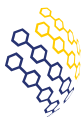# Preventing the Victimisation of Minors in the Digital Age

Awareness-Raising and Behavioural Change

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Toolbox
Series No 15

EUCPN
EUROPEAN CRIME PREVENTION NETWORK

romania2019.eu

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This toolbox covers the pros and cons, dos and don'ts of social media marketing, influencers, game-based learning and gamification, online police officers, and smartphone apps in crime prevention, and how they compare to old-school offline interventions.

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PREFACE

The fifteenth EUCPN Toolbox is published in the framework of the topic of the Romanian Presidency of the EUCPN: preventing the victimisation of minors — on-line and offline. The particular focus of the present Toolbox is on awareness-raising and effective communication with minors in the digital age. Since the rise of the internet, minors' use of media and ICTs has changed dramatically, and continues to do so. This necessitates the continuous evaluation of communication strategies and their adaptation to new realities. This Toolbox covers the pros and cons, dos and don'ts of social media marketing, influencers, game-based learning and gamification, online police officers, and smartphone apps in crime prevention, and how they compare to old-school offline interventions.

This Toolbox consists of three parts. The first paints the current intelligence picture: what we know about the victimisation of minors and their ICT and media use. The second gives an overview of good practices, both providing recommendations and identifying pitfalls. The third lists a number of good examples from practice. This Toolbox is published in tandem with a policy paper on preventing the victimisation of minors online.

EXECUTIVE SUMMARY

This Toolbox deals with the online prevention of the victimisation of minors. This is not to be confused with the prevention of online crimes against children. It constructs the internet as a space for crime prevention rather than a space for crime.

Since the rise of the internet, minors' use of media and ICTs has changed dramatically, and so has the internet's infrastructure. The advent of Web 2.0 around 2005 marked a shift towards user-centred online experiences, user-created content, and sharing. All this culminated in social media and social network sites. On top of that, the arrival of affordable portable devices and mobile connections caused a mobile revolution.

Today's children and adolescents are online, a lot of the time, and in massive numbers. A majority of European teenagers have daily access and most enjoy mobile connections. The most popular online activities of minors are social networking, listening to music and watching videos, and instant messaging. Recent studies reveal that children are going online at ever younger ages, even as young as three. Social media age requirements have not prevented the fact that underage social media use is widespread, and still growing.

Victimisation is the process of becoming a victim, understood here as a person suffering physical, mental, or emotional harm or economic loss due to another's actions. Those actions can be either criminal offences or non-criminalised harmful behaviours.

The term minors refers to all persons below the age of 18, the age of majority. Further differentiation can be made between children (ages 0-10) and adolescents (11-17). Children who lack the necessary motor skills or basic literacy to be online are not considered here.

Crimes against minors include the trafficking of human beings (THB), child sexual exploitation (CSE), and cybercrime. Girls make up over half of minor THB victims, and ages 16-17 form the largest group, with younger age brackets being incrementally less vulnerable. CSE refers to both the sexual abuse of minors and the production and dissemination of images of such abuse. The latter happens increasingly via the internet, which has given rise to phenomena such as online sexual coercion and extortion of minors.

Minors can also fall victim to non-criminal, harmful behaviours. The internet in particular presents a number of contact and content risks to children, which may be harmful. Cyberbullying is prevalent, but the list also includes personal data misuse, receiving unwanted (adult) content, etc. At the same time, the internet presents many opportunities to minors, and some exposure to risks is beneficial to resilience. Preventing harm should therefore take priority over avoiding risks.

This Toolbox offers a series of good practices regarding the prevention of the victimisation of minors in the digital world. It borrows from the field of social marketing, a field with an impressive record of accomplishment, especially in disease prevention. It also canvasses best practices in social media campaigning, including campaigning by influencers, and serious games. Finally, it discusses how ICTs may enhance the performance of child helplines or the accessibility of police services for children.

Social marketing is the application of marketing concepts and techniques for social good. Its primary objective is behavioural change, i.e. measurable impact. It is furthermore strongly rooted in theory and evidence on human behaviour and behavioural change. Both those aspects are also particularly relevant to crime prevention. Other key aspects of social marketing include the segmentation of the target group, the tailoring of actions to different segments, and the conceptualis-ation of behavioural change as an exchange: the idea that something should be offered in return.

Social media campaigns are all but new. If one wants to reach minors, one should go where they are: online. The question is how to do so in an efficient way. This may require professional support, but most importantly it needs a lot of prepara-tion. Which social media platform is selected, the look and feel of images or video materials, the language used, the cultural references, the use (or lack thereof) of targeting advertising options, and the composition of the message all determine whether a social media campaign yields the expected results. Once again, evaluation is important, as it allows campaigns to be adjusted on the go.

Influencer marketing mobilises influential people rather than the target market as a whole. The underlying idea is that most individuals are influenced by a much smaller subset of individuals from whom they take guidance or inspiration. This can be transferred to crime prevention campaigns: let an influencer disseminate the message to the target group via his or her channels. If done right, it saves costs and the influencer makes the message more compelling. It is important, however,

to select the right influencer(s), be sensitive to trends in popular culture, consider local influencers (as opposed to famous people), and include personal stories.

Serious games are games designed for the primary, "serious" purpose of broadcasting an educational, informative, or persuasive message or physical or mental training. They are not to be confused with gamification, which is the application of game elements in non-game settings. Game-based learning research has demonstrated that serious games are effective, especially among children and adolescents, if they meet a number of criteria. The game design and game narrative should be accurate and commensurate to the learning objectives; the learning content should be integrated into the gameplay; and the games should be part of larger interventions, for instance through use in the school context and as a basis for group discussions.

Finally, new ICTs can be used not only to reach out to children and adolescents, but also to provide them with options for accessing information and getting help. Telephone helplines are now supplemented by apps, chat, online resources, and social media presence. It is best, however, to organically link different platforms together, to make sure they are complementary, maintain quality of service, and focus on positive content rather than warnings. The success of the online presence of law enforcement officers is dependent on the trust in the police. Online officers should furthermore be conscious of their dual role as police officers and online confidants, especially when dealing with minors.
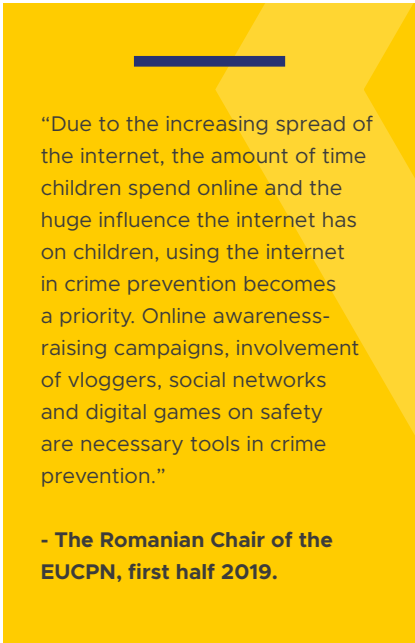
One critical note is that there are limits to the online and digital prevention of the victimisation of minors. Despite the effectiveness of new ICTs in reaching children and adolescents, there may be situations where minors are best approached by other means. This, for instance, is the case with children who are too young to be online or too young to understand complex messages. Additionally, the school system remains an obvious and efficient way to reach minors.

INTRODUCTION

Since the rise of the internet, minors' use of media and ICTs has changed dramatically, and it continues to do so. Young people's online lives come with new risks and harms, however. Child sexual abuse is facilitated by the internet so frequently that it is sometimes considered a cybercrime. Cyberbullying is the number one reason for children and adolescents to call a helpline. For crime prevention practitioners, the evolving media and ICT use of minors presents another challenge. It necessitates the continuous evaluation of communication strategies and their adaptation to new realities. To prevent the victimisation of minors, crime preventionists have to go where the children are, and children are online.

The focus of this Toolbox, the fifteenth in the EUCPN Toolbox Series, is on awareness-raising and effective communication in the digital age to prevent the victimisation of minors. This topic was selected by the Romanian Presidency of the EUCPN in the first half of 2019.

Part I elaborates on the challenge of preventing the victimisation of minors in the digital age. It offers an intelligence picture, discussing in detail some recent trends in media use along with certain key concepts such as victimisation, crimes against minors, and online risks and harms. Part II offers insights gained from the field of social marketing, lists recommendations for, and identifies threats to, the successful implementation of digital and online communication strategies, including social media campaigns, influencer campaigns, and serious games. Its objective is to give clear, manageable advice to practitioners embarking on such prevention initiatives. Part III, finally, describes eleven European examples of crime prevention practices that have implemented those good practices.

"Due to the increasing spread of the internet, the amount of time children spend online and the huge influence the internet has on children, using the internet in crime prevention becomes a priority. Online awareness-raising campaigns, involvement of vloggers, social networks and digital games on safety are necessary tools in crime prevention."

- The Romanian Chair of the EUCPN, first half 2019.

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PART I: INTELLIGENCE PICTURE

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The first part of this Toolbox deals with the intelligence picture. Since this Toolbox is not devoted to a particular crime phenomenon, this part is not a criminography, but rather a brief summary of current research, key statistics, definitions, and descriptive analyses of the key constituents of the topic of this Toolbox: prevention, victimisation, minors, and internet. The first chapter delves a bit deeper into the exact topic of this Toolbox and its context and history in the crime prevention scene. Chapter two discusses some essential definitions. The broad range of phenomena subsumed under the umbrella term "victimisation of minors" is covered in the third chapter. Chapter four, which describes the latest trends in minors' internet and ICT use, completes the picture.

1. Using the internet to prevent the victimisation of minors: context

The online prevention of the victimisation of minors is often conflated with preventing online crimes against minors. Online crimes against minors are a substantial threat to their security and safety in today's world and, all in all, a relatively new one. They have been addressed in more than one EUCPN publication. Two Toolboxes have tackled online crime and safety. One dates back to April 2016 and deals with the prevention of cybercrime; the other was published in March 2018 and focuses on cybersecurity. The first contains a section devoted to the "particular focus on the protection of children in the fight against cybercrime". About half of the prevention initiatives described in the first, and the majority of those in the second, focus on the cybersecurity of minors, reflecting the fact that children and adolescents are frequent targets of online crime.[1] A recent EUCPN thematic paper, titled Youth Internet safety: risks and prevention, also addresses the issue of online crimes against minors.[2]

Nevertheless, online crimes against minors are not the focal point of the current Toolbox. This publication covers both online and offline victimisation of minors. It is not restricted to any particular type of victimisation or any particular criminal phenomenon. The focus is on the techniques that can be used to prevent the victimisation of minors. Ten years ago, the EUCPN, under the Swedish Presidency, dedicated the Best Practice Conference (BPC) and European Crime Prevention Award (ECPA) to "preventing crime and victimisation among children and young people". Twenty-four practices, of which seventeen made a bid for the ECPA, were presented at the conference. They covered a variety of phenomena, including but not limited to bullying, cyberbullying, drug-related crime, hate crime, and recruitment to criminal careers.[3]

On the basis of the 2009 BPC-ECPA, the EUCPN Board formulated a set of conclusions and communicated them to the Council of the European Union. The conclusions emphasised the long-term return on investment of the prevention of youth crime and the victimisation of minors. They recommend that "the views and experiences of children and young people themselves should be taken into consideration when designing and delivering preventive approaches and measures, in order to ensure that they are attractive to them." Finally, they stress that "establishing and making people aware of an active police presence on the Internet can offer crime prevention benefits."[4]

The internet was a space for crime rather than a space for crime prevention.

In only two out of the twenty-four projects presented at the 2009 BPC was internet technology used to reach children and adolescents. The Czech project 'PC Game GhettOut' consisted of an online computer game simulating the connection between life choices and criminal careers. The Finnish project 'Virtual community policing' centred on a presence of police officers on social network sites, and was reportedly successful in reaching adolescents.[5] For the most part, however, the internet was a space for crime rather than a space for crime prevention. The threats it poses received far more attention than the opportunities it provides. Online crime captured our imaginations, while online prevention lagged behind.

A lot has changed since then. We have internet not only in our homes, but also in our pockets—the so-called mobile internet revolution. We have witnessed the breakthrough of Web 2.0, in which users consume web content as before, but also produce it, interact with it and each other, and so on. Most people buy stuff online now and then, and everyone who uses the internet is subjected to advertisements. Crime prevention has followed suit: many campaigns and interventions now have an online component - a social media ad., a series of tweets, a website, a video.

