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.

Luxembourg

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

Yes (ECPA entry)

3. What is the title of the project?

Bibi and friends ("De Bibi a seng Frënn")

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

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5. Start date of the project (**01/10/2013**)? Is the project still running (**Yes**/No)? If not, please provide the end date of the project.

project start: 1st of October 2013 project ongoing

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://www.bee.lu/ https://www.bee-secure.lu/

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

"Bibi and friends" is a tool for children aged 3 to 6 years, as well as for their parents or carers (teacher, educators). As children discover the adventures of Bibi, a little bee, and his friends, they naturally learn how to safely take their first steps on the internet. So far, three stories have been published: "Bibi on the web. Who's trying to dupe Bibi?", "Bibi wants to play, but where are his friends?" and "Bibi's Gift – Clever clicking on the internet". Each story consists of a sequence of 8 images with a corresponding text. Children can use the website autonomously and listen to the story in Luxembourgish. Alternatively, they can discover Bibi's world with their parents, who can read the stories to them in Luxembourgish, French or English.

In Bibi's latest adventure "Bibi's Gift – « Clever Clicking » on the Internet", Bibi and his friend Webby are playing an online game when they are lured into clicking on a button promising them a big teddy. A few weeks later, Bibi and his parents get a bill for a subscription instead of the teddy that he had hoped for. What now?

With its easy navigation and colourful design, the website primarily addresses children. However, a great deal of thought has gone into how to convey the parents' role inside the story. The aim was to create a tool that would allow both, children and parents, to think about how they use the internet. Kids and parents learn that it is important to seek professional support in such situations, that kids should not expect any additional blame or punishment if they encounter a problem online and parents finally get aware to keep a closer watch on how their children use the internet.

The wording of the stories is simple and easy to understand for the children. The absence of long, cautioning texts or pedagogical advices to go through before being able to use the booklet, also minimises the obstacles to getting the message across to parents. In addition, rather than just raising awareness of potential online threats, Bibi and friends also proposes solutions. In "Bibi's Gift" for instance, the parents consult a consumer protection association in order to resolve the problem.

In the end, Bibi and Webby get a real teddy from the parents, to show them that it is not their fault and don't deserve a disappointment. Children should not get blamed or punished for incidents that happen online (e.g. by a temporary prohibition of the use of tablets/smartphones). Such situations can be more easily resolved, if the children feel that they can confide in adults.

The stories of Bibi and his friends are part of workshops, activities at fairs and have also been made available in doctor's waiting rooms, thus increasing their spread among the target groups. Specific trainings were offered to teachers in order to popularize the use within the school curriculum.

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**)

"Bibi and friends" promotes a safer use of the internet by raising awareness on online threats such as identity fraud or hoaxes, thus contributing to their prevention. The situations described in these childrens' stories are all part of daily life. Their negative consequences can be avoided or at least minimised by recognising the risks and by knowing how to deal with situations when they occur. "Bibi and friends" **allows the kids to recognise situations in which they should ask for advice** from an adult and it teaches adults where to get help. The knowledge of the necessary tools to deal with online crime, also makes users more self-confident. An **increased self-confidence**, in return, reduces the fear of crime.

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

One lesson that is included in the childrens' stories of "Bibi and friends" is that once harm is done, it is difficult to come back to the initial state. Parents, educators and teachers get the message that crime prevention is an important lessons they should approach their children with.

Additionally, Bibi's stories teach the reader that it is always recommendable to approach an experienced adult or even a professional for help, if one feels confronted to a potential threat. This is true for the children as well as for less experienced adults. Crime prevention is thus a common effort that involves the user as well as specialised organisations or structures that they can turn to.

By raising awareness on online threats and by providing solutions to these specific situations, "Bibi and friends" helps users to recognise where crime can be prevented and how they can play their part.

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?

Tablets and smartphones have become ubiquitous companions of our everyday lives. The so-called digital natives grow up with the internet and its seemingly limitless opportunities. While the use of computers, tablets and smartphones becomes more and more intuitive, the risks are often not recognised. Many parents let their children play on their phones/tablets without being aware of these risks, which in the worst cases can lead to identity theft, severe financial distress or even physical harm (meeting strangers).

This is why, it was decided to create a tool to sensitise children from a very young age to a safe use of the internet on the one hand, and to raise awareness among parents on the other caretakers (teachers, educators) not to let the children use such devices completely unsupervised.

It was also important to prevent parents for reacting wrongly regarding online tools, but to enable a natural communication about the online experience as part of the parenting tasks.

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

The "Service National de la Jeunesse" has close contact to children, youth and parents, who share their thoughts and concerns about internet use with them during fairs, in schools and in workshops. Published once a year, the **report "lessons learned"** collects the feedback gained annually during over 700 school trainings.

This insight was backed up by data from **EU surveys** held in 2013. While the "Bibi and friends" project was evolving, specific data gathered in Luxembourg confirmed the following main trends: kids start using the internet at an increasingly younger age and mobile internet access is replacing the classical "fixed line" access (**survey done by University of Luxembourg** in 2014).

Finally, the yearly statistics from the **law enforcement agency** showed an increasing trend in cybercrime, by now also separately listed as a form of crime.

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

Primary objectives:

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[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

- Introduce very young children to safe reaction schemes while being online
- Create awareness on safe use of the internet among parents
- Provide parenting advices on how to deal with online security issues involving children.

Secondary objectives:

- Provide an easily accessible offline and online resource, with no
- Provide a pedagogical tool that can be used by carers at school or during leisure time activities (and in this way use ICT to help young children to learn Luxembourgish)
- Elaborate a multilingual outcome that suits the local specificities
- Link online and offline activities (stories, drawing and crafting)
    o Reach out to kids and parents BEFORE they go online
    o Motivate "online kids" not to neglect the offline world

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**)

The project is built on one important feedback tool before engaging he following steps. Regular field tests are used to check the correct acceptance by the target groups.

