

# 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.

Poland

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

Project from Poland to ECPA (country's ECPA project).

3. What is the title of the project?

Municipal Programme for Prevention of Cyberbullying and Internet Addiction

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.

The project started in 2015 as a three-year programme. It was later continued and at the same time extended for the years 2018-2020, and the 2021-2023 edition is currently under development.

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.cyberprzemocgdynia.pl](http://www.cyberprzemocgdynia.pl)

[www.gdyniawspiera.pl](http://www.gdyniawspiera.pl)

[Gdynia prekursorem walki z cyberprzemocą - Gdynia \(www.gdynia.pl\)](http://Gdynia%20prekursorem%20walki%20z%20cyberprzemoc%C4%85%20-%20Gdynia%20(www.gdynia.pl))

[Wiemy, jak walczyć z przemocą w sieci! - Gdynia \(www.gdynia.pl\)](http://www.gdynia.pl)

[Konferencja „Bezpiecznie w sieci” \(www.gdynia.pl\)](http://www.gdynia.pl)

[Fonolandia w szkołach - Gdynia \(www.gdynia.pl\)](http://www.gdynia.pl)

[Otwarty konkurs ofert na wspieranie realizacji zadań w zakresie zapobiegania zjawisku cyberprzemocy i infohizmowi - Gdynia \(www.gdynia.pl\)](http://www.gdynia.pl)

[Fonolandia wchodzi do szkół - Gdynia \(www.gdynia.pl\)](http://www.gdynia.pl)

[Rozstrzygnięcie konkursu na wspieranie zadań w zakresie zapobiegania zjawisku cyberprzemocy i infohizmowi. - BIP UM Gdynia](http://www.gdynia.pl)

[Po XLVI sesji Rady Miasta - Gdynia \(www.gdynia.pl\)](http://www.gdynia.pl)

[„Fonolandia” nauczy najmłodszych odpowiedzialności cyfrowej - Gdynia \(www.gdynia.pl\)](http://www.gdynia.pl)

[Spotkali się, by rozmawiać o pomocy dla gdynian z uzależnieniami i w kryzysach psychicznych - Gdynia \(www.gdynia.pl\)](http://www.gdynia.pl)

[Robert Lewandowski inwestuje w gdyńską firmę - Gdynia \(www.gdynia.pl\)](http://www.gdynia.pl)

[Sędzia Anna Maria Wesołowska szkoliła dyrektorów szkół - Gdynia \(www.gdynia.pl\)](http://www.gdynia.pl)

[Dbamy o dzieci – cykl seminariów tematycznych dla rodziców - Gdynia \(www.gdynia.pl\)](http://www.gdynia.pl)

[Falochron dla edukacji - Gdynia \(www.gdynia.pl\)](http://www.gdynia.pl)

Evaluation report - <http://cyberprzemocgdynia.pl/raport/>

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

**Cyberbullying means, among others, bullying, threats, identity theft, harassment. Gdynia local government was the first in Poland and one of the first internationally to take comprehensive action.**

Work on the programme involved representatives of municipal social welfare centres, the police, schools, NGOs, the University of Gdańsk Department of Psychology and lawyers. The activities were managed by the Gdynia City Hall Education Department. This participatory programme included various points of view on the problem of cyberbullying.

One of the first activities under the Municipal Programme for Prevention of Cyberbullying for 2015-2018 was the Gdynia Week on Combating Cyberbullying, organized October 13-20, 2015. The week included information campaign in Gdynia media and transport; conference for headmasters, deputy headmasters, psychologists and other educational institutions employees; free consultations with psychologists and IT specialists for all interested parties (mainly parents and guardians). A website was launched, containing among others, a test for

computer and Internet addiction, mini-guides for parents, teachers/pedagogues and headmasters on measures that can be taken to prevent cyberbullying and help its victims.

