



Co-funded by
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**ERASMUS+
COOPERATION PARTNERSHIPS IN
YOUTH**

**TOGETHER FOR TACKLING
CYBERBULLYING
"TOC"**

FINAL RESEARCH REPORT

PROJECT N°2021-1-IT03-KA220-YOU-000029227





Co-funded by the European Union

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The TOC Project

Together for Tackling Cyberbullying (TOC) is a 24-month Strategic Partnership in the field of Youth aiming at **raising awareness about Cyberbullying** as well as at preventing violence among young people. According to UNICEF “Cyberbullying” is bullying with the use of digital technologies.

It can take place on social media, messaging platforms, gaming platforms and mobile phones. It is repeated behaviour, aimed at scaring, angering, or shaming those who are targeted. Face-to-face bullying and cyberbullying can often happen alongside each other. But cyberbullying leaves a digital footprint – a record that can prove useful and provide evidence to help stop the abuse.”

TOC involves both the direct target groups of youth workers and young people. It is certainly important to improve the quality of youth work on the topic of Cyberbullying. In addition, it is important to actively involve young people as learners and as real protagonists of social change by fighting against Cyberbullying.

During the cooperation, the consortium will pursue the following objectives:

- Design a Training Format targeted at youth workers and organizations for tackling Cyberbullying amongst young people;
- Develop a new innovative methodology to prevent cyberbullying, based on Digital Storytelling, Critical thinking, and Digital Skills;
- Promote the development of civic competences and the respect of human rights amongst youth community in all Europe, especially at the consortium level;
- Foster active citizenship, self-confidence, and sense of community amongst young people;
- Implement local activity programmes to reach the TOC’s target groups TOC’s direct target group is;
- Joint Staff youth workers aged 18+ who have experience working with young people.
- BMYP young people (18-25 y/o) who are/were victims of cyberbullying and want to raise awareness about this problem and prevent those attacks The indirect target group is young people and communities affected by episodes of Cyberbullying.

RESULTS

R1 “Preventing Cyberbullying” Training Format targeted at youth workers who works with young people and are concerned about the spreading of Cyberbullying amongst youngsters.

R2 “All together against Cyberbullying” Toolkit targeted at an audience of young people who are/were victims of this phenomena

R3 “Sharing is caring” App- it will a downloadable application where young people can constantly share their stories and BMYPs’ participants can be the “Guardian Angel” and help them during this period. A section of the App will be reserved for parents who will need a guideline for preventing this phenomenon as well as helping parents deal with situations where their child is bullied, or She/ He is the bully.

METHODOLOGY

The project will develop a brand-new educational methodology rooted in **Digital Storytelling, Digital skills and Critical thinking**, being for the first time complementary to each other.

The choice has fallen on the above-mentioned methodologies and competences because their combination will contribute on having a direct effect/impact at national and international level.

Digital Storytelling

Storytelling as the act in which a chain of happenings is meaningfully structured and transmitted in a particular medium and from a different but easier point of view then the theoretical one. In other words, storytelling is the art of telling a story to an audience, in order to convey important messages.(Hühn and Sommer,2012) Recently, because of the advancements in communication and technology, traditional storytelling has become digital, so the combination of conventional storytelling (oral or written) with multimedia and hypermedia elements is called “digital storytelling”. Through this process, the written or the oral text is enhanced (Lathem, 2005). Most digital stories are personal narratives because the autobiographical element is strong (Anderson, 2010) and they are produced using cheap or free software (Lambert, 2002). Nowadays, digital storytelling is perceived as a powerful education tool, especially among youth.(E. Fokides, Using Digital Storytelling to Inform Students About Bullying: Results of a Pilot Program, 2017.)

When students produce their own digital stories, they become more competent in visualizing their thoughts (Regan, 2008). In addition, their ability to analyze and synthesize information, as well as their literacy, artistic and social skills, are more efficiently developed (Robin, McNeil, & Yuksel, 2011). Students also learn to voice criticism either on their own work or on the work of others, facilitating social learning (Robin 2008).

Specifically, the constructivist principles related to the learning process, and in particular, the requirement of students' active participation, have provided the necessary framework to prevent relevant phenomena, like the one of cyberbullying. Students are able to create their own digital stories about bullying, while the researcher, although present, avoided to intervene, to guide or to lecture students to a great extent.

Digital skills

Teaching children and generally, young people, digital citizenship skills can help to prevent cyberbullying and its negative effects¹. When children try to learn positive online behaviors, social media can be used in productive ways. After parents, teachers are the second source of information for teens, playing an important role in teaching digital citizenship skills, including digital safety and digital etiquette to children and teens². Digital safety has the important aim to take measures to protect against potential risks when using devices, apps, and the internet. Sharing personal information online can put children and teens at risk for the misuse of personal data, cyberbullying, and exposure to harmful content that may contain violence, suicide, and racist and adult material³.

A number of studies have been conducted to identify the association between cyberbullying and ICT use, taking the frequency and amount of ICT use into account. The chances of cyberbullying are enhanced by the increased frequency of teens going online. Compared with those who access the Internet a few times a day or less, teens who are almost always online tend to experience cyberbullying more often (Pew Research Center, 2018). Cyberbullying has also been associated with the amount of Internet use: a higher likelihood of cyberbullying was detected among youths who spend longer online (Barlett et al., 2019, Hinduja and Patchin, 2008, Smith et al., 2008). For example, some forms of cyberbullying were detected more often among students who spend 2–5 h per day on the Internet than students who spend less than 1 h per day (Balakrishnan, 2015).

So appropriate behaviors for digital interactions should follow the same social guidelines as face-to-face interactions⁴, helping to prevent cyberbullying by simple strategies. Several studies and researches call for educational settings to integrate ICT education into their curricula, especially in countries where use of the Internet has risen abruptly⁵.

¹ Maternal and Child Health Bureau, Health Resources and Services Administration, U.S. Department of Health and Human Services, 2018.

² Lenhart, A., Madden, M., Rainie, L., Smith, A., Purcell, K., Zickuhr, K., *Teens, Kindness, and Cruelty on Social Network Sites*, Pew Research Center., 2011.

³ Maternal and Child Health Bureau, Health Resources and Services Administration, U.S. Department of Health and Human Services, 2018.

⁴ Brown, A., Flinn, S., Hill, D., Jana, L., Shifrin, D., "Growing Up Digital: Media Research Symposium", American Academy of Pediatrics., 2015.

⁵ Athanasiou et al., *Cross-national aspects of cyberbullying victimization among 14–17-year-old adolescents across seven European countries*, BMC Public Health, 2018.

Critical thinking

According to the National Crime Prevention Council (2007), a good number of children currently have access to mobile phones and computers that are available in homes and schools. As such, cyberbullying is gradually but steadily becoming the most rampant type of bullying.

Lee (2004) proposes a strategy aimed at increasing awareness besides creating an enabling environment in which teachers and students can understand the aspects of bullying effectively: awareness-raising can be achieved with the help of the curriculum; affective curriculum is instrumental in evoking emotions that can prove useful in the fight against bullying (Lee, 2004).

It is demonstrated that problem-based learning approach can help in enhancing critical thinking skills and knowledge of Cyberbullying. The recommendation would be that the teaching method should be applied for developing high order thinking skill and other health issues⁶.

A relevant research aimed to study the effects of problem-based learning approach for developing knowledge and critical thinking skills on Cyberbullying, showed that after the intervention by using a set of multiple choice tests on knowledge and critical thinking, there was a significantly higher mean score of knowledge and critical thinking on Cyber bullying. When compared to before the experimentation ($p < 0.05$) and more than control groups ($p < 0.05$)⁷. So encouraging critical thinking about cyberbullying can help to prevent the phenomenon, by raising awareness among youth, in a way that young people are able to identify solutions, owning the right knowledge to fight Cyberbullying.

RESULTS OF THE BEST PRACTICES

During the desk research across countries, it could be observed that the methodology of digital storytelling among youth has been spread in almost all countries in which best practices have been analyzed (Germany, Italy, Serbia, Romania, Spain), confirming the importance of finding original approaches in education, like the artistic expression among students.

This methodology has also demonstrated how helpful could be to proliferate resources and information about Cyberbullying, especially using different ways of expression, like role-playing games guided by theater pedagogies and school psychologists (Germany)

At the same time, critical thinking seemed to be highly represented across countries as well, making it easy to fight against stereotypes and focusing more on the personal development of young people.

⁶ W. Wassanasompong, S. Tussaworn, *The Effects of Health Education Instruction Using Problem-based Learning on Knowledge and Critical Thinking about Cyberbullying of Junior High School Students*, 2020.

⁷ W. Wassanasompong, S. Tussaworn, *The Effects of Health Education Instruction Using Problem-based Learning on Knowledge and Critical Thinking about Cyberbullying of Junior High School Students*, 2020.

It is also relevant mentioning that Digital Skills still represented an useful approach to raise awareness about the topic, by Media literacy and new ways of communication between teachers and students.

Moreover, some of the good practices and offers were within previously and currently funded transnational projects, of which many were, like TOC, Erasmus+ projects, thus including multiple European countries in their development and implementation. Most often, these projects resulted in resources and digital tools that will depict valuable guidance and support for the TOC project.

In terms of the specific topics, in some countries (Germany, Italy, Romania) non-formal education was often used for activities with children, neglecting the fact that this methodology has high upskilling potential for youth: workshops, round tables, debates and presentations, information campaigns, street actions, mutual understanding, active participation, interactive and group working activities, multimedia presentations, individual learning and presentations, input, simulation, role plays and sketches, discussions.

This observation also highlighted the fact that when applying non-formal education techniques, young people are more able to expand their social network and listen to the stories of other people to create empowering messages. So that, individual learning and presentations can be used as a best practice in a way that participants can learn individually about a certain topic or a part of a larger topic to later be used in sharing what they have learned with the others in a way the individuals find most interesting. This is the example of best practices in Spain and Italy, which have been demonstrated that non-formal education combined with theatre has increased the awareness of Cyberbullying in a way that seemed easier to combat the phenomenon, by empathizing with feeling and emotions simply spread through a spontaneous communication. More specifically, under the guidance of a theatre pedagogue, young people skilfully slipped into the individual roles in which body language, attitude, mimicry and gesture were addressed.

Most of the providers were local high schools, but also sport clubs, offering workshops/educational programs to teachers, students, parents and educational staff.

In addition, it becomes clear that it is mainly offered in educational institutions, providing space for improvement and extension to use this methodologies also in other less ordinary places, as it has been done for instance in Germany through the visit of the Nazi concentration camp "Den Vught" nearby S` Hertogenbosch, where students did a guided tour of the camp which included watching a film on the topic. This gave them an impressive insight into the connection between bullying and racism today.

With regards to **Digital Storytelling** in Cyberbullying, it could be found that both scope and approach of this type of methodology was quite varying between countries, even if the same tool of video clips/films was almost spread among high students. (Germany, Italy, For instance, best practices in Germany shown that a professional filmmaker of the local university supported the students to produce their shortmovies on the topic of bullying and cyber-bullying.

Again best practices in Germany demonstrated that digital storytelling is considered an important methodology to help young people in understanding how important it is to deal with the problem of

cyberbullying by creating a story, showing different kinds of situations that can happen to the victims of cyberbullying and showing ways how they would prevent that.

So that, the majority of the best practices focused less on theoretical presentation of the concept of Cyberbullying, in favour of a more practical approach, combining several methodologies together: this is also the case of Serbia, where students, youth workers and teachers used storytelling and digital skills to produce an useful Manual on the topic of Safety and Security.

Also in Italy, best practices demonstrated that **Critical Thinking** can be combined with Digital Skills, by developing 21st century skills, in order to develop critical thinking, as well as to equip them with digital skills for creating content that will promote alternative narratives.

Best practices in Romania and Moldova were able to empower young people and developing their critical thinking for recognition of cyberbullying situations and identifying solutions, by increasing awareness of the phenomenon of cyberbullying through the Creation of non-formal learning contexts and online safe spaces for young people in order to understand the differences between online and offline identity.

Additionally, in various workshops in Germany focusing on different aspects of Cyberbullying, students prepared and realized an evening in which participants presented their results to the public.

In many cases, most attention was paid to **Digital Skills**. Through this methodology, practices targeted sometimes big scopes like the creation of 22 educational pills organised into 7 groups, including icebreaker activities, project introduction and learning by doing creations in Spain. Here, all the work has been reflected in the creation of a web page with access to the videos of the educational pills uploaded to the Project's YouTube Channel and translated into the languages of the entities participating in the project: Spanish, English, Portuguese and Guaraní and; the creation of 3 manuals for the implementation of the project in face-to-face or virtual format.

The attempt to include and engage the whole community in the project seems to be a success factor for many of these practices. For instance, in Spain not only students and teachers but also families and other community members have been beneficiaries of the project activities thanks to the dissemination of the final products of students.

It is finally noteworthy to mention that this desk research is by no means comprehensive, but rather depicts an excerpt of European good practices and offers.

