland.
- Created a guide of *psycho-social support* and *crisis management manual* for schools in order to help the professionals act properly when a crisis emerges
- Collected a list of safety skills educators, consisting of national experts the project has used and local teachers who have been educated on the subject. The list will be published on www.turvataitokasvatus.fi. These safety skills educators can be booked by schools or municipalities when (re)training on the subject is needed.
- Developed ways to follow the trend of sexual crimes and harassment against minors on a long run

Open communication and informing the public and parents have been important to the project as it was a response to an atmosphere of fear created by a series of sexual abuse crimes against minor girls in Oulu in 2018.

The main objective of the project is **to prevent sexual crimes against minors** in Oulu. The secondary objectives are:

- reduce the amount and threat of sexual crimes and sexual harassment
- strengthen the role of children and youth as active members of the community
- support and increase the knowledge of families in order to prevent sexual offences
- strengthen the media and safety skills of children, youth and parents
- strengthen the integration of immigrants to the community
- prevent recidivism and rehabilitate young offenders

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**)

As the children grow and their horizons expand, adult supervision cannot wholly cover them. Although we, adults, shoulder all responsibility for children's safety, the children, too, need skills which may help them look after themselves and their own safety. The safety skills education strengthens child's self-esteem, sense of self-worth, and confidence. The child will know that she/he is worth of good treatment so that she/he wants to defend her/himself. The provided education will foster good emotional and communication skills and promote good relationships with peers so that the child learns how to respect his/her own and other people's boundaries and law. (Normative barriers; Reducing recruitment).

The child will learn to identify threatening situations, good and bad touches and good and bad secrets. They will e.g. learn the three-step rule: *“If you get a bad feeling in some situation or when someone touches you inappropriately: 1. Say NO.2. Get away.3. Go to a grown-up person you know and trust and tell about it.”* (Disrupting; Protecting)

As children live in a multimedia world, they will also learn that they have the right to grow and live in safety online. They will learn to identify the dangers occurring online, protect themselves online, set boundaries and tell an adult they trust when something happens. If the children are not taught what is right and what is wrong and what is a crime and what is not, they cannot know these things. The safety skills education applied in the schools and pre-schools and the strengthening of the know-how of professionals and caretakers prevents bullying, harassment and violence against minors in face-to-face interaction and on digital environments, among children themselves and between children and adults. The older the children the less the adults can supervise their every move. (Disrupting, Protecting, Deterring; Reducing recruitment)

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**)

In December 2018 a series of sexual abuse crimes against minor girls in Oulu came into public knowledge. The offenders were men with foreign background, and they had contacted the girls in social media. The publicity of the crimes created an atmosphere of fear. This was noticed also on national level. In order to protect the children from further abuse and help the citizens of Oulu feel safe again, the project was launched.

The selection of safety skills education as one section of the project is based on scientific evidence of its benefits, Children’s rights, [National action plan Non-Violent Childhoods : Action Plan for the Prevention of Violence against Children 2020–2025](#), [the national core curriculum for basic education](#), which states that safety skills education has to be included in the local core curriculums of pre-primary and basic education by 2025 and [WHO’s Standards for Sexuality Education in Europe](#).

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

The main objective of the project is to **prevent sexual crimes against minors** in Oulu. The secondary objectives are:

- reduce the amount and threat of sexual crimes and sexual harassment
- strengthen the role of children and youth as active members of the community
- support and increase the knowledge of families in order to prevent sexual offences
- strengthen the media and safety skills of children, youth and parents

- strengthen the integration of immigrants to the community

- prevent recidivism and rehabilitate young offenders

The project targets to promote safety skills education, including prevention of enticement and abuse in digital media. The safety skills education applied in the schools and pre-schools and the strengthening of the know-how of professionals and caretakers prevents bullying, harassment, and violence against minors in face-to-face interaction and on digital environments, among children themselves and between children and adults.