In order to prevent cyberbullying and neutralise its consequences among children and young people, comprehensive and multifaceted measures were taken. As part of the project, 480 workshops with students were conducted, including 173 in primary schools, 165 in middle schools and 142 in secondary schools. Also, 40 trainings for parents and 48 trainings for teachers were conducted. Importantly, before each workshop with children and young people, a survey of their level of knowledge and competence was conducted via an electronic platform. The purpose of this research was to provide information about the suggested type of workshop for the group – whether in an extended format with technical aspects or in terms of responsibility for one's actions. The survey also gave first indications of possible problems in a group (e.g. with Internet addiction). Training sessions for the teachers in a given school were carried out after the workshop in the classes. They were also preceded by a survey on the knowledge of young people about Internet-related behaviour. Thanks to this procedure, each training could focus on specific problems occurring in a given institution and was adjusted to the level of knowledge of the participants. The training included information on Internet threats, personal data protection, children and young people using the Internet and social networking sites, medical problems related to Internet addiction. There was also a social networking campaign and an international conference. Also, experiments were held to show the possibility of being offline.

In the following years, the Municipality of Gdynia continued fighting cyberbullying, adding to the programme actions aimed at Internet addiction. Today the key topic is reasonable use of new technologies. Cyberbullying has many forms and most often affects the youngest Internet users. In such cases parents' or guardians' quick and decisive reaction is crucial. That is why we have extended the programme to kindergartens. We work with parents with children taking their first steps in the digital world. We also remember about senior citizens. For them, Facebook is no longer something scary and we want to prepare them for the traps of this world. Currently, in the programme we go from our youngest to oldest residents. Between 2015 and 2020, more than 2,000h of workshops and trainings were held, with 250 individual consultation meetings (mainly family meetings). 24,000 students, 10,500 parents, 1,680 teachers and 630 nursery school children attended Gdynia trainings. Additionally, parents can seek help at: [www.cyberprzemocgdynia.pl](http://www.cyberprzemocgdynia.pl) where they can send anonymous e-mails. They will then receive professional advice on whether to focus on IT measures or psychological support.

**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**)

Gdynia Municipal Programme for Prevention of Cyberbullying and Internet Addiction undertakes comprehensive measures to combat these problems. These measures include prevention through social campaign, education of children and young people, their parents and guardians, as well as employees of educational institutions and seniors, and psychological support. The programme included: information campaign in media and transport in Gdynia, conference for educational institutions employees, free consultations with psychologists and IT specialists. An important element of the project were audits of rules of providing access to electronic tools, including wireless Internet access in Gdynia schools.

A website was launched, containing a test for computer and Internet addiction, mini-guides on possible actions preventing cyberbullying and helping its victims. The InGremio Association conducted a series of workshops with pupils and training sessions for parents and teachers. There was social media campaign, international conference and students survey. Also, the Dbam o Mój Z@sięg Foundation performed experiments showing possibilities of being offline.

Next edition continued fighting cyberbullying with activities addressing Internet addiction with key issue - using new technologies reasonably. The programme was extended to kindergartens focusing on parents taking first steps in digital world with their children. Digitally active seniors were also included - prepared for the pitfalls of that world. As part of the project, anonymous phone and e-mail helpline with professional advice was made available to everyone. Parents can also seek help at: [www.cyberprzemocgdynia.pl](http://www.cyberprzemocgdynia.pl).

Thanks to cooperation with the police it was also possible to provide materials on adults suspected of contacting minors and to block a number of profiles on which children and young people from Gdynia schools encountered hate speech. As a positive indirect effect of all the actions, so far in Gdynia there has been no reported case of suicide among young people related to cyberbullying.

**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 2015, Gdynia was the first city in Poland to adopt the Municipal Programme for Prevention of Cyberbullying for 2015-2018, aimed at taking extensive measures to implement effective solutions in fighting cyberbullying. All undertakings of the programme enabled drawing attention to the essence of the problem of cyberbullying and contributed to taking concrete steps to combating it, especially among school children and young people. Next edition of the programme, i.e. the Municipal Programme for Prevention of Cyberbullying and Internet Addiction for 2018-2020, was created based on conclusions from the evaluation performed by an external entity after implementation of the first edition and in-depth analysis of current problems of using modern information technologies, including mobile phones and social media by children, young people and adults. Developing assumptions for new activities utilised results of ESPAD surveys, data from research conducted by the Dbam o Mój Z@sięg Foundation and current subject-related literature.