Best practices

Best practices “Digital Stoytelling”



<p><i>Together for Tackling Cyberbullying</i></p> <p><i>2021-1-IT03-KA220-YOU-000029227</i></p> <p><i>National Best Practices</i></p>	
Name:	Toleranz statt Mobing
When:	Start date: 01.03.2018. End date: 30.11.2018.
Where:	Germany, 73072 Donzdorf, Baden-Wurttemberg
Who:	Europabaum e.V.
Stakeholders of the project:	<p>The 62 participating pupils, students or trainees, from 13-25 years old and their supervisors, came from France (Riorges), Spain (Calasparra) and Germany (Neusalza-Spremberg and Donzdorf).</p> <p>Participants are from all social classes, including participants with fewer opportunities such as people with disabilities or socially disadvantaged. Local refugees were also project participants and had integrated excellently. There was also a discussion evening with local political decision-makers and educators.</p>
Beneficiaries:	Young people (13-25).
Financing:	EU Grant – 30.469,00 €
Description:	Role-playing games, guided by a theater pedagogues and school psychologists, made it possible to consciously understand and experience how one feels in the different roles as an actor, a follower, or an affected person and how mobbing

	<p>situations can be interrupted or not even allowed to develop.</p> <p>We can use it as a best practice to show young people how one can feel in each of the roles, which can help spread awareness of the topic among young people.</p>
<p><i>Results achieved:</i></p>	<p>Greater self-esteem and conflict abilities of the participants, more pronounced personal responsibility, increased intercultural awareness and understanding, international friendship and contact beyond the duration of the main activity were achieved.</p>
<p><i>Innovation:</i></p>	<p>Media competency was learned and developed through lecture, dialogue and discussion of the criminal police and film work on the topic as well as through a visit to a film academy where the young people were interactively brought to the media and learned how a film is created. With the support of 3 professional filmmakers, 34 participants were able to share their experiences and knowledge in 3 self-produced short films on the topic "Tolerance instead of Bullying". Young people were allowed to write the script themselves as well as shoot the films themselves. Under the guidance of a theatre pedagogue, young people skilfully slipped into the individual roles in which body language, attitude, mimicry and gesture were addressed.</p> <p>We can use filmmaking as a best practice, which we can use for publication and education and as a long-term benefit. It can be shown in schools.</p>
<p><i>Empowerment:</i></p>	<p>Young people developed greater self-esteem, learned a lot about themselves and learned to be more aware of the people around them and their feelings and needs.</p>

Website:	https://erasmus-plus.ec.europa.eu/projects/search/details/2017-3-DE04-KA105-015932
Contacts:	<p>Reinhard Deinfelder Zeppelinstr. 5 73072 Donzdorf Tel.: 07162 305 04 96 e-mail: reinhard.deinfelder@t-online.de</p>

<p>Together for Tackling Cyberbullying 2021-1-IT03-KA220-YOU-000029227 National Best Practices</p>	
Name:	Starke Schüler für ein freundliches Europa – Nein zu Mobbing und Rassismus
When:	Start date: 01.09.2015. End date: 31.08.2017.
Where:	Germany, Johannes-Janssen-Str. 6, 46509 Xanten, Nordrhein-Westfalen
Who:	Städtisches Stiftsgymnasium Xanten
Stakeholders of the project:	<p>Partners: France, Netherlands, Germany</p> <p>A professional filmmaker from the local university helped with supporting students to produce their short movies on the topic.</p> <p>Students visited the football club PSV Eindhoven (to learn about the FIFA campaign „No to racism“, and the Nazi concentration camp „Den Vught“ to watch a film on the topic. There was an cooperation with the art teachers for creating a mural on the topic.</p>
Beneficiaries:	Students
Financing:	<p>Eu Grant: 59.215,00 €</p> <p>Programme: Erasmus+</p>

<p>Description:</p>	<p>Students created Artmails, i.e. creative postcards on this topic that were sent to people interested and concerned. Also, in various workshops focusing on different aspects, they prepared and realized an evening in which participants presented their results to the public. A professional filmmaker of the local university supported the students to produce their shortmovies on the topic of bullying and cyber-bullying. The students also visited the football club PSV Eindhoven to get information about the FIFA campaign "No to racism". Furthermore, they visited the Nazi concentration camp „Den Vught“ nearby S`Hertogenbosch where they did a guided tour of the camp which included watching a film on the topic. This gave them an impressive insight into the connection between bullying and racism today. At the final meeting, the whole group created a huge mural on the topic consisting of various individual squares.</p> <p>We can consider filmmaking and in that way, digital storytelling as a best practice to help young people in understanding how important it is to deal with the problem of cyberbullying by creating a story, showing different kinds of situations that can happen to the victims of cyberbullying and showing ways how they would prevent that.</p>
<p>Results achieved:</p>	<p>Through the production of the short films in mixed country teams on the subject of bullying, students recognized the connection between bullying and school failure and between bullying and xenophobia. Through the films they made themselves, they learned to recognize cases of bullying on site and to deal with them competently. As part of Respect Week in North Rhine-Westphalia, the German students later showed their films and explained strategies against bullying to their younger classmates.</p>

	Also, students learned about ways how to successfully prevent bullying, cyberbullying photo novels have been created, they showed dances on the subject of exclusion and were brought up to be more compassionate and tolerant and to recognize the connection between bullying and xenophobia.
<i>Innovation:</i>	A professional filmmaker of the local university supported the students to produce their shortmovies on the topic of bullying and cyberbullying, which is an example of a best practice. Also, creating a mural on the topic of cyberbullying which can help sharing the message of saying no to cyberbullying. With people passing by and looking at the mural, a message will be received and remembered.
<i>Empowerment:</i>	Empowering young people to feel okay with being vulnerable, to share a story and to put every feeling in a short movie or a mural that can help other young people as well as themselves.
<i>Website:</i>	https://erasmus-plus.ec.europa.eu/projects/search/details/2015-1-DE03-KA219-013554
<i>Contacts:</i>	+49280171360

<p>Together for Tackling Cyberbullying 2021-1-IT03-KA220-YOU-000029227 National Best Practices</p>	
<i>Name:</i>	Stand By Me
<i>When:</i>	Start date: 01.08.2018. End date: 31.03.2019.
<i>Where:</i>	Germany, Sengbank 11, 44149 Dortmund, Nordrhein-Westfalen
<i>Who:</i>	International Association For Peace And Democracy Development E.V.

<i>Stakeholders of the project:</i>	Partners: Bulgaria, Turkey, Germany Locals were also included in the project.
<i>Beneficiaries:</i>	Young people
<i>Financing:</i>	Eu Grant: 13.769,00 € Programme: Erasmus+
<i>Description:</i>	<p>During the project, non-formal education techniques were used. The program was based on interactive workshops, round tables, debates and presentations, information campaigns, street actions, mutual understanding, active participation, interactive and group working activities, multimedia presentations, workshops, individual learning and presentations, input, simulation, role plays and sketches, discussions.</p> <p>Individual learning and presentations can be used as a best practice in a way that participants can learn individually about a certain topic or a part of a larger topic to later be used in sharing what they have learned with the others in a way the individuals find most interesting.</p>
<i>Results achieved:</i>	
<i>Innovation:</i>	<p>During the project, 4 short movies were created by the participants, in which they shared their own stories and stories of locals to which they have spoken earlier.</p> <p>By doing that, young people can learn a lot about vulnerability and the importance of sharing stories with other people, but also hearing someone else's story, which is a reason this should be considered a best practice.</p>
<i>Empowerment:</i>	The project gave a space for young people to share their own stories and to put their ideas, feelings and emotions on photos and movies. It is empowering to meet locals and speak with them about bullying and tolerance and to build a connection with a larger group of people, not only those who were working

	on a project. That, it allows young people to expand their social network and listen to the stories of other people to create empowering movies and messages. Also, the youth exchange empowers young people to speak out and make a step against bullying.
Website:	https://erasmus-plus.ec.europa.eu/projects/search/details/2018-2-DE04-KA105-016800
Contacts:	+4915903559355



<p>Together for Tackling Cyberbullying 2021-1-IT03-KA220-YOU-000029227 National Best Practices</p>	
Name:	Say No to the Violence of Words
When:	<ul style="list-style-type: none"> • Start date: 30-12-2021 • End date: 29-08-2022
Where:	Zaccanopoli, Italy
Who:	ENJOY
Stakeholders of the project:	<p>ENJOY</p> <p>Vico I San Vito 13</p> <p>Unknown</p> <p>Marcellinara</p> <p>Italy</p>

	https://enjoyaps.wordpress.com
Beneficiaries:	youths
Financing:	<ul style="list-style-type: none"> • Eu Grant: 20.975,00 € • Action: Learning Mobility of Individuals
Description:	<p>The project aims to promote the development of critical thinking and alternative narratives as a way to fight against online hate speech and cyberbullying.</p> <p>The Youth Exchange envisioned in this project application are meant to allow the participants to share and reflect on their own stereotypes and prejudices and their experiences of facing online hate speech and cyberbullying.</p> <p>Also, the participants are expected to gain practical skills in producing content (photography and videos) that will promote alternative narratives. Additionally, it is an opportunity for the participants to develop cultural awareness about the different countries and cultures where they are coming from and which will foster the social integration and sensitization of the young people with fewer opportunities in their societies.</p> <p>The main aim is to support the participants to understand the impact of the stereotypes and their connection to cyberbullying and online hate speech in order to develop critical thinking, as well as to equip them with digital skills for creating content that will promote alternative narratives.</p>
Results achieved:	<p>“Say no to the violence of words” is a Youth Exchange that was meant to bring together 25 participants and 5 group leaders from 6 countries: Italy, Turkey, North Macedonia, Poland, Bulgaria and France.</p>

	<p>Despite Enjoy APS is based in Marcellinara, it operates in and on behalf of the young people and communities of its area, and beyond, including Zaccanopoli (VV). For this reason, this project was realised by and for a group of young people of this village.</p> <p>The participants shared culture for 8 days and worked on the topics of stereotypes, cyberbullying, and online hate speech for developing critical thinking and alternative narratives. All the sessions were implemented by using non-formal learning methods like discussions, teamwork, moving debates, cultural activities, photography, and video workshops as well as learning by doing approach.</p>
<p><i>Innovation:</i></p>	<p>All of the activities are designed to have a positive effect on the personal development of the participants.</p> <p>Two very important skills that will be obtained are: working in a multicultural and multinational environment and with marginalized/fewer opportunities groups, encouraging creativity in approaches, and taking action. These skills are necessary to supplement the ability to share and transfer knowledge further with indirect target groups.</p>
<p><i>Empowerment:</i></p>	<p>The benefit was mostly demonstrated through the newly developed skills of using photography and videos as tools for producing content and storytelling that will be empowering and based on facts rather than spreading hate speech and cyberbullying based on stereotypes.</p>
<p><i>Website:</i></p>	<p>n/a</p>
<p><i>Contacts:</i></p>	<p>n/a</p>

Together for Tackling Cyberbullying 2021-1-IT03-KA220-YOU-000029227 National Best Practices	
Name:	RespectNET - Respectful Communication through Media Education Network
When:	Start date: 01-12-2021 End date: 31-07-2024
Where:	Napoli, Italy
Who:	Universita Telematica Pegaso
Stakeholders of the project:	
Beneficiaries:	Social workers, students
Financing:	Eu Grant: 206.059,00 € Action: Partnerships for cooperation and exchanges of practices
Description:	<p>Imparting media literacy has to be approached in the sense of a general values education and thought within the concept of multiliteracies, which can be defined as the skills to interpret, to produce and to evaluate different kinds of texts. These skills help students to understand diverse cultural forms of communication and to build their identity.</p> <p>The aim of the network is to develop and practice a common code of conduct of responsible media usage and training multipliers of media and communication literacy as a resource for university staff as well as civil society activists as role models for the younger generation at universities and in society.</p> <p>The project addresses the topics of “Democracy and inclusive democratic participation”, “Media literacy and tackling disinformation” and the “Prevention of bullying” in order to contribute to the horizontal priorities “common values, civic engagement and participation”. This will be done by</p>

	contributing to “digital readiness, resilience and capacity” of University members.
Results achieved:	<p>Result 2: Multimedia Modules on Media Competences and Respectful Communication (Led by POU): The result addresses the need for training for coping with the disruptive style of anti-scientific narratives, hate speech and cyber bullying that currently dominates the public discourse and negatively impacts on Universities.</p> <p>A common competency building programme of good, factful, effective and respectful communication must be developed and implemented to ensure that the public discourse at Universities and between scientists and the civil society is a safe and encouraging space (diversity of origin and opinion, common understanding of rules of conduct).</p>
Innovation:	The innovative aspect lies in the network built to develop and practice a common code of conduct of responsible media usage and communication literacy as a resource for university staff as well as civil society activists as role models for the younger generation at universities and in society.
Empowerment:	Media literacy.
Website:	http://www.unipegaso.it
Contacts:	<p>Universita Telematica Pegaso Piazza Trieste Etrento 48</p> <p>80132 Naples, Italy</p>

Together for Tackling Cyberbullying
2021-1-IT03-KA220-YOU-000029227

National Best Practices	
Name:	CO-Develop E+ Generations
When:	Start date: 01-09-2020 End date: 31-08-2022
Where:	PRATO, Italy
Who:	ISIS GRAMSCI KEYNES
Stakeholders of the project:	
Beneficiaries:	Students from 10 to 15 years old
Financing:	<ul style="list-style-type: none"> • Eu Grant: 188.200,00 € <p>Action: Cooperation for innovation and the exchange of good practices</p>
Description:	The project "CO-Develop E+ Generations" (CODE+) intended to create a network of schools across Europe to develop the 21st century skills such as creativity and innovation, critical thinking and problem solving, digital competence, teamwork and collaboration in virtual teams, multiple languages and cultural awareness .
Results achieved:	The 5 short term exchanges of pupils in Lithuania, Romania, Turkey, Serbia and Poland allowed the development of methodologies and strategies to improve skills for 125 students in using programming, online coding platforms, developing games and digital presentations, creating eBooks and collaborative writing . The students were taught how to make smart use of their own phones and tablets , learning that they aren't only limited to playing games, but there are a lot of innovative tools that can be used to create mobile learning. They thus learnt how to be productive and creative with the tools they have on their own phones and tablets.

