

European Crime Prevention Award (ECPA)

Annex I – new version 2014

Please complete the template in English in compliance with the ECPA criteria contained in the RoP (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?

Children in the Web

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

eSlovensko o. z. , Ing. Miroslav Drobný, miroslav.drobny@eslovensko.sk, +421948201015

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.

June 2013 - Yes, 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).

7. http://sheeplive.eu/sites/default/files/children_in_the_web_0.pdf;
<http://www.youtube.com/watch?v=27VM-NrBqvl>;

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

Project Children in the Web was created on the basis of social demand, as at the time of its creation, there was no literature that would comprehensively name the threats of communication via modern technology. Should the prevention programs be successful, it is vital to have sufficient information. Therefore we have chosen a form accessible to all - publications distributed free of charge to schools, parent centres, police and to all who work with youth and children. Since the main topic of this publication is the virtual world, it is also freely available for download on the Internet.

Our goal was to develop a handbook that could be used by teachers, youth workers, police or helplines in further education process. Publication Children in the Web provides an overview of the main threats in cyberspace and ways to protect our children and ourselves against them. Each chapter focuses on one area of threats in cyberspace. At the beginning of the chapter it briefly describes the particular threat and explains the terminology. Furthermore, the chapter deals with detailed description of the threat and its characteristic signs, with special emphasis on the dangers posed to children and adolescents. Particular threats are also illustrated by real examples from Slovakia and abroad. The following section provides advice for teachers and parents: what can be done to protect their children from these threats, what should be emphasized when talking to them about this issue etc. In concludes with tips for children and adolescents. These are the main messages that should be part of prevention activities, formulated clearly so that they are understandable and accessible to them. In each chapter there are also numerous interactive activities and games enhancing the experience and knowledge. In addition to naming the risks, publication Children in the Web also highlights other available prevention tools and resources for free expert advice.

Project Children in the Web received great reviews from teachers, youth workers and police officers who use it either for preventive lecturing or regular lessons of informatics and ethics in primary and secondary schools, preschools, but also in continuing education. The book has been translated into English and Hungarian language (language of the largest minority in Slovakia). The project is easily applicable to other Member States. The publication itself is updated annually, whereas virtual world is also constantly changing. Authors of this handbook, Miroslav Drobný who has dedicated 15 years of work and research to issues of crime in the virtual world and a psychologist Monika Gregussová, are therefore trying to keep abreast of this fast changing field and promptly convey the current threats to others. Number of 30 000 copies of the Children in the Web a year has been distributed and approximately 200 000 copies have been downloaded since the start of the project.

From the viewpoint of prevention of human trafficking, the project addresses this in chapters dealing with the Internet acquaintances, online dating, meeting with strangers, grooming and sexual abuse, sexting, sexual advances, pornography and cybersex. In the future the authors intend to devote a separate chapter to online human trafficking threats. The project emphasizes the need for prevention and the need to approach these issues as a society-wide problem. It has been successful in reaching this goal in cooperation with the Ministry of Education, which included the publication into the formal education process.

I. The project shall focus on prevention and/or reduction of everyday crime and fear of crime within the theme.

8. How does the project contribute to crime prevention and/or to the reduction of crime or the fear of crime? (**Max. 150 words**)

The project focuses mainly on crime in the virtual environment but with a real impact on the lives of ordinary Internet users. It contributes to the prevention by its availability and high degree of awareness of the target groups. The project fulfills the educational function - it informs public and experts about the possible threats and ways to avoid them and deal with them if necessary. The topic is brought to audiences in simple language with plenty of useful information usable in the further education process in schools or in the process of continuous education of professionals, thus contributing to the prevention and raising the awareness in the field of online crime. The project also provides information about other freely available tools to combat online crime not only in Slovakia.

9. How is the project contributing to raising citizens' awareness of crime prevention? (**Max. 150 words**)

By its accessibility, clarity and media coverage as well as support from local authorities and schools, through which it reaches a wide group of minors and professionals project contributes significantly to raising the awareness of the population on the prevention of crime in the virtual world. All influential nationwide and regional media regularly inform about the project as well as local authorities directly on their websites. By this extensive coverage the project helps create a society-wide demand for solving the problems of online crime.