Taking a cue from the recommendations formulated in the wake of the 2009 ECPA, and against the backdrop of increasing (mobile) internet use by children and adolescents, it was decided to have the current Toolbox zoom in on online prevention. After all, the question of how to use the internet effectively to prevent the victimisation of minors remains pertinent even in 2019.

2. Definitions

2.1 Victim and victimisation

Victimisation is the process of becoming a victim. Victim, in this Toolbox, has to be understood rather broadly: persons suffering physical, mental, or emotional harm or economic loss due to another's actions. Those actions include both criminal offences and non-criminalised, harmful behaviours.

Note that this definition is quite different from the legal definitions of a victim. This difference derives from the fact that those legal definitions serve a different purpose, i.e. granting certain rights to victims. Take for instance the EU Victims' Rights Directive, which defines victim as either "a natural person who has suffered harm, including physical, mental or emotional harm or economic loss which was directly caused by a criminal offence", or "family members of a person whose death was directly caused by a criminal offence and who have suffered harm as a result of that person's death."[6]

The Directive's definition is both narrower and more inclusive than the one used here. It is narrower because it only includes persons harmed by criminal offences. Thus, persons suffering physical, mental or emotional harm due to acts that are not criminal offences are not considered victims in the Directive. This excludes, for example, persons who suffer from certain types of bullying which are not criminalised. On the other hand, the Directive's definition includes family members of victims (yet only in the event that the criminal offence caused that person's death), a group which falls outside the scope of this Toolbox.

2.2 Children, adolescents, young people,

The same EU Directive defines child as "any person below 18 years of age." This corresponds to minors, the term preferred in this Toolbox, since 18 is the age of majority in all EU Member States (except Scotland, where it is 16). There is no fixed European definition of young people or youth. The European Strategy for Youth defines its target demographic as "broadly speaking teenagers and young adults from 13 to 30 years old."[7] Eurostat categorises persons between the ages of 15 and 29 as youth. Additionally, different Member States use different definitions, each spanning different age brackets between 0 and 35 years of age.[8]

These varying and often vague definitions reflect the fact that a 17-year-old and a 20-year-old have much more in common in almost any respect than a 17-year-old and 7-year-old. In this Toolbox, the focus is primarily on minors. Frequently, however, we will differentiate between minors of different ages. At times, for instance when discussing programmes directed at specific age groups, stricter age categories will be given. These should be interpreted roughly as follows:

- Children: ages 0-10
- Teenagers/adolescents: 11-17
- Young people/youth: 15-29

A final note pertains to the lower limit. Because this Toolbox deals with online prevention, children who are too young to be online or operate a device with an internet connection, e.g. due to lack of the necessary motor skills or basic literacy, are not considered here. For the purpose of this Toolbox, the effective lower age limit of minors is therefore higher than zero. As will be shown below, however, it may be as low as two or three in some cases.

2.3 The internet, the World Wide Web, and social media

The internet is a worldwide network of computer networks. It was originally developed in the 1960s in the USA for government use. The World Wide Web, invented in 1989, is an "information space" where documents can be located and link to one another through the use of Uniform Research Locators (URL, commonly "internet addresses") and hyperlinks. The World Wide Web technology forms the basis of most of what end users do on the internet, including surfing, shopping online, and interacting with each other on social network sites. It was, in other words, truly revolutionary. Two other applications of the internet that remain popular to this day are email and instant messaging.

Despite its revolutionary character, however, the World Wide Web did not gain traction immediately. Using the internet remained expensive for many and, on top of that, it was not very user-friendly in its early years. Four milestones mark the popularisation of the internet, at least in Europe and North America. The first is the invention of the user-friendly graphical browser, a computer programme to "surf" the World Wide Web, in 1993. The second is the lifting of restrictions on the commercial use of the internet. The advent, around 2005, of Web 2.0, a catchall term for the shift to user-centred Web experiences, user-created content, and sharing, is the third milestone. Social network sites, which allow users to connect to one another and post text, video, and images about or related to themselves, are perhaps the most important feature of Web 2.0 and the internet today. The fourth and final is the mobile revolution, the arrival of portable, mobile devices and fast wireless internet connections. The most important one is, without a doubt, the smartphone.[9]

It is noteworthy that there is a subtle difference between social networks and social media. Like traditional media, social media revolves around the publishing of content to a wide audience. In the case of social media, however, this content is fluid, user-generated, and interactive. Social networking is the building of social

relations with one or more people with whom you have something in common (similar interests, same background). In practice, many popular platforms are a bit of both. These include Facebook, Twitter, and Instagram.

3. Victimisation of minors: what are we talking about?

3.1 Crimes against minors

This Toolbox is about methods to raise awareness among minors and to educate them about risk-reducing behaviour and victim rights in the digital age. In theory, such techniques are applicable to any criminal phenomenon. It should be emphasised, then, that in this context one should not think primarily or exclusively of online crime or cybercrime against minors. Of course, relative to other types of crime, those phenomena are new, and minors, like everyone, might be less aware of online risks than they are of offline risks. Still, children and adolescents fall victim to many different types of crime. The following, non-exhaustive, list is indicative of the variety of crimes that may affect minors, and for the prevention of which the practices described in this Toolbox may be used.

Trafficking in Human Beings (THB). The illegal, transnational trafficking of human beings affects both men and women, young and old. Worldwide, almost a third of THB cases concern minors.[10] Europol data reveals that in Europe, approximately 58 % of minor THB victims are girls, and that ages 16-17 form the largest group, with younger age brackets being incrementally less vulnerable to THB. Humans are trafficked for different purposes, including sexual exploitation (prostitution), labour exploitation and modern slavery, and the removal and trafficking of vital organs. With respect to minors, THB for sexual exploitation is of the highest concern. Europol has found that this kind of trafficking takes place mostly between a non-EU country of origin (Nigeria accounts for the majority) and an EU Member State; that it often involves a smuggling network; that children are sometimes being sold or exploited by their own family; that female offenders play a significantly greater role than in other types of THB; and that (unaccompanied) minors in migration face increased risks. Intra-European trafficking is done with the purpose of sexual exploitation, forced criminality and begging, forced labour, and benefit fraud.[11]

Child sexual exploitation (CSE). CSE refers to both the sexual abuse of minors and the production and dissemination of images of such abuse. The latter happens usually on the internet, where perpetrators use continuously evolving technologies (Darknet networks, commercial livestreaming, etc.) to trade CSE images. As such, CSE is considered to be a type of cybercrime, even though it often involves a substantial offline component: the abuse itself. A new trend is live distant child abuse, which eliminates this offline component. This often take the form of online sexual coercion and extortion of minors, practices which are initiated either by cultivating a relationship of trust with a minor ("grooming") or by using explicit images unscrupulously shared by the victims themselves to extort them ("sextortion").[12]

Cybercrime. Minors, just like adults, may fall victim to different types of cybercrime. This includes computer viruses, malware etc., particularly ransomware, which compromises the victim's computer device until a ransom is paid. Particularly alarming is the theft of the personal data of minors that is stored online ("in the cloud") or on a personal device through social engineering, cyberattacks, or other techniques. Such data could subsequently be used to (sexually) extort minors.[13]

Many other crimes that might target adults could also affect minors. This category includes, among others, hate crimes based on gender, sexual orientation, ethnicity, or religion, and domestic violence and child neglect. It is worth noting at this point that the EUCPN has in the past collected best practices in the prevention of many of these criminal phenomena. The Toolboxes on THB, cybercrime, cyber security, domestic violence, and secondary victimisation in particular have sections on minors or practices targeting minors.[14]

3.2 Online risks and harms

In addition to the crime phenomena listed above, minors can fall victim to certain types of harmful conduct which are not necessarily criminal offences. Depending on the jurisdiction, these could simply be non-criminalised acts or acts that occupy a grey area between criminal and non-criminal behaviour. With young people spending more and more time online, such harm may increasingly be suffered online. It is useful, therefore, to delve a bit deeper into what exactly this online harm consists of.

EU Kids Online has produced a convenient typology of online risks, categorising them according to the communicative roles of the child and the motives of the perpetrator.[15] In Table 1, they are represented in the rows and columns respectively. Note that the bottom row (conduct) pertains to minors acting as offenders, and is of lesser importance in the context of preventing the victimisation of minors. It is clear that some of the risks clearly pertain to criminal offences (e.g. sexual extortion), while others pertain to non-criminalised behaviour (e.g. harm resulting from age-inappropriate content). Within the category of the contact risks, particularly those related to aggression and sexuality, one could further distinguish between contact initiated by adults (adult perpetrator) and contact with peers (child/peer perpetrator).

Table 1. EU Kids Online's typology of minors' online risks, slightly adapted.

	Commercial interests	Aggression	Sexuality	Values/ Ideology
Content: child as recipient of mass communication	Advertising, embedded marketing	Violent web content	Pornographic web content	Biased information, racist content, terrorist content
Contact: child as participant in peer/personal communication	Children being tracked by ads, personal data misuse	Adult-initiated: being harassed, stalked Peer-initiated: being bullied	Adult-initiated: being groomed, arranging for offline contact, sexual extortion Peer-initiated: sext sharing, receiving un-wanted sexual content	Being supplied with misinforma-tion, ideological persuasion
Conduct: child as actor offering content	Illegal down-loads, copyright infringement	Cyberbullying someone else, hostile peer activity	Publishing porn, sexual harassment, sexting	Providing misinformation, harmful user-generated content

When dealing with such a risk typology, it is furthermore important to be aware of the relation between risks and harm. Not all risks cause harm, and certain risks cause harm more often than others. Compare, for example, the contact risk of being exposed to age-inappropriate sexual content on the one hand and the contact risk of cyberbullying on the other. Data from both EU Kids Online and Net Children Go Mobile show that minors are much more likely to have been exposed to sexual content online than to have been subject to cyberbullying. Nevertheless, the latter causes more harm because it is more often experienced as upsetting.[16] In other words, being bullied almost always causes harm, while being exposed to adult content does so only in isolated cases. This is corroborated by the pooled data of national internet safety helplines. This data clearly shows that bullying is the number one concern for minors. It accounts for more than 15 % of all child helpline calls in Europe (see Figure 1).[17]

All of this shows that preventing harm and improving risk awareness should take priority over avoiding risks.

All of this shows that preventing harm and improving risk awareness should take priority over avoiding risks. In fact, some exposure to risk is even beneficial, because it helps build resilience. Exposure to risks is part of a normal learning process. In view of this, policy measures or practical interventions that blindly aim at reducing online risks for minors may not be as effective as measures and interventions aimed at reducing specific online harm. This is supported by empirical research. Take, for instance, research into the predictors of the risk of receiving sexual messages and the harm resulting from receiving such messages. It showed that risky online and offline behaviour is a bad predictor of harm; age and gender are better predictors. This supports the claim that some exposure to risk helps young people build resilience.[18]

Risks are also the co-agents of opportunities. The EU Kids Online consortium has therefore also devised a typology of online opportunities for minors. This typology is based on the same categories as the risk typology, i.e. content, contact, and conduct opportunities. The two typologies illustrate that each of the online risks is the flipside of an online opportunity for minors (see Table 2).[19]
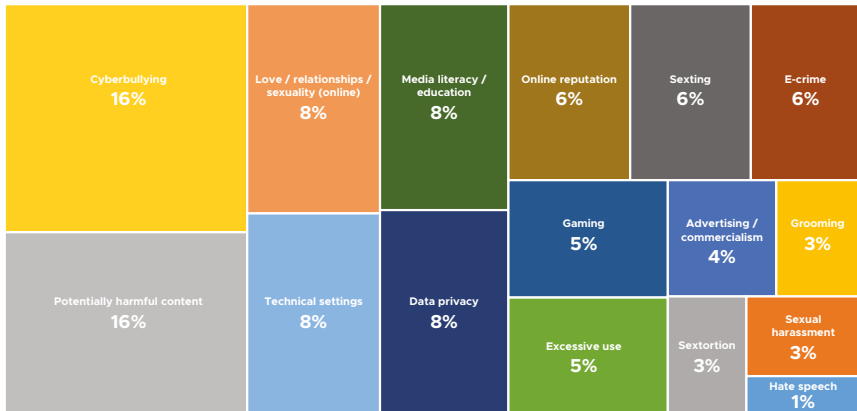
Figure 1. Reasons for contacting European child internet safety helplines (4th quarter 2018). *Source: Insafe.*

	Education and learning	Participation and civic engagement	Creativity	Identity and social connection
Content	Educational resources	Global information	Diversity of resources	Advice (personal, health, sexual, …)
Contact	Contact with others who share one's interests	Exchange among interest groups	Being invited or inspired to participate in creative processes	Social networking, shared experiences with distant others
Conduct	Self-initiated and collaborative forms of learning and education	Concrete forms of civic engagement	User-generated content creation	Expression of identity

Table 2. EU Kids Online's typology of minors' online opportunities.