	Discussions on the problem of cyberbullying and how it can be prevented/avoided also was carried out.
<i>Innovation:</i>	<p>The innovative aspect of the project was to help children turn from technology consumers into technology producers, fighting disengagement in the formal education as well as creating an environment of collaboration and healthy competition among them.</p> <p>Another innovative aspect was to build a Teachers' European CODE+ community, where teachers can share good coding and computer science practices that can be used in classrooms. For this purpose, a CLIL platform was created which includes all the applications and digital tools used throughout the project, which are freely accessible to all users and also contain downloadable materials resulted from the project activities. This way the project's partners intend to promote children's healthy development and learning through sound ICT skills and schemes.</p>
<i>Empowerment:</i>	The project paid special attention to the inclusion of students facing social or financial difficulties. The participants had the chance to meet their European peers from different backgrounds and cultures, with whom they learnt about mutual respect and understanding .
<i>Website:</i>	https://codevelopegenerations.wordpress.com
<i>Contacts:</i>	<p>ISIS GRAMSCI KEYNES via di Reggiana 106 PRATO Toscana Italy</p>



<p>Together for Tackling Cyberbullying</p> <p>2021-1-IT03-KA220-YOU-000029227</p> <p>National Best Practices</p>	
Name:	“Safebook”
When:	2021
Where:	Serbia, Italy, North Macedonia and Croatia
Who:	Club for Youth Empowerment 018
Stakeholders of the project:	<p>National Youth Council of Serbia</p> <p>High schools</p> <p>NGOs</p> <p>Sport clubs for young people</p> <p>Sport clubs for people with disabilities</p> <p>Psychological counselling centres</p>
Beneficiaries:	<p>Youth workers, peer educators, local and national NGOs, NGOs and associations of persons with disabilities</p> <p>Representatives of high schools, including civic education teachers, members of safety teams and teams for prevention of peer violence, school psychologists and pedagogues</p> <p>Representatives of high school and student parliaments</p> <p>Representatives of local youth offices and National associations of youth offices</p>

	<p>Representatives of National Youth Councils and Umbrella associations</p> <p>Red cross organizations and other humanitarian organizations</p> <p>Representatives of ministries in charge for youth, education and health</p> <p>Representatives of public health institutions, psychological counselling centres</p> <p>Representatives of OESCE Mission to Serbia and North Macedonia and other organizations dealing in areas of peacebuilding activities and national and regional security</p> <p>Media representatives and media professionals</p>
<p><i>Financing:</i></p>	<p>Project is co-financed by Erasmus + Programme, EU through Strategic Partnership in the field of Youth KA205.</p>
<p><i>Description:</i></p>	<p>Main Intellectual Output was “Safebook” Manual; document included new and innovative methodologies and creative tools in the form of youth friendly manual for youth workers. Developed manual focused on 5 segments of youth safety: peer violence, cyber bullying, abuse of psychoactive substances, discrimination and mental health in time of COVID-19.</p> <p>Activities of the project included:</p> <ul style="list-style-type: none"> - Research phase for each country on the situation in regard to youth safety - Development of the new methodologies - Experts’ meetings - Testing of the manual - Multiplier events for promotion of the manual <p>Manual “Safebook” includes methodology of using creative methods in youth work (concept photography, video and music). For the purposes of this project new creative tools were developed for promotion of youth safety. Methodology for</p>

	<p>the development of creative tools is based on creativity (storytelling technique) and technical and digital skills as well.</p>
<p>Results achieved:</p>	<p>Main expected result of the "Safebook" project and its activities was development and transfer of new and innovative methodology and creative tools and their incorporation in new and youth friendly manual for youth workers and educators in general in the field of youth safety and security.</p> <p>More than 25 thematic workshops developed;</p> <p>Methodology of creative workshops developed;</p> <p>41 concept photos, 14 concept videos and 4 concept songs created.</p> <p>More than 120 people were informed about the project itself and the content of the manual as well as about possibilities of using the manual in their work.</p> <p>More than 130 people participated in multiplier events, from different areas, non-formal and formal education, public institutions, other NGOs, international organizations and all relevant entities working with young people in the field of youth safety and youth security.</p>
<p>Innovation:</p>	<p>Safebook is completely new Manual which can be used by everyone involved in youth work or non-formal education of youth within the topic of safety and security. It provides the opportunity for youth to get more information about 5 segments of safety and to use their creativity in order to create creative tools for promotion of the main topics of the project.</p> <p>Project was also recognized by Erasmus + program as example of good practice and it was rewarded with Quality Label.</p>

Empowerment:	Youth safety and security
Website:	https://kom018.org.rs/safebook-prirucnik/
Contacts:	

<p>Together for Tackling Cyberbullying 2021-1-IT03-KA220-YOU-000029227 National Best Practices</p>	
<i>Name:</i>	Safe and Sound
<i>When:</i>	01.09.2021 - 31.05.2022.
<i>Where:</i>	Nis, Serbia
<i>Who:</i>	Club for Youth Empowerment 018
<i>Stakeholders of the project:</i>	Local High Schools
<i>Beneficiaries:</i>	<ul style="list-style-type: none"> - Highschool students - Teaching staff - Young people in Nis
<i>Financing:</i>	Pilot activity - European Youth Foundation of Council of Europe
<i>Description:</i>	<p>Club for Youth Empowerment 018 (KOM 018) implements the project "Safe and Sound" in order to contribute to the development of a safety culture of young people and strengthening the cooperation between educational institutions and civil society in addressing youth security and safety issues in the light of COVID-19 pandemic. The project is implemented in cooperation with local secondary schools in Nis and it's focused on the empowerment and inclusion of secondary schools students in the project in the field of combat against fake news and preservation and support to mental health of young people during the pandemic. Youth organizations and schools in Nis were heavily hit by the pandemic,</p>

	<p>suddenly transferring all the usual programs and actions for young people to digital environment so the project will provide support both to schools and young people through empowerment and support. Project will provide high school students with new skills and competences on media literacy, combat against fake news and well-being of young people in time of pandemic. Project activities were:</p> <ul style="list-style-type: none"> - Training for high school students - Local workshops - Awareness raising campaign - Art competition - Final conference
<p><i>Results achieved:</i></p>	<p>24 young people educated about importance of media literacy and negative impact of manipulative media content on mental health of people</p> <p>More than 200 young people educated about the topics of the project through peer workshops</p> <p>More than 50 young people participated in Art competition</p> <p>More than 2000 young people were reached through campaign activities</p> <p>5 concept videos developed</p> <p>10 concept graphics developed</p> <p>10 concept photos developed</p> <p>20 counter narratives (posters, plans of actions and campaign strategies) developed</p>
<p><i>Innovation:</i></p>	<p>Project focused on young people in formal education in order to provide them with additional skills and mechanisms for protection of their wellbeing. Project focused on use of creative and artistic expression of problems young people recognize in their daily lives and as result new creative tools were developed.</p>

Empowerment:	Mental health and wellbeing of young people Media literacy of young people
Website:	https://kom018.org.rs/en/safe-and-sound/ https://kom018.org.rs/en/safe-and-sound-trening/ https://kom018.org.rs/en/safe-and-sound-produkti-grafickih-radionica/
Contacts:	

<p>Together for Tackling Cyberbullying 2021-1-IT03-KA220-YOU-000029227 National Best Practices</p>	
Name:	BezbedNi
When:	September 20018 – March 2019
Where:	Nis, Serbia
Who:	Club for Youth Empowerment 018
Stakeholders of the project:	Local High schools Public health institutions Traffic department of Police
Beneficiaries:	Young people Members of local community
Financing:	Beneficiary: OEBS – Mission to Serbia
Description:	KOM 018 implemented project “BezbedNi 2018” through campaign that is focused on different segments o of safety: : peer violence, traffic safety, hate speech – cyber bullying and abuse of psychoactive substances and alcohol. The project “BezbedNi 2018” was generally based on true facts and events that happened in Nis that ended in the bad or tragic circumstances for young people (deaths

	<p>or injuries in traffic accidents, deaths or injuries caused by peer violence and bullying, or as a consequence of psychoactive substances abuse and similar) in order to raise the awareness of the consequences of unsafe behaviour among young people. Project includes creation of the short movie on the situation of youth safety in Nis, through prism of young people, teachers, doctors and police representatives and creation of jingles and graphics; besides this campaign included street actions as well as workshops in 5 high schools in Nis (Gymnasium “Stevan Sremac”, Gymnasium “Bora Stankovic”, Gastronomy and Tourism High School, Mechanical School and Technical school “Mija Stanimirovic”).</p>
Results achieved:	<p>1 song created</p> <p>1 documentary movie developed</p> <p>More than 5000 people reached through campaign activities</p>
Innovation:	<p>Through this project, documentary movie was developed in order to promote the main idea of the project and to inspire the dialogue on the issues addressed through the movie. The whole production is based on interviews with experts in the respective areas and young people who shared their stories.</p>
Empowerment:	<p>Youth safety</p>
Website:	<p>https://kom018.org.rs/en/bezbedni-documentary-movie/</p>
Contacts:	



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<p>Together for Tackling Cyberbullying</p> <p>2021-1-IT03-KA220-YOU-000029227</p> <p>National Best Practices</p>	
Name:	A World Without Fear
When:	2019
Where:	Romania (national level)
Who:	Salvați Copiii association, Kubis association
Stakeholders of the project:	National celebrities
Beneficiaries:	Young People aged 12-20
Financing:	n/a
Description:	"A World Without Fear" is a place in the digital space where the cyberbullied youngsters can find encouragement, but also stories from those who know just as well what it means to go through it. The first stories shared were even those of Romanian influencers and stars, who joined volunteer the project.
Results achieved:	Over 1,100 children joined the initiative by sending messages and questions on the www.farafrica.ro platform.
Innovation:	Providing an online platform where those affected by cyberbullying can tell their story anonymously and ask for help, without fear of people's prejudices.
Empowerment:	Because of the celebrities that joined the project, it had a huge impact and over 1100 kids used the platform.
Website:	www.farafrica.ro
Contacts:	+40 21 316 61 76 Fax: +40 21 312 44 86 secretariat@salvaticopiii.ro



Together for Tackling Cyberbullying 2021-1-IT03-KA220-YOU-000029227 National Best Practices	
Name:	BLOCK aggression!
When:	9 October – 9 December 2018
Where:	Romania, national level
Who:	Ora de Net, Salvați Copiii association
Stakeholders of the project:	
Beneficiaries:	Young people
Financing:	n/a
Description:	In order to reduce and combat the phenomenon of cyberbullying, Ora de Net provided teachers with a resource package that contained a series of video clips that address Cyberbullying, as well as lesson plans adapted to the developmental stages of children in education cycles – primary, secondary and high school.
Results achieved:	Together with 2400 volunteers were organized informal activities for the followig: <ul style="list-style-type: none"> • 39.484 kids from primary, secondary level and highschool • 4.900 parents • 1.645 teachers and 80 experts from 726 educational institutions from all over the country.
Innovation:	This activity is innovative, because it involved non-formal learning resources to be implemented in schools and it came as a help for teachers to approach the problem of Cyberbullying with their students.

Empowerment:	The project reached out over 60.000 people: teachers, parents, kids, educational experts, volunteers, etc.
Website:	https://oradenet.ro/
Contacts:	

<p>Together for Tackling Cyberbullying 2021-1-IT03-KA220-YOU-000029227 National Best Practices</p>	
Name:	Ora de Net (The Internet Hour)
When:	2008 - present
Where:	Romania, national level
Who:	Salvați Copiii association
Stakeholders of the project:	Microsoft, Telekom Romania, Kaspersky, Romanian Police, Huawei, ANCOM, ANPDCA, Orange, RCS&RDS, Orange Fundaiton, ECDL, ANISP, ANITP, Music Channel, University of Bucharest – Sociology and Social Assistance Faculty, Ministry of Communication, Ministry of Education
Beneficiaries:	Young people
Financing:	n/a
Description:	Ora de Net is an European project started by Salvați Copiii association with the aim to teach young people to use the internet in a responsible way. They organize trainings and offer free educational resources for parents and teachers, offer conseiling, provided a platform for reporting the online abuse and coordinate a huge volunteers network. The project started initially in 2008

	under Sigur.info name, but since 2016 it changed its name in Ora de Net
<i>Results achieved:</i>	Over 506.000 kids and 130.000 parents and teachers were directly involved in the educational activities, 7.400 kids benefit of information and counselling and more than 9100 abuse reports were done through the provided reporting line. 10000 youngsters and teachers got involved in the project as volunteers. They collaborated with over 3600 educational institutions from Romania. They organized summer schools with participants from Romania and other 11 countries.
<i>Innovation:</i>	The project is innovative because it involves non-formal activities and resources.
<i>Empowerment:</i>	The project is very well known at national level, especially in schools. Over 100000 people reached.
<i>Website:</i>	https://oradenet.ro/
<i>Contacts:</i>	Tel: 021 224 24 52 Fax: 021 224 24 54 E-mail: contact@oradenet.ro



<p>Together for Tackling Cyberbullying</p> <p>2021-1-IT03-KA220-YOU-000029227</p> <p>National Best Practices</p>	
Name:	The inclusive school: we make an escape room
When:	<p>Start date: 01-09-2019</p> <p>End date: 31-08-2021</p>
Where:	Murcia, Spain
Who:	IES Juan de la Cierva y Codorniu
Beneficiaries:	Young people.
Financing:	<ul style="list-style-type: none"> • Eu Grant: 92.730,00 € • Action: Cooperation for innovation and the exchange of good practices
Description:	<p>"Inclusive school: we make an escape room" is a project carried out by three European educational centres with many aspects in common but also with great differences. The elaboration of this project is based on a previous needs assessment. The result of this was: there is a need for tools to increase student motivation, reduce school dropout and educate the educational community on web safety to reduce cases of cyberbullying. Under these premises our project has a duration of 24 months, as we consider its objectives to be achievable through constant teamwork.</p>

<p><i>Objectives:</i></p>	<p>The objectives it aims to achieve are:</p> <ul style="list-style-type: none"> ● Promoting the development of social, civic and intercultural competence ● Enhancing online security and digital well-being. ● Address discrimination, segregation, racism and bullying. ● Supporting and evaluating new approaches aimed at reducing inequalities in access and participation in digital technologies in education. ● Using a gamification approach to education. ● Encouraging dialogue between families-school-local organizations to reduce school drop-out. ● Raising awareness about the importance of European cultural heritage through education. ● Improving the teaching and learning of languages and promote the linguistic diversity of the EU. ● Promoting a European learning area.
<p><i>Results achieved:</i></p>	<ul style="list-style-type: none"> ● Creation of new virtual spaces in which students communicate based on values of mutual respect, tolerance and non-discrimination (eTwinning activities, on-line experiences journal ...). ● Development of Escape Room, allows students to adopt different roles according to their interests and motivations. ● Contact with local associations, municipalities, families, and so on. ● Interdisciplinary monthly returns. ● Educational community will receive training on the importance of maintaining security

