European Crime Prevention Award (ECPA)
Annex I - new version 2014

General information

1. Please specify your country.

Poland

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

ECPA entry project - National project

3. What is the title of the project?

"Cyberbullying at schools"

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

Education Development Association "Drogowskazy" (Stowarzyszenie na Rzecz Rozwoju Edukacji "Drogowskazy") 80-438 Gdańsk ul. Aldony 2a/31 www.drogowskazy.com.pl e-mail: biuro@drogowskazy.com.pl phone: +48 690 669 731 Project leader: Paweł Bajurski, phone: +48 602270883.

5. Start date of the project? (data-dd/mm/yyyy) Is the project still running?
    If not, please provide the end date of the project.

01.08.2014 - project is continued

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).

Our main website: http://drogowskazy.com.pl/ Section dedicated to the project: http://drogowskazy.com.pl/docs/207 Our Facebook profile dedicated to the project: https://www.facebook.com/cyberprzemocwszkolach

7. Please give on a page description of the project. Max. 600 words.

Through a series of training sessions for an approx. 2,000 teachers our project equips people working with teenagers with necessary skills allowing them to identify, prevent, and respond to cyberbullying. The training program focuses on the psycho-pedagogical, technological, and legal aspects of the phenomenon. During the implementation of the project we have extended its scope by a range of actions.

The project is implemented in six provinces (voivodeships). It pursues completion of the following parts:

- trainings for teachers, school counsellors and principals, especially at the secondary school level;

- workshops for secondary school students;

- educational meetings for parents;

- preparation, release, and distribution of our publication "Cyberbullying at schools - notice, understand, react! Handbook for teachers, educators and psychologists ";

- research among students and teachers about the extent and nature of cyberbullying and expected forms of assistance.

- launching, managing and promoting Facebook cyberbullying awareness page.

The project has two editions. During the 2014 edition we have organized following activities:

- training sessions for teachers - we have visited a total of 45 facilities where we had 45 training sessions for over 1,100 teachers. Each meeting was divided into 3 parts: pedagogical and psychological aspects of cyberbullying; the legal context of cyberbullying and cyber baiting; the Internet and new media - technological conditions of violence in virtual reality;

- 6 sessions of pilot projects and workshops for over 200 students;

- one pilot meeting with parents;

- preparation of a brochure with content corresponding to the training sessions for teachers. The brochure was printed in 600 copies and sent free of charge to participating schools and to teachers who applied for one on Facebook;

- a survey, which has until now reached 902 teachers. It focused on the evaluation of the ability to handle cyberbullying and on the potential assistance actions.

- launched and managed a Facebook Page (https://www.facebook.com/cyberprzemocwszkolach) - the page has 430 followers and about 60 posts. We want this page to be primarily educational, therefore we publish external multimedia materials as well as our own resources and infographics on cyberbullying.

As a part of the 2015 edition we continue to implement our activities. We have:

- started the organization of another portion of 40 training sessions for the total of 780 teachers;

- started arranging additional 15 meetings for parents;

- started another portion of workshops for the middle school students - in total we want to organize 35 workshops for about 700 students;

- continued the distribution of our publication - it will be send free of charge to additional 39 schools;

- finalized our research among students and teachers about the extent and nature of cyberbullying and expected forms of assistance - at the turn of 2015 and

2016 we plan to publish the research results and organize a conference.

      - continued our Facebook page activities and we plan to reach 700 followers by the end of 2015.

      The main substantive activities of the project are subject to external evaluation conducted by a specialized consulting firm. We try to implement the evaluation conclusions and comments on a regular basis by modifying the scope of our project and by cooperating with our coaches.

      The project's activities are financed mostly with public funds under the government program "Safe and Friendly School" with help from the Governors of Pomeranian, Warmian-Masurian, Łódź, Lesser Poland, Świętokrzyskie, and Lower Silesian voivodeships. We supplement the public funds with financial resources from our Association which are mostly obtained by donations and voluntary work of our members.

      Our project has its own section within our Association's website.

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 reduction of crime or the fear of crime? Max. 150 words.

Under the Polish law cyberbullying is considered a crime. It is also a devastating phenomenon to young people and taking legal measures does not undo the psychological consequences, both those of the victim and the perpetrator. While planning our project we concluded that the key to solving the problem is prevention. This is primarily why we put the biggest emphasis on identifying the problem, preventing its occurrence and supressing it at an early stage, before any psychological damage is done. We have concluded that the main social group that can make a difference are teachers, as they observe teenagers in the context of the whole group of peers. We have decided that the teachers need to gain both psychological and pedagogical skills as well as adequate technological training in order to understand the world of social media and be able to establish a dialogue with students.