4. Minors' internet use in the EU

4.1 How many minors are on the internet? Or why use the internet to target minors for preventive purposes?

Children and adolescents are online—a lot. Globally, 71 % of youth (ages 15-24) are online, compared to 47 % of the total population. Children go online at increasingly younger ages and children and adolescents (age 0-18) now make up at least a third of the global online population.[20] In Europe, children and young people have spearheaded the shift towards mobile devices to connect to the internet. Smartphones have become ubiquitous and facilitate an 'always online' lifestyle. In 2014, the average European child owed a smartphone from the age of eight,[21] and it has been more than a few years since the rates of daily internet use overtook those of daily computer use.[22]

In 2018, 95 % of Europeans aged 16 to 19 used the internet on a daily basis, compared to 76 % of the general population. Regional differences in this age bracket are also smaller than in the general population: daily internet use in this group is at least 89 % in every EU Member State (see Figure 2). Such high figures also indicate that social divides in internet access (mainly along gender and education lines) have virtually vanished among the youngest generations.[23]

Eurostat does not provide exact figures for those under 16, but high mobile device penetration, high internet connection rates at home, and high mobile internet connection rates suggest that most children go online pretty much as soon as they are able to handle the connecting device.[24] According to the 2014 EU Kids Online report, 55 % of those aged 9 to 16 had daily access to the internet at that time (see Figure 3).[25] The same 2014 study reveals that the most popular online activities of this age group were social networking, listening to music, watching videos, and instant messaging (see Figure 4).[26] Wherever researchers survey younger children, they find that online technologies are an inherent part of their lives. In Bulgaria, for instance, most children have been online since the age of six, some as early as three or four.[27]
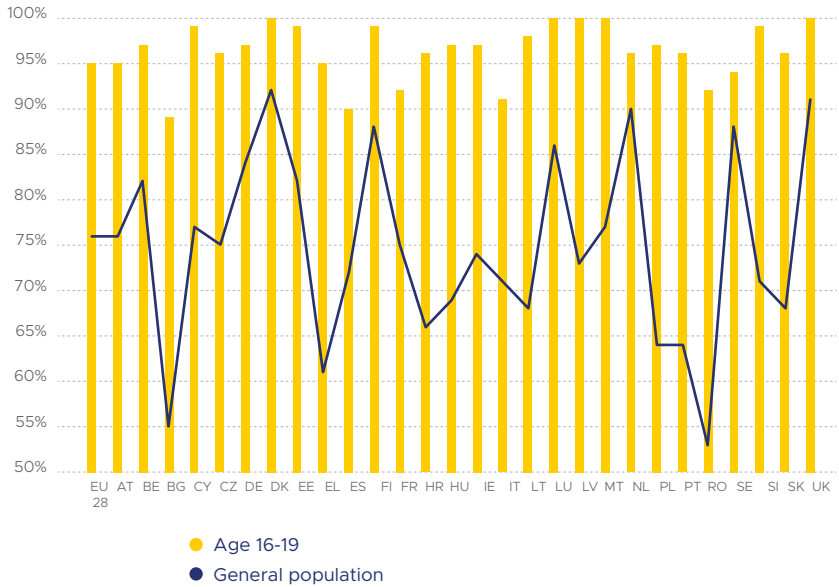
Figure 2. Percentage of the population with daily internet access in 2018 *(source: EUROSTAT)*.

Why use the internet to target young people for preventive purposes?

Because that's where young people are. Children and adolescents go online for entertainment: you find them listening to music, watching videos, playing games, and connecting with others on social network sites.
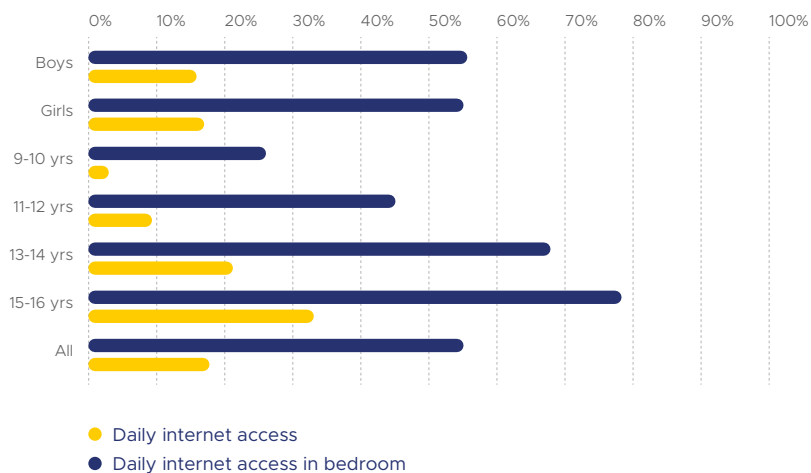
Figure 3. Daily internet access of EU minors (ages 9-16), 2014
(source: Net Children Go Mobile).
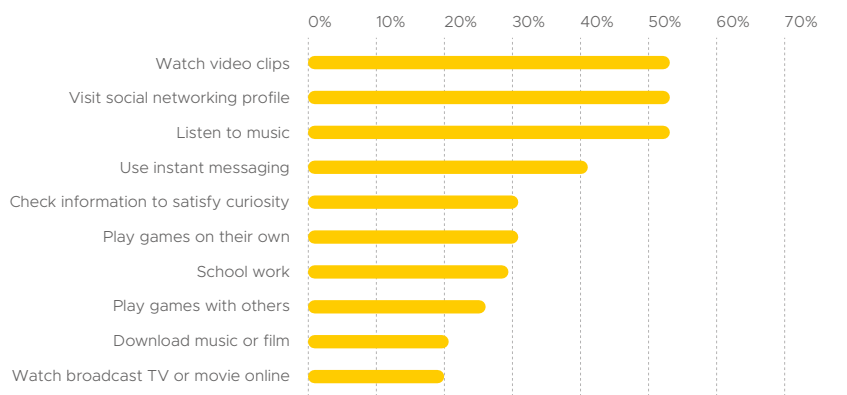
Figure 4. Daily online activities of EU minors (ages 9-16) with
internet access, 2014 *(source: Net Children Go Mobile).*

4.2 What about minimum age requirements and underage use? Can young children be found on social media?

An important side note is that ever since the rise of social media and social network platforms in the 2000s, the tech industry has maintained a minimum age for access to such platforms. When signing up for an account, the user would have to confirm he or she is above a certain age. Usually, platforms set the minimum age at 13. This age threshold derives from the 1998 United States Children's Online Privacy Protection Act (COPPA; effective 2000), which forbids the sharing of data from users under 13 with third parties, which is often the business model of such sites. Article 8 of the 2016 European General Data Protection Regulation (GDPR; effective 2018), which regulates data protection and privacy for all citizens of the EU and the European Economic Area (EEA), and which in itself is an extension of previous European privacy protection legislation, complicates this age limit for Europe, as it allows Member States to set an age limit for data processing of between 13 and 16 years of age, with 16 being the default. This has led to different Member States adopting different ages of consent for information society services offered directly to minors. Eleven EU countries currently adhere to the default GDPR age of 16, but at least two (Greece and Slovenia) may in the future adopt national legislation lowering the age of consent to 15. Two Member States have set it at 15 years of age, six at 14 years of age, and the remaining nine at 13 (see Figure 5).[28]
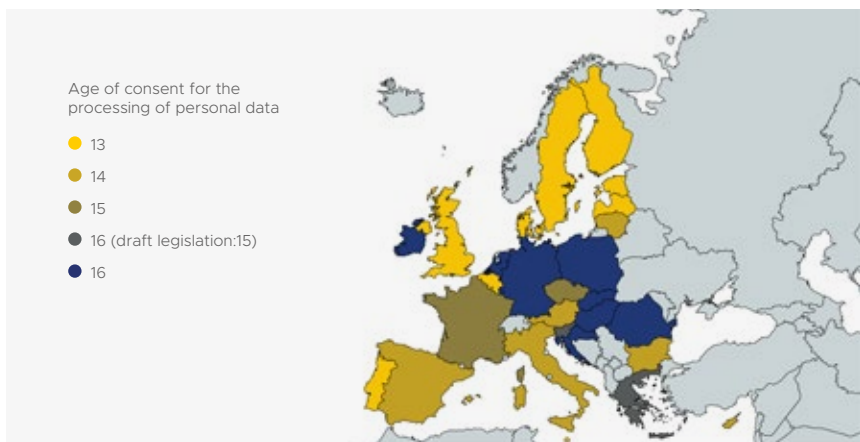
Figure 5. GDPR implementation: age of consent for the processing of personal data in EU Member States.

What about young children (-13) on social media?

They are there, in growing numbers, even if they are not supposed to be. Picture and video sharing platforms in particular are popular among young children. Underage children are arguably particularly vulnerable to online harm.

On top of that, the platforms and tech companies themselves have adopted different age requirements. Most social network and social media sites have set the threshold at 13 (with higher age limits in certain jurisdictions). These include Facebook, Instagram, Twitter, and Snapchat. YouTube and TikTok require account holders to be at least 18, or 13 if they have parental consent. YouTube offers restricted services to underage users under the name YouTube Kids. Users of the increasingly popular message application WhatsApp should be at least 16.

This means that there is a huge 'dark number' of social media users under the age of 13 (or 16). There is little hard evidence regarding this number, but there are sufficient indications that this group exists and is growing, in Europe and beyond. The age verification systems that are supposed to enforce both the legal and industry-set age restrictions are easy to defy. The only thing you have to do is lie about your age. Both common sense and surveys indicate that this happens frequently.[29] Even in 2014, the Net Children Go Mobile project reported that 27 % of children aged 9-10 and 60 % of adolescents aged 11-12 had at least one social media profile. There were significant national differences, however, with Ireland and the UK reporting lower than average numbers, whereas social media use among 11 and 12-year-olds reached 80 % or more in Denmark, Portugal, and Romania.[30] A recent EU Kids Online report shows that in Italy, 24 % of boys aged 9-12 and 36 % of girls aged 9-12 visit a social network site daily. 19 % of 9-10-year-olds and 47 % of 11-12-year-olds have a profile on a social network site.[31] These and similar reports underscore the fact that the presence of underage children on social media and social networks in areas with a high internet penetration, such as the EU, should not be underestimated. Furthermore, this age group is particularly vulnerable to online crime and, more generally, the consequences of voluntary or involuntary exposure to content inappropriate for their age.[32] This puts preventionists in the position of having to address this target group in spite of the regulations.

The evidence base: where to find EU-wide or comparative data on minors' internet habits?

There a few places where one could look for data on minors' internet use. Certain public or private national institutions or surveys may collect and publish such data. This might range from fragmentary datasets to all-encompassing, periodic surveys that can provide a pretty good, up to date view of what children are doing and experiencing online. An example of the latter are the annual Childwise Monitor Reports (UK), which are, however, priced rather steeply.

For EU-wide comparative data, one should definitely consult the products of the following projects:

EU Kids Online. EU Kids online is a multinational research network, dedicated to mapping the online opportunities, risks, and safety of children. It is directed by Prof. Sonia Livingstone, London School of Economics, and is funded by the European Commission's Better Internet for Kids programme. Active since 2006, the network produced a representative survey on children's online risks and opportunities in 2014. An update is expected to be published in the near future, as the consortium is currently conducting a second representative survey. All reports and resources are open-access. eukidsonline.net

Net Children Go Mobile. This project, also funded by the European Commission' Better Internet for Kids programme, focused on the use of mobile devices (tablets, smartphones) and mobile internet by children aged 9 to 16. It has collected robust and comparable data in nine EU Member States (Belgium, Denmark, Germany, Ireland, Italy, Portugal, Romania, Spain, and the UK). Its reports are available in the public domain. The project ended in 2014, but even today it is a valuable source of information. netchildrengomobile.eu

Better Internet for Kids (BIK). BIK is service platform for the exchange of knowledge, expertise, resources and best practice between key online safety stakeholders. Its objective is to create a better internet for children and young people. Reports produced by BIK's research partners can be found on its website. They include the pooled data of European internet safety helplines. betterinternetforkids.eu

02

PART II:
GOOD PRACTICES
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The second part of this Toolbox discusses and illustrates a few good practices regarding the prevention of the victimisation of minors in the digital world. The first chapter introduces social marketing, a rich field with an impressive track record, especially in disease prevention, and discusses what crime preventionists can learn from it. Chapters two and three deal with two techniques which are nowadays used frequently to target children and young people: social media campaigns (including influencer campaigns) and serious games. They canvass the dos and don'ts of these approaches or, in other words, describe how to do it right. The fourth chapter reverses the roles, addressing how internet and ICT may help children get help. As such, it deals with the roles of digital communication in policing and child help lines. Lastly, chapter five discusses the limits of these approaches.

