

European Crime Prevention Award (ECPA)

Annex I

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.

Hungary

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

It is the ECPA entry

3. What is the title of the project?

A TABBY (Threat Assessment of Bullying Behaviour in Youth) in Internet and TABBY Trip in EU

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.

16/12/2011-20/01/2015

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).

<http://tabby.eu/>

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

The project's aim is to address negative challenges, faced by school leaders, teachers, parents and students related to students' use of digital media, internet, cell phones and other interactive devices, namely cyberbullying and cyber threats. The project intended to develop a European level of the approach to help students in the Member States to identify the risk connected to a wrong way of using Internet in order to reduce their risk both of potentially or actually harming others or being target of these unwanted behaviours. As a result of these aims the **Threat Assessment of Bullying Behaviour in Youth in Internet (Tabby in Internet)** project has been developed to prevent cyberbullying against and between youngsters, for valid assessment of frequency and pattern of cyberbullying cases by a group of experts from 5 countries. For that purpose a multinational expert team developed an online risk self-assessment tool (TABBY toolkit) and a booklet for teachers in 2011-2012. Threat assessment (of cyberbullying or cyberstalking) is a dynamic assessment approach that takes into consideration a series of individual, contextual, and social factors in a time-perspective way, looking at how different risk factors interfere with each other at a certain point in time. This can be applied by students, teachers, counsellors, or even parents in order to assess the online risks and dangers and to find out coping strategies. In the second phase, Tabby Trip in EU completed the development of the TABBY method between 2013 and 2014 and involved new countries. It is a program that serves to develop the knowledge of youth about the negative impact of new internet technologies, to provide information for the youth about risks and the potential solutions in order to increase their online security. The Tabby Trip constitutes of a Tabby toolkit, videos, and books for teachers and it includes an online video game. The online video game is a situation game that can be played in school with the management of a teacher. The players can be in situations real life-like, where they can practice different behaviours, the realization of emergency situations and the giving of correct answers.

ESZTER Foundation was a member of the multinational expert team and concluded the Tabby projects in Hungary. We involved 80 teachers and their students, who filled in a questionnaire (the Tabby toolkit) and we measured the amount and forms of involvement into cyberbullying and the application of solution pattern they learned during the project. We

collected and analysed data, monitored teachers and mentors. Furthermore we trained 30 peer mentors among students and 100 books and 4 videos and the online game have been disseminated during the two projects.

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 involvement into cyberbullying either as victim or perpetrator or silent bystander will increase vulnerability and it can be the stepping stone to youngsters' criminality, even into cyber criminality if it creates a mentoring environment for the elimination of moral barriers and condition to engage in deviant behaviour. Youngsters, of whom the rules of social relations are under process, can learn behaviours that are not in accordance with social norms such as slander, defamation, violation of inherent rights, misuse of personal data, and infringement of intellectual property rights. Among others, more serious crimes, such as harassment or participation in suicide can also be committed online. The online social sites, forums, especially among youngsters, can help to commit these actions because users appear anonymously, thus apparently they do not take responsibility for their actions. Because of all these above it is crucial to prepare children and youngsters for the dangers such as cyberbullying and for the crimes going with it. Furthermore, youngsters turn to their peers for help in case of cyberbullying, so thus it is vital to train young helpers (mentors) besides adults (parents and teachers).

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

Tabby helps **youngsters** to increase their wellbeing, reduce and prevent antisocial behaviour and ultimately stop crime. Also Tabby helps to develop, implement and build healthy relationships among students and between **students and teachers**, and to educate to the correct use of the network. Furthermore "Tabby Plays Videogame" is an interactive game designed to promote changes in **adolescents'** attitudes towards cyberbullying and allow the acquisition of appropriate strategies for the proper use of the new communication technologies.