	<p>on the web to avoid cyberbullying and inclusion in the classroom.</p> <ul style="list-style-type: none"> ● Creating virtual and formal discussion forums that deal with the issue of school dropout, social inclusion and cyber bullying.
<i>Innovation:</i>	<p>The main lines of work are:</p> <ul style="list-style-type: none"> ● Cooperation of internal and external agents with the school in order to transform both the reality of the school and its background. ● Cooperative and group work. ● Using new communication and information technologies in a safe way. ● Analysing the risks of the web and the different social networks to avoid cyberbullying. ● Working outside and ins
<i>Empowerment:</i>	<p>The result of this was: there is a need for tools to increase student motivation, reduce school dropout and educate the educational community on web safety to reduce cases of cyberbullying.</p>
<i>Website:</i>	<p>Not Applicable</p>
<i>Contacts:</i>	<p>IES Juan de la Cierva y Codorniu</p> <p>calle san antonio, 84</p> <p>30850 totana</p> <p>Región de Murcia</p> <p>Spain</p> <p>Coordinator Type: School/Institute/Educational centre – Vocational Training (secondary level)</p> <p>Website: https://www.murciaeduca.es/iesjuandelacierva/sitio/index.cgi</p> <p>Phone: +34968421919</p>

<p>Together for Tackling Cyberbullying</p> <p>2021-1-IT03-KA220-YOU-000029227</p> <p>National Best Practices</p>	
<i>Name:</i>	Generating social inclusion through Education Pills and Theatre of Oppressed around the world
<i>When:</i>	<ul style="list-style-type: none"> • Start date: 01-12-2018 • End date: 30-11-2020
<i>Where:</i>	Castilla y Leon, Spain
<i>Who:</i>	FUNDACIÓN ASPAYM CASTILLA Y LEON
<i>Beneficiaries:</i>	Young people.
<i>Financing:</i>	<ul style="list-style-type: none"> • Eu Grant: 126.740,00 € • Action: Cooperation for innovation and the exchange of good practices.
<i>Description:</i>	<p>One of the priorities of the European Union is the Europe 2000 Strategy, which gives value to education and training in the implementation of youth policies to achieve smart, sustainable and inclusive growth. The Lisbon Strategy is intended to encourage the participation of youth with non-formal learning activities and thus work to reduce social exclusion among youth. Within this framework, the SIEP project was born as a project created to design and promote educational resources so that youth operators can prevent bullying and cyberbullying among young people using the Theatre of Oppressed as an educational tool.</p>
<i>Results achieved:</i>	At first, through a previous investigation, a study about the situation of bullying and cyberbullying was made in each of the countries that collaborate in the project. In this way, we have been able to

	<p>know each of the realities and their contexts. Another concrete result of the project has been the creation of 22 educational pills organised into 7 groups: icebreaker activities, project introduction, learning by doing - body language, analysing the context with techniques of Theatre of the Oppressed, image theatre - creations, advice and creating my educational pills.</p> <p>All the work has been reflected in the creation of a web page with access to the videos of the educational pills uploaded to the Project's YouTube Channel and translated into the languages of the entities participating in the project: Spanish, English, Portuguese and Guaraní and; the creation of 3 manuals for the implementation of the project in face-to-face or virtual format:</p> <ul style="list-style-type: none"> ● Interactive design manual for educational pills where you will find a series of tips for the execution of educational pills and checklists for preparation, execution and follow-up. ● Virtual platforms manual where the different virtual platforms used for the execution of the project are discussed in online format: Blackboard, Powtoon, Socrative and Zoom. ● SIEP Manual in virtual format. Summary manual of the project where the different pills are developed and their application for virtual contexts.
<p><i>Innovation:</i></p>	<p>Using the theatre to combat cyberbullying.</p>
<p><i>Empowerment:</i></p>	<p>All this arises from the need and effort to provide youth organizations and youth workers with opportunities for training and cooperation in order to generate dialogue and skills that promote</p>

	and encourage diversity and prevention of social exclusion, especially in bullying and cyberbullying.
Website:	Not Applicable
Contacts:	Coordinator Type: Non-governmental organisation/association/social enterprise Phone: +34 983591048

<p>Together for Tackling Cyberbullying 2021-1-IT03-KA220-YOU-000029227 National Best Practices.</p>	
Name:	Art and ICT against bullying and cyberbullying
When:	Start date: 01-09-2017 End date: 31-08-2019
Where:	Comunidad Valenciana, Spain
Who:	I.E.S. FRANCESC TÀRREGA
Beneficiaries:	Young people. The participants were students selected from their participation in the workshops and the realisation of artistic productions between 14 and 19 years of the four partner educational centres. Such productions have been the first tangible result with a quantitative scope. To this result has been added a register of cases of harassment and the creation of a permanent observatory of the school's emotional climate. This will be articulated through the Tutorial Action Plan of the centres.
Financing:	Eu Grant: 106.585,00 € Action: Cooperation for innovation and the exchange of good practices.
Description:	"Art and ICT against bullying and cyberbullying" (A & ABC) is a project of Strategic Partnerships of

	<p>cooperation for innovation and the exchange of good practices carried out during 24 months from 2017 to 2019. Its most important horizontal priority has been the social inclusion to which the achievement of high quality skills and competences is added as well as the development of innovative practices in the digital age.</p> <p>The theoretical principle on which the project has been based considers that educational institutions must guarantee the biopsychosocial well-being of the students. This principle is contradictory with the verification of the reality of bullying, and with its new version, cyberbullying, as one of the most serious problems affecting schools. It is necessary, therefore, the creation and maintenance of an institutional culture of respect for personal dignity and diversity in all its expressions.</p>
<p>Results achieved:</p>	<p>The students have made a short film, an illustrated text, a video clip and a photo. Through such artistic expressions students have expressed their vision of the problem of bullying and cyberbullying and have shared their work with the entire school community, thus allowing the problem to be placed in the centre of attention.</p> <p>Each one of the artistic manifestations has been shared by the project partners during the four learning activities meeting carried out in the respective countries and disseminated through the multiple channels that the project has used. Such dissemination has been part of the key objectives of the project given its theme.</p> <p>For the preparation of all the artistic productions, previous workshops were organised with expert professionals in each of the disciplines. These</p>

	<p>workshops guaranteed the quality of the productions produced by the students.</p> <p>In addition, during each of the mobilities with students, work sessions and reflection on the theme of the project were organised as well as cultural activities that fostered mutual knowledge, a necessary condition of the proactive approach.</p>
<p>Innovation:</p>	<p>The coordinating institution of the project, based on previous experiences, confirmed how art, given its potential in the creation of a sense of community, constitutes itself as the best possible tool for the consolidation of such a culture. In addition, during the gestation of the project, it was considered that such a sense of community and respect should be projected to a European dimension given the geopolitical trends that are causing a crisis of European identity.</p>
<p>Empowerment:</p>	<p>There has been a direct impact for the learning of social, civic, intercultural competences, sense of initiative and critical thinking. The project has allowed all participants knowledge, appreciation and enjoyment of diversity, both individual and cultural.</p> <p>A more horizontal treatment of the problem of bullying has taken effect in which all the public involved act interconnected. As a result of this treatment, a new methodological approach has been introduced in schools that avoids hierarchical decision-making regarding bullying.</p> <p>In the medium and long term the collaboration and permanent exchange with our partners of educational experiences is guaranteed. In addition, the experience and results obtained will</p>



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	be used in the planning of training plans for all educational sectors.
Website:	Not Applicable
Contacts:	Coordinator Type: School/Institute/Educational centre - Vocational Training (secondary level) Phone: +34964738980



Best practices Critical Thinking



<p>Together for Tackling Cyberbullying 2021-1-IT03-KA220-YOU-000029227 National Best Practices.</p>	
Name:	Power of Youth Media
Whene	Start date: 01.06.2018. End date: 30.11.2018.
Where:	Germany, 10961 Berlin, Johanniterstr. 9
Who:	KulturNetz – eine Initiative zur kulturellen Vernetzung
Stakeholders of the project:	Partners: Estonia, Turkey, Italy, Portugal, Germany
Beneficiaries	Young people
Financing:	Eu Grant: 19.429,00 € Programme: Erasmus+
Description:	<p>Bringing young people from different countries together to get enough knowledge about the importance of social media for preventing bullying, radicalization and marginalization of young people, raising awareness of using media in a positive way and promoting media literacy and critical thinking among young people.</p> <p>An example of a program that we can consider as best practice is training young people to understand how social media affects young people and our societies and developing critical thinking regarding the information that young people received through the media.</p>

<i>Results achieved:</i>	
<i>Innovation:</i>	Implementing a project not only for young people, but also by young people as using of non-formal educational methods to achieve project objectives, in which young people will share similarities and differences in practices used in different countries and develop critical thinking regarding the information they received through the media.
<i>Empowerment:</i>	Higher levels of media literacy and awareness of radicalization and marginalization of young people can help those young people cope better with their everyday challenges, both their own and those of their peers. Critical thinking exercises can empower them to address high-stress bullying situations better by giving them a framework on which they can rely to assess the situation more objectively and with less emotional impact.
<i>Website:</i>	https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-DE04-KA105-016273
<i>Contacts:</i>	+4917657987839

<p>Together for Tackling Cyberbullying 2021-1-IT03-KA220-YOU-000029227 National Best Practices.</p>	
<i>Name:</i>	Social Media Analyse User Group
<i>When:</i>	Start date: 01.05.2020. End date: 28.02.2022.

<i>Where:</i>	Germany, Altenbekener Damm 57, 30173 Hannover, Niedersachsen
<i>Who:</i>	Erasmusplus Hannover
<i>Stakeholders of the project:</i>	Partners: Estonia, Greece, Italy, Romania, Spain, Turkey, Germany
<i>Beneficiaries:</i>	<p>Young people between 16-30 years old that are active on social networks and have citizenship/residence in one of the partner countries.</p> <p>49 young people from 7 countries and 7 group leaders participated in the project, as well as a total of 24 youngsters with fewer opportunities that face economic, cultural, geographical and social obstacles.</p>
<i>Financing:</i>	<p>Eu Grant: 15.268,00 €</p> <p>Programme: Erasmus+</p>
<i>Description:</i>	<p>Several types of activities were carried out within the project: preparation, implementation, dissemination and evaluation activities. The project included 2 kinds of activities and both of them implemented online due to the COVID-19 pandemic situation.</p> <p>In this project, a variety of non-formal learning methods was used, such as creative writing, debates, treasure hunts, interactive presentations.</p> <p>We can use treasure hunts as an example of a best practice to show young people a fun way of expanding their knowledge about cyberbullying and the ways of coping with it and preventing it.</p>
<i>Results achieved:</i>	The participants developed knowledge about social media (what is it, what it represents, what forms it can take, what are the negative effects of social media, how to act responsibly in the online environment, the way the fake news spread online

and how can we protect ourselves, digital footprint, cyberbullying, personal branding etc.) as well as knowledge about the Erasmus+ program and the Youthpass certificate, about different cultures and traditions, languages etc. The participants also developed important skills like critical thinking, how to protect from the dangers of the online environment and fake news, how to make informed decisions, work in teams, debate, and communicate in different languages. Furthermore, they became:

- more aware of the negative effects of social media and more motivated to reduce the impact of these effects in their daily lives
- more critical of the information they read online, reducing the influence of the posts on the social networks in their daily life
- more motivated to involve in the society and to take initiative
- more capable of critically analyzing the materials published in the online environment and checking the information through research of several sources
- more interested in studying and learning new things
- more open to multiculturalism and international opportunities

Also, as a result of the project, the young people made a thorough analysis of their personal profiles and the information published online and deleted inappropriate content become more careful about the information they publish or access in the online environment, reduced their time spent on "harmful" social networks like Facebook or Instagram, in favor of those with educational content (YouTube - tutorials, documentaries, etc., TEDx, LinkedIn etc.) and they are more aware of the time they spend on their phones or computers. After the mobility ended, the participants shared the acquired knowledge with other people in order

	to increase the level of awareness in their community and also in the online environment which developed in them the desire to involve more civically and socially and increased the motivation to take part in volunteering activities.
<i>Innovation:</i>	Using a variety of non-formal learning methods tailored to suit the online environment, such as creative writing, treasure hunts, interactive presentations. We can use new methods that were implemented in the virtual environment of this project, such as virtual escape rooms, family feuds educational games and the creation of digital content and materials.
Empowerment:	Young people were empowered to study more about multicultural differences and to strive to be more aware of the negative effects of social media.
Website:	https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-DE04-KA105-019091
Contacts:	+4917663277643
Picture:	

<p>Together for Tackling Cyberbullying 2021-1-IT03-KA220-YOU-000029227 National Best Practices.</p>	
<i>Name:</i>	Creating Critical Power on Media Literacy
<i>When:</i>	Start date: 01.01.2021. End date: 31.12.2022.
<i>Where:</i>	Germany, Altenessener Str. 122 B, 45326 Essen, Nordrhein-Westfalen

Who:	Jugend, Bildung und Kultur e.V.
Objectives:	<ul style="list-style-type: none"> - to develop their media literacy competences (to able to analyze, to create and to evaluate media messages); - to explore the connection between media literacy and addressing hate speech, discrimination and negative stereotypes; - to learn about realities in participating countries; - to work together with young people from different countries and cultures; - to be open to exchange ideas and opinions in safe and supportive environment; - to learn more about Erasmus+ Programme and ESC;
Stakeholders of the project:	Partners: Czechia, Greece, Italy, Macedonia, Spain, Turkey, Germany
Beneficiaries:	Young people (18-25), part of the participants are 26-30, but primarily people under 26
Financing:	<p>Eu Grant: 24.096,00 €</p> <p>Programme: Erasmus+</p>
Description:	<p>The participants will get to know each other by doing activities (name games, ice-breaking and team-building activities), discussion on the elements of non-formal education, experience of the partners in the field and with YouthPass. They will get to know new competencies in the areas of media literacy, analyzing, evaluating and creating media content, addressing hate speech, discrimination and negative stereotypes and Erasmus+ Programme - European Solidarity Corps. They will improve set of competencies that they can apply at their daily life while studying or looking for a job. They will learn about their ability of self-expression as well as ability to work in intercultural team, to solve problems, to present own ideas. They will learn how to shoot and edit</p>