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**)

Throughout the project the numbers of events and trained professionals have been followed by the project. Employees collected anonymous feedback before, after and 2 months after the in-service trainings to 1) develop the trainings further and 2) follow the impacts of the trainings in a longer term. During the pilot, feedback from the teachers and children was collected in order to develop the learning materials better. Changes were made accordingly.

The employees regularly compared the actions made and the original action plans to make sure that the actions were heading to right direction. The employees received training on impact measuring in 2020.

The anonymous feedback collected from the pilot in-service training for the pre-primary and basic education found out e.g. that

- 100% of the preschool teachers gave the training grade 5 (on a scale of 1-5) and
- 100% said that they have more knowledge on the subject, and they will use the acquired knowledge in their work
- 83% of the basic education teachers gave the training grade 5 or 4 (on a scale of 1-5) and
- 96% said that they obtained useful knowledge and skills

A steering group and a pedagogical steering group consisting of local professionals were created in the beginning of the project and nothing was introduced to the children without their acceptance. National professionals reviewed the materials regularly. Police and lawyers have reviewed the materials when needed.

The cartoons were tested in groups of children, boys and girls, in order to check the credibility. The language of the cartoon "*Elina's Diary*" was modified by teens and the story was reviewed by the experts of sexual counseling.

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.

Heretofore the project has trained over 3700 professionals and there has been over 100 training sessions. The project evaluates that it has exceeded the goals set in the project application.

12. Has there been an outcome² or impact³ evaluation? Who conducted the evaluation (internally or externally?), which data and evaluation method were used and what were the main results? Which indicators were used to measure the impact? (**Max. 300 words**)

In addition to the numbers and feedback mentioned in the question 11, the project has conducted

- Research interviews for the teachers of the pilot schools and pre-schools
- An anonymous stakeholder questionnaire
- An anonymous questionnaire for the employees of the project
- A [Master's thesis](#) on developing safety skills education know-how

The analysis of all the above-mentioned data and the below-mentioned statistics will be published in a project report at the end of the year.

The project develops ways to measure the learning outcomes by using the learning goals set for each safety skills education lesson.

The safety skills education aims for a major social transformation and a child doesn't finish safety skills education but moves on to the next level according to his/her developmental level. The safety skills education has begun in all schools and pre-schools of Oulu this fall. Therefore, long-term research is needed in order to detect changes. The project aims at adding themes or questions relating the project subject on the regularly conducted papers of the city of Oulu. E.g. security survey and wellbeing report. The project has already succeeded in adding questions concerning sexual violence and social media on the security survey which will help to follow the changes and development in a longer run. [The police statistics](#) of Oulu on child sexual abuse have been and will be followed. As sexual violence against children is mostly a hidden crime the indicators of [School Health Promotion study](#) on sexual violence and harassment against children offer much needed information on the scale and trend of the subject in Oulu. The SHP study is carried out nationwide every second year.

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

But as [research shows](#) that the students who didn't participate in child sexual abuse prevention programs were significantly more likely to be abused than those who did.

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 is innovative in several ways:

- ***“Plan, test, evaluate, execute”*** is the guideline for the whole project. Employees have the freedom to be innovative.
- **The scale** of the project is rare, all children of Oulu receive safety skill education and over 3700 professionals have been trained.
- **Inclusiveness:** The project is multidisciplinary and multi-professional by nature taking into account all the professionals surrounding children and their caretakers. Children and caretakers have also been involved in all the phases of the project.
- **Accessibility:** families with different cultural backgrounds and children with special needs are noticed. E.g., information is available in English and materials are created in plain language and some are translated for biggest minor language groups of Oulu.
- **Securing continuity** has been in the focus of the project from the beginning. The changes in the documents which guide educational units obligate them to give safety skills education in the future.

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**)

At the beginning of the project national key partners were recognised. Experts in safety skills education and the experts of the Family Federation of Finland were contacted. The materials they have created have been a major source for the project learning materials and they have shared their expertise during the creation of the learning materials. The experts themselves have also been major lecturers in the trainings targeted for the professionals. The plan of psycho-social support was created in co-operation with the Protect Children organization.

