

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.

Slovakia.

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

Entry project.

3. What is the title of the project?

"Who's next?" – the breaking point in the fight against cyberbullying in Slovakia.

(Two new dedicated legislations, the helplines, seminars, the book, and the film available on Netflix platform).

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.

Preparation phase of the project: 01/01/2016 – 31/07/2019

The film and the book presented around Slovak schools, Helplines introduced, initial legislative implemented: 01/08/2019 – 31/01/2021

Continued seminars, Helplines, following legislation: 01/02/2021 - ongoing

The project is still running.

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.ktojedalsi.sk

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

Key aim (goal) of the project is to combat the cyberbullying and violence among minors in Slovakia. The project has 6 main objectives:

- changing (adapting) the national legislation,
- strengthening the Helplines,
- publication and dissemination of dedicated book,
- realisation of prevention activities,
- dissemination of the educational film,
- powerful project campaign.

The project contributed to the implementation of two new legislations: the Government Resolution No. 63/2020 - National Concept of the Protection of Children in the Digital Space and the amendment to the Criminal Code §360 effective from 1st July 2021, where for the topic of cyberbullying was defined for the very first time (and became a criminal act). The authors of the "Who's Next?" project actively collaborated on both legislations.

The project's main partner, the Children Safety Line (helpline in operation for 25 years with 24/7 operation, usage free of charge, accessible anonymously via 116111), has strengthened its services to assist the victims of cyberbullying and launched a new helpline for schools and parents in the field of online threats of pupils and educators.

A 100+ page methodological and information book for parents, educators with 3000 positive testimonies about the film (11,000 downloads) was published.

Over 100 professional seminars targeting the prevention of youth from online threats (including cyberbullying) were held across the country with the participation of the main characters (actors) from the film and experts. More than 8,000 participants have attended the seminars so far (seminars are still ongoing).

Featured film "Who's Next?" combines the film experience with education (experiential education) has become the most attended school film in the history of Slovakia. It has been watched by 70,000+ people around Slovak cinemas (mostly parents with their teenagers) and 50,000+ pupils/students from 450 schools. In 2020, it was published on the world's largest platform Netflix (in Slovakia and Czech Republic as well), where it has been watched by hundreds of thousands of viewers so far. The film has so far won 22 awards within international film festivals and other significant awards in the fields of campaigning, prevention, graphic design etc.

Massive campaign to raise awareness of the endangered minors has launched discussions among the lay and professional public in the field of prevention. The culmination point of the campaign was a "Breaking point" in the change of cyberbullying legislation.

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**)

The project has contributed to two legislative changes that have also preventive character (impact). It distracts potential offenders (fear of crime) from committing the crimes.

The project portrays real crime patterns (the stories in the film are based on true stories) and thus reduces the possibilities for offenders to attract new victims among uninformed children and youth (film, seminars).

The project itself prevents committing the crimes before they occur, e.g. while making the topic of bullying around the schools more sensitive when classmates actually stand up for the victim and prevent the crime (film, seminars, book).

The project empowers the victim position after the crime has already happened (Helplines).

The project (film) is also available with the subtitles for the deaf audience and thus it provides the prevention also among the victims of disadvantaged/excluded groups (Roma minority etc.).

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**)

The biggest motivation for the authors to launch the project was the long-lasting and unchanging situation around Slovakia, especially in the field of bullying and cyberbullying. Over 90% of teachers would welcome more information about cyberbullying based on the results of the survey (eSlovensko, 2015). Only 8% of schools stated that the number of cyberbullying cases is decreasing while overwhelming 92% of addressed audience indicated the stagnation and an increase in cases.

After more than 15 years of numerous projects launched in the field of non-formal education of children and youth through the legislative changes, research, audio-visual projects, books, seminars, and campaigns focused on online risks, the authors of the project decided to apply gained experience in the project "Who's Next?", which would fundamentally change the negative situation in Slovakia.

The project is basically a continuation of the project OVCE.sk/Sheeplive.eu (target groups are the children between 5 and 11 years, animated series - cartoons, books, theatre performance, research, seminars, campaign) that is very well known in many European countries. The project "Who's next?" is its continuation while addressing the youth aged 12+ years.

Book fundamentals of the project are the books Children in the Web (Gregussová, Drobný, 2009 - 2013), Nehejtuj.sk (Gregussová, Drobný, 2014), Kybersikanovanie.sk (Gregussová, Drobný, 2015).