1. Effective crime prevention interventions: lessons from social marketing

1.1 What is social marketing?

Social marketing is "the systematic application of marketing, alongside other concepts and techniques, to achieve specific behavioural goals, for social good."[33] In other words, it is the use of techniques and insights gained from commercial marketing for non-commercial goals and the greater good (society at large).[34] It is customer-oriented and centres on the objective of effecting behavioural change.

The beginning of social marketing can be traced to a pioneering article by American marketing scholars Kotler and Levy published in 1969. The authors contended that "marketing is a pervasive societal activity that goes considerably beyond the selling of toothpaste, soap, and steel." Some examples they name are the marketing of political candidates, fundraising for 'causes', a campaign to enhance the image of the police, and a lobby group's campaign for a smoking ban.[35]

The potential benefits of a social marketing approach to crime prevention have been known for a while now,[36] yet its applications have been limited thus far. In other fields such as health promotion and disease prevention, however, it has been used extensively, with notable successes in tobacco control, promoting physical activity, and preventing HIV/AIDS.[37]

It is important to note that a social marketing approach is not the same as an awareness-raising campaign. Social marketing is not just delivering a message, but also making sure that that message reaches the right audience and that this target group changes its behaviour in the desired way. Awareness-raising is only part of social marketing. One could say that awareness-raising is to social marketing what advertising is to commercial marketing. This is perhaps best illustrated by an insight gained from tobacco control: everyone knows that smoking is bad, but this knowledge does not prevent smokers from smoking. Getting the message across is only the first step.

1.2 How does social marketing work?

Obtaining behavioural change requires a lot of research and a mixed-method approach. It is necessary to identify all the relevant behaviours, including those which should be encouraged and those which should be discouraged. It is important to get the right messages across to the right people and offer them something in exchange for their behavioural change. In order to do this, a social marketing intervention should segment its target audience, tailor its message, focus on behavioural change, offer something in exchange, and be theory- and evidence-based.[38] These conditions are discussed here separately.

Segmentation
Segmentation of the target group is important. One of the key aspects of marketing is understanding whom you want to reach. If this group is too big, it should be segmented into smaller, more homogenous groups. This enables a targeted action towards each specific segment. It is impossible, for instance, to target all minors aged 9 to 18, because they are too diverse: they have different interests, are present on different online platforms, etc. Several segmentation criteria can be used, including:

- personal characteristics, including demographic, cultural, and geographic characteristics, such as age, gender, nationality, ethnicity, subculture;
- Past behaviour, such as whether they have been victimised in the past or have displayed risky online behaviour;
- Behavioural motivators, including what it would take someone to change their behaviour, such as financial compensation, the foresight of punishment, an influential person giving advice or setting an example, etc.

The size and nature of the segment would dictate which action is taken, including which message is sent and through which communication channel.

Tailoring
The actions that together make up an intervention should each be tailored to a specific segment. They should be geared towards the intended behavioural change of that segment (see below). Tailored actions are much more effective. Campaign messages should come across as attractive, be culturally and

linguistically relatable, and be relevant to the target group. Take for instance an intervention aimed at improving the reporting of the sexual abuse of minors. One action could focus on increasing the receptiveness and improving the response of law enforcement agencies to reports. Another could aim to make child-care workers and teachers more alert to the signs of abuse. Finally, different campaigns could raise awareness of victims' rights and the need for reporting among affected children and adolescents.

Behavioural change

The goal of social marketing interventions is to bring about behavioural change. In commercial marketing, this change may consist of convincing someone to stop buying brand X and buy brand Y instead. This is called conversion, and conversion is paramount. If someone buys brand Y after seeing a commercial, but would also have bought brand Y if they had not seen the commercial, that is not conversion: the commercial did not change their behaviour, and them buying brand Y did not increase total sales. The same is true for social marketing in crime prevention. If we send out a message advising people to lock their doors in order to reduce burglary, we essentially want to reach people who do not close their doors, and cause them to start locking them.

This strong emphasis on behavioural change is what makes the social marketing approach so interesting for crime prevention: creating a real impact is an integral part of a social marketing intervention from the design phase.

Exchange

A social marketing campaign always involves an exchange. In order to obtain the intended change in behaviour, it offers social or personal benefits that are worth the effort. In commercial logic, this means presenting a product or brand as being worth the money, or making buying product Y more attractive than product X. In social marketing, this means above all that the campaign does not just tell you what to do or what not to do, it leaves you with the feeling that doing so is worth it and better than the alternative. To give another example from anti-tobacco campaigning, it is better to say "quit smoking now and gain another ten years with your children" than just tell people to stop smoking. This is not as difficult to translate to crime prevention as it may seem. In a campaign that aims to urge minors to befriend only real-life friends on social networks, one could emphasise

that this leads to a more qualitative social life both online and offline and reduces the chance of unpleasant encounters, rather than just stating that one should not accept unknown people as online friends. Crime preventionists have therefore also stressed the importance of giving positive advice rather than negative advice, which people, especially young people, may perceive as a restriction of freedom. For instance: "Don't share pictures with people you don't know" is good advice, but children and adolescents may ignore it simply because it tells them what *not* to do. Rephrasing it in a positive way would be much more effective: "Protect your online privacy by changing your privacy settings."

In recent times, 'nudging' has gained particular popularity in this respect. Nudging is a theory in behavioural economics stating that behavioural change can be steered in a specific direction by indirect positive reinforcement, or 'nudging'.[39] The theory is built on the observation that there are narrow limits to rationality in human decision-making,[40] especially in decision-making under risk.[41] Human behaviour is the result of rational and (often predominantly) irrational choices. Small contextual changes in the form of passive incentives can influence the outcome of these irrational processes that lie at the basis of human behaviour. This idea has also found its way into crime prevention.[42]

Social marketing experts have stressed, however, that nudging is not enough. The most effective results in terms of behavioural change can be obtained by combining unconscious incentives with other (dis)incentives, both conscious and unconscious. Social marketing expert Jeff French has put the four forms of intervention, referred to as hug, smack, nudge, and shove, in an "exchange matrix"[43] (see Table 3).

Nudging:

"Any aspect of the choice architecture that alters people's behavior in a predictable way without forbidding any options or significantly changing their economic incentives. To count as a mere nudge, the intervention must be easy and cheap to avoid. Nudges are not mandates. Putting the fruit at eye level counts as a nudge. Banning junk food does not."

(Thaler & Sunstein 2008: 6)

	Incentive (reward)	Disincentive (punish)
Active decision (conscious/considered)	Hug (e.g. financial reward)	Smack (e.g. fine, prison sentence)
Passive decision (automatic/unconscious)	Nudge (e.g. setting defaults; new social media profiles set to private)	Shove (e.g. road bump; warn users against risks of setting profiles to public)

Table 3. The exchange matrix describing the forms of exchange that can be used in social marketing interventions *(source: French 2011).*

The central idea is that in order to influence people's behaviour or obtain behavioural change, one can not only use unconscious incentives. People can also be disincentivised to exhibit the unwanted behaviour, and one can also use incentives/disincentives that play into rational decision-making. The classic examples are financial rewards (hug) and penalty fines (smack) for the active decision-making processes, and defaults (nudge) and road bumps (shove) for the passive decision-making processes. In crime prevention, smack applies mostly to offender-oriented prevention: the active disincentive in the form of a punishment ideally outweighs the potential gain reward of the crime. Nudge and shove, on the contrary, are very applicable to victim-oriented crime prevention. Ideally, they are combined so as to both subconsciously promote the desired behaviour and discourage risky behaviour. As an example, think of privacy settings on social media platforms. To protect users against online harm, the default settings could be set to fully private (nudge) and users could be informed of the risks every time they want to make information publicly available (shove).

Situational crime prevention (SCP) and crime prevention through environmental design (CPTED) can also be thought of in terms of this exchange matrix. Design features can influence the passive decision-making processes of both offenders and victims. One practical example is the inclusion of a clearly visible report button on social media and networks, where users can report unwanted behaviour or content. Unconsciously, people would decide to report something much more quickly this way compared to when the function is hidden in a menu, which unfortunately is often the case.

Mixed-method approach

In social marketing, the methods used are secondary to the goal of behavioural change. In fact, to maximise the chances of success in terms of behavioural change, it is best to use a mix of intervention methods. One way to envision the range of possible interventions is by means of the de-CIDES behaviour framework. This framework describes five domains which influence human behaviour, and the type of interventions one could perform in each of these domains (see Table 4).[44]

Intervention domain	Possible interventions
Control	Rules/requirements/constraints/restrictions/policing/enforcement/regulation/legislation
Inform	Communication/reminders/awareness/explanation
Design	Environment/product design/organisational system/technology
Educate	Training/skill development/inspiration/encouragement
Support	Service provision/practical assistance/promoting access/social networking/social mobilisation

Table 4. de-CIDES framework of behavioural change interventions *(adapted from French & Blair-Stevens, 2010).*

The takeaway for crime prevention is that a combination of interventions that cover multiple domains is most effective. In other words, a single crime prevention action or initiative should be part of a large crime prevention programme. To make it concrete, an awareness-raising campaign on online risks (Inform) could be combined with a training programme in digital literacy (Educate) and legislation that protects minors and limits what others can do with their data (Control). Platforms should be designed such that they do not trick minors into oversharing, but rather encourage reporting abuse (Design). Parents should be involved in their children's online life, but when things get out of hand, those children should have access to

professional help, for instance through a helpline (Service). Such an integrated approach to preventing the victimisation of minors is much more effective than an awareness-raising campaign on its own.

The takeaway for crime prevention is that a combination of interventions that cover multiple domains is most effective.

Theory and evidence-based

A marketing intervention is theory and evidence-based. In commercial marketing, this is almost inherently the case; evaluations in terms of the return on investment are de rigueur. If a commercial advertisement does not result in increased sales, it is not effective. This is particularly interesting with regard to crime prevention, where criminologists often deplore the fact that the impact of policies and practices is rarely evaluated.

Ideally, crime prevention interventions are evaluated of terms of the impact they create in terms of crime incidence and victimisation. This, however, is not always feasible. Such evaluations may be expensive and, more importantly, methodologically challenging: can a reduced crime rate really be ascribed to a particular intervention? At the very least, however, crime prevention interventions should be grounded in theory and based on evidence. They should fit in with what we know about human behaviour and behavioural change, and they should be based on what has been proven to work and avoid what has been shown to be ineffective.

1.3 Social marketing: how to get started?

At first sight, social marketing may seem a specialised affair. Of course, one way to adopt a social marketing approach in crime prevention is to hire the services of a social marketing agency or consultant. But even when on a shoe-string budget, there is a lot that preventionists can do. Perhaps the most important thing is to ask the right questions when designing an intervention. What is the objective of the intervention? How will I measure whether goals have been reached? What audience do I want to reach? Such questions help you design effective interventions.

In addition, the field of social marketing has brought forth a number of models and visualisations which may help you organise your thoughts and ask the right questions. The de-CIDES framework is one example, which we have already discussed above. Another one is the social marketing triangle, which models the key features of social marketing and how they relate to one another.[45] It is good practice to think about these key features when designing an intervention. The Behaviour Change Wheel, a model for social marketing interventions, developed by Susan Michie et al., although more policy-oriented, may also be handy.[46]

Figure 6. The social marketing triangle *(French & Blair-Stevens 2010)*.

2. Go where the kids are: using social media for crime prevention

2.1 Why social media?

As already indicated in the previous part of this Toolbox, children and adolescents tend to spend a lot of time online, specifically on social networks, social media, and multi-player gaming platforms. In response to this evolution, many crime prevention practitioners have turned to the internet for awareness-raising campaigns, especially when targeting children and adolescents. In fact, practitioners who have not done so, should definitely consider not just the ubiquitous internet and social media use in this age group, but also how it compares to strongly declining traditional media consumption.