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

Main objective: prevent cyberbullying and all dangers of Internet addiction in its broadest sense.

Specific goals:

1. increase awareness of dangers of cyberbullying and Internet addiction:
  - a) diagnose and monitor cyberbullying and Internet addiction cases, develop and implement research tools to deepen knowledge about specific problems in Gdynia
  - b) create compendium of knowledge for students, parents, teachers, and inhabitants on the issues
  - c) disseminate knowledge about the issues through social campaigns, conferences, local debates
  - d) increase knowledge about the issues among specialists, teachers, students, parents and Gdynia residents.
2. Harmonise cooperation between institutions working for of children, young people and the Gdynia inhabitants in terms of prevention of cyberbullying and Internet addiction:
  - a) build Gdynia coalition for solving problems related to the issues
  - b) create and disseminate database of resources and needs for institutional support for people involved in the issues.

11. Has there been a process evaluation?<sup>1</sup> 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**)

In accordance with the programme assumptions, implemented activities were evaluated by external entity, the Development IDEA Foundation, Wierzbica 57b, 05-140 Serock. Criteria used:

- relevance - degree of adequacy of undertaken activities to needs of Gdynia inhabitants and matching tools to solve the diagnosed problems,
- efficacy - criterion enabling summary of effects of actions taken in relation to defined objectives,

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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.

- effectiveness - relation of achieved effects to expenditures incurred within the programme,
- purposefulness/usefulness - criterion enabling assessment of the extent to which achieved effects correspond to needs of beneficiaries.

The following research questions were constructed as part of evaluation:

1. to what extent were activities implemented in the programme adapted to needs of participants?
2. what are the effects of the programme?
3. have the assumed objectives been achieved?

Main findings: diversity of activities, aimed at various groups of recipients, contributed to generating interest in problem of cyberbullying/Internet addiction among wide group. Thanks to the meetings, children, young people and adults eagerly participated and developed their knowledge. Helpline and psychological consultations helped many residents find support in their current problems (also related to COVID 19). Sensitivity of Gdynia uniformed services increased, as they actively joined the programme by organising meetings in schools. The evaluation also included recommendations for complementary activities, e.g. creation of long-term prevention programme in schools and extension of activities to all classes of primary school and increase in the number and frequency of meetings for both students and parents, activities addressed to young parents who are more and more frequently confronted with educational problems related to their children's addiction to the Internet and new technologies. Findings of the evaluation will be used in the next edition of the programme (as one of the main starting points for the designed activities).

12. Has there been an [outcome<sup>2</sup> or impact<sup>3</sup> 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 produced by the impact evaluation determines at what level the **ultimate goals** of the intervention were achieved.

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

Evaluation research carried out by an external entity (Development IDEA Foundation) concerned, among others, effects of the programme: benefits for Gdynia inhabitants, barriers encountered in programme implementation and their solutions. Its aim was also to formulate recommendations concerning the needs of target groups, forms and scope of support in the future programme.

Evaluation criteria:

- relevance - degree of adaptation of undertaken activities to the needs of Gdynia's inhabitants and adjustment of tools to solving the diagnosed problems,
- efficacy - criterion enabling summing up effects of actions taken in relation to defined objectives,
- effectiveness - relation of achieved effects to expenditures incurred within the programme,
- usefulness - criterion enabling assessment to what extent obtained effects respond to the needs of beneficiaries.

**Main findings:** the strengths of the programme include, above all, introduction of effective action plans in Gdynia's educational institutions in the event of a case of cyberbullying and the exemplary cooperation between the City of Gdynia and the organisations implementing the programme's main projects. An area in need of analysis and strengthening is the insufficient number of activities focused on promoting the content of the programme among adults not involved in the school system.

The findings of the evaluation will be used in the development of the next edition of the programme. They will become a starting point for newly designed activities.