The local partners were identified as well, of whom the most important were the (pilot) schools and primary schools, teachers in charge of the safety skills education, the safety skills educators trained by the project, children and their caretakers. The teachers of the schools and primary schools commented the pilot and are in a key role in binding the social safety skills education as a part of the

conduct of Oulu. Inclusion of children and youth in the development process of the materials, especially the cartoons was important as well as hearing the opinions of caretakers.

Dozens of other local and national partners e.g. Police and Criminal Sanctions Agency are also involved in the project.

V. The project shall be capable of replication in other Member States.

15. How and by whom is the project funded? (**Max. 150 words**)

Ministry of Education and Culture and the City of Oulu have provided the funding for the safety skills education section of the Safe Oulu project. There are six other sections in the project which are not included in this ECPA submission. After the project period the safety skills education should run mostly on the basic funding of Educational and Cultural services of the city of Oulu.

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

The total budget of the safety skills education section is 889 101 €, but around 180 000 € of the budget was used in other activities than the social safety skills education (Gutsy Go - strengthen the role of children and youth as active members of the community). The city of Oulu provided 30% of the budget. The six other sections of the Safe Oulu project which are not included in the ECPA submission have other funders. The sections of the project have supported and supplemented each other's work throughout the project. The total budget of the seven sections of the project is around 3,1 million euros.

17. Has a cost-benefit analysis⁴ 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**)

No.

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

The learning materials the project has developed are free to use and can be found on www.turvataitokasvatus.fi, ("turvataitokasvatus" is the Finnish word for safety skills education) but are at the moment mainly in Finnish. Translations are however possible (by the project or other interested parties) and some are already made. As the project is still running, the page is still a work

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.

in progress. Some of the materials are already translated in English, e.g. the other cartoon "[Secret](#)". Some materials will be translated on to other languages e.g. to be used in work with immigrants who cannot speak either Finnish or English. These will be added to the webpages. The legislation in each Member State is different. This of course means that the materials must be adjusted accordingly to provide the right information on the subject. Each Member State also differs in values and vocabulary on the issue and the teachers, parents and children have different levels of prior knowledge on the subject. Local professionals are needed in order to adjust the materials to local contexts.

The Safe Oulu project has secured the success and continuum of the work on a structural level in several ways:

- The obligation to give safety skills education in pre-schools and basic education has been added to the core curriculums of Oulu. These changes include learning goals. The core curriculums guide the work of schools and pre-schools in Oulu and the changes also fulfil the demands of [the national core curriculum for basic education](#).
- The Finnish Basic Education Act demands that there is a plan on protecting pupils from bullying, harassment, and violence in each municipality. The project has managed to include safety skills education as a part of this co-created plan in Oulu, which will commit the city of Oulu to continue the safety skills education after the project ends.
- Guide of "*Psycho-social support*" ("*Practical instructions for professionals working in the educational sector for the situations when sexual abuse, harassment and grooming of children are revealed*") and "*Crisis management manual*" for schools were created in order to help the professionals act properly when a crisis emerges.
- Each basic education unit has selected 1-2 teachers, who are in charge of the safety skills education in their school. The selected teachers have been educated by the project on the task. This task has been added to the work complexity assessment system of the city of Oulu and thus the change guarantees each selected teacher an additional fee while they have this responsibility.
- Teachers and other professionals have been educated on safety skills education and they have learning materials with learning goals and ready lesson plans they can use.
- The project has collected a list of safety skills educators, consisting of national experts the project has used and local teachers who have been educated on the subject by the project. The list will be published on the turvataitokasvatus.fi -net page. These safety skills educators can be booked by schools or municipalities when (re)education on the subject is needed. E.g. when other municipalities launch same type of projects or when a school in Oulu needs re-education on the subject after staff changes.
- The city of Oulu implements surveys e.g. security survey and compiles reports e.g. wellbeing report regularly. The Safe Oulu project has worked and is working towards adding themes or questions relating the project subject on these regularly conducted papers. The project has already succeeded in adding questions concerning sexual violence

and social media on the security survey and these type of changes help the city of Oulu to follow the changes and development in a longer run.