The latest Eurobarometer makes this comparison. It shows that 99 % of Europeans aged 15 to 24 use the internet at least once a week, and 93 % use it daily. 95 % of that age group uses online social networks at least once a week, with 82 % accessing them daily. These are staggering figures compared to the consumption of other media: 40 % read the written press at least once a week, 59 % listen to radio, 81 % watch television (57 % daily).[47] Unfortunately, the Eurobarometer surveys do not cover minors under 15, but they confirm the general image obtained from other (national) research on the one hand[48] and global statistics on the other[49]: the internet is about to take over from TV and radio in the general population, but young people are already past the turning point.

> To maximise return on investment, preventionists should do the same when raising awareness: go where the target audience is.

A golden rule in commercial marketing is that money follows eyeballs: advertisers invest in the platforms and media that have the most viewers. To maximise return on investment, preventionists should do the same when raising awareness: go where the target audience is.

Crime prevention practitioners should be aware, lastly, that young children are also present and can be reached on social network and social media sites. As we have seen above, the existence of both legal and industry age thresholds does not prevent underage children from signing up for accounts. Therefore, preventionists should not disregard the option of targeting this group through these media.

2.2 How to reach minors on social media?

Once the decision is made to target children or adolescents on social media, the next question is how to do so in an efficient way. The list of considerations is endless, but here is a selection:

- Which platform(s) or website(s) will you focus on?
- Will you show an image (digital flyer), a gif, a video? Or would you rather opt for a comprehensive campaign comprising of all of those?
- Would you publish the material on your organisation's own social network page, or also pay to push your message to users who do not follow your organisation?
- How do you approach the content of your campaign: do you keep it serious or do you use humour to attract minors' attention?
- Do you use live action or animation?
- Will you allow viewers to interact with your content (e.g. by posting responses or reactions) and how would you then interact with them?
- Will you pay platforms to run your campaign (just like commercial advertisers would) or will you try to engage the platforms for the greater good and ensure their collaboration?

There is something to say about each of these issues, but the bottom line is that rather than just diving in, it is important to take the time to weigh all the options in view of the audience you are aiming to reach, the message you are hoping to get across, and ultimately the effect you are aspiring to create.

Secondly, it is important to be prepared to learn from your own and others' mistakes and successes. What works in certain situations may not necessarily work in other situations, but it still provides a clue. It should be emphasised again at this point that awareness-raising is just a first step. There is no point in publishing a video on a YouTube channel that does not attract visitors from your target audience. Instead, make sure that at an early enough stage in the decision-making

process, a channel where children and adolescents actually hang out is selected, that the content is either attractive (e.g. funny) or informative enough for kids and young people to share it among their peers, etc. This is the kind of action that will make or break a campaign.

Below is a list of good practices and tips for setting up a social media campaign targeting children. Keep in mind that not every item on the list may apply to every campaign, but it may constitute a helpful tool.

It is important to take the time to weigh all the options in view of the audience you are aiming to reach.

Pick the right platform. The first item on the list is less trivial than you may think. There are quite large differences between age groups when it comes to which social networks children and adolescents connect to. There are also substantial differences between countries, regions, and even subcultures. On top of this, social network preferences are perpetually shifting: there is a good chance that what was once a popular social network site among 15-year-olds is no longer fashionable. It is important, therefore, to not go with the default option (often Facebook, Twitter) but research which network(s) will allow you to best reach your target. This type of research into online cultures and social behaviour is sometimes called a 'netnography'.[50] Video and music sharing platforms, the best-known of which is without a doubt YouTube, are generally among the most popular social media platforms among young teens; Instagram and Snapchat have surpassed the importance of Facebook in this age group, and relative newcomers such as TikTok are gaining importance. Lastly, take into account the fact that that particular (extremist) political groups and ethnic or linguistic minorities may also tend to use particular social networks.

Make sure your video and images are either identifiable or generic. It is important for your target audience to be able to connect with the people and surroundings in your videos or graphics. Dark-haired teens with a tan complexion in typical Mediterranean scenery may not work in Northern Europe. Even such details as a school uniform or lower-class housing may look either recognisable or alien to young people. Animation has the benefit that the product is less likely to look strange or alien, but there are other advantages as well. They are a good

format for comedy and allow for easier post-production translation or updates. All in all, animation may be more efficient and cost-effective than live-action.

Use the language and codes of youth. Make sure the language you use reflects the language use of your target audience. Children and adolescents are likely to communicate with each other in a different idiom than yourself. Tailored messages which are both culturally and linguistically relevant to the target audience are much more effective. A good example is the Say no! campaign by Europol, described in more detail in Part III of this Toolbox. The campaign videos make use of SMS language (text speak) and internet slang, emoticons excluded, which are readily understood by and appealing to the target audience. At the same time, be careful not to overdo it. "Be somewhat informal, but not too informal", as one expert said. Again, observing the target audience by means of a 'netnography' may help you on your way.

Don't waste money on platform-wide ads. Social networks and social media platforms do not only allow you to post content on your own profile pages, but also support advertisements on (paid) ad space. They will even allow the quite advanced targeting of specific audiences and offer some statistics on target reach and so on. If you go this way, it is important that you use it to its fullest potential. Rather than paying large sums to run a campaign targeting all users of a network site with a particular nationality, or even all users of a particular age group and nationality, find out if you can channel it to much more specific users. It is usually possible to tackle very specific problems by directing messages to very specific, limited groups, such as people of a particular age who like such-and-such a product or who frequently hang out in a specific neighbourhood. Doing so may reduce the costs immensely, while maintaining or even enhancing effectiveness. Unfortunately, you will not be able to run ads targeted at underage users, e.g. 9 to 12-year-olds, because on paper this group does not exist.

Focus on a single message. Not everything at once. It is important not to overload minors with messages, but focus on one, simple message at a time. This message should clearly spell out what it is that they should be careful of, and/or what they might do to reduce their chances of experiencing harm.

Bring a positive message. It is almost always more effective to bring a positive message rather than a negative one, even if it has to do with crimes against minors. Focus on ways to be safe rather than trying to scare children. Tell them what

they should or could do, rather than telling them what not to do. Avoid patronising or teaching lessons; it is more effective to share experiences and (help them) draw conclusions.

Evaluate. So, your campaign is running. The video has been published on key social media platforms and posters have been put up around town. Your job is done. Or is it? Do not forget to keep track of who is actually receiving your message and how they are reacting to it. This shows you whether or not your campaign is working, and allows you to make improvements if necessary. There are two essential components of an evaluation of a social media campaign. The first consists of certain key numbers in terms of reach (number of people who viewed it), comments, clicks, shares, and so on. Such data can easily be pulled from the social media platforms, Google Analytics, etc., and then be displayed in a dashboard. The second is a sentiment analysis: what is the attitude towards your campaign and its message in comments and shares? Do they convey a positive, neutral, or negative perception? Even analysing just a sample of the comments might be insightful, and the results of such a sentiment analysis are arguably even more important than reach. This, however, is just the evaluation of your social media campaign, which is probably part of a bigger intervention. Do not forget to evaluate the impact of that intervention in terms of real-world impact.

Hire a professional and use professional tools. If doing all of the above proves difficult, consider consulting a professional digital communication or social media marketing specialist. Everyone has access to functions to set up targeting ad campaigns and key performance indicators, but if your organisation does not have the right resources in-house, it may be better to buy the services of a professional. Additionally, you can use dedicated tools if you need to. For instance, to help monitoring the impact of, and reactions to, your campaign, you can use (free or paid) software such as Google Data Studio, SuperMetrics, Klipfolio, and MediaToolkit. One advantage of working with professionals is that they are likely to be working with such software tools already.

BOEFPROOF:
SMART CAMPAIGNING, IMPRESSIVE RESULTS

Boefproof ('Criminal proof') is an annual campaign by the Dutch Ministry for Security and Justice, in partnership with a host of private sector partners from tech and telecom. The Boefproof campaign, boasting a revolving light mascot, broadcasts a simple message: with a few simple steps, you can track and lock a stolen mobile device, making it "criminal proof". Each year, the message is repeated by the Ministry and its partners.

Since the target group is so big—all mobile device users—Boefproof pulls out all the stops: the campaign runs on five social media platforms (with Snapchat accounting for over half of the views!), but also on billboards, on TV and on the radio. The accompanying website (**https://www.maakhetzeniettemakkelijk.nl/boefproof**) details the steps for each device in simple terms. Importantly, Boefproof also urges police forces to use the tracking software to catch perpetrators.

The results are impressive. Growing awareness and use of the anti-theft feature have been reported, especially among young people. More importantly, because locked devices are impossible to sell on, the Netherlands has witnessed measurable decreases in the rates of theft (including pickpocketing and mugging) of mobile devices since the start of the campaign.

More information:
https://eucpn.org/document/boefproof

2.3 Influencer marketing

Influencer marketing is any type of marketing that targets or mobilises influential people (whether or not they belong to the target market) rather than the target market as a whole. The underlying idea is that most individuals are influenced by a much smaller subset of individuals from whom they take guidance or inspiration. These are influencers. As one early American theorist of influencer marketing puts it in the subtitle of his book: "One American in ten tells the other nine how to vote, where to eat, and what to buy. They are the influentials."[51]

Influencer marketing is not specific to the social media age, but rather predated it. However, pre-social media influencers, who ranged from community leaders to journalists and industry analysts, lost much of their 'influence' right around the time when social media arrived.[52] Social media opened up new avenues for social marketing, providing both the social network and the communication channel. Influencers can be identified by indicators such as number of followers. In a way, it has also led to a revival of a type of influencer marketing familiar from the pre-social media era: the use of famous people or celebrities in TV and newspaper ads. Vastly popular celebrity influencers today do not act in ads, but use or endorse the brand or product they help market. Social media then broadcast it to the world, and influence does the rest.

This principle can be used, and has in fact been used successfully, in crime prevention campaigns. The idea is that an influential blogger, vlogger, podcaster, sportsperson, or musician is invited to deliver a customised awareness-raising message via the channels that he or she usually uses to reach his or her audience. As long as that audience is also your target group, this has several advantages.

The first is cost reduction. You might have to compensate influencers, but since they will get your message to your target audience, you will not have to invest in targeted ad space. Second, a carefully selected influencer will organically tune the message, in terms of language and code, to the target audience. Third, a message brought to someone by an influential person is likely to be more compelling than the same message brought by a stranger or, in this case, a public authority. Who is delivering a message may be more important than the message itself!

So clearly, using influencers in crime prevention campaigning is a promising practice. However, it should be done correctly. Below is a list of best practices, most of them relating to selecting the right influencer(s).

Know your target audience and be sensitive to trends. It is your responsibility to make sure that the influencer actually has some level of influence on the group you are trying to reach. Avoid putting money into hiring yesterday's celebrity, but instead be aware of who is actually 'hot' at that particular time and be sure to run your campaign before that situation changes. A fashion blogger you have never heard of could be more of an influencer than a world-famous star!

Don't forget about local influencers. Influencers do not necessarily have to be famous. A teacher, a popular local kid, a bar owner … could all potentially be influential among your target audience. For example, the successful ROOTS experiment (see box p. 47) used influential teenagers to reach their peers. In fact, localised campaigns, for instance at city level, may be more effective than nationwide campaigns.

Personal stories are a bonus. It is considered an asset if the influencer can re-late to the topic at hand and is able to embed the message in a personal account. Such a story can really resonate with the target audience and tends to make the influencer more believable. Depending on the topic, it may be hard to actually engage influencers to share personal experience. It may be harder for someone to share a story of childhood bullying than an account of pickpocketing. Giving an influencer carte blanche, so that he or she can tell a personal story the way they want to, may work in such cases.

2.4 Viral marketing

Viral marketing is essentially the web equivalent of word-of-mouth or buzz mar-keting. The message, ad, promotional film, or even just the product itself is shared with the (relatively small) initial audience, which then spreads it further to their peers, who in turn share it again, etc. In order for this technique to be successful, the ad must have a special—*viral*—quality that encourages people to disseminate it rapidly.[53] This can be a humorous or funny aspect, but does not have to be. What is essential, though, is that existing social networks are exploited to promote a product or service.[54]

Viral marketing is not in itself connected to social media; in fact in existed before social media (or even video aggregation platforms such as YouTube, founded in 2005) were around.[55] Nonetheless, the rise of social media has greatly enhanced the potential of viral marketing, as it makes publishing content to a specific

audience and sharing content within your own circles a matter of a few mouse clicks. The use of this technique in social marketing may be limited thus far, but its potential has been explored in theory since the early web 2.0 days—again primarily with respect to health promotion/disease prevention.[56] An example from another field, and one that we all know, is the "Please consider the environment before printing this email" campaign and its associated logo, a version of which many now have in their email signature.