	<p>videos, prepare campaign, write articles for blog. During youth exchange the participants will take part in simulations, interactive lectures, debates, discussions and role plays, which will help to improve critical thinking of the participants, so we can use it as a best practice.</p>
Results achieved:	
Innovation:	<p>The participants will improve their critical thinking by taking part in simulations, interactive lectures, debated, discussions and role plays. Furthermore, they will focus on brainstorming ideas for future projects on a local level.</p> <p>We can consider simulations, discussions and brainstorming for future projects on a local level in each city of each partner country a best practice so that young people learn how to reach a larger group of people on a local level and include them in the future events and workshops related to the theme of cyberbullying.</p>
Empowerment:	<p>The participants will strengthen their media literacy competencies and develop skills to implement activities regarding developing media competencies among young people in participants countries to fight discrimination and hate speech. Also, they will be empowered by having a better understanding of media and knowledge of sources of hate speech, cyberbullying and discrimination.</p>
Website:	<p>https://erasmus-plus.ec.europa.eu/projects/search/details/2020-3-DE04-KA105-020426</p>
Contacts:	<p>+491799688246</p>



<p>Together for Tackling Cyberbullying 2021-1-IT03-KA220-YOU-000029227 National Best Practices.</p>	
Name:	CyberIncluding: more security and less web discrimination
When:	Start date: 01-01-2018 End date: 31-08-2019
Where:	Macerata, Italy
Who:	Osservatorio di Genere
Beneficiaries:	Youths affected by cyberbullying
Financing:	<ul style="list-style-type: none"> • Eu Grant: 37.250,00 € • Action: Support for policy reform
Description:	<p>To reach the objectives of the project, during 20 months and in collaboration with the regional educational system (schools, associations, social cooperatives...), the partners have developed different meetings, with around 300 young people aged between 16 and the 20 years old:</p> <ul style="list-style-type: none"> -the first activity foresaw the involvement of the youngsters with the idea to go deeper into the thematic and to focus on which aspects are more urgent to investigate and to intervene in; -based on what, in the second phase, the partners created a questionnaire addressed to 16-20 years old youths to collect a big range of data; - in the third phase, the collected data were elaborated and, on their basis, the partners drafted

	<p>a document which young people and politicians together could work on: they analysed this document, together with the youngsters, with the purpose to facilitate them in their analysis and looking for their corrections;</p> <p>- the fourth and last phase was about the direct dialogue among the youngsters and the policy-makers: in a several days meeting, they have worked around the same tables, to discuss and modify the given document and to approve the definitive version of the law proposal.</p> <p>Those activities have been developed using the NFE and the peer-learning methodologies which were considered more adapted to stimulate the critical thinking abilities of youngsters and to let emerge their own point of view.</p>
<p><i>Results achieved:</i></p>	<p>From the point of view of the attended results, the most important aspect of CyberIncluding concerns certainly the elaboration of the law proposal: editing the document through working tables, around which youngsters and politicians will seat together for discussing, it's surely a new element, in our Country, and we believe that the document in itself and also the participatory process will certainly have a positive impact, in the short and in the mid-long period.</p>
<p><i>Innovation:</i></p>	<p>Those activities have been developed from the NFE and the peer-learning methodologies to stimulate the critical thinking abilities of youngsters.</p> <p>Furthermore, the analysis process developed together in these terms, allowed them to feel prepared and self-confident about their own evaluations, during the confrontation with the politicians and this point made the dialogue</p>

	structured enormously more effective, in order to elaborate the law proposal.
Empowerment:	From the point of view of the participants, the principal impact has been appreciated regarding: the acquisition of a better awareness in the use of the most spread channels of communication (short period) and this awareness will facilitate the so called phenomenon of "prevention among equal" from the cyberbullying acts (middle-long period); a better self-confidence and better ability of self-determination (short, middle and long period); better knowledge of the mechanisms that accompanies the elaboration and the formulation of law propositions (long period); increase of the trust towards the politicians (long period).
Website:	NA
Contacts:	Osservatorio di Genere Via Marche, 84 62100 Macerata Marche Italy

<p>Together for Tackling Cyberbullying 2021-1-IT03-KA220-YOU-000029227 National Best Practices.</p>	
Name:	Fighting Cyber bullying with some Blue, Used, Old and New Actions
When:	Start date: 01-09-2019 End date: 31-08-2021
Where:	Petrosino, Italy
Who:	Istituto Comprensivo G. Nosengo
Beneficiaries:	The project is focused on students between 12-14 years old in each school. This target group of students (200 students) were at the center of all the project's activities. Among them, 64 students were selected and took part in the Short-term exchanges to live the European involvement directly. They attended regular classes, topic-

	<p>related workshops and lectures, cultural activities.</p> <p>Parents – selected parents attended the workshops organized by the host schools in order to be able to distinguish and handle cyberbullying acts made towards their children and to be better prepared to raise their children in a secure digital world.</p>
Financing:	<ul style="list-style-type: none"> • Eu Grant: 127.751,00 € • Action: Cooperation for innovation and the exchange of good practices
Description:	<p>This project is based on the idea that, as it is not possible to make the virtual world completely safe, it is necessary to build children’s resilience to the material and awareness to which they may be exposed and help build their confidence and skills to manage both the tools and the situations of the Information Society.</p> <p>The aims through this project were to cooperate and exchange practices and guidelines characteristic of each school in order to attain a common strategy for dealing with cyberbullying.</p> <p>Expected objectives were the following:</p> <ul style="list-style-type: none"> - To decrease the incidence of cyberbullying by at least 50% in 2 years - To raise the awareness of at least 80% of the target group related to all forms of bullying at the end of the 2 project years - To improve parents’ capacity to monitor their children’s online activity by producing one guide for them and running 4 workshops (C2-C4)
Results achieved:	<p>The project was meant to contribute to the European dimension of schools, upgrade their</p>

	<p>security methodologies and ensure a safer environment for students from cyberbullying.</p> <p>The European schools involved worked united sharing materials, information, tools, skills and their appropriate experiences, improving openness and flexibility of our teachers and our students.</p>
Innovation:	The innovative aspect of the project lies in the development of schools' role as a local resource and in the methodology employed based on a fruitful collaboration school-parents-students.
Empowerment:	<p>The school gaining an advantage in the local community.</p> <p>Have the schools be more prepared to deal with the phenomenon of cyberbullying, and make students able to identify such situations and how to act in such circumstances.</p> <p>Enables parents to become more active in their children's life, monitoring and guiding them, providing them with support.</p>
Website:	NA
Contacts:	Istituto Comprensivo G. Nosengo via Gianinea, 34 91020 Petrosino Sicilia Italy

<p>Together for Tackling Cyberbullying</p> <p>2021-1-IT03-KA220-YOU-000029227</p> <p>National Best Practices.</p>	
Name:	LET'S COMMUNICATE!
When:	Start date: 07-01-2018 End date: 06-01-2019
Where:	ITALY - City of Rivoli (Turin) and 2 days in the mountains (1,300 m a.s.l), Campo Tende - Colle del Lys
Who:	COMUNE DI RIVOLI

<p>Beneficiaries:</p>	<p>4 young people from Belgium, Italy, Macedonia, Portugal, Spain (gender balance ensured) + 1 Team leader</p> <p>Age of participants: 18-25 - Large participation was given to young people with fewer social, cultural, economic and geographical opportunities.</p>
<p>Financing:</p>	<ul style="list-style-type: none"> • Eu Grant: 15.578,00 € • Action: Learning Mobility of Individuals
<p>Description:</p>	<p>Topics: communication as a tool in the hands of young people to convey messages and values, encourage youth participation and virtuous behavior through the positive use of social media. The influence of the media on people and people on the media.</p>
<p>Objectives:</p>	<ul style="list-style-type: none"> - Activate reflection on communication and the potential influence it has on people and in different cultures - reasoning on the phenomena of negative and violent communication (hate speech, bullying and cyberbullying, propaganda and fake news) - to encourage critical thinking and use of social media and non-violent/positive communication - to find together tools to enhance of positive communication, active citizenship, youth participation. - provide tools and skills useful for daily life of the participants.
<p>Results achieved:</p>	<ul style="list-style-type: none"> - Young people awareness about not stopping at the news itself, but learning to discern and process information with a greater sense of critics and autonomy

	<ul style="list-style-type: none"> - Understanding of the importance of choosing the language and messages that are delivered to other people, through dialogue and the use of media (online and offline). - Encourage more young people to take part in volunteering projects, to engage in their community (family, school, sports, etc.), to increase the sense of civic responsibility, which is essential to improve the European social context. - The results were monitored and evaluated constantly throughout the activity to ensure that each group could bring them back into their territory and social context. After the project, participants were still in contact to continue reflection and further developments once they are back.
<p>Innovation:</p>	<p>Among the methodologies used, there has been wide use of non-formal and practical activities: simulation games, role-playing games, interaction with local realities and youth groups, peer training, meetings with citizens and representatives of institutions.</p> <p>Opportunities were given to facilitate intercultural learning, through non-formal learning processes, such as: sharing cultural activities, communication processes, presentation of their own countries and the host country visits to historical places, discussions, reflections, evaluations, dissemination of results, the group had the opportunity to exchange knowledge and develop skills.</p>
<p>Empowerment: <i>Describe the specific impact generated</i></p>	<p>Thanks to this experience, the participants were able to reap long-term benefits to be exploited in their future life. For example:</p> <ul style="list-style-type: none"> - increase participation and active citizenship

	<ul style="list-style-type: none"> - strengthen the fight against exclusion in all its forms, starting from bullying and cyberbullying, to hate speech, racism and xenophobia. - learn the curiosity towards different cultures, through the enhancement of aspects that unite and others that make us different. - promoting youth mobility, the ability to engage and act with awareness. - acquire tools to develop the critical spirit, which leads them to make personal choices in their reference context, to transform their ideas, their own propensities, their own desires. - acquire instruments of autonomy and initiative, including instruments related to the Erasmus + program.
Website:	NA
Contacts:	COMUNE DI RIVOLI Corso Francia 98 10098 Rivoli Piemonte Italy



<p>Together for Tackling Cyberbullying</p> <p>2021-1-IT03-KA220-YOU-000029227</p> <p>National Best Practices.</p>	
Name:	Work Plan 2021
When:	August / December 2021
Where:	Serbia, Bosnia and Herzegovina, Albania, North Macedonia, Italy, Greece, Croatia and Turkey
Who:	Hate Fighters Network

<p><i>Beneficiaries:</i></p>	<p>Youth workers, ,Peer educators ,Young people, Media and media professionals</p>
<p><i>Financing:</i></p>	<p>Work Plan of European Youth Foundation of Council of Europe</p>
<p><i>Description:</i></p>	<p>Hate Fighters Network (HFN) implemented HFN Work Plan 2021 in cooperation with Club for Youth Empowerment 018 (KOM 018) – Serbia, Red Cross Novo Sarajevo – Bosnia and Herzegovina, Beyond Borders – Italy, SPPMD – North Macedonia, Perspektiva – Albania, Hellenic Youth Participation – Greece, Impress – Croatia and Youth Work Association – Turkey. Main aim of HFN Work Plan 2021 was to strengthen the role of young people in peace-building activities and combat against fake news and hate speech in media. 3 main activities of HFN Work Plan 2021 were: 1) Training for “Counter and Alternative narratives as a respond to Fake News and Hate Speech in media”, 2) Local trainings and We Can campaign and 3) HFN 2021 – final conference. Project increased the competences of young people in the use of counter and alternative narratives to combat fake news and hate speech through methodology of We Can! Manual and creation of the creative tools as counter narratives.</p>
<p><i>Results achieved:</i></p>	<ul style="list-style-type: none"> - 1 international training was organized - 24 youth workers and peer educators gained skills, competences and new information in regard to the media literacy and combat against hate speech and fake news in media - 8 local trainings were organized according to the work plan and developed programs - More than 160 participants of local trainings gained concrete skills,

	<p>competences and knowledge in regard to information and media literacy</p> <ul style="list-style-type: none"> - More than 40 products (counter and alternative narratives) were developed - We Can! Campaign implemented by all partners - More than 400 direct participants of all project activities gained concrete skills, competences and knowledge in regard to information and media literacy - More than 50000 people reached through promotional and campaign activities in all 8 participating communities
<i>Innovation:</i>	Participants of this project and its activities had the opportunity to learn more about the specific parts of media literacy – critical thinking skills. They got the opportunity to develop their personal critical thinking skills as well as to learn how to transfer those skills and knowledge on to their peers and young people in general.
<i>Empowerment:</i>	Media literacy
<i>Website:</i>	https://hfn.org.rs/index.php/2021/07/08/hfn-work-plan-2021/
<i>Contact</i>	N/A

<p>Together for Tackling Cyberbullying</p> <p>2021-1-IT03-KA220-YOU-000029227</p> <p>National Best Practices.</p>	
<i>Name:</i>	Critical thinking and problem solving in school -

	A collection of examples of class preparations and school projects that encourage critical thinking and problem solving and use microbit
<i>When:</i>	2021
<i>Where:</i>	Serbia
<i>Who:</i>	Ministry of Education of Republic of Serbia British Council
<i>Stakeholders of the project:</i>	Educational Institutions
<i>Beneficiaries:</i>	Teachers and professionals in formal education system
<i>Financing:</i>	Schools for 21 st century – Program of the British council
<i>Description:</i>	Within the program of the British council - Schools for 21 st century new guidebook was developed on Serbian for teachers to incorporate critical thinking skills into their programs.
<i>Results achieved:</i>	Official Institute for the Improvement of Education and Training of Republic of Serbia recognized the importance of such product and it recognized it as official instrument for improvement of education in formal institutions.
<i>Innovation:</i>	So far formal education in schools was old dated and both teachers and students have problems with unadjusted programs and contents of the school programs and classes. This represents a big step forward as students are now directed to problem solving and critical thinking rather than simple and traditional repeating what they heard or read.
<i>Empowerment:</i>	Critical thinking in formal education

Website:	https://zuov.gov.rs/zbirka-primer-a-priprema-za-casove-i-skolskih-projekata-kriticko-misljenje-i-resavanje-problema-u-skoli/
Contact	N/A

