

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.

Ireland

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

Yes

3. What is the title of the project?

Garda Schools Programme: Be Kind Online and Connect with Respect

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

Jane McGarrigle (Project Officer): janemcgarrigle@pdst.ie

The project is a partnership between Webwise (Irish Internet Safety Awareness Centre) and An Garda Síochána.

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.

16/04/2019 Yes and will continue to be delivered to schools nationally for the foreseeable future.

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.webwise.ie/garda-schools-programme/>

<https://www.webwise.ie/bekindonline/>

<https://www.webwise.ie/connect-with-respect/>

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

The online safety programme within the Garda Schools Programme developed in partnership by An Garda Síochána and Webwise, the Irish internet safety awareness centre, provides primary and post-primary schools with a series of online safety talks addressing the topic of cyberbullying and promoting respectful online communication. The nationwide programme is delivered to schools by trained members of An Garda Síochána. Each programme contains scripted lessons, activities, videos and guidance for delivery.

Information for Gardaí

In addition to the lesson materials the programme provides members with up to date research, background and context for the topic, best-practice, guidance for delivery and instructions for use.

Be Kind Online Primary Programme

Be Kind Online, developed in partnership between Webwise and An Garda Síochána, is designed to enable 3rd and 4th class pupils to understand what cyberbullying is, how it can hurt someone, and how it can be prevented. The lessons in this pack promote respectful communication online and aim to foster a sense of care and respect for others online. The programme will equip children with the skills to deal effectively with cyberbullying. The Be Kind Online lessons are supported by two newly developed animations exploring two common cyberbullying scenarios for children. Áine's story sees Áine who loves singing and dancing post a video of herself and receive some nasty comments. Both videos include pause and prompt questions to explore the different roles in bullying scenarios and how to respond safely and effectively. The second animation is Donal's story which explores an online gaming scenario where Donal receives some nasty comments in a group game. The videos and programme can be viewed here:

- Áine's Story: <https://vimeo.com/448849526>
- Donal's Story: <https://vimeo.com/448855325>
- <https://www.webwise.ie/bekindonline/>

Connect with Respect Post Primary Programme

Connect with Respect, developed in partnership with An Garda Síochána and Webwise, addresses the topic of cyberbullying, and aims to try to prevent this behaviour from happening and to empower pupils to respond effectively if cyberbullying and harassment does occur. The lesson is designed to help students at the Junior end of post-primary, between the ages of 12- 14, to understand the impact of their actions and that it may in fact constitute cyberbullying and online harassment. It aims to help students recognise that online harassment and cyberbullying is not acceptable and in some cases is a criminal offence. The programme contains one scripted talk, lesson activities, a quiz, a short film and a follow-on lesson. In addition, the booklet contains a FAQs document answering common questions teens have about the internet, bullying, harassment, the law, and their rights online. <https://www.webwise.ie/connect-with-respect>

The new lessons are in addition to the Be in Ctrl Garda schools talk developed in 2018 to address the topic of online sexual coercion and extortion. Be in Ctrl seeks to inform school leaders and teachers about the online sexual coercion and extortion of children and how a school can address this issue, in collaboration with students' parents. The resource contains three lessons to support schools as they address the issue in the context of the Social, Personal and Health Education (SPHE) programme: <https://www.webwise.ie/beinctrl/>

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

Detering 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

I 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**)

Cyberbullying/online harassment continues to be a common issue and the programme helps to raise awareness of this, encourages children to behave respectfully online, and highlights where they can seek help and support.

Deterrent- Engaging with young people to show them that online crimes carry punishments (Juvenile Cautions and sentences for convictions of crimes online)

Disrupting- Schools are required to implement education and prevention strategies (including awareness-raising measures) that build empathy, respect and resilience in pupils; and explicitly address the issues of cyber-bullying among other forms of bullying. Schools often have to deal with incidents of cyberbullying and engaging in prevention and awareness aims to help reduce incidents.