THE **ROOTS** SOCIAL INFLUENCER PROGRAM AGAINST SCHOOL BULLYING

ROOTS was an anti-bullying experiment in 56 New Jersey (US) middle schools (ages 11-13). It was developed by researchers from Princeton, Rutgers University and Yale University.

Influential students were identified through a network analysis. They were then encouraged and supported to handle conflict in a positive way. During this (non-obligatory) ROOTS-training, they were given templates for "campaign materials" that they could customise and use. The influencer students launched several campaigns during the year. This ensured that the language used between students was one with which they identified. Popular wristbands were given to students who had intervened in conflict in a positive way. Besides the wristbands, ROOTS made use of messaging platforms (mainly Instagram) and print posters to publicise it. The project thus combined the use of local influencers, social media, and gamification (the wristbands).

The results were impressive. Evaluation research showed that one year after the introduction of ROOTS, the test schools saw a 30% reduction in student conflicts compared to control schools.

More information:
https://www.princeton.edu/news/2016/01/04/
students-influence-over-peers-reduce-school-bullying-30-percent

3. Using serious games in crime prevention

3.1 Some definitions

Game-based learning (GBL) is usually defined as the use of gameplay in a learning environment. Most definitions state that the games in question have pre-defined and deliberate learning outcomes.[57] In other words, learning something during a recreational game is not GBL. Sometimes, when the games in question are digital (computer or console) games, we speak of digital game-based learning, but that is usually just implied. In the context of GBL, one might think immediately of immersive simulation or role-playing games, in which potential real-life situations are "played" in a virtual world, but it should be emphasised that such immersive games are not a necessary condition for GBL. In principle, GBL applies to both entertainment games, games designed for the primary purpose of entertainment, and serious games.

Serious games are games designed for the primary, "serious" purpose of broadcasting an educational, informative, or persuasive message or physical or mental training. In practice, when speaking of GBL, learning through serious games is intended. As such, there is substantial overlap between the concepts of GBL and serious games.[58] Serious games can also be thought of as a specific type of edutainment. Edutainment (portmanteau of education and entertainment) is when entertainment—think radio or TV production, movie, game—serves an educational goal. In other words, edutainment is the delivering of lessons through entertainment media. Edutainment has been described as a trend in social marketing, and has been used with success in the field of disease prevention.[59]

It is important not to confuse GBL with gamification. **Gamification** can be defined in terms of its goals, in terms of the methods it uses to reach those goals, or both. The goal of gamification is "to support the user's value creation",[60] in other words, to engage people, or in marketing terms, to tie them in to a certain brand or product. It does that through "the application of game design principles in non-gaming contexts".[61] Typical but simple applications include the implementation of rewards, points or achievement levels (e.g. a system of silver, gold, or platinum customers). Fitness apps (with or without specific hardware such as heart-monitoring smart watches, could be considered an implementation of the principle for health promotion (although not free from commercial interests). So whereas gamification is the use of game elements for a wide range of purposes, GBL is the use of fully-fledged

games for specific, pre-defined educational outcomes. In crime prevention, gamification may be used to motivate children and adolescents to engage more intensively with your campaign or intervention, enhancing its impact.[62]

Note that these definitions are not universally accepted. In many cases, GBL has been labelled gamification and vice versa.[63] At least, there is something to the idea that GBL is a form of gamification in which so many game principles have been integrated that one is effectively dealing with a game.[64]

3.2 Why use serious games?

The whole idea of using serious games for the sake of crime prevention, especially to raise awareness and resilience in children and adolescents, is not at all new. In fact, the EUCPN database of best practices contains multiple examples of crime prevention initiatives centred on a game.[65] The underlying idea is that the fun aspect of the game appeals to minors and hence paves the way for effective awareness-raising or training in this age group.

This is backed up by research into the mechanics and efficiency of GBL, such as that directed by the Institute for Educational Technology (ITD) of the National Research Council (CNR) of Italy, and the EU-funded research project "Gaming Horizons: alternative framings for a new role of gaming in education and society" directed by the institute together with the University of Leeds, UK, and the Breda University of Applied Sciences, NL. Most research covers GBL by means of computer or video games as applied to curricular learning (e.g. language learning), yet the key research findings would apply to other games and other applications as well.

The most important result of that research tradition is that GBL works, because games support experiential and situated learning, collaboration and competition, and self-regulated learning. Motivated by game aspects such as competition and interaction, children and adolescents are stimulated to perform at their best and absorb new information or learn new skills.

There are limits, however, to the effectiveness of GBL. Surveys have shown that, worldwide, more and more people are playing video games. GameTrack, a periodical video game survey conducted in four European countries (the UK,

France, Spain, and Germany) shows that 44 % to 65 % of the total national population of those countries plays games; among young people, rates range from 64 % to 92 %. Girls and women are virtually on equal footing with boys and men.[66] Still, part of the population is not attracted to games, which means that there are limits to their motivational power. Furthermore, any one game may not appeal to all gamers. Factors such as age, gender, and personal preferences all play into a person's receptiveness to a particular game. Using such games in a school setting is the most obvious way to get more children to play it, but making a game compulsory may erode the entertainment dimension and thus undermine the effectiveness of a serious game. Finally, serious games also tend to be less appealing than entertainment games, for the simple reason that they are being developed on much smaller budgets. This may also affect their effectiveness in motivating, and teaching, game-players.

3.3 How to use serious games?

It is important, for the reasons listed above, when turning to games for the sake of crime prevention among children and adolescents—and investing in having a game developed—to do it right and make sure certain conditions are met. The following measures can be taken to ensure you get the most out of a serious game.

State well-defined learning objectives up front. It is impossible to design a game geared to a specific purpose if there is no absolute clarity on what that purpose is. It is important to reflect about exactly which lessons you want the game-player to learn.

Aim for an accurate design and game narrative. Before a serious game is being designed, some research has to be done. Find out which types of game design and narratives would appeal to your audience, or use existing research on this issue.[67] Make sure the design itself does not put off important segments (e.g. girls) of your target group. The game design should also be appropriate for the age group and adequate to perform the educational role in your field. Another aspect of accurate design is that the game protagonists (the characters) are representative of the target audience.

ORBIT: A FREE MOBILE GAME TO EDUCATE CHILDREN (AGES 8-10) ABOUT SEXUAL ABUSE PREVENTION

The Australian Orbit project is good example of a serious game for crime prevention done right. It is embedded in both game and prevention research. It was developed in response to learning objectives around sexual abuse prevention compiled from international research. Additionally, participatory research investigated the way in which children experience reward systems in games. The Orbit game offers a visually attractive extra-terrestrial gaming experience, allows players to customise their characters and environments, and challenges them to solve a mystery and explore alien worlds. While doing so, it educates them about sexual abuse, reporting, "need to tell" situations, trusted adults, offender tactics and so on, all integrated into a strong and coherent game narrative.

But Orbit is not just a game. It is a prevention programme that, besides the game, also comprises classroom activities, information for teachers, parents, and trusted adults, and associated resources.

Initial versions of the game were for use on Windows or Mac computers. A new version (Orbit Rescue) is now available for Android and iOS devices. The programme was developed by the University of the Sunshine Coast with the support of a host of public and private organisations, including law enforcement (Queensland Police) and the telecom industry (Telstra).

More information:
http://www.orbit.org.au/
https://engageresearch.org/orbit

Integrate the content in the gameplay. The educational content should be an integral part of the game narrative. Immersion or simulation games lend themselves particularly well to this.[68] Players could assume the role of an offender or victim and would have to undertake certain actions in order to advance in the game. In other words, the choices made by the player directly affect the rest of the game. A bad example would be to have a question pop up, but not have the answer influence the continuation of the game.

Promote critical thinking and empathy. For a serious game to reach its maximum potential, it is essential not to be content with telling the target audience what is right or wrong. They should instead be drawing their own conclusions through critical thinking, instigated of course by the game narrative.

Embed the games in larger interventions. Despite the possible disadvantages discussed above, it is best to use serious games aimed at minors in the school context. This not only helps ensure that the target group effectively plays the game, but also offers an opportunity to develop complementary materials, such as lesson plans for discussion. This is important because serious games are more effective when they form the basis of other educational activities, such as group discussions, afterwards.

Lastly, be careful not to slim down a serious game initiative, for whatever reason, to a gamification project. Points and badges trigger, in the majority of cases, extrinsic motivations: one will only exhibit the desired behaviour because, and for as long as, one gets points in return. Because no real learning process takes place, such a gamification approach is less likely to lead to behavioural change. Nevertheless, gamification strategies may be effective when a strategy is developed that stimulates intrinsic motivations, or when the gamification initiative is one aspect of a more comprehensive, holistic approach (such as the wristbands in the ROOTS experiment; see box p. 47).

4. Helplines and online police: let the kids reach you

When discussing social marketing, it was already emphasised that awareness-raising is just a first step. Both social marketing theory and crime prevention experts stress that awareness-raising should be accompanied by a wide range of other crime prevention measures. Victim-oriented crime prevention should ideally be

accompanied by offender-oriented prevention initiatives. Those would deter or prevent offenders from committing crimes against minors. They do not, however, fall within the scope of this Toolbox. But within the sphere of victim-oriented crime prevention, there is a lot more to do than awareness-raising, including victim support, increased reporting, and resilience training. Like awareness-raising, those can now, at least in part, be moved online. The online implementation of those aspects will be discussed here.

For the prevention of the victimisation of minors, helplines and the organisations behind them assume all these roles (victim support, reporting, resilience training, and awareness-raising), and are therefore important players in the field. Throughout Europe, they are usually well-developed, sufficiently funded, and many enjoy an official status. To the extent that they focus their work on safe access to and use of the internet and related technologies, they share information, best practices, and resources in the European internet safety helpline network, Insafe.

The two key indicators of a successful and high performing helpline organisation are the quality of its services and its accessibility or reachability for children and adolescents. In today's world, that reachability is ensured more and more by providing services through other media besides the phone. It is good practice to offer a website, smartphone app, social media, and/or chat so that minors in need of trustworthy information or help can find it through those media as well. This has the additional advantage that the phone lines themselves are being kept available for those who are most in need of help. At the same time, the existence of the helpline can be advertised via the other channels as well, so that minors know about it.

Below is, again, a list of good practices concerning the online presence of law enforcement officers, crime prevention practitioners, or helpline counsellors.[69]

Make sure that different products and communication channels link to each other. Your products—platforms, communications channels—should be part of an integrated product line. Be sure that your website gives exposure to the helpline, links to your social media profiles, and advertises the app if you have one. Vice versa, make sure the app allows minors to call the helpline directly, and so on.

Different products should be complementary. Offer different services through different channels. One example would be to offer basic information, easily navigable information via an app, and have users call the helpline if they are in need of

more personalised advice.

Invest in quality of service. If your services are good, the information you offer is pertinent and geared towards the target audience, and your staff is dedicated and trained, children will appreciate it. This requires that you evaluate your work and consult the target audience regularly. Experts agree that if you offer quality, children and adolescents will find you when they need to.

Don't focus on warnings and dangers. This has been mentioned above in the context of social media campaigns, but applies here too. With respect to sexting, for instance, it would be better not to tell teenagers never to do it, but teach them about the conditions (mutual consent etc.) in which it could be a normal experience of sexuality.

In some EU Member States, law enforcement has also expanded its activities onto social media. Where this is the case, this far exceeds just having a profile page on popular social media. It consists of police officers having personal (as opposed to institutional) profiles on social media. Those profiles are clearly recognisable, for instance by the use of a profile picture in uniform, and indication of the police rank. They monitor the online activity of their citizens, but more importantly, they are able to respond to citizens' requests and reports. They are reachable any minute of the day, and specifically target young people. This is, for instance, the case with the 'web constables' in Estonia (see Part III). The scope of their work exceeds crime in the strict sense, and also includes nuisances and online harm, social issues, and suicide.

All in all, an online law enforcement presence in this sense facilitates contact between young people and the police. Consider, however, the following advice, derived mainly from the Estonian experience.

Trust in the police is a necessary condition. The success of the Estonian case came in the wake of an unusual hike in trust in the police (86 % in 2017).[70] In countries where there is less trust in law enforcement agencies, a police social media presence may instead invite criticism or ridicule.

Tailor to your target group. As with campaigns, the online presence of law enforcement should be adapted to your audience. Choose carefully which social network(s) you will be present on, and make sure that linguistic or ethnic minorities can also use your services.