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

Most cyberbullying perpetrators and victims (including adults, e.g. teachers suffering from cyber baiting) are unaware of the fact that cyberbullying is a crime. Moreover, the knowledge of the regulations is scarce among those, whose profession should obligate them to provide more information on the topic, such as school counsellors. We want the participants of the project to be able to recognize cyberbullying as an offence and be aware of the available means of protection. In order to do this:
 - We have included the topic "Legal context of cyber bullying and cyber baiting" into our training sessions.

- Students during our workshops debate the question "is cyberbullying a criminal offence?"
- In our publication we have included a chapter called "Legal aspects of cyberbullying and measures of legal protection"
- We have posted a series of infographics on our Facebook page that focus on the legal aspects of cyberbullying.

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

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

A large part of the Association's members are people connected with the education system - former and current teachers, principals of educational institutions, and youth organizations' coaches. During the meetings of our Association they have indicated that cyberbullying at schools is increasing and the education system in Poland is not prepared to face the problem. There have been reports of specific, sometimes very dramatic events related to the activities of the students in social media. It is a common view that the teachers are not prepared to identify or to respond to the problem. Additionally, due to the technological barrier and generation gap, schools tend to avoid the problem by stating that the parents should supervise the social media activities of their children. In the meantime, the members of our Association "Drogowskazy" believe that it's only a superficial solution as the consequences of undesirable online behaviour are visible in the daily school life. Behaviours such as verbal and physical aggression, alienation of chosen individuals, psychological pressure, the need of revenge of those who are oppressed, and symptoms of depression often have their origin in or are developed by "virtual" relations.

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

Yes. After developing the scope of the project we have conducted a series of interviews to help us better understand the scale and nature of the problem and to learn the expectations of our main partners. We have interview representatives from the following institutions: The Education Complex no 21 in Gdansk, Primary and Secondary Schools in Bolszewo, Secondary School no 9 in Gdansk, Catholic School Complex in Gdansk, Salesian High School in Rumia, and High School no 3 in Gdansk. It allowed us to get a representative group of respondents with various backgrounds, either in terms of the level of education, social realities (schools are located in big urban areas, smaller towns and urban/rural and municipalities), or nature of their administration (state and private). From the chosen institutions we have received reviews of our project. The conclusions from the interviews were homogeneous, similar to the initial analysis of the problem.

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

Our original main objective was to reduce the incidence of cyberbullying and its consequences at schools participating in the project. We wanted to achieve that goal by equipping people working with children and teenagers with necessary skills allowing them to identify, prevent and respond to cyberbullying. During the project we have realized that extending our objectives and target groups is necessary. We have decided to undertake actions with secondary school students and their parents as well as with a wider range of people connected with educational institutions and social media. With these groups we wanted to work on their awareness of the problem and explain what cyberbullying is, and how to recognize it and respond to it. Additionally, due to the lack of academic research, we have set out to explore the real extent of the problem and to define the training and support needed for the teachers.

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.

Yes. We have determined precise number of individual activities in the project as well as milestones and checkpoints. In order to do this we have used PMI-based project management tools - scope creep management and work breakdown structure. The process involved dividing the project into smaller parts (e.g. training sessions), assigning numeric requirements to each part, defining necessary actions, combining actions into logical structures and placing the actions in time. We have also indicated the set of actions without the possibility of deadline extension ("critical chain"). The complex planning and monitoring system is crucial to our operations due the fact that all activities planned in our project are limited in both editions to the last three months of each year. These time restrictions are determined by the public funding of the project (financial reports and statements have to be done till the end of the fiscal year).

14. Has there been a process evaluation? Who conducted the evaluation (internally or externally?) and what where the main results? Max. 300 words.

Yes. In the 2014 edition the evaluation of the process was an element of the comprehensive project evaluation conducted by an external specialized consulting firm. We had three independent evaluation reports created during the 2014 edition. The purpose of the evaluation process was to answer the following questions:
- Was the scope of the trainings comprehensive and profound?
- Were the presented materials easy to understand?
- Did the coach manage to effectively impart skills and information?
- Did the coach have expert knowledge of the subject of the training?
- Were there any examples or exercises used to illustrate the content?
- Was the training program adjusted to the skills and needs of the participants?

