



European Crime Prevention Award and EUCPN Best Practices Annual Conference 2009 Project Entry Form

The theme for this year's European Crime Prevention Award and EUCPN's Best Practices Annual Conference is **"Preventing crime and victimisation among children and young people. Current and future challenges – school, cyberspace and recruitment to criminal groups"**.

The following are some areas that the projects may focus on:

- Crimes committed by and against young people in cyberspace. Online crime and how to prevent it.
- School as an arena for immediate and long-term prevention.
- Recruitment to criminal groups. How to turn young people away from a life of crime.

The list is not exhaustive. The projects may address any question relevant to this year's theme.

Please complete the attached form (the boxes are expandable). Note that the last point is for a one-page description of your project.

As we intend to compile a visual presentation of the entries, we kindly ask you to provide material for this (videos, photos, leaflets, etc)

Entries should be in English, but may be accompanied by a version of the entry in the national language if wished. Each country may enter one project as its ECPA entry and up to two other projects to be presented at the conference. Projects should be submitted only through the National Representatives. The full ECPA rules may be found at www.eucpn.org

Deadline for entries is **October 1st 2009**.

Send your entry or entries to: bpc.ecpa2009@bra.se

If you have any questions, please contact Lina Nilsson at lina.nilsson@bra.se



ECPA/BPC 2009

Please answer the following questions in English.

1. Is this your country's ECPA entry or is it an additional project? (Only one ECPA entry per country plus up to two other projects.)

No

2. What is the title of the project?

P2P Peer to Peer: how to prevent the Cyberbullying

3. Please give a short general description of the project.

The project is one of the priority actions carried out by the City Hall for legal behaviour education and responsibility, in order to prevent risky behaviour. The intervention is structured through a consultancy service online and off line, operated by 14 Peer Educators, 4 teachers, 4 parents, and 6 students, who have followed an intensive training course on the topic with the support and supervision of IFOS and the Department of School Policies.

The Peer educators have to give information off-line during meeting-awareness campaign held in city schools, and on line through an e-mail address services or a participation in an interactive forum by www.cyberbullismo.eu.

4. Please describe the objective(s) of the project.

The object of the project is to provide Institutions intervention tools and verification measures for effective and efficient prevention of the phenomenon, in the schedule time 2008-2010.

These educational activities online and offline are conducted by peer educators on relevant target groups, and compared to the same actions performed by groups of external experts to change if necessary, knowledge, attitudes and behaviours.

5. How was the project implemented?

Up to now, 15 meetings of awareness for teachers and parents have been organized (total 30) and 10 meeting regarding students. At regards this, a research is been presented at XIV European Conference on Developmental Psychology in Vilnius, on August, 2009.

At the beginning of the 2009-2010 school year, the peer educators have the task to train, in a specific and targeted way, a group of students, teachers and parents (6 classes are involved). The research aims to assess whether the information received from peer educator affects attitudes and behaviours of subjects pertaining to the target groups.

Therefore, the follow up will consist of a questionnaire to be filled at the beginning of the second phase training, than a retest at a distance of 2/3 months to assess the effectiveness of the same and a final retest to be carried out at the end of next school year, to deduce any real changes in behaviours..

6. Were partners involved in planning and/or development and/or implementation of the project? If so, who were they, and what were their roles?

The project is being carried out in partnership with the Regional School Office of Sardinia and the Provincial Observatory for Bullying and IFOS Sardinia and it has led to the publication of a national guideline, first example in Italy. They have been provided by Prof. P.K. Smith and supported by the Ministries of Education, Domestic Affairs and Department of Juvenile Justice.

7. How did you build in plans to measure the performance of the project? Has the project been evaluated? How, and by whom?

The data of the first phase of the research of the project designed specifically to create information on the real problem of bullying and digital bullying. Through the use of special questionnaires it was rated the satisfaction shown by teachers, parents and students towards the methodology of the Peer Education and their capability to receive and accept the information offered by peer educators.

During the second phase of the project's research, peer educators will have the task to train, in a specific and targeted way, a group of students, teachers and parents (6 classes are involved). The research aims to assess whether the information received from peer educator affects attitudes and behaviours of subjects pertaining to the target groups.

8. What were the results? How far were the objectives of the project achieved?

The hypothesis of the effectiveness of the strategy carried out by Peer Education seems to be confirmed through to specific functions of informative influence performed by peer educators.

In the sample of parents' experimental group that presupposition appears evident as a possibility to promote prevention initiatives on the matter of bullying, and it appears evident the possibility to have acquired a better perception of the risk behaviours.

However, schools seem to have some difficulty to be able to involve an larger number of parents in meetings concerning problems of common interest.

In the sample of teachers' experimental group it appears a wider possibility of comparison and interaction, but it is necessary to take into consideration the relational dimension of the target in front of the expert rather than in front of the peer.

In conclusion, the sample of the students' experimental group, too, underlines the possibility to build an empathetic relationship with the peer educator, the possibility to get a better increase in the acquired information, and it expresses great pleasure for the informative meeting.

The data of the follow up will confirm or not the effectiveness of the strategy of the peer education, with the objective to appraise a real change in the target group behaviours.

9. Are there reports or documents available on the project? In print or on the Web?

Please, give references to the most relevant ones.

www.cyberbullismo.eu

10. Please, write a *one page* description of the project:

The Pilot Project "Peer to Peer" is promoted and wanted by the city of Cagliari - Department of School Policies, in cooperation with IFOS Sardinia for the prevention of real and digital bullying. This project is addressed to Cagliari state schools referring to comprehensive and high schools during the years 2008-2009 and 2009-2010.

The project is one of the priority actions carried out by the City Hall for legal behaviour education and responsibility, in order to prevent risky behaviour.

The intervention is structured through a consultancy service online and off line, operated by 14 Peer Educators, 4 teachers, 4 parents, and 6 students, who have followed an intensive training course on the topic with the support and supervision of IFOS and the Department of School Policies.

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