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

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>

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

The Tabby project has been developed to prevent cyberbullying against and between youngsters, for valid assessment of frequency and pattern of cyberbullying cases. For that purpose a multinational expert team developed an online questionnaire (TABBY toolkit). This can be applied by students, teachers, counsellors, or parents in order to assess the online risks and dangers and to find out coping strategies. The TABBY program is a validated method that can be implemented by each EU Member State. It is widely known that face-to-face bullying can result in long-term psychological harm to targets (Baldry, 2003). This harm includes low self-esteem, depression, anger, school failure and avoidance, and, in some cases, school violence or suicide (Baldry & Winkel, 2005). It is possible that the harm caused by cyberbullying, cyber threats and sexting may be greater than harm caused by traditional bullying because online communications can be extremely vicious and threatening. There is no escape for those who are being cyberbullied, and victimization is ongoing for 24/7.

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

The Tabby project applied a longitudinal data collection. Before the introduction of the complex program (which included the teacher training, the peer mentor training, the program monitoring, and the online video game), the students' level and forms of risk in the involvement in school- and cyberbullying was assessed. For the assessment different methods were used: (1) focus group sessions were held with teachers and students (separately) in order to find out the level of risk and the forms of school- and cyberbullying in Hungary; (2) The participating schools assessed their students' risk by administering the Tabby toolkit – that is, the online questionnaire. The students of the participating schools were identified by the project code and the student ID included.

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

Tabby in Internet (2011-2012)

- 1) Develop a self-assessment tool (the Tabby questionnaire)
- 2) Develop a whole toolkit in electronic format for the assessment of risk of cyberbullying and of threats for youngsters, teachers, counsellors and school officers
- 3) Develop an accompany guide
- 4) Train teachers, counsellors and school officers in the use of the TABBY kit, and broadly in risk, threat assessment and management of cyber

menaces

5) Conduct action research by collecting longitudinal data

6) Dissemination

Tabby Trip in EU (2013-2014)

1) Develop Tabby self-assessment risk online tool (further develop the Tabby toolkit, recognizing the results of the 1st Tabby project)

2) Increase adults' (teachers, parents) and youngsters' understanding of cyberbullying and cyber victimisation and assess the impact of the educational and psychological activities undertaken with the Tabby Trip toolkit.

3) Train new EU partners and translate and adapt the Tabby toolkit materials in the additional EU countries languages;

4) Continue objective 4), 5) and 6) of Tabby in Internet

5) Developing an interactive 'catchy' videogame "Tabby" in HTML5 format.

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**)

Since Tabby projects were the realization of DAPHNE projects, there was a pre-determined process of the work. In that regard several inner goals were built into the process in advance. The realization happened as it was planned in the call for tender and the project received the total amount of the grant from EU COM.

In particular, we measured the efforts of schools participating in the project by disseminating and collecting a so called monitoring form. Filling out the monitoring form every month, teachers had to answer questions such as what kind of efforts they made, together with their students and peer mentors, in order to increase awareness of risks and coping strategies in bullying and cyberbullying. A network among participating teachers were created: in this online group, teachers had the opportunity to share their ideas about best practices handling difficult situations and also to discuss problems occurred when resolving situations.

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*

TABBY in Internet and Tabby Trip in EU were conducted by a consortium of many

institutions. Each member had to report about the process regularly to the EU Commission who financed the projects.

There were regular report about the development of the project and financial report. Also there were constant connection between the other EU participants of TABBY as a forum where we could discussed the actual problems, events and share information. There was a national Steering Committee consisting of 10 members for the control of the quality of the project that meet every second month. The students and their teachers' activity were monthly monitored.

15. Has there been an outcome or impact evaluation? Who conducted the evaluation (internally or externally?), which data and evaluation method where 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 results of the project were evaluated by impact assessment ensuring the consistency, measuring the needs and the responsivity. The needs assessment and the results assessment were part of the regular monthly monitoring of the participating schools. Furthermore, students in the participating schools filled in a questionnaire (the Tabby toolkit) every school semester and we measured the amount and forms of involvement into bullying and cyberbullying and the application of solution patterns they learned during the project. During the assessment of the effectiveness positive changes were shown. Significant amount of students who in the beginning of the project were qualified as belonging to the high-risk group were moved to the middle or lower risk groups by the end of the project.