II. The project shall have been evaluated and have achieved most or all of its objectives.¹

10. What was the reason for setting up the project? What problem(s) did it aim to tackle?

The reason for creating this project was the social demand for information about the threats of communication via modern technology as in Slovakia there was no literature that could be used by teachers and preventers. Nowadays we can see more often in the hands of a child mobile or tablet than a book, so it becomes absolute necessity to talk about the risks that this entails. This was the aim of this publication.

¹ For more information on evaluation, see Guidelines on the evaluation of crime prevention initiatives (EUCPN Toolbox No.3): <http://www.eucpn.org/library/results.asp?category=32&pubdate>

11. Was the context analysed **before** the project was initiated? How, and by whom? Which data were used? (**Max. 150 words**)

The issue of online crime prevention in relation to the safe use of the Internet has been analyzed in several studies conducted in collaboration of eSlovensko and the Research Institute for Child Psychology and Pathopsychology (VÚDPaP). The first was completed in 2008 under the title "Parental Survey - Child Safety on the Internet", then in 2010 was conducted a research called "Adolescents in cyberspace", and in 2012 research "Mediation of safer Internet use." Conclusions from all three studies are available on the project website.

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

The projects objective was to bring comprehensive information about the threats of the online communication that could be used in practice by teachers and preventers and thus serve as a form of prevention against online crime. The project achieved its goal as it became part of formal education at primary and secondary schools in Slovakia and is used even in the continuous education of preventers such as the police officers, psychologists, helpline consultants etc.

13. Did you build in internal goals to measure the performance of the project? If so, please describe at what stage of the project and how you measured whether the project was moving in the planned direction. (**Max. 150 words**)

Each phase of the project has been commented on and approved by the project stakeholders and partners.

14. Has there been a process evaluation? Who conducted the evaluation (internally or externally?) and what were the main results? (**max. 300 words**) - for more information on process evaluation, see EUCPN Toolbox No.3, p.9-10 & part 2 - section 2A

The project is still running, but recently it launched an online survey aimed at primary and secondary schools and preschools across the SR, that should provide us with the feedback about project utilization in practice by teachers of informatics and ethics.

15. Has there been an outcome or impact evaluation? Who conducted the evaluation (internally or externally?), which data and evaluation method were used and what were the main results? (**Max. 300 words**) - for more

information on outcome or impact evaluation, see EUCPN Toolbox No.3, p.7-9 & part 2 - section 2A

The project is still ongoing. Evaluation of its impact will take place with a certain time lag.

III. The project shall, as far as possible, be innovative, involving new methods or new approaches.

16. How is the project innovative in its methods and/or approaches? (**Max. 150 words**)

Innovativeness of the project lies in its versatility and interactivity. It offers comprehensive ready-to-use communication tools ,variety of group games, tips and links to other sources.

IV. The project shall be based on cooperation between partners, where possible.

18. Which partners or stakeholders were involved in the project and what was their involvement? (**Max. 200 words**)

Number of partners from public and private sector who are members of the Advisory Committee of the Center for Safe Internet have worked together to set up the project Children in the Web. More specifically: Ministry of Education, Ministry of Interior, Ministry of Finance, Digital Champion of the SR, UNICEF, Slovak Telekom, O2 Slovakia, Slovanet, IUVENTA, Industrial Property Office. Participating in regular coordination meetings devoted to the project and submitting their comments they have contributed to the content and form of the project. The project is also supported by the majority of Slovak municipalities that helped with the distribution of the project to the educational institutions in their jurisdictions.

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

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

The project has been introduced with financial support from the EU's "Safe internet" programme.

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

The total cost of the project amounted to 7000 EUR, which includes distribution costs and human resources.

21. Has a cost-benefit analysis 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, there has been no cost-benefit analysis carried out. It is planned in overall evaluation of the project results.

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

The project was translated into English so it is immediately usable in other Member States. Free copy is available online. The international network INSAFE also informed about the project and included it among the freely available tools for teachers within its network of Safer Internet Centres in 31 countries.

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

The issue of Internet safety concerns all children, therefore the project is applicable not only Europe-wide, but worldwide. Topics that are addressed are applicable to the environment of any Member State. It draws on the knowledge and experience gained from many years of cooperation with the pan-European networks INSAFE and INHOPE.

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

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