Be conscious of your dual role as a police officer and online confidant.
Young people in particular tend to treat an online police officer as a confidant rather than a police official. This leads to approaches along the following lines: "You can't tell my parents, but..." In cases like that, it is important to act appropriately and not abandon deontology, while at the same time trying to retain the trust of the citizen.

Finally, one important consideration has to be made with respect to both helpline counsellors and online law enforcement officers. This is **whether or not they should be identified by their names**. It is clear from the case of the web constables that officers who are online with a personal account (i.e., with their name and picture) bring about some level of trust or even familiarity. On the flipside, this may lead to problems in off-hours and holidays: what does the web constable do when he or she receives a troubling message after the end of his or her shift, or during a holiday? Generic profiles operated by more than one person could mitigate this problem.

The same concern applies to helpline counsellors. When they identify themselves during a call, this may help build a relationship of trust, even stimulating the child to call again if necessary. On the other hand, this may lead to callers asking to speak to particular counsellor and refusing the help of others. It is, therefore, essential that a deliberate choice in this matter is made.

5. Discussion and conclusion

Social media campaigns, influencers, and serious games are being used more and more to prevent the victimisation of minors. Seeing that minors spend more and more time online, on social media, and playing games, this only makes sense.

To have all those efforts pay off, however, it is important to do it right. Whichever approach is chosen, it is essential that firm objectives are set, and that the results are measured in terms of those objectives. For each of the approaches, experience and research have taught which way to do it best. These best practices have been discussed in this section. Particularly pertinent for crime prevention are some insights from the field of social marketing, which centres on the objective of behavioural change. Crime prevention practice could definitely benefit from this results-oriented approach.

MEDIENHELDEN:
A GERMAN SCHOOL-BASED APPROACH TO DIGITAL MEDIA LITERACY

Medienhelden ('Media heroes') is a programme for middle school students that aims primarily to prevent cyberbullying and promote media literacy. It does that by having adolescents question their own media use and reflect on their own responsibilities in an online social context. Medienhelden is entirely school-based, integrated within the existing school curriculum, and implemented by trained and supervised teachers. Lessons comprise traditional teaching, film screenings, and structured role-playing games.

Medienhelden was developed by researchers from the Free University of Berlin in the period 2010-2012. It is firmly based on research and evidence. Moreover, as soon as a sufficiently large sample of students had undergone the training, elaborate process evaluations and longitudinal impact studies are performed. The results, all published in peer-reviewed scientific journals, indicate that the programme is effective in reducing online (and offline) bullying and victimisation.

More information:
https://eucpn.org/document/medienhelden-media-heroes

One final, important, remark is in order. Online and digital prevention is at the forefront of this Toolbox, yet it is important to be aware of the limits of these approaches. It has already been mentioned that such initiatives, whether serious games or social media campaigns, should ideally be part of larger, more integrated interventions. Additionally, children who are too young to be online or too young to understand complex messages may be best approached by different means. In order to discuss a difficult topic such as child sexual abuse with three to six-year-olds, a well-designed children's book

> The school system remains an obvious and efficient way to reach minors.

for classroom use will perform better than any online approach could ever do. An example of this, *#No te calles*, will be given in Part III of this Toolbox.

Finally, while left completely out of the scope of this Toolbox, the school system remains an obvious and efficient way to reach minors. This is especially the case with interventions that require prolonged engagement with minors, such as media literacy training. If proven effective, there is no need to abandon such approaches in favour of online prevention. The German Medienhelden project (see box p. 56) is a case in point.

6. Factsheets

SOCIAL MARKETING
For the prevention of the victimisation of minors

Social marketing is the application of marketing techniques for social good. It is theory and evidence-based and aims to achieve behavioural change. It could help you develop and increase effectiveness of crime prevention actions. This is a list of the key aspects of social marketing.

1 Segmentation

Divide the target group into segments according to demographic characteristics or behavior allows for targeted, tailored actions towards each segment.

2 Tailoring

Tailored actions are much more effective. An intervention should be made up of different actions for different stakeholders (e.g. victims, perpetrators, police). Campaigns should be linguistically adapted to different segments of the target audience.

3 Behavioural change

The ultimate goal of interventions and campaigns should always be to obtain behavioural change. Crime prevention initiatives should have real and measurable effects on crime and victimisation.

4 Exchange

Think of behavioural change intervention in terms of an exchange: you want the target group to substitute one behavior for another, and you should offer them something in return, e.g. nuisance-free online life.

5 Mixed-method approach

To maximise success in terms of behavioural change, use a mix of methods. For instance, combine an awareness-raising campaign with training and elements of environmental design.

6 Theory and evidence-based

Base your actions on scientific insights on human behavior, crime, and crime prevention. Evaluate whether or not the actions have the desired results in terms of behavioural change.

Want to learn more? Visit eucpn.org

USING SOCIAL MEDIA
For the prevention of the victimisation of minors

Children and adolescents spend a lot of time online, in particular on social networks and social media. Crime prevention practitioners running awareness campaigns should go where the kids are: online. However, not all social media campaigns are created equal. Better do it right!

1 Pick the right platform

Find out on which social media platforms your target group hangs out the most, and focus your efforts on those platforms.

2 Speak the language of the youth

Make sure the language you use in your social media campaign reflects the language use of your target audience, and is culturally relevant to them.

3 Make sure videos and images are identifiable

Your target audience should be able to connect to people in your videos and graphics. This is easier to obtain using animation, which is also easier to update or translate.

4 Don't waste money

Explore the advertising options of the platforms. Don't pay for platform-wide ads if you only want to reach 13 to 15-year-olds.

5 Keep it simple

Keep the message simple; don't cram it full of information which children will never even try to remember.

6 Keep it positive

Tell kids what they can do for their own safety. Challenge them. We all know telling them what not to do doesn't work.

7 Evaluate

Set goals. Then check whether those goals are reached. Don't keep up a campaign that does not have the desired effect.

8 Get help

You're a preventionist, not a specialist in digital marketing?
No problem.
Hire the services of a professional.

Want to learn more? Visit eucpn.org

USING INFLUENCER CAMPAIGNS

For the prevention of the victimisation of minors

An influencer campaign mobilises an influential person, such as a popular blogger, sportsperson, or musician, who then broadcasts the campaign message to her or his followers (the target audience). Influencer campaigns allow you to exploit existing social networks. Observe the following tips.

1 Know your target audience and be sensitive to trends

Identify influencers who are popular in your target group. Don't just pick any famous person, but someone whom your target is following.

2 Don't forget about local influencers

Influencers do not have to be famous. A teacher, a popular kid, a local fashion blogger, YouTuber, or a bar owner… all could be effective influencers.

3 Personal stories are a bonus

It is an asset if the influencer can relate to the topic at hand and embed the message in a personal story. Such a story resonates with the target audience and tends to make the influencer more believable.

Want to learn more? Visit eucpn.org

USING SERIOUS GAMES
For the prevention of the victimisation of minors

Serious games are games designed for the purpose of broadcasting an educational, informative, or persuasive message. Research on game-based learning has demonstrated that it works, especially among children and adolescents, but only on certain conditions.

1 Define clear learning objectives up front

For effective game design, start by thinking about what exactly you want the player to learn.

2 Aim for accurate design and game narrative

Make sure the type of game and the game narrative are appealing to your target audience (e.g. age group). The protagonists should be recognisable.

3 Integrate the content into the gameplay

The educational content should be an integral part of the game narrative. Simulation games lend themselves especially well to this. Choices made by the player should directly affect the course of the game.

4 Promote critical thinking and empathy

Effective serious games don't just tell the player what is right or wrong. Instead, players should draw their own conclusions based on experiences in the game.

5 Embed the game in a larger intervention

Serious games are most effective when supplemented with learning materials and followed by group discussions.

Want to learn more? Visit eucpn.org

03

PART III: PRACTICAL EXAMPLES

—

Part III of this Toolbox lists eleven European examples of crime prevention practices that have implemented the best practices discussed in Part II. In compiling the list, preference has been given to recent practices. For additional practical examples, the reader is advised to look in previous Toolboxes, especially nos. 8 and 12 on Cybercrime and Cybersecurity respectively. Certain exemplary practices, some of which are non-European, have already been described in the boxes in Part II, and are not repeated here.

1. CYBER24:
a serious digital game on online safety (NL)

Short description

Cyber24 challenges young people by means of a serious game in order to raise awareness regarding their cyber behaviour. The game comprises several narratives on identity fraud, safety on social media, online fraud, cyberbullying, and extortion. The participant's task is to make sure the protagonist does not fall victim to any of the crimes. The game is followed by a discussion during which the participants can share their experiences and learn more about cyber threats and cybercrime.

The goal of Cyber24 is to invite young people to reflect on improper conduct online and its consequences, for both the perpetrator and the victim.

The project has been developed by the Dutch Centre for Crime Prevention and Safety (CCV) in cooperation with the city of Utrecht, the police, Alert Online, Moove Team Nederland, an educational psychologist and a social engineer. After a successful pilot in the city of Utrecht, a train-the-trainer programme is ensuring a successful transfer to other cities and municipalities.

Start/duration

Cyber24 was launched during the CCV conference of 27 June 2019, and will be available to the public from 1 September 2019 onwards.

Budget

The development cost is undisclosed. Suitcases containing a tablet with the game, all attributes, free updates, and a licence costs €4,500 excl. VAT. One suitcase per 5 participants is recommended. The rent for 6 suitcases is €2,300 excl. VAT per week.

More information

https://hetccv.nl/onderwerpen/cybercrime/cyber24/

2. CONECTADO:
a serious digital game on bullying (ES)

conectado

Short description

Conectado is a serious digital game which aims to raise awareness of the impact of bullying and cyberbullying. By putting the player in the position of a bullying victim in a simulated school and social network environment, the player experiences the impact of bullying in a safe way. Conectado's vocabulary, conversations, and design are targeted at adolescents aged 12 to 17.

Through the dialogues in the game, the player can respond in different ways to increase the confrontation. However, they can never completely solve the bullying problem until the end of the game. The central message is that bullying is not something a victim can deal with on their own, but rather that asking for help is the best course of action. Secondary goals are reducing the chances of becoming a victim, offender, or bystander.

The game has been designed specifically for classroom use, meaning that teachers can embed it in the curriculum. The game's duration allows for it to be used in a single class, with time left for a debriefing.

Conectado was developed by the E-learning Group of the Complutense University of Madrid (e-UCM). The game is available for free in Spanish; it has been designed to be easily translated into other languages.

Start/duration

Conectado was released in 2017; the results of two validation studies were published in 2018 and 2019.

Evaluation

Conectado uses game learning analytics, based on data collected from the learners/gamers, which allow the instructor to monitor game-play, i.e. it helps the instructor assess the extent to which the game serves its purpose and tailor the subsequent discussion to this. The same data allows the developers to locate and solve problems.

Furthermore, Conectado has been embedded in a research programme at UCM since the outset, and has been the subject of two evaluation studies. A validation study using the single group pre- and post-test design (n=223) demonstrated that the game fulfils the objective of raising awareness of bullying in ages 12 to 16 (but not 17), that the game was generally liked, but

that the majority of players did not particularly identify with one of the game protagonists.[71] A second study tested the reception of the game by teachers and future teachers, and showed that they found Conectado a useful tool for classroom use.[72]

More information
https://www.e-ucm.es/portfolio-item/conectado/

3. VEEBIKONSTAABEL: the Estonian online police officers (EE)

Short description
The Estonian Police started the Veebikonstaabel ('Web Constable') project in 2011 in response to the fact that more and more Estonians were present on social media. Dedicated police officers created social media profiles. The profiles are personal (not institutional) but the web constables clearly identify as police officers. The aim is to be closer to the population, do better prevention work, and reduce crime, especially crime against youth in the virtual environment. Additionally, Veebikonstaabel offers offline training on online safety.

Their services are available to all Estonians online, but adolescents and young people use it the most. In order to cater to all sectors of society, the platforms on which accounts were to be created were chosen to reflect social media use in Estonia. These are Facebook, VK, and Odnoklassniki. Additionally, the web constables offer their services not only in Estonian, but also in Russian, an important (yet unofficial) minority language. There are currently three officers working for the Veebikonstaabel initiative.

Start/duration
The project started in 2011 and is still running.