Protecting Vulnerable Targets- In this case the vulnerable targets are children and young students including those with additional needs who can be particularly vulnerable to online bullying. The Garda Schools talks empower students to take action, report incidents, and seek help.

Reducing the Harmful Consequences- This initiative highlights the consequences of online bullying and harassment and can give victims the courage to come forward and report their experiences to Gardaí who they will get to know through these talks.

Incapacitating- This project promotes online safety and tells young people to report any incidents of online bullying. It also gives young people the opportunity to be an upstander not a bystander in cyberbullying situations. This approach denies the perpetrator the opportunity to bully someone online or offline.

This project has been developed to empower students to respond effectively if cyberbullying and harassment does occur, promote help-seeking, understand the role of Gardaí and report any online crimes. It focuses on crime prevention through positive, interactive engagement. It is aligned to the SPHE (Social Personal and Health Education) Curriculum and is designed to complement the schools' anti-bullying awareness and prevention initiatives.

I. 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 order to support children online, Gardai require up-to-date resources and training that accurately reflect children's and teens experiences online. An Garda Síochána has had a growing number of requests from schools over the years in respect of online safety due to the increase in incidents of online bullying, inappropriate image sharing, and other offences. Providing an up-to-date prevention programme is key to addressing such issues. Based on evidence, up-to-date research and qualitative input from educators and law enforcement, this project addresses one of the most common issues children and young people encounter online in Ireland; online bullying and harassment.

The lessons build on the established Garda Schools Programme and provides schools with new lessons that address and reflect their experiences online. The programme draws on the expertise of both educators and policing experts in order to help achieve the best outcomes for children and young people.

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

- Help children and young people understand what cyberbullying is, what to do if they encounter cyberbullying, and where to get help.
- Promote respectful online communication
- Promote reporting, help-seeking and sign-posting to available supports
- Promote the role of the Gardaí within the community
- Highlight the role of the by-stander
- Provide up-to-date materials, supports and training to law enforcement experts to effectively deliver the programme
- Develop a programme that allows for consistent delivery of messages across Ireland
- Provide law enforcement experts with the skills, knowledge, understanding, and confidence to address the topic and respond empathetically to incidents.

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**)

The programme has been evaluated throughout the development and piloting process. The Garda Schools Programme was developed across two years involving different phases of review and testing. The first steps of development involved gathering feedback and input from educators and members on the current Garda School Programme to identify gaps, opportunities, and challenges. This was followed by evaluation of the current online safety anti-bullying programmes available to schools to identify gaps and ensure the programme complements schools' approach to anti-bullying measures.

Evaluation Phases

- Initial scoping phase (evaluation by an expert group)

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.

- Draft Programme phase (evaluation by Inspectorate and Gardaí)
- Programme pilot phase (evaluation by Gardaí and teachers testing the programme)

Please note further evaluation will continue to be conducted on an annual basis.

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**)

A full evaluation of the programme will be completed externally on the next annual review in 2022. This will include feedback from educators, members, and students. This will include the number of schools who engaged in the programme.

II. 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 programme addresses current trends and issues children and young people face online using newly-developed animation materials and a powerful short film exploring how young people use social media. The programme brings together research, training materials, lesson materials, and best-practice guidance to ensure a consistent delivery of messages across the country. It provides members of An Garda Síochána with a clear 3-step process for engaging with schools across the country to build links and develop relationships between Gardaí, students, and teachers. It is designed to complement schools' anti-bullying engagement and draws on the expertise of both educators and policing experts in order to help achieve the best outcomes for children and young people.

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.

III. 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 project is a partnership between An Garda Síochána (Ireland's National Police Service) and the Irish Safer internet Awareness Centre (Webwise) and involved consultation with stakeholders including educators, SPHE experts, and the Department of Education. An Garda Síochána National Community Engagement Bureau liaised with the Garda National Cyber Crime Bureau and The Garda National Protective Services Bureau.

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

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

The programme is currently available in English and Irish. Video and lesson materials can be translated to member state languages.