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

The intention of the authors of the project was to create a comprehensive project that has preventive, educational objectives as well as impact on legislation and victim assistance. The project is targeting the teenagers but also the wider public, i.e., parents, teachers, educators, counsellors, psychologists, preventionists, etc.

The authors were surprised that the project impacted both groups equally intensively. It only confirmed the assumptions that the time to address the problem in Slovakia has just come.

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**)

More than 1,500 teenagers and professionals from various fields were introduced to the project during different stages of development (2016-2019). Both qualitative and quantitative surveys were developed, and the project was subsequently changed and adapted according to them. After the project was launched, the feedbacks from teenagers as well as experts was equally gathered and compiled into a book.

Selected feedbacks:

Anna Kováčová, M.D., child psychiatrist, Department of Child Psychiatry, National Institute of Child Diseases, Bratislava

"The film provides countless number of thoughts about what values we respect, what we believe in and what hope we put into our children."

PhDr. Nataša Slavíková is a leading figure in the creation, development, and promotion of the Concept of Media Education in Slovakia. She has worked on the issue of protection of minors in the media and integration of media education into all types of schools and educational institutions over the last 20 years.

"We are often witnesses of the fact that a film is constructively and critically understood by teenagers as opposed to adults who reject its content with a conscious failure to accept the existing online risks. This is because they don't know them and don't encounter them at all and therefore are sometimes shocked by it."

Ing. Peter Pellegrini, Prime Minister of the Slovak Republic

"Everyone should see the film. Hats off to the authors."

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.

Doc. PaedDr. Dušan Kostrub, PhD., Comenius University, Faculty of Education, Bratislava

"Reflecting adults, whether parents or professional educators, can identify in the film a structured call for a change in the adult's educational attitude, the need of an important value to change one's thinking and acting."

Brian Caspe, Hollywood actor, USA

"It's a great project, a great message..."

Mgr. Tatiana Ivanič Rybanská, Children Safety Line, Bratislava

"...to children and youth, the film was inspiring and motivated them to take an active attitude on this issue and to be determined not to allow violence in their environment."

Kpt. Mgr. Katarína Pichňová, Prevention Group, District Police Headquarters, Bratislava II

"I definitely recommend seeing it not only to pupils and students, but also to parents. The film is a unique material for prevention, which I have not encountered in domestic production for a long time."

Mgr. Ľudmila Harviláková, Educational Counsellor, Secondary Vocational School of Pedagogy, Levoča

"No offence, after years of practice I am not afraid to say that the statement "IT'S NOT HAPPENING IN OUR SCHOOL!" is just "blindness."

Mgr. Tatiana Uhrecká, Podunajské Biskupice Primary School, school with Roma pupils, Bratislava

"Our pupils, mostly Roma, are temperamental, restless, so keeping their attention is a difficult task for us within all activities. Especially the activities outside the school are carefully considered and prepared. The pupils watched the film with interest, concentrating on the plot."

PhDr. Zdenka Kotrasová, Centre for Citizen and Family, Emergency Housing Facility, Centre for Children and Families "Margarétka", Lučenec

"We evaluate the film positively and recommend to watch it to as many young viewers as possible as a prevention measure."

Mgr. Dominika Poliaková, teacher, Primary School I. B. Zocha, Revúca

"The film not only opened my eyes as a teacher, but also the pupils' eyes to many things, and some of them even found themselves in it and realised that it is not right what is happening."

Jakub Pavcik, JUDr., Vice President of the National Privacy Association

"Who's next should be included in the subject called 'mandatory reading' at every school."

MgA. Aleš Jurda, dramaturg Czech Television, Televizní studio Ostrava, Czech Republic

"Catharsis strengthens the viewer's ethics."

MgA. Magdaléna Glasnerová, dramaturg, scriptwriter, Radio and Television of Slovakia

"Already when the first materials from Who's Next were delivered to me, I said to myself that yes, this is what gives audio-visual production meaning - especially to the work that should appeal to a teenage viewer. The reactions of children, teenagers, and also adults - educators and parents - confirmed my expectations."

MgA. Alois Ditrich, screenwriter, dramaturg, director, Czech Republic

"During my extensive 42 years of experience in professional film and television - as a director, screenwriter and dramaturg - I have never encountered such an extreme commitment of filmmakers, where after communicating with future viewers, there are up to a hundred variants of editing in one single story, while removing everything that is irrelevant towards the supreme effect."