Evaluation
The project is evaluated using indicators such as the number of messages received (more than 5,500 in 2013), the types of crime reported (ranging from public order offences to child sexual abuse), and the number of investigations initiated (5/week in 2013). An external study of Estonians' knowledge, attitudes and risk behaviour (2014)

indicates that the Web Constables are well-known among adolescents. Those who had contacted a Web Constable reported good experiences.

More information
https://eucpn.org/document/web-constables

https://www.politsei.ee/et/veebikonstaablid

4. HAPPYGRAFF:
the smartphone app of the Romanian Child Helpline Association (RO)

Short description
The Happygraff mobile app was developed by the Romanian Child Helpline Association (Telefonul Copilului). It functions as a mobile, digital diary, allowing kids to record their emotions. The app provides useful tips for dealing with negative emotional states. It offers the option to consult the helpline directly from the app, through the phone, chat, or e-mail. Happygraff redirects users in need of more detailed information and educational content to their website, www.116111.ro.

The idea behind Happygraff is twofold. On the one hand, as a first-line tool, the app aims to make it easier for children to find the information or type of help they need, on whichever platform the Association is offering it. On the other hand, the introduction of the app and the fact that it refers children to online resources, help keep the number of silent calls and attempted calls to the helpline itself down, keeping the lines free for those children who need it the most.

Start/duration
The Android version of the Happygraff app was launched in January 2019. An iOS (Apple iPhone) versions is currently being developed.

Evaluation
The Child Helpline Association maintains records of the number of consultations, the medium used (chat, phone, e-mail) and the reason for the communication. Such statistics will make it possible to evaluate the effectiveness of the app in the future.

More information
https://play.google.com/store/apps/details?id=ro.blackbullet.telefonulcopilului

5. THE AWARENESS-RAISING VIDEOS OF PANTALLASAMIGAS
(ES)

PILAR Y SU CELULAR
HISTORIAS PARA CONTAR

Short description
PantallasAmigas ('Friendly screens') is a Spanish organisation which promotes the safe and healthy use of the internet and ICTs by children and adolescents. It does so by raising awareness of risks, boosting media literacy, teaching parents and teachers, and operating a helpline. Realising that YouTube is an immensely popular platform among children and adolescents, the organisation has centred its media strategy around videos published on that platform. The short videos are typically animated and feature returning characters and episodic content. They are funny and relatable, yet informative and engaging. They aim to be culturally inclusive and sensitive to intergenerational and gender-related issues. This has afforded them huge exposure: the number of subscribers and viewers is typically very high and the organisation reaches young people not just in Spain, but in the rest of the Spanish-speaking world and, thanks to translations, beyond. The videos also invite a lot of reaction from and interaction with the target audience, and are often being shared or reposted on social media.

PantallasAmigas videos include, among others, a series on healthy smartphone use among children ('Pilar and her mobile'), digital citizenship with a focus on preventing cyberbullying and eliminating sexism and homophobia ('Peter and Twitter'), and the risks involved in sexting ('Think before you sext'). These series of videos are accompanied by dedicated online platforms offering additional resources such as didactical materials and videogames (www.pilarysucelular.com, www.peterytwitter.com and https://www.pensarantesdesextear.mx/ respectively).

Start/duration
PantallasAmigas was founded in 2004. The organisation has been active on YouTube since 2009.

Evaluation
PantallasAmigas monitors the reach of its campaigns. This includes tracking the number of views and subscribers, but also the geographical distribution and demographic properties of visitors. It also monitors the reactions to its products on YouTube and other social media.

More information
https://www.pantallasamigas.net/

6. #NO TE CALLES / #DON'T KEEP IT TO YOURSELF (ES)

Short description

#No te calles (#Don't keep it to yourself) is an illustrated children's tale by Arturo Cavanna and Menchu Cuesta. Its principal objective is to make young children who fell victim to sexual abuse aware that they are not to blame and that speaking out is important. Additionally, as *#No te calles* is a first-person story, it facilitates the discussion of sexual violence with children and teaches them how to detect and report risky situations.

Specifically targeting young children (primarily ages 3 to 6), the choice of a book was a deliberate one: too young to navigate this type of information on their own, online or offline, an illustrated children's book ties in with the children's interests and supports parents, teachers, and childcare workers in conveying the message. To maximise its impact and obtain exposure and distribution, the book has been published by Spanish educational publisher Edelvives, and expanded its portfolio to also include an online platform (No te calles, cuéntalo), influencer videos, and a smartphone/tablet app. A bilingual Spanish-English version of the book was added to the line-up in 2019.

Start/duration

The original Spanish version was published in 2018. *#No te calles* has been expanding ever since.

Evaluation

The organisation behind *#No te calles* keeps track of book sales, school use of the book and online visits. The authors report that during the brief existence of the book, more than 20 offenders were identified because, after having worked with *#No te calles*, children alerted parents or teachers of abuse.

More information

www.notecallescuentalo.org

7. SEXT MACHINE:
an educational chatbot from Child Focus (BE)

Short description

Child Focus is the Belgian Centre for Missing and Sexually Exploited Children. At the core of the organisation are a child helpline (116000), a helpline for adults with paedophile inclinations ('Stop it now!'), and a civil hotline (stopchildporno.be). In addition, the organisation is invested in prevention work and offers training and web-based info to minors, parents, and teachers.

The organisation has increasingly focused on safe internet use under the rubric Clicksafe. In doing so, Child Focus continually aims to strike a balance between risk-awareness and promoting safe and pleasant internet experiences.

This is evidenced by the organisation's work on sexting (sexting.be), for which it partnered with expertise centres on media literacy (Mediawijs, Mediaraven), sexual health (Sensoa) and research institutions. A holistic approach targets schools and teachers, parents, and children/adolescents alike. Above all, it does not just warn against the dangers of sexting, but also informs the target audience about the conditions of safe sexting.

One of the concrete products is the 'sext machine', a chatbot (accessible through Facebook Messenger) that will showcase common predator behaviour. As the chatbot will also react to your input, however, it teaches adolescents aged 13 to 17 how to deal with and divert such predators. The consortium thus engages minors in a casual and funny way by spicing up its warnings with a game element and countering warnings with positive messages.

Start/duration

Child Focus was created in 1998. The sexting web platform and sext machine went online in 2017; the campaign is still running.

Evaluation

The sexting campaign of Child Focus and its partners is guided by academic research.

More information

www.childfocus.be/en

8. KÉRJ SEGÍTSÉGET!
An online bullying awareness campaign (HU)

Short description
Kérj segítséget! ('Ask for help!') is a straightforward, effective anti-bullying campaign run by the Hungarian National Crime Prevention Council (NCPC). At the core of the campaign are three animated videos published on YouTube. The videos each have different narratives, addressing the issue of bullying from the perspective of the victim, the bully, and the bystander respectively. The videos also direct the viewer to the campaign's website (and vice versa), which contains additional information, resources, and the contact details of helplines.

The animated videos have a timeless feel, and showcase situations that are recognisable for children. They explicitly activate bystanders, whose non-interference typically endorses bullies, and reflect the reality that bullying and cyberbullying are mutually reinforcing.

The organisation has also published English translations of the videos on its YouTube channel, and has indicated it would be glad to share these with other countries or crime prevention organisations.

The Hungarian NCPC is an independent governmental body that focuses primarily on youth. As such, it is behind a range of campaigns and interventions for the prevention of the victimisation of minors, including social media campaigns, serious games, and influencer campaigns.

Start/duration
The campaign was launched in 2019 and is still running.

Budget
The development of the campaign, including the three animated videos, required a budget of €6,300.
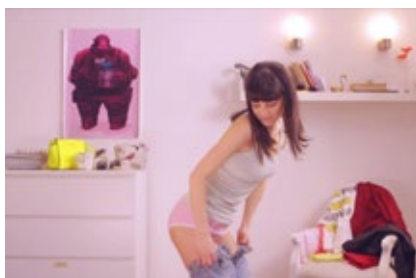
Evaluation
The reach of the campaign is measured by means of key indicators such as visits and number of views (averaging 300,000 per video).

More information
http://kerjsegitseget.com/
https://www.youtube.com/channel/UCO3EB3aNIebzYwjtp_GVTlw
https://eucpn.org/document/hungarian-project-ask-for-help

9.
#DRESS UP, OR WHAT I WOULD DO FOR A FEW MORE LIKES? (BG)

Short description

#Dress up (#облечисебе) is a campaign developed by the Bulgarian Safer Internet Centre in partnership with teenagers from six Sofia schools. Its objective is to warn against the risks involved in posting provocative pictures and sexting, including cyberbullying and sexual extortion. Rather than treating the phenomenon of sharing revealing pictures in isolation, the campaign links it to a reality than teens are all too familiar with: one in which likes and hashtags have become expressions of approval. It encompasses a wide range of activities and products, including online debates, student discussions, a conference (Dos and don'ts… for a few more likes, 2016), educational seminars for parents, teachers, and teenagers, and campaign t-shirts.

To publicise the campaign, it was given a viral edge: a campaign video, published on several social media platforms, drew attention to the issue by showing a "striptease in reverse", a young woman dressing up, driving home the message that one can be cool, funny, and accepted without getting undressed. It furthermore turned the phenomenon of the internet challenge to its advantage, by challenging the target audience to put on as much clothes as possible, take a selfie, and post it with the hashtag #dress up. This helped draw attention to the issue at hand in a funny and engaging way.

The campaign was based on insights from the research of the Bulgarian Safer Internet Centre and the Applied Research and Communications Fund, and was developed by members of the target audience who took part in the preparatory workshops.
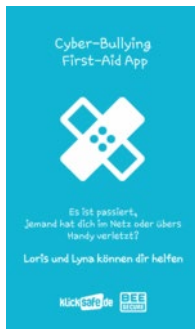
Start/duration

Preparations started in 2015, and the campaign ran all through 2016. The materials are still available online.

More information

https://www.safenet.bg/en/initiatives/242-dress-up

10. CYBER-MOBBING ERSTE-HILFE:
a cyberbullying first aid app (DE/LU)

The app has been adapted for a Luxembourg audience by the youth panel of BEE SECURE, klicksafe's Luxembourg counterpart, and with the active support of the Lycée Michel-Rodange. The app has been translated from the original German into French, English, Luxemburgish, Lithuanian, and Slovenian. It is available for Android and iPhone.

Start/duration
The app was launched at the end of 2015 and has since received several updates and translations.

Short description
Cyber-Mobbing Erste-Hilfe ('Cyberbullying first aid') is a prize-winning smartphone app developed by members of the klicksafe Youth Panel, the German Safer Internet organisation. In short video clips, the two guides, Loris and Lyna (Tom and Emilia in other locales), assist victims of cyberbullying by giving them behavioural tips, encouraging them, and accompanying them in their first steps to combat cyberbullying. The app provides legal background information (including victims' rights), but also links to help centres and helplines and offers tutorials on reporting instances of cyberbullying, as well as deleting offensive comments and blocking offenders on social media platforms.

Evaluation
Cyber-Mobbing Erste-Hilfe has been downloaded and used a lot for an app of this type. The app's appeal has been ascribed to the fact that it was developed by adolescents for adolescents. The beta version of the app has won two awards at the "ENABLE Hackathon" in London, an international creative software contest: Best European Submission and Winner of the Kaspersky Lab Prize.

More information
https://www.bee-secure.lu/de/tools/apps/cyber-mobbing-erste-hilfe-app
https://www.klicksafe.de/service/aktuelles/klick-safe-apps/#s|cyber-mobbing%20erste-hilfe

11. SAY NO!
A campaign against online sexual coercion and extortion of children (EU)

Short description
Say no! is a public awareness and prevention intervention from the European Cybercrime Centre (EC3) at Europol. It comprises an online how-to guide, an information campaign, and an awareness-raising video. The how-to guide covers such topics as removing links to explicit content from social media and search engines, law enforcement reporting channels, and protecting one's online life and privacy.

Two illustrated factsheets explain, clearly and comprehensively, what the two possible motives for and mechanisms behind online child sexual coercion and extortion are, i.e. offenders looking for money and offenders looking for child sexual abuse materials.

A 10-minute live-action movie demonstrates the two scenarios. Translations have been produced into all the official languages of the Member States, and the movies refer victims to national law enforcement agencies and emergency numbers.

The key message of the campaign is that online child sexual coercion and extortion are crimes, and that victims are not alone and should not blame themselves, but instead get help.

Start/duration
The campaign materials were published in 2017. They continue to be used for preventive purposes.

Budget
Since the campaign was developed on an EU-wide scale and then made available to the Member States, it enjoyed the benefit of the economy of scale.

More information
https://www.europol.europa.eu/sayno

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