The programme is funded through the Department of Education and through the Connecting Europe Fund and coordinated by Webwise (PDST Technology in Education).

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

Personnel costs (Webwise): €20,583.20

Design and materials (Webwise): €22,291.00

Garda Personnel Costs: The Garda National Community Engagement Bureau provided members of the National Community Policing Unit to work in partnership with Webwise on this project. This was one member of An Garda Síochána's full time position for approximately two years.

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**)

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.

The Webwise Programme conducts financial and project review reporting at the end of each funding cycle. The Garda Schools Project was reviewed and reported as part of our reporting obligations to the European Commission in July 2021. Further cost-benefit analysis will be carried out upon the first-year review of the programme delivery.

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

This project was designed from start to finish with two things in mind:

1. Responding to current internet safety concerns in Ireland - This project could be replicated in any other Member state as research outlined in Q.19 would indicate that cyberbullying is an on-going issue in most member states.
2. Positive engagement between children and the Police - This approach allows for students to get to know their local police officers and build a relationship with them.

The partnership between An Garda Síochána and the Irish Safer internet Awareness Centre (Webwise) is long-established, recognised by schools in Ireland and allows to reach a wide range of children and young people. Law enforcement are regularly contacted by schools and directly by citizens (parents, teens, etc.) to provide support on internet safety issues affecting communities. Awareness and prevention approaches are recognised as effective approaches in this area.

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

The programme addresses a key topic and area of concern for all member states; cyberbullying and promoting healthy relationships online among children and teens. The latest EU Kids Online report notes that children in most of the countries experience more problems online currently than in 2010⁵. The European Commission October 2021 report from the consultation with children and young people on How to make Europe's Digital Decade fit for children and young people highlights cyberbullying as a key concern for children and young people⁶. A 2020 report from the international Health Behaviour in School-aged

⁵ <https://www.lse.ac.uk/media-and-communications/research/research-projects/eu-kids-online/eu-kids-online-2020>

⁶

<https://www.betterinternetforkids.eu/documents/167024/6847388/How+to+make+Europe%E2%80%99s+Digital+Decade+fit+for+children+and+young+people+-+A+report+from+the+consultation+with+children+and+young+people+-+October+2021.pdf/ae344db2-5b56-0f67-625e-a66244aa023c?t=1633359093370>

Children (HBSC) study published by the WHO Regional Office for Europe examined the growing use of digital technology alongside the changing status of mental well-being among the Region's youth. Clearly, technology can have positive benefits, but it can also amplify vulnerabilities and introduce new threats, such as cyberbullying, which disproportionately affects girls. Over 1 in 10 adolescents report having been cyberbullied at least once in the past two months⁷.

The centre-point of the Be in Ctrl lesson is the Say No campaign developed by Europol in 2017 to raise awareness on the topic of online sexual coercion and extortion. The campaign materials have been translated into all member state languages⁸.

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

The online safety programme within the Garda Schools Programme developed in partnership by An Garda Síochána and Webwise (the Irish internet safety awareness centre) provides primary and post-primary schools with a series of online safety talks addressing the topic of cyberbullying, and promoting respectful and safe online communication. The nationwide programme is delivered to schools by trained members of An Garda Síochána. The programme comprises a primary and post-primary programme:

- Be Kind Online Primary Programme (2 Garda Schools talks addressing the topic of cyberbullying and promoting respectful online communication, video materials, activities and instructions for delivery)
- Connect with Respect Post-Primary Programme (1 Garda school talk, 1 classroom lesson, video materials, activities and instructions for delivery)
- Be in Ctrl Post-Primary Programme (1 Garda school talk, 2 x follow on classroom lessons, videos materials and instructions for delivery)

The programme can be accessed here: webwise.ie/garda-schools-programme/

⁷ <https://www.euro.who.int/en/media-centre/sections/press-releases/2020/who-report-on-health-behaviours-of-1115-year-olds-in-europe-reveals-more-adolescents-are-reporting-mental-health-concerns>

⁸ <https://www.webwise.ie/beinctrl/>