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**)

The acts (laws) were approved unanimously by the members of the Government of the Slovak Republic and by supermajority of the members of The National Council of the Slovak Republic .

The exceptionally large evaluation came from over 3,000 positive responses from teenagers as well as practitioners (the book from page 44 onwards: <https://www.ktojedalsi.sk/kniha-o-filme/>).

The professional aspect of the film was evaluated by 22 international film festival juries and the project was ranked among the best projects in the world. At the same time, Netflix's selection gives the film the highest professional credit (rating).

The record number of schools has been involved as well as the number of pupils is the proof of the success of the film among the target groups.

The project has become the basis for several professional and scientific papers.

The project also won the national ECPA round.

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**)

As an opinion-forming element, the film can play a significant role in reforms or the adoption of acts (laws). It is evidenced by featured films that have had a major impact on standard-setting: Street of Shame (1956), Alfie (1966), Death Sentence (1991), Rosetta (1999), Kidnapping (2017).

The innovative approach of the project was mainly in its comprehensiveness and the creation of a unique and functional model of an attractive and at the same time preventive-educative project for young people.

On average, teenagers spend on the Internet between 1,000 and 2,000 hours a year and they mainly follow audio-visual productions: videos, films, series or

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.

social networks, which are mainly about videos in recent years (TikTok). The scissors between the teenage and adult worlds are becoming more opened year by year due to the influence of the Internet. The project has managed to bring these two worlds together. Parents have visited the cinemas with their children, classes with their teachers or whole schools have attended the seminars with practitioners (police, prevention officers, psychologists etc.).

The change in legislation multiplied the impact of the whole project and its long-term sustainability.

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**)

Main project partners:

Office of the Deputy Prime Minister for Investments and Informatization,
Ministry of Education, Science, Research and Sports of the Slovak Republic,
Ministry of Justice of the SR,
Ministry of Labour, Social Affairs and Family of the Slovak Republic,
Office for Personal Data Protection of the Slovak Republic,
Child safety line,
SK-NIC and more than other 20 organizations.

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 co-financed by:

Connecting Europe Facility program (EU),
the Office of the Deputy Prime Minister for Investment and Informatization,
the Ministry of Education, Science, Research and Sport of the Slovak Republic,
the Ministry of Justice of the Slovak Republic,
non-profit and private organizations.

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

The budget of this project is not closed yet (the estimation in terms of finances, material and human resources is 300,000 Euros by now).

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**)

The project exceeded its objectives in terms of legislation, number of contacted schools and pupils, feedback from experts and young people, strengthening the helplines, publishing of the book and its downloads, seminars, international awards and a film hosted on Netflix.

If you want to reach the target group in any area - and especially the teenagers - you need to gain their trust (the holy grail of prevention). They need to be acquired first and then to grow up (educate) and this has been managed with "Who's next?" project.

Ashley Roohizadegan from the University of Cambridge wrote: "Who's Next? is an important film, whose relevance will likely grow as we move into the new year. It is most effective when the film has its audience in mind, creating moments that speak to us, rather than at us. What Drobný (director) has created is something I do not think I have ever attributed to a film of this sort - it is educational, yes, but it is also a work of art."

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

The distribution throughout the Europe was considered from the very beginning of the project. The film is intentionally available in three languages and takes place in different parts of the world.

Replication: Translation of the book and subtitles of the film into all EU languages, (as already done in the previous OVCE.sk/Sheeplive.eu project).

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.

The threat to young people from cyberbullying and violence among teenagers has no borders. Similar stories are happening all around the Europe, only the language of the victims is changing.

But which language is universal? What attracts young people in every country the same way? Films!

Combining film emotions with education is a way of modern and effective prevention. Same as connecting parents with their child. Creating such a complex and exceptional project, which will open discussions and bring experts, state organizations, legislators and helplines together is a functional model for the whole Europe. Who's next?

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

Project "Who's next?" is a BREAKING POINT in fighting against cyberbullying in Slovakia. It has permanently changed the area of prevention and violence among teenagers. It has also brought two new legislations, workshops, book and a successful film on NETFLIX. It has also strengthened the role of helplines.

Who wants to try a project (that uses emotions) in prevention, working with feedback, complexity, innovation, quality and the European dimension? Who's next?