<p>Together for Tackling Cyberbullying 2021-1-IT03-KA220-YOU-000029227 National Best Practices.</p>	
Name:	Free training "Teaching that encourages critical thinking and problem solving"
When:	2022 - ongoing
Where:	Serbia
Who:	Institute for Evaluation of the Quality of Education and Training Ministry of Education of Republic of Serbia British Council
Stakeholders of the project:	Educational Institutions
Beneficiaries:	Teachers and professionals in formal education system
Financing:	Schools for 21 st century - Program of the British council
Description:	As part of the "Schools for the 21st Century" program, jointly implemented by the British Council and the Ministry of Education, online training "Teaching that encourages critical thinking and problem solving" has been developed. The training is intended for all classroom and subject teachers in primary schools. It is on the list of programs of public interest approved by the Minister (610-00-

	01278/1/2021-07 dated October 29, 2021) and includes 16 hours of professional training.
Results achieved:	Project is ongoing
Innovation:	It represents new approach in improvement of formal educational systems and it provides new opportunities for improvement of cross-sectoral cooperation which is one of the priorities when it comes to reform of the formal education systems.
Empowerment:	Critical thinking in formal education.
Website:	https://ceo.edu.rs/besplatna-onlajn-obuka-obavestenje/
Contact	N/A



<p>Together for Tackling Cyberbullying 2021-1-IT03-KA220-YOU-000029227 National Best Practices.</p>	
Name:	Safe Net Builders
When:	12-14 August 2020
Where:	Romania and Moldova
Who:	Young Initiative Association
Stakeholders of the project:	Empowering young people and developing their critical thinking for recognition of cyberbullying situations and identifying solutions; Increasing awareness of the phenomenon of cyberbullying

	<p>and its effects by 20 young people from Romania and the Republic of Moldova;</p> <p>Supporting 20 young people from Romania and the Republic of Moldova with identification methods of appropriate solutions for cyberbullying cases;</p> <p>Creation of non-formal learning contexts and online safe spaces for 20 young people from Romania and the Republic of Moldova in order to understand the differences between online and offline identity.</p>
<i>Beneficiaries:</i>	n/a
<i>Financing:</i>	20 young people from Romania and the Republic of Moldova
<i>Description:</i>	n/a
<i>Results achieved:</i>	During the implementation of the summer school, learning activities were organized such as: identification of the main elements related to cyberbullying and bullying; showing how various works social media platforms through the lens of collecting personal data; the differences between online and offline identity, exercises of human rights in the online environment; identifying solutions for various cases of cyberbullying; awareness of how to young people are influenced or not by the public figures they follow online.
<i>Innovation:</i>	It raised awareness among 20 young people from Romania and Republic of Moldova on cyberbullying causes and effects and on prevention methods.
<i>Empowerment:</i>	
<i>Website:</i>	

Contact	https://www.younginitiative.org/
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<p>Together for Tackling Cyberbullying 2021-1-IT03-KA220-YOU-000029227 National Best Practices.</p>	
Name:	EuBully
When:	present
Where:	Romania, national level
Who:	EuBully
Beneficiaries:	Young people
Financing:	n/a
Description:	<p>A stand-alone application that will allow students to report bullying incidents, which will specify the type and circumstances of it, in the form of a bullying diary will be developed. The content of the game is structured on topics, facts (learning objects) and questions. They are kept in a relational database, stored in an EU center or by an accepted provider. The game selects questions based on users' knowledge of the subject and facts, with the aim of providing a learning experience tailored to each individual. At the reporting level, the system stores each answer separately and tracks the level of understanding through facts and topics. This allows getting to know the students and monitoring their progress, compared to other people. At a higher level, you can cross-analyze students by location, population, age, gender, education, or random tags.</p>

Results achieved:	- n/a yet
Innovation:	Providing an application for young people to share their cyberbullying experience and to raise awareness on the effects of online harassment
Empowerment:	n/a yet
Website:	https://eubully.eu/activitati/
Contact	N/A



<p>Together for Tackling Cyberbullying 2021-1-IT03-KA220-YOU-000029227 National Best Practices.</p>	
Name:	ON-LIVE: Tools against Cyberbullying
When:	Start date: 01-01-2017 End date: 31-08-2018
Where:	Lorca, Spain
Who:	Ayuntamiento de Lorca
Beneficiaries:	Target groups to which the project aims are three: youth workers who develop tools based on NFE, teachers who can use these tools to prevent cyberbullying and finally, young people themselves who will receive workshops to prevent this attitude and take an active role in their fight against it.
Financing:	<ul style="list-style-type: none"> Eu Grant: 121.085,00 € Action: Cooperation for innovation and the exchange of good practices
Description:	According to a study done by Save the Children, 1 in 10 young people in Spain is suffering from

	<p>cyberbullying. Cyberbullying is not so visible for teachers, many of them disconnected from new technologies and they feel powerless in a situation they can not control. We have also observed the ease and impunity with which occurs because young people do not control the consequences of actions that seem, in principle, simple and innocent and which many youngsters participate actively or passively.</p>
<p><i>Results achieved:</i></p>	<p>This project planned to achieve a minimum of:6 project coordinators (a coordinator for each partner organisation plus a financial coordinator Cazalla Intercultural) 6 young workers experts in non-formal education responsible for developing the T-Comic-Kit and the publication of "Tips for Mediators in cyberbullying".60 teachers from schools in France, Spain and Italy that will access to the tools created during the project.700 young people participating in the workshops of testing the T-Comic-Kit and mediation workshops. 150 interested in the subject (teachers, youth workers, youth, politicians) will participate in the final national conferences.</p> <p>TANGIBLE RESULTS:</p> <ul style="list-style-type: none"> ● An investigation into the situation of cyberbullying in classrooms in Spain, Italy and France. ● A guide of good practices on cyberbullying for teachers and youth workers. A T-Comic-Kit, a tool for both teachers and youth workers can work this issue with their young and a publication "Tips for Mediators in cyberbullying" especially aimed at young people with the aim of creating groups of mediators in schools and are the young people themselves

	mediate, prevent and raise awareness on this issue.
<i>Innovation:</i>	The innovation resides on the methodology which included various approaches: Collaboration, research, development, approval, implementation, testing and feedback.
<i>Empowerment:</i>	The impact is assured due to the combination of research and publications, training, testing, and this impact is focused on achieving greater training of teachers, youth workers and youth to prevent and raise awareness about the issue of cyberbullying. The long-term sustainability is also assured due to the selection of partners working directly with young people and they can use what they have learned in this project in the future, and also thanks to the different formats of intellectual products and its transferability.
<i>Website:</i>	Not Applicable
<i>Contacts:</i>	Partner Type: Local Public body Phone: +34968479700

<p>Together for Tackling Cyberbullying 2021-1-IT03-KA220-YOU-000029227 National Best Practices.</p>	
<i>Name:</i>	ONE RADIO 1920-2020
<i>When:</i>	Start date: 01-01-2020 End date: 31-12-2021
<i>Where:</i>	Coruña, Spain
<i>Who:</i>	Asociación Cultural Ingalicia
<i>Beneficiaries:</i>	Young people
<i>Financing:</i>	• Eu Grant: 79.362,00 €

	<ul style="list-style-type: none"> • Action: Cooperation for innovation and the exchange of good practices
<i>Description:</i>	<p>OneRadio EU was born to celebrate 100 years of the first radio broadcast in the sense of musical radio history and we want to do it through the creation of a network of European strategic cooperation between organisations active in the promotion of youth participation in local activities , National and international. The main mission of the project is to encourage the participation and commitment of young people to the activities offered by local organisations as a way of developing skills and abilities that they can not develop in the field of formal education.</p>
<i>Results achieved:</i>	<ul style="list-style-type: none"> • Value the role of entities that work to promote youth. • Building transnational bridges that allow for educational exchange. • To encourage the development of skills linked to social entrepreneurship among young people, as well as the acquisition of skills that facilitate the prevention of cyberbullying and their insertion in the European labour market. • Creation of web formats, innovative radios, replicable nationally and internationally so that they can involve more and more young people and be a tool considered high quality by educators and trainers.
<i>Innovation:</i>	<p>The web radio represents an easy tool to know and use so that all young people, without any discrimination, can participate, and at the same time a way to improve the knowledge linked to the world of ICT and</p>

	business management. In the medium and long term, the partners hope to expand the European network to new realities thanks to the collective effort we will make during the dissemination activities, with the aim of guaranteeing sustainability and increasing the number of similar initiatives in Europe.
<i>Empowerment:</i>	<p>The capacity and competences of each partner in the development of activities linked to the promotion of European opportunities and the promotion of self-employment will guarantee the attainment of quality results.</p> <p>The acquisition of specific skills and abilities in the world of communication, auditing and the creation of social enterprises will allow young participants to have more employment opportunities, both locally and internationally, as their profiles are visible on the web platform European that we will create.</p>
<i>Website:</i>	Not Applicable
<i>Contacts:</i>	<p>Coordinator Type: European NGO</p> <p>Website: http://www.ingalicia.org</p> <p>Phone: +34692372780</p>

<p>Together for Tackling Cyberbullying</p> <p>2021-1-IT03-KA220-YOU-000029227</p> <p>National Best Practices.</p>	
<i>Name:</i>	Responsible Technology use vs Cyberbullying among European Youth
<i>When:</i>	Start date: 01-09-2015

	End date: 31-08-2017
Where:	Elche, Spain
Who:	IES CAYETANO SEMPERE
Beneficiaries:	<p>Teenegers suffering cyberbullying.</p> <p>The direct participants in each school (Germany, Sweden and Spain) have been aproximately 60 students aged 16-18 per year. These three countries worked in two Etwinning projects which were the start of this collaboration. Moreover, there were other participants which have benefited indirectly from the project such as the rest of the school community (students, teachers, parents), local and regional entities as well as any mobile phone subscriber that wants to check the results of our researches in the webpage of the project.</p>
Financing:	<ul style="list-style-type: none"> • Eu Grant: 87.205,00 € • Action: Cooperation for innovation and the exchange of good practices
Description:	The present context situates teenagers as the top consumers of mobile telephones and the Internet and surveys sometimes show that they pay for outrageous or even useless services that increase their telephone bills unnecessarily. Besides, they are also pointed out as the main victims of such a common problem like cyberbullying.
Results achieved:	The outputs of the different activities have been mainly written tasks (personal descriptions, informative dossiers, brochures, notice board, etc.), digital tasks (posters, charts, short films, web, blog, app, QR codes and Europass), and tasks which aimed at

	<p>improving the basic competences and strengthen their European identity. Regarding the outputs related to the monitoring and evaluation of the project, several surveys were created as well as the middle and final report forms. Finally, a personal and professional development was expected in the teachers who participate.</p>
<p><i>Innovation:</i></p>	<p>The competences they pretended to develop were: autonomy competence, so that our students learnt to improve the management of these devices; technological competence, which would help them to use new technologies as a tool in the school and the labour market; competence in the interaction with the physical world, since they have to learn about the ecological impact of the materials used for the manufacturing of mobile phones and, finally, competence in linguistic communication which stems from the interaction with the other European partners.</p>
<p><i>Empowerment:</i></p>	<p>The expected impact on the participants has been very positive since, on the one hand, the pupils have acquired knowledge/competences related to the project on a short/medium term but they have also learnt to understand how diversity may enrich their lives and have also acquired a European citizenship awareness. The motivation of participating teachers has also meant a revitalization of the schools in the medium/long-term.</p> <p>Finally, with this project, the pupils have benefited from the acquisition of some tools which will help them in the long term for</p>

	obtaining work and for participating more actively in the society.
Website:	Not Applicable
Contacts:	School/Institute/Educational centre – Vocational Training (secondary level) Phone: +34966912265

Best practices Digital Skills



<p>Together for Tackling Cyberbullying 2021-1-IT03-KA220-YOU-000029227 National Best Practices.</p>	
Name:	Peer mediation at school
When:	Start date: 01.10.2018. End date: 31.08.2020.
Where:	Germany, Domhof 7, 31134 Hildesheim, Niedersachsen
Who:	Bischöfliches Gymnasium Josephinum
Stakeholders of the project:	Partners: Italy, Slovakia, Germany Students and peer meditators were involved in the project.
Beneficiaries:	Pupils between 13-15 years old (in grade 8, and the project lasted one school year)
Financing:	Eu Grant: 64.908,00 €

	Programme: Erasmus+
Description:	<p>Students have looked at different definitions of the term "conflict". The students have learned to analyze conflicts using different theoretical models ("spider web analysis", iceberg model). The students have learned to express their own feelings, they have trained the ability to listen actively, and have practiced representing their own interests appropriately. The students have learned the principles of dispute resolution such as impartiality, confidentiality, and appreciation. They have acquired the standardized procedure of a mediation discussion, including the appropriate language repertoire, and have mediated typical school conflict situations in role-plays. The students also experienced the limits of mediation and were sensitized to the fact that there are situations in which external help must be sought. The peer mediators were trained as media coaches.</p> <p>We can use learning young people to analyze conflicts using different theoretical models ("spider web analysis", iceberg model) as an example of a best practice in which they will improve their digital skills, as well as learn to actively participate, giving them space to have a say in the digital environment.</p>
Results achieved:	The participating schools have or want to establish the training and work of the arbitrators in the schools on a permanent basis. During the project work, contents, methods, and English vocabulary have been collected in a digital handbook, which will be available to future generations of peer mediators.
Innovation:	The peer mediators were trained as media coaches. They were sensitized to different

	<p>mobbing structures with a focus on cyberbullying and developed positive action patterns for behavior in social networks. Here they have gained expertise on new information technologies and legal principles. The pupils reflect on their own behavior on the net. In the future, they will offer workshops on the topic of "social media" in the 5th grade.</p> <p>We can use a digital handbook as a best practice in which the future generations of peer mediators will have all the information at one place, so it will be easier to establish the training in schools.</p>
<i>Empowerment:</i>	<p>The experience of solving conflicts through communication empowers students to use those tools and frameworks in their surroundings and be more confident in such situations. Being aware of theoretical models also helps alleviate the feeling of being alone in a certain problem, as the theory shows that many others have gone through similar situations. This empowers the pupils to be more persistent in searching for solutions and resolving the conflicts by way of communication.</p>
<i>Website:</i>	<p>https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-DE03-KA229-047240</p>
<i>Contacts:</i>	<p>+49512117950</p>