- Did the coach maintain appropriate interpersonal relations with the participants?
- Was the duration of the training adequate?
- Did the coach keep a proper pace of the training?

The process evaluation was based on a survey combining quantitative (Yes/No questions, rating scale, etc.) and qualitative analysis (open questions). We had a total of 902 responses. It has allowed the creation of a detailed result compilation broken down into particular participating schools, particular provinces, and particular coaches.

The evaluation process has led to both individual and system conclusions. The system conclusions primarily resulted in shortening the time of the training sessions to 3 hours in the 2015 edition and altering the participatory methods implemented in the trainings. When it comes to individual conclusions, we have handed synthetic summary of the evaluation to all of the coaches. Additionally, each of them had a development conversation to discuss their strengths and weaknesses.

We plan to organize the evaluation process in the same form in the 2015 edition of the project. The funds for evaluation are planned and secured in the 2015 edition's budget.

---

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

Yes. The effectiveness and results evaluation was also done by an external consulting firm. It investigated the following aspects: performance, usability, relevance, effectiveness, and sustainability. The evaluation consisted of 19 research questions, e.g.:

- What is the general evaluation of the training sessions conducted during the project?
- Did the training contribute to the professional development of its participants?
- Is the participant going to use the information from the trainings in their work?
- Does the participant know how to respond to cyberbullying and will she/he be able to react if needed?
- Did the training program meet the expectations of the participants?
- Will the improvements achieved during the program make a lasting change?

The evaluation was based on surveys (similar to the ones used during the process evaluation, we have collected 902 responses) and direct interviews with the project management (the management team and coaches, 10 people in total) as well as on phone interviews with the heads of the institutions participating in our activities (45 people).

The methodology of the survey research relied on a 6-point Likert-type scale where respondents specify their level of agreement for a series of statement related to a given aspect. The respondents are asked to specify numerically how much they agree with a given statement with 6 standing for "Strongly agree" and 1 for "Strongly disagree." The average value of satisfaction to consider the project's results achieved is "4". The score for particular areas and provinces ranged between 4.85 and 5.44.

We plan to organize the evaluation process in a similar form in this year's edition of the project, with slight modifications to the research questions. Evaluation of a larger scale of student workshops will be a new part of the process. The funds for it are planned and secured.

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.

> We believe that the key innovation in our project is the comprehensive approach. It applies to two areas.
> The first area consists in the fact that the activities involve all the groups engaged in the problem of cyberbullying - the teachers, the students, as well as their guardians. All of the alternative projects we know of focus their actions mainly on teachers.
> As for the second area, we believe that discussing the psychological and pedagogical aspects of the problem is not enough, since the legal and technological factors are just as important. Especially the latter element is commonly overlooked - teachers and parents know a lot about cyberbullying, but have problems understanding the reality and complexity of the world of social media. Additionally, we have also included into our project the problems of cyber baiting. We have been told that it is an important, but ignored problem.

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

17. Which partners or stakeholders were involved in the project an what was their involvement? Max. 200 words.

> The most important participants of the project were three educational institutions from Pomeranian Voivodeship. The first one is The Primary and Lower Secondary Education Complex no 21 in Gdansk, whose representatives were in fact also the originators of the whole project and were instrumental contributors to the program of our activities. Another important participant is Local Government Primary School from Bolszewo and its principals who had been consulting the activities scheduled in the project and sharing valuable insights, especially in the context of cyberbullying in small town and rural communities, a problem we were less oriented in. The third important stakeholder is St. De La Salle School Complex in Gdansk, which has inspired us to add pilot student workshops and parent meetings to our project.
> We cannot forget our Partners in the Provincial Offices of the voivodeships we cooperate with. They have provided funding and enormous support in the implementation of our project. Superintendent of Schools Office in Lodz is also worth mentioning as it has carried out the school recruitment process on their premises.

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

18. How and by whom is the project funded? Max. 150 words.

> The main funding source of our project in both editions is the State Treasury - it has donated 70,000 PLN to the 2014 edition and 130,000 PLN to this year's edition. We were able to acquire these funds due to our participation in the government

program "Safe and Friendly School" (special acknowledgements go to the Governors of Pomeranian Voivodeship, Warmian-Masurian Voivodeship, Lodz Voivodeship, Lesser Poland Voivodeship, Świętokrzyskie Voivodeship, and Lower Silesian Voivodeship). The remaining funding sources are donations (for the 2014 edition we have received 6,000 PLN from companies interested in the Internet security) and the Association's financial resources.