Firstly, the character design of "Bibi and friends" and even the names of the characters has been tested with kids aged 4-6 on their understanding and their acceptance. Once this step was successfully approved, the different stories were developed over the years.

For each story, the story itself together with the illustration was then field-tested to make sure that kids from the targeted age group actually can understand the stories and the underlying reaction schemes.

Only then, the final text and the illustrations were layouted and finally printed and distributed.

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

Process evaluation was conducted internally. The modules that already exist were regularly tested with groups of children, for example in day care facilities.

An issue that was brought up, was that depending on the background of the children, information such as what is a bee or a spider had to be given before they could grasp the messages on internet security. Caretakers however felt that "Bibi and friends" offered a valuable backdrop to convey this information in addition to developing the right habits. As it is not vital to know what a bee is in order to understand the message on crime prevention, the creators of "Bibi and friends" have decided not to precede the actual stories with lengthy explanations.

The only remaining barrier is to promote the project to further increase the number of users. A proactive communication plan involving fairs and direct contact to potential users such as day care centres has been put in place and should allow bee.lu to overcome this obstacle.

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 project is still on-going. As such, no structured impact evaluation has been conducted yet. A first gauging of reactions showed that the characters and stories were well received. Children as well as adults could explain the message that the stories are supposed to convey. Structured evaluation is a priority for further development.

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 project is innovative in the way that it **addresses new challenges**. The internet use of young children is not a subject that is dealt with much. As a rather recent development, it is often difficult for parents to set the right boundaries or even to understand the entire phenomenon.

The project is also innovative **by the means it uses** to pass a message: By creating a product that addresses both parents and children, the situation is dealt with as a whole. Neither children nor parents are the only ones concerned, they need to talk about these developments and define common rules and limits.

The **access to the tool** for parents and children was designed to be as easy as possible. There are no lengthy texts and warnings to go through and the text is available in the three most common languages in Luxembourg.

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 edition of "Bibi and friends" on online fraud was developed in cooperation with the **European Centre for Consumer Protection** (CEC Luxembourg).

Luxembourgish "online consumers" surf on many foreign websites. So a case just aimed at the local legal framework would not give the right message (or in the worst case even be the wrong advice). The European Centre for Consumer Protection helped defining an example of a fraud scenario that is general enough to be understood in other legal contexts.

The outcome is a story that is very much fitting to all EU countries and therefore can be translated into other languages as. The first story of "Bibi and friends" has been translated into 6 languages by now. The adaptations to other countries were made possible through SNJ's participation in the "InSafe" network, a network of Safer Internet Awareness Centres co-financed by the European Commission.

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

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

In Luxembourg, the project is funded by the Service National de la Jeunesse (National Youth Service). Some parts of the project expenses were included in a project under the "Safer Internet programme" of the European Commission (DG Connect).

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

For the first three editions of the "Bibi and friends" stories, the following costs occurred:

- **54000.- EUR**, wherefrom:
    i. 21600.- project concept and character design
    ii. 2700.- Story development
    iii. 10700.- Illustration
    iv. 11500.- programming and sound
    v. 7500.- layout and printing costs

In terms of material, about 4600 EUR have been spent on printing material (booklets, drawing games). These figures are already included in the above mentioned budget totals.

On the coordination level, a total of **0.10 FTE** had been necessary (**184h** of work).

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**)

A detailed cost-benefit analysis is difficult for this type of project, because the coordinator of the project does not have data about the costs created by cybercrime.

What has been done so far is a calculation of costs per person reached. With total costs so far about 54.000.- EUR and an estimated 10.500 people reached, the resulting cost/person is of **0.19 EUR/person**.

A more detailed cost-benefit analysis is planned to be done at the end of the project in cooperation with the law enforcement agency and other partners.

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

The project is very easily transferable to other countries. The only adjustments needed to be done are:

- translation of the stories
- minor adaptation of the layout of the booklet(s)
- printing costs for the booklet
- recording of the spoken story in a new language
- minor adaptations and set up of the national website
- identification and definition of distribution channels specific to the new country

The "Bibi and friends" stories, including the various components (illustrations, web programming, print layout,...) are all created within a **clearly defined rights management set**. It is therefore quickly transposable to non-commercial and even commercial use.

By now, the project has **already been adapted in three EU states (Hungary, Ireland, Belgium)**. A total of 6 languages are covered so far: Luxembourgish, English, Irish, Dutch, French and Hungarian.

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

The internet being borderless, the issue is not limited to one member state. All across Europe, the entry age for children to the Internet is in a steady decline. Besides many advantages that new information and communication tools bring along, families also have to face specific threats of cyber crime.

Those threats are not country specific, due to the nature of the borderless Internet.

Developed in Luxembourg, great care had to be taken that the stories do not reflect a unique situation of one of the smallest member states of the EU. Indeed, Luxembourg has a very international population and its citizens do not visit websites of one single region. Although the stories are developed in several languages, the underlying pattern of the story is not language specific but universal.

This for instance was a particular challenge for the story on online scams. The legal frame work combatting such scams is not homogenous across Europe, so the story had to reflect a situation and a "legal case" that is more general. Specific support was therefore given by a consumer organisation specialised in European consumer rights.

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

With "Bibi", the little bee, and his friends, children from the age range from 3 to 6 years learn how to safely take their first steps on the internet. They can listen to the stories online or have them read by their parents offline. Easily accessible for both parebts and kids, these stories are full of hints and ideas on how to successfully protect yourself or your children from potential online threats. Out of the first three stories, two deal with online crime prevention: false identity and online fraud. The website is complemented by printed booklets, and also by complementary handcraft activities.