Together for Tackling Cyberbullying
2021-1-IT03-KA220-YOU-000029227

National Best Practices.	
Name:	Say NO to cyberbullying
When:	Start date: 04.06.2018. End date: 03.12.2018.
Where:	Germany, Trautenastr. 5, 10717 Berlin
Who:	Zentralrat der Serben in Deutschland e.V.
Stakeholders of the project:	Partners: Serbia, Estonia, France, Kosovo, Bosnia and Herzegovina, Latvia, Poland, Montenegro, Portugal, Germany - 3 participants per country; 30 in total + 3 trainers and 3 support staff
Beneficiaries:	Young people
Financing:	Eu Grant: 19.872,00 € Programme: Erasmus+
Description:	The main aim of this project is to get new perspectives, exchange experiences, gain knowledge, and adopt new methods in working with youngsters in and out of schools in order to prevent cyberbullying. The initiative for this project, consisted out of a single activity on an international level, a training course, that will gather young people, youth workers and educators. Majority of activities within this training course were based on Non Formal Education methodology, and will be highly participatory. During this activities, trainers were using varieties of methods: Role play, Visual methods, Buzz groups, Discussion, lectures, practical workshops, presentations, group discussions, ice-breakers, energizers, reflective sharing, discussions in

	<p>small groups, discussions in the plenary, question and answer sessions, debriefing after each exercise, presentations, info sessions for theoretical input, workshops and group work in order to explore concrete examples of methodological approaches to work against cyberbullying.</p> <p>Presentations can be used as an example of best practice because each presentation provides a unique view of the presenter, which in return helps young people understand different points of view in more detail, while also helping them to express their views more easily.</p>
<p><i>Results achieved:</i></p>	
<p><i>Innovation:</i></p>	<p>One of the key visibility elements of this project is a “Workshop Book”, a small online manual with theoretical input and workshop examples, created by participants and trainers.</p> <p>We can consider this manual a best practice because there is an obvious lack of brochures and manuals on the topic of cyberbullying, and by making it, we would insure that there will be a bigger impact on an international level and a high use of the manual in schools and universities, which will help in preventing cyberbullying in the future.</p>
<p><i>Empowerment:</i></p>	<p>With the Non Formal Education methodology and high levels of participation, young people can feel more empowered to share their views and discuss the topic of cyberbullying. This is something that typical lectures cannot offer. By actively participating in different exercises</p>

	throughout the whole workshop, young people can feel more empowered to share the impact of this initiative to their peers, even after the end of the project, creating a positive snowball effect.
Website:	https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-DE04-KA105-016317
Contacts:	+491637397187

<p>Together for Tackling Cyberbullying 2021-1-IT03-KA220-YOU-000029227 National Best Practices.</p>	
Name:	Media Literacy in the Digitalised Era: supporting teachers through a whole-school approach
When:	Start date: 01.09.2018. End date: 31.08.2021.
Where:	United Kingdom, Wulfruna Street, West Midlands
Who:	University of Wolverhampton
Stakeholders of the project:	Partners: Cyprus, Greece, United Kingdom, Germany
Beneficiaries:	Pupils, students and teachers
Financing:	Eu Grant: 308.084,00 € Programme: Erasmus+
Description:)	The MeLDE skills cover 17 topics (including social media and classroom collaboration

	<p>platforms, fake news, managing digital identity, cyberbullying, creating compelling digital content for educational purposes, digital copyright, distance learning, self-promotion, and digital citizenship) within 4 online modules, which are:</p> <ol style="list-style-type: none"> 1. Digital Teaching & Learning Skills 2. Online Communication & Collaboration 3. Digital Content Creation and 4. E-SafetyT <p>The MeLDE consortium has produced a FRAMEWORK mapping out the approaches in schools related to the promotion of media literacy skills for digital citizenship, an ePLATFORM with accompanying assessment tool to measure media literacy skills acquired; a TOOL BANK of resources and teaching materials, an ACADEMY of teacher training materials, and a TOOLKIT to guide teachers to implement the MeLDE skills in their schools.</p> <p>We can consider using these 4 online modules as a best practice to improve teachers' digital skills so that they can work on preventing cyberbullying more effectonately.</p>
<p><i>Results achieved:</i></p>	<p>Feedback on the TOOLKIT has been constructive and positive with an estimated 8000 people having been reached directly or indirectly through project activities at the end of the three year project. This number is set to grow as the MeLDE materials are adopted by more teachers and schools. A follow-on project DigiTEAL examining the lesson learnt by the move to online teaching necessitated by the Covid pandemic is already underway. The project has collected together and categorised professional development opportunities offered in each partner country</p>

	(UK, Greece, Cyprus, Germany) and other e-tools/resources/good practices to support the teaching of digital citizenship concepts, values and competences.
<i>Innovation:</i>	<p>The consortium has developed the educational materials within each Module as well as the teacher TOOLKIT in English, Greek and German thereby extending the reach of the project. The materials have been reviewed by experts and piloted by teachers.</p> <p>We can consider this TOOLKIT a best practice because its use will hopefully support students and teachers by providing them the opportunity to acquire new competencies which are essential for safe and responsible online activities. Furthermore, it will give teachers the tools to empower students and try to work with them on preventing cyberbullying.</p>
<i>Empowerment:</i>	By using a TOOLKIT, teachers will have the needed tools to empower students and try to work with them on preventing cyberbullying.
<i>Website:</i>	https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-UK01-KA201-048041
<i>Contacts:</i>	+441902321195



<p>Together for Tackling Cyberbullying 2021-1-IT03-KA220-YOU-000029227 National Best Practices.</p>	
Name:	Cyberbullying, let's talk!
When:	<ul style="list-style-type: none"> • Start date: 01-02-2015 • End date: 30-09-2015
Where:	Vermiglio, Italy
Who:	comune di vermiglio
Beneficiaries:	Young people affected by cyberbullying
Financing:	<ul style="list-style-type: none"> • Eu Grant: 26.940,00 € • Action: Learning Mobility of Individuals
Description:	<p>The project “Cyberbullying, let’s talk!” sponsored by the city of Vermiglio lasted for six months and involved 11 organizations (public and private) in 7 European countries and neighbouring countries (Armenia, Georgia, Portugal, Spain, Turkey, Hungary and Italy).</p> <p>Two actions were developed:</p> <ul style="list-style-type: none"> - One that involved all the realities in a study visit, which involved a total of 22 Youth Workers; - A second one which involved four boys aged 16 to 22 years plus one accompanying person for each country for a total of 35 participants in Youth exchange in Trentino Alto Adige. <p>The project stems from the need to disclose important information about the use of new technologies, and above all the use that they make of the digital natives. The new generations</p>

	<p>have very powerful tools to use on a daily basis and they do not know the real potential and risks. At the same time even their families, in most situations, are aware of it and as well are missing in most cases the technological knowledge in order to limit the potential harmful effects.</p> <p>The project aims to increase the knowledge and ability to protect young people when using the Internet and in particular social networks, including through the existing mobile technologies.</p>
<p><i>Results achieved:</i></p>	<p>Intangible result: at the end of the project, the participants were better able to use the new technologies, in a safe way and in the respect of the rights of others. They understood the risks related to the spread of photos and video on the network and related issues making them citizens more alert and able to judge media messages that promote a rapid and thoughtful use of the new tools of socialization at their disposal.</p>
<p><i>Innovation:</i></p>	<p>Bringing together groups of young people reflecting on the tools of socialization in distance helped stimulate the creation of informal groups and encourage the use of such resources for the exchange of ideas, projects and opportunities on a European scale. The constant presence of the technological resources of communication and sharing of their own and other people's private lives, forces us to think in an active way locally, nationally and internationally on issues related to the violation of privacy and the use of these resources for the purposes of threat, violence or persecution; especially towards the younger people and even by a part of the population who for personal reasons is not yet in full possession of moral and ethical ability to define the limits within which it is permissible to use the new technologies to disseminate their material private and others.</p>

Empowerment:	Youths are better able to use the new technologies, in a safe way and in the respect of the rights of other. They understand the risks related to the spread of photos and video on the network and related issues making them citizens more alert and able to judge media messages that promote a rapid and thoughtful use of the new tools of socialization at their disposal.
Website:	NA
Contacts:	comune di vermiglio p.zza Giovanni XIII 1 38029 Vermiglio Provincia Autonoma di Trento

<p>Together for Tackling Cyberbullying 2021-1-IT03-KA220-YOU-000029227 National Best Practices.</p>	
Name:	Net is the key
When:	<ul style="list-style-type: none"> • Start date: 01-09-2014 • End date: 31-08-2017
Where:	Varese, Italy
Who:	Istituto Comprensivo Varese 2
Beneficiaries:	Teachers, pupils
Financing:	<ul style="list-style-type: none"> • Eu Grant: 193.100,00 € • Action: Cooperation for innovation and the exchange of good practices
Description:	The title of the partnership “Net is the key” explains in a nutshell the aim of this project : the focus was on the use of ICT tools and Internet to develop key competences skills in pupils (communicating; being creative; working with

	<p>others; managing information and critical thinking ;understanding safety, security and well-being when using ICT, developing “digital citizenship”) and to improve teachers' attitude and approach towards ICT tools and use of Internet for teaching and for professional development .</p> <p>Teachers have planned ICT-enhanced lessons to be used in any subject context through the selection of appropriate ICT for lesson preparation, teaching- learning -assessment activities and have shared them with partners. Communication through the use of new media have been enhanced either for staff involved and children with their parents (Wikispace - www.wikispaces.com; Blogs https://kidblog.org, newsletter ; videoconferences; Twitter-Facebook -Skype-Google Drive-Youtube). Seven schools from different parts of Europe were involved: Italy(2) , Bulgaria , Romania, Turkey, UK (Northern Ireland) , Poland. Most of the key persons have good experience, competences and skills on the subject.</p> <p>The partners have made use of OER (Open educational resources) to improve the quality of education, knowledge sharing and capacity building.</p>
<p>Results achieved:</p>	<p>The project helps teachers develop competences in how to integrate ICT into teaching practice in a collaborative and sustainable way and to help students to avoid abuses on the Internet or improper use of the net giving them the right tools to navigate in a safe, proper and responsible way.</p>

	<ul style="list-style-type: none"> ● Even if most teachers are generally confident and positive about the use of ICTs for learning often they lack confidence that is the real is key to change : skilled and confident teachers are more important than the latest equipment to delivering digital skills and knowledge.
<i>Innovation:</i>	Innovative and challenging pedagogical approaches such as Blended learning, a mix of technology and traditional face-to-face instructions, and flipped learning in order to extend learning outside the classroom. Wikispaces, blogs and websites were used in order to make learning more engaging and attractive for all the pupils in schools.
<i>Empowerment:</i>	Concerning long term benefits, all partners gained in expertise and were made aware of the importance of a "lifelong learners" perspective in order to pass this concept also to their students/learners. Even if there are, at present, marked country differences concernig either attitude on ICT's based learning activities or equipment, the project has reinforced the idea that a change in teaching cannot be postponed and that it is very important for teachers to collaborate and network in order to push for a change in the school policy on ICT use.
<i>Website:</i>	NA
<i>Contacts:</i>	Istituto Comprensivo Varese 2 via Appiani 15 21100 Varese Lombardia Italy

<p>Together for Tackling Cyberbullying</p> <p>2021-1-IT03-KA220-YOU-000029227</p> <p>National Best Practices.</p>	
Name:	Skills for school professionals against cyberbullying events
When:	Start date: 01-10-2017 End date: 30-09-2019
Where:	Brindisi, Italy
Who:	Istituto Comprensivo Bozzano
Beneficiaries:	The main target group involved in the project were represented by school teachers (ISCED2 and ISCED3 levels). Indirect target groups were school manager and non teaching staff; students; parents; school authorities and decision makers. 139 teachers were involved in the MOOC trial and 300 participated in the Multiplier events organized in the partner countries. The Public Digital Library received over 8.000 visits during the project's lifecycle.
Financing:	<ul style="list-style-type: none"> • Eu Grant: 296.966,00 € • Action: Cooperation for innovation and the exchange of good practices
Description:	The project SPACE answers to the training needs of school teachers , in order to make them acquire competences to prevent/contrast cyberbullying and to answer the lack of structured educational actions ensuring that teachers acquire the knowledge of its dynamics, the mastering of the digital technologies for a safe use of the Web, and the competences to plan action of prevention, information and training.