We involved 80 teachers and their students during the whole project, who filled in a questionnaire (the Tabby toolkit). The teachers received 12 hours certified training in each phases and we trained 30 peer mentors among students and 100 books and 4 videos and the online game were disseminated during the two projects.

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**)

The Tabby method is inspired by to the Threat Assessment Approach that takes into consideration whether a certain threat is a serious reliable one or not, meaning whether is likely that a student that has posed a threat of committing a violent act will actually act accordingly. In this regard, **threat assessment (of bullying and especially cyberbullying) is a dynamic approach** that takes into consideration a series of individual, contextual, social factors in a time-perspective way, looking at how different risk factors interfere with each other at a certain point in time. Using a dynamic threat assessment approach means to understand that certain behaviour can be a dynamic combination of individual, environmental and social factors that interfere with each other.

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**)

The project aimed to address to the study of the cyber bullying in Mediterranean and Eastern European countries and to develop, validate and disseminate a method, a tool for youngsters for own assessment of risk and take actions to protect themselves and have other people help them manage such risk. The **University of Cyprus** (CY) has included studies in juvenile delinquency and prevention, violence in schools, bullying, domestic violence and crimes on the internet. The **School of Psychology of Aristotle University of Thessaloniki** (GR) has conducted a national research on bullying through anti-bullying and anti-violence interventions in Greek schools. The **Center for the Study of Democracy** (BUL) has pioneered the introduction of Organized Crime Threat Assessment methodology in Bulgaria and conducts the annual National Crime Victimization Survey. **ESZTER Foundation** (HUN) works out protocols concerning the tasks and cooperation of governmental and non-governmental organizations dealing with victims of sexual crimes, within the framework of crime prevention activities. **Chiamamilano (IT)** is a non-profit organization that aims to contribute improving citizens' life.

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 Tabby projects were financed by Daphne project of European Commission (JLS/2009-2010/DAP/AG/1340 AMG; JUST/2011-2012/DAP/AG/3259), and ESZTER Foundation co-financed its 20%. The realization happened between 16 December 2011 and 20 January 2015. During the first project 2011-2012, ESZTER Foundation received 25 554 Euro in total and during the second project 2013-2014, 28 825 Euro.

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

The Hungarian part of the project had its own budget.

Finances were

website management (1500 EUR),

administrative costs were

- 2420 EUR in 'TABBY in Internet'
- and 1989 EUR in 'Tabby in trip EU',

travelling costs were

- 1214 EUR project 'TABBY in Internet'
- and in 'Tabby trip in EU' were 6536 EUR.

Material costs were the following:

- 420 EUR for 100 handbooks and 4 videos.

Human resources were

- 26 250 EUR in Tabby in 'Trip EU'
- and 27.500 EUR in 'Tabby in Internet'.

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 cost-benefit analysis has been carried out.

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

No, this project was created and designed to be used in EU countries, therefore there is no need for adjustments.

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

The TABBY project is "European" in its dimension, not only because the activities and studies will be explored and undertaken in different EU countries, but also because we wanted to explore and develop it at European level. Such an approach could be shared and adopted at a limited national level but could be distributed and used in all the EU countries in order to develop best practices, reduce crime, improve wellness and provide citizens' belonging. This approach helps to prevent future violence, especially more vulnerable ones, effective measures to be and become active and respectful citizens, with relation to the use of internet to communicate, which is an overspread mean. The Tabby method is used in 8 EU countries nowadays, and it is available in English, Italian, Greek, French, Spanish, Polish, Bulgarian and Hungarian languages.

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

The TABBY projects aim to increase knowledge, skills to protect young people when using internet, mobile communications, social networks, being in school but also off-campus from victimisation by peers or other youngsters or adults by setting up a system for school officials and students themselves for the identification of risk factors and assessment of cyberbullying, cyber threats and sexting, and take adequate preventive actions to protect themselves and victims from such noxious behaviours. The Tabby approach is an effective and efficient approach for risk assessment and management of cyberbullying incidents. The Tabby Trip approach is composed of an online self-assessment of risks tool, videos, booklet for teachers, but also of a so called "*serious educational videogame*" aiming at increasing awareness and eventually, hopefully change any risky behaviour.