The municipal administrations, school administrations and education systems differ in each Member State. All the above-mentioned ways of organising the change towards equal safety skills education for every child are not necessarily possible in all Member States. However, same kind of commitments on a structural, administrative level are possible also in other Member States if local structures are recognised and the measures are developed accordingly. In addition to educating the teachers and other professionals, and providing the learning materials, the key to success is to recognise the most important local and national structures that direct the work of schools and teachers and work towards changes and additions there.

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

The Member States have committed in protecting the children from violence and abuse. E.g. the EU Charter of Fundamental Rights recognises that children have the right to such protection and care as is necessary for their well-being, and the 1989 UN Convention on the Rights of the Child establishes the right of the child to be protected from all forms of violence. Sexual violence against children is common in Europe and it has long term, wide-ranging and serious life-long consequences for victims, and it causes significant and long-term social harm. The Council of Europe estimates that in Europe, one in five children fall victim to some form of sexual violence and in many cases the perpetrators are persons they know and trust, and on whom the children are dependent. This makes these crimes particularly difficult to prevent and detect. ([EU strategy for a more effective fight against child sexual abuse](#), 1)

The [EU strategy for a more effective fight against child sexual abuse](#) calls for actions that raise awareness to help inform children, parents, carers and educators about risks and preventive mechanisms and procedures and create learning materials. Providing focused training, children's need to have knowledge and tools that could help them not to be confronted with the abuse when possible (e.g., on how to use the web safely), and the need to be informed that certain behaviours are not acceptable are mentioned in the strategy. The strategy states that: "*When abuse occurs, children need to feel secure and empowered to speak up, react and report, even when the abuse comes from within their circle of trust (i.e. loved ones or other people they know and trust), as it is often the case.*" ([EU strategy for a more effective fight against child sexual abuse](#), 10-11)

The Safe Oulu project is a response to all the above-mentioned effective strategies and therefore the project believes that the practises developed should be adopted widely in Europe.

The Safe Oulu project aims to protect children of Oulu from sexual abuse and harassment both online and physical world. But cybercrimes know no boundaries. A child from Oulu might be abused by a perpetrator from Helsinki, Ljubljana or Madrid. And other way around. One child might be revictimised again and again as pictures or videos are shared online. [The report of Europol](#) found out that the amount of online child sexual abuse material, CSAM (formerly known as child porn) detected continues to increase, further exacerbated by the COVID-19 crisis. The report also highlights that:

- Online offender communities exhibit considerable resilience and are continuously evolving
- Livestreaming of child sexual abuse continues to increase and became even more prevalent during the COVID-19 crisis
- A recent case shows CSAM production also takes place in the EU

- The commercialisation of online CSE is becoming a more widespread issue ([EUROPOL: INTERNET ORGANISED CRIME THREAT ASSESSMENT \(IOCTA\) 2020, 05 October 2020](#))
- As the problem is cross-border by nature, also the responses to it should be so. Co-operation is needed.

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

A path of safety skills education from pre-primary school to the end of basic education has been created in the city of Oulu, Finland. Safety skills education enhances children’s skills in setting and protecting their boundaries against bullying, violence, harassment, and grooming. The main objective of the Safe Oulu project is to prevent sexual crimes against minors.

During the project:

- Safety skills education training for the teachers and [freely available learning materials](#) for pre-primary and basic education were created.
- Teachers and pre-primary units received training on the subject. From the school year 2021-2022 onwards they will give safety skills education.
- Each basic education unit has selected 1-2 teachers to be in charge of the safety skills education.
- An in-service training plan on preventing sexual violence against minors for the professionals was created and executed.
- The obligation to give safety skills education has been added to the documents that guide schools.