### **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 Gdynia cyberbullying prevention project was the first comprehensive, city-wide action in Poland, innovative in its approach. The programme identified specific groups of beneficiaries - initially connected with education, reaching 6 age groups in all schools, complemented by training for educational staff, parents and teachers. The programme development identified new groups ahead of anticipated risks - parents of kindergartners, are prepared to take first steps in the digital world with their children. We also protect seniors as a group that is increasingly active, but through lack of competence is naive in the digital world.

In addition, the programme, through its work in a team with very different representatives - the police, education, the Municipal Social Welfare Centre, NGOs - found additional niches for which targeted groups of recipients were envisaged - such as representatives of family orphanages and foster care. Nobody had used such a comprehensive approach before.

**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**)

Work on the programme involved representatives of municipal social welfare centres, the police, schools, non-governmental organisations, University of Gdańsk Department of Psychology and lawyers, and the activities were led by representatives of the Gdynia City Hall Education Department. Such a wide range of stakeholders involved proves that the subject was treated very seriously from the beginning. The participatory way of creating the programme made it possible to include different perspectives/points of view on the problem of cyberbullying and to plan activities using available resources of knowledge, people and finances. Over the years, the project has involved the participation of: Gdynia schools and psychological-pedagogical counselling centres, the Specialist Facilities Complex, the Gdynia City Hall Education Department, the Municipal Social Welfare Centre, the City Police Headquarters, the City Guard, the RAZEM Psychological and Pedagogical Centre, the Dbam o Mój Z@sięg Foundation, the Centre for Prevention and Therapy of Addictions and the InGremio Association. Working together and introducing digital hygiene principles in Gdynia was crucial during the COVID-19 pandemic and the transfer of learning and work to online principles. In addition, the project did not stop during the pandemic, but evolved as problems grew and changed.

**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 fully funded by the Municipality of Gdynia.

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

The first edition of the Municipal Programme for Prevention of Cyberbullying cost 75 000 PLN (many activities were carried out free of charge), for the second edition - extended by Internet addiction - the municipality of Gdynia allocated

249 000 PLN. The total cost is PLN 324,000. The Municipality of Gdynia makes efforts to systematically increase the level of financing for the programme and to act on an increasingly larger scale.

17. Has a cost-benefit analysis<sup>4</sup> 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**)

The analysis of benefits and costs was part of an evaluation conducted by an external entity (Development IDEA Foundation). Conclusion from the evaluation: favourable relation of costs incurred to effects achieved.

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

The next edition of the programme being prepared takes into account the results of the evaluation. This comprehensive Gdynia project to combat cyberbullying and Internet addiction ensures that it can be successfully implemented in another Member State.

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

Widespread access to the Internet and the growing popularity of social networking sites have led to the emergence of the problem of violence with the use of electronic means and media, i.e. cyberbullying and Internet addiction. These are important social problems. And they are problems on an international scale. Counteracting them is currently the priority of most educational programmes devoted to children's safety on the Internet. The city of Gdynia, facing these problems and wanting to reduce their scale, became in 2015 a Polish precursor in the fight against this new threat. The Gdynia local government has already implemented a number of effective measures to stop the perpetrators of cyberbullying and enabled the victims to get the necessary help. More than five years of experience in this topic allows for the exchange of good practices with other member states and the successful implementation of the Gdynia programme in another European country.

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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.

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

**Cyberbullying has many faces – bullying, threats, identity theft, harassment. Gdynia self-government was the first in the country and one of the first internationally to take comprehensive action to combat this problem.**

Under the programme, an information campaign was organised in Gdynia media and transport, a conference for employees of educational institutions and free consultations with psychologists and IT specialists. A website was launched, which contains, i.a., a test for computer and Internet addiction, mini-guides on actions to prevent cyberbullying and to help its victims. Workshops were also held for pupils, training sessions for parents and teachers. There was also a social media campaign, an international conference and a survey of students. Simultaneously, experiments were conducted to show possibilities of being offline. In the next programme's edition, activities targeting Internet addiction were added. The target group of the programme was expanded to include nursery school children, their parents and seniors.