19. What were the costs of the project in terms of finances, material, infrastructure and human resources? Max. 150 words.

Total expenditure of the 2014 edition amounted to 80,000 PLN, including approx. 10,000 PLN from the Association's budget. The budget of the ongoing 2015 edition equals to about 140,000 PLN, with 10,000 PLN from the financial resources of the Association, and the rest being public funds.

The biggest part of the project's budget (85%) are substantive expenses, especially coaches' salaries (approx. 45% of the budget).   The rest of the substantive expenses are the costs of the preparations of our publications, materials for the training sessions and its organization.

The relatively low administrative costs (15%) are connected with the fact that a number of administrative tasks have been done voluntarily, e.g. all tasks connected to project management have been voluntary work from one of the members of our Association. Part of the substantive tasks of the projects (managing the Facebook page, conducting studies on cyberbullying among teachers) is implemented free of charge by our members.

20. 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.

Yes. Part of the external evaluation of the project was also a cost-effectiveness analysis in areas where its implementation was financed with resources other than our own, especially with public funds. This applies mostly to the training sessions for the teachers. Two questions were asked to analyse cost-effectiveness:
- What is the relation between costs and obtained funds?
- What is the effectiveness of the project in comparison with other existing forms of qualification improvement?
It was established that the average cost of the training session is between 66 PLN and 74 PLN per teacher, while the average cost of commercial trainings with equivalent programs ranges from 150 PLN to 200 PLN, which means they cost three times as much as ours. In addition, the cost-effectiveness of the project is enhanced by the fact that the participating schools received free publication on cyberbullying issued as a part of the project.

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

Yes. The project is adapted to the Polish education system (which is divided into 3 stages - primary, secondary, and high schools) and implemented in secondary schools as this level of education coincides with adolescence and this combination makes young people more vulnerable and exposed to risks and pathologies connected with abusive Internet routines, cyberbullying, and undesirable behaviour in social media. In other EU Member States with different, two-stage educational system, similar actions have to be implemented on the educational level equivalent to Polish secondary schools.

In addition, the discussion of the legal aspects of prevention and protection against cyberbullying should be adapted to legal regulations of a given Member State.

The substantive part of the training sessions, workshops and publications on technological section of the problem should be changed accordingly to the specific nature of social media in the country and region in question. For instance, a relatively popular social network in Poland - nk.pl, similar to Facebook, does not operate outside our country. But most of the Member States have their own unique social networks adjusted to their cultural demands. Teachers and parents must know the social networks used by their pupils and children.

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

The Internet has no boundaries, just like social media and the problem of cyberbullying or hate speech. These communication tools are virtually the same in all Member States, as well as mental state of 13, 14 or 15-year-olds. Therefore, both the project's subject and its detailed scope of operations are universal and valid for all EU Member States, which has been confirmed by a number of studies conducted on the European level. One of them is a research project called "EU NET ADB" conducted on behalf of the European Commission in Poland, Greece, Germany, Romania, Spain, the Netherlands, and Iceland in 2012.

The xenophobic dimension of cyberbullying is another important aspect in the pan-European context. Both experts on the subject and ourselves believe that young people who learn and express violent behaviours towards their peers on the Internet can believe in the impunity of their actions and thus develop a psychological comfort resulting in most cases in xenophobia. A "small" cyberbullying act towards another student or a teacher is different from the "adult" hate speech only in one aspect - the first one has a person standing behind the action, the second one represents the whole community. Condoning cyberbullying of teenagers means we have to accept that in 10 years it will result in escalation of hatred against immigrants, people of different ethnic origin, religion, or sexual preferences, which is obviously contrary to the values of the European Community.

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

Cyberbullying is a new problem. Virtual violence of teenagers towards their peers or teachers was developed alongside the rapid growth of the ICT. The problem especially affects adolescent people. Most of the teachers is helpless in the face of the problem. They do not have the skills and qualifications that would allow counteracting. Moreover - they can become the victims as well.

Through a series of training sessions for a teachers our project equips people working with teenagers with necessary skills in order to be able to identify, prevent, and respond to cyberbullying. The training program focuses on the psycho-pedagogical, technological, and legal aspects of the phenomenon. During the implementation of the project we have extended its scope by other actions: activities carried out directly with students and parents, awareness publications and actions on Facebook and other media, as well as research aimed at assessing the incidence of the problem.