<p><i>Results achieved:</i></p>	<p>The project lasted 24 months, during which the following activities took place:</p> <ul style="list-style-type: none"> - realization of a map of competences and a MOOC model; - design and development of an online digital library on cyberbullying; ● - retrieval, cataloguing and identification of OER on cyberbullying, and implementation of these resources in the digital library; - setting up and customi
<p><i>Innovation:</i></p>	<p>The innovative aspect lies on the creation of the online digital library on cyberbullying and develop teachers specific skills in terms of cyberbullying.</p>
<p><i>Empowerment:</i></p>	<p>Teacher using the material produced are empowered and more aware on the topic of cyberbullying and how to deal with it at school.</p>
<p><i>Website:</i></p>	<p>NA</p>
<p><i>Contacts:</i></p>	<p>Istituto Comprensivo Bozzano Viale Aldo Moro, 2 72100 Brindisi Puglia Italy</p>



Co-funded by the European Union



<p>Together for Tackling Cyberbullying</p> <p>2021-1-IT03-KA220-YOU-000029227</p> <p>National Best Practices.</p>	
Name:	You know how – digital skills development
When:	April 2022
Where:	Serbia
Who:	Initiative “Digital Serbia”
Beneficiaries:	Young people, Students, Unemployed youth
Financing:	Supported by UNICEF Serbia
Description:	Several free online courses for digital skills development which were led by experts in 8 key areas. Experts from some of the most prominent companies in Serbia (Direct Media, Karanović & Partners, Nordeus, OTP banka, PwC, Symphony, TeleGroup) discussed the topics and answered very specific questions such as how to make podcasts, websites, how to edit texts, making good presentations or how to shop online, as well as the more abstract ones like how to stand out in your job search and stay safe online.
Results achieved:	More than 150 young people took part in several courses.
Innovation:	By combining public and private sectors, their fundings, ideas and commitment, the digital division that exists can be overcome much easier, providing access to learning, skills and economic opportunities for every child and youth is one of the ways to do it. This initiative helps in ensuring that more children and young people, especially the most vulnerable, can feel the benefits of the ongoing digital revolution. This new format is just



	one way UNICEF and partners are working on skills development of young people.
Empowerment:	Skills development
Website:	
Contacts:	

<p>Together for Tackling Cyberbullying 2021-1-IT03-KA220-YOU-000029227 National Best Practices.</p>	
Name:	Smart and Safe
When:	27. February 2017 – ongoing
Where:	Serbia
Who:	National contact center for children's safety on the Internet, at the Ministry of Trade, Tourism and Telecommunications
Beneficiaries:	Children Young people, Parents
Financing:	Initiative was created according to the Regulation on the safety and protection of children when using information and communication technologies.
Description:	<p>The "Smart and Safe" platform promotes the development of digital literacy, digital competencies and digital security culture among all citizens of Serbia. Special attention is paid to projects aimed at the younger population, women, as well as people with disabilities. The center is the first, and for now the only, institutional mechanism in the region that deals with the prevention and response to child endangerment in the digital environment, offering citizens the opportunity to contact the phone number 19833 for free or through the online platform Smart and Safe.</p> <p>Serious cases of online endangerment of minors, such as: cyberbullying, recruitment, pornography, abuse of</p>

	<p>profiles on social networks, blackmail and threats, dangerous and fraudulent games and addiction to new technologies, were filed.</p> <p>In order to provide an adequate response to such applications, the Center cooperates with the Prosecutor's Office for High-Tech Crime, the Ministry of Interior, the Ministry of Education, Centers for Social Work and health centers.</p>
Results achieved:	<p>The total number of communications registered in the National Contact Center for Child Safety on the Internet, made through phone calls, e-mails, applications through the website and social networks in 2021, amounts to 6,822.</p> <p>Total items created: 1165</p> <p>Subjects of an advisory nature: 1092</p> <p>Forwarded cases to competent institutions: 73</p>
Innovation:	<p>The center among other things provides advice to citizens on the proper use of the Internet, safe uploading of content and online protection options, as well as prepared brochures in this area in the Digital Library.</p> <p>In addition to receiving reports of online endangerment of children and telephone and online information and counseling, the Center conducts education throughout Serbia.</p>
Empowerment:	Safety on the internet
Website:	https://pametnoibezbedno.gov.rs/
Contact	

<p>Together for Tackling Cyberbullying</p> <p>2021-1-IT03-KA220-YOU-000029227</p> <p>National Best Practices.</p>	
Name:	RECLAIMING PRIVACY: A TOOL TO FIGHT OPPRESSION - Guide for digital safety of youth

<i>When:</i>	January 2020 – January 2022
<i>Where:</i>	Serbia
<i>Who:</i>	Belgrade Open School
<i>Beneficiaries:</i>	Young people People and institutions which work with youth
<i>Financing:</i>	Funded by European Union
<i>Description:</i>	<p>Project activities include:</p> <ul style="list-style-type: none"> • establishing online human rights and privacy documentation platform; • analyzing and reporting on Republic of Serbia's implementation of privacy-related legal framework and standards; • conducting case studies on gross human rights and privacy violations; • media monitoring and making recommendations for Press Council and other relevant institutions; • organizing annual public conferences and online campaigns to present research, case studies, recommendations and policy proposals; • capacity building of human rights defenders and CSOs on protecting privacy rights; • organizing local panel discussions; • capacity building to protect the privacy of high school teachers and students; • initiating court proceedings due to privacy violations; • providing legal advice to human rights defenders and CSOs;

	<ul style="list-style-type: none"> creating guides, leaflets and online tools for human rights defenders, CSOs, public institutions and vulnerable groups.
Results achieved:	Developed Guide
Innovation:	The focus of BOS's work within this project was on strengthening the awareness of educators and young people about the importance of privacy protection, as well as strengthening their capacities in protecting the right to privacy of personal data. By organizing the trainings, BOS brought young people closer to the problem of protecting their own and other people's privacy, personal data, threats, harassment on internet and abuse of privacy. Through the counseling program, BOS additionally trained students to acquire in-depth knowledge on these topics, which will encourage them to apply the acquired knowledge in school activities. Trained students are able to convey information to their peers, thus expanding the domain of action. Upon completion of the workshops, students and teachers have necessary knowledge and skills for combating discrimination and abuse of privacy.
Empowerment:	Privacy protection on the internet
Website:	https://www.bos.rs/ei/uploaded/%20Vodi%C4%8D%20za%20digitalnu%20bezbednost%20mladih.pdf
Contact	



Together for Tackling Cyberbullying 2021-1-IT03-KA220-YOU-000029227 National Best Practices.	
Name:	Future Acceleration Program
When:	March 2022
Where:	Romania, national level
Who:	Ora de Net
Objectives:	<ul style="list-style-type: none"> Raising awareness among young people on the issue of fake news that circulate online.
Beneficiaries:	<u>UiPath Foundation</u>
Financing:	Students
Description:	n/a
Results achieved:	During the 10 workshops organized, it was discussed about the current context, in which children spend many hours on the Internet, and about the emergence of the risk that, while browsing online, they may find materials that are initially very credible, such as: ordering products online from people who the next day they are nowhere to be found, amazing contests that ask for your personal data for generous draws, etc. As any learning process involves questions from the students, in these workshops, the trainers asked relevant questions, arguing the reasons why they formulated these questions with concrete examples from their lives. The didactic materials were adapted to meet the needs of the target group and were integrated into the workshops that

	<p>had a non-formal character, the information being transmitted through role-plays, practical examples, scenarios, interpretation and team activities.</p> <p>Together with the UiPath Foundation, 10 sessions were organized, attended by over 200 children enrolled in the Future Acceleration Program, as well as some of the trainers who frequently work with them.</p> <p>-</p>
<i>Innovation:</i>	The participants received concrete recommendations and advice on the mechanisms by which fake or fake news can be recognized, with the aim of stopping their distribution, misinformation and the generation of negative emotions, with an impact on the well-being of children. The final evaluation of the activity revealed a significant change in the ability of the participants of the activities to identify fake, truncated or counterfeit news, as well as a decrease in the impact they have on the little ones.
<i>Empowerment:</i>	Non-formal educational methods and tools.
<i>Website:</i>	Over 200 students reached.
<i>Contact</i>	

<p>Together for Tackling Cyberbullying</p> <p>2021-1-IT03-KA220-YOU-000029227</p> <p>National Best Practices.</p>	
<i>Name:</i>	The rights of kids and teenagers online
<i>When:</i>	October 2021
<i>Where:</i>	Romania, national level

Who:	Ora de Net
Beneficiaries:	n/a
Financing:	Middle school and high school students
Description:	The objective of this campaign is to help middle school and high school youth to know their online rights, how to react when they are violated, and who to turn to for help.
Results achieved:	- Ora de net prepared a package of educational resources to be used by teachers in their activity with kids. Also, they organized, within this campaign, a competition for the students. They had to create a media material: video, presentation, collage, etc..and the best 5 materials from all over the country were awarded.
Innovation:	Over 200 students participated in activities implemented by their teachers using the package provided.
Empowerment:	Using a non-conventional learning material in educational activities.
Website:	Over 200 kids and 50 teachers were reached out in this campaign.
Contact	

<p>Together for Tackling Cyberbullying 2021-1-IT03-KA220-YOU-000029227 National Best Practices.</p>	
Name:	#NuSuntIntimidat
When:	7 February 2017

<i>Where:</i>	Romania, national level
<i>Who:</i>	Discovery Romania
<i>Beneficiaries:</i>	Discovery Networks Central Europe,
<i>Financing:</i>	Young people
<i>Description:</i>	To inform more than 1.2 million people about the phenomenon of cyberbullying, as well as to mobilize them in the fight against this form of harassment.
<i>Results achieved:</i>	<p>The campaign included a series of video materials made by Ana Morodan, fashion blogger, Marius Chivu, writer, Mikey Haş, vlogger, and other personalities who shared their own stories related to cyberbullying.</p> <ul style="list-style-type: none"> - Discovery Romania promoted the campaign on its Facebook page and encouraged conversations between followers. The campaign continued until the end of March, by publishing articles and analyzes about cyberbullying on the Discovery Romania social media accounts.
<i>Innovation:</i>	Over 1M people were involved in the campaign
<i>Empowerment:</i>	Promoting and involving young people in an online campaign, providing them the opportunity to express themselves free in an neutral space.
<i>Website:</i>	As Discovery it's a huge company with millions of fans, the initiative managed to reach at least 1M people from Romania and abroad
<i>Contact</i>	<p>https://www.facebook.com/discovery.romania -</p> <p>The Facebook page where they developed the campaign</p>



<p>Together for Tackling Cyberbullying 2021-1-IT03-KA220-YOU-000029227 National Best Practices.</p>	
Name:	Social Media and Education: Threats and Opportunities.
When:	<ul style="list-style-type: none"> • Start date: 01-09-2014 • End date: 31-08-2016
Where:	Jaen, Spain
Who:	IES SANTA CATALINA DE ALEJANDRIA
Beneficiaries:	Ninety-six high school students (aged 11-16, though the target group is 13-14) and more than 30 teachers will be taking part in short term exchanges, while more than 500 students and more than 75 teachers will be participating in the rest of activities
Financing:	<ul style="list-style-type: none"> • Eu Grant: 154.900,00 € • Action: Cooperation for innovation and the exchange of good practices
Description:	<p>This is a strategic partnership of five European High Schools to achieve best practices in the usage of social media, especially within an educational context. Furthermore, it aims at avoiding a misuse of them.</p> <p>Students will develop a critical view on social media and realise the effects which a misuse might provoke.</p>

	<p>The project will offer help to not only the students but also to their families, creating the same awareness for them.</p> <p>In the long term, it will strengthen the media literacy of our students enabling them to participate actively in a democratic society.</p> <p>Besides this, multilingual skills and intercultural awareness will be reinforced.</p> <p>Social learning will be fostered through a positive use of social media at the same time that violence in schools is avoided.</p>
<p><i>Results achieved:</i></p>	<p>A Logo Competition was held at each school. The winning entry will be our project logo and thus give us a corporate identity.</p> <p>There was an International evening with the participation of families in every short term exchange.</p> <p>Conferences with Police representatives to discuss the dangers of social media misuse, their experience, the way they work will be held in Jaén and Dreieich.</p> <p>Students made photo stories, found films about cyberbullying, provided subtitles and shared them. They also made their own films about the risks.</p> <p>There were workshops on positive use of mobile phones in the classroom.</p> <p>Students have reviewed the apps they use and created their own app with the help of experts while teachers will participate in a workshop on educational apps.</p>

	<p>There was a virtual exhibition of the materials produced, which will be available online since die.</p> <p>Students created a booklet, which will be published at the final event, summarising all the achievements and findings of the project.</p>
<i>Innovation:</i>	<p>General methodology used in carrying out the project includes collaborative work, task centred activities, learning through discovery, hands on activities... using the possibilities that non-formal and informal education offer.</p>
<i>Empowerment:</i>	<p>The project has had a positive impact on the participants' attitudes. It broadened their cultural awareness of others and provide important experiences, not least resulting from mobilities. Moreover, it gave them the opportunity to use and improve their foreign language, ICT, research and presentation skills.</p> <p>Students learnt to avoid leaving traces of their personal life on the Internet, which could be problem-causing when it comes for example to their future job search. There were also many longer term benefits such as helping students to prepare for the European job market, encouraging friendships and personal contacts via modern communication platforms and social networking beyond the project boundaries. Not only students benefited from this project but also teachers, who acquired skills in the areas of international work experience and project management.</p>
<i>Website:</i>	Not Applicable
<i>Contacts:</i>	<p>Coordinator Type: Other</p> <p>Phone: +34 953366619</p>

<p>Together for Tackling Cyberbullying</p> <p>2021-1-IT03-KA220-YOU-000029227</p> <p>National Best Practices.</p>	
Name:	Social Media and Education: Threats and Opportunities.
When:	Start date: 01-02-2022 End date: 31-01-2024
Where:	Valladolid, Spain
Who:	ACCION LABORAL PLATAFORMA PARA LA IMPLANTACIÓN DE PROGRAMAS DE INCLUSIÓN LABORAL EN COLECTIVOS DESFAVORECIDOS
Beneficiaries:	VET Teachers and VET students
Financing:	<ul style="list-style-type: none"> • Eu Grant: 154.900,00 € • Action: Cooperation for innovation and the exchange of good practices
Description:	STAND UP is a project focused on the fight against cyberbullying in VET, especially in IVET and middle VET. Although the European Union is currently very focused on the fight against cyberbullying, there are still important gaps; for example, the list of national agencies to contact in case of being a victim of cyberbullying, which is available in the COE, only includes half

	<p>of the countries present in this proposal (IE and GRE).</p> <p>In addition, cyberbullying is usually focused and studied only in primary and compulsory secondary education; most of the available studies and materials are focused on students under sixteen years old corresponding to compulsory education, as is the case of Save the Children or Unicef studies. However, VET students, who are usually positioned between 16-24 years old, are not normally the subject of such studies, although if we look at the percentages of the 2017 Unicef study it is clear that bullying goes up as age goes up (there were 14% of participants victims of cyberbullying under 14 years old, and 15% under 16), from which it can be derived that students between 16 and 20 years old still need tools to help them in this area. And even more importantly, teachers, trainers and workers in VET centres who are in contact with these students need tools to know how to manage cyberbullying crises. There are some articles on the subject (for instance, from the UOC), but they are not current and in many cases do not address the specific problems of EU countries, thus not providing customised solutions for the EU.</p>
<p><i>Results achieved:</i></p>	<ul style="list-style-type: none"> • Creation of a training specifically designed for VET trainers on how to detect and fight cyberbullying in the classroom, with content specifically designed for potential

confinement situations and online education. The teacher training will be supported by practical content that helps teachers understand how to act in each potential situation, and how to promote a trusting classroom environment that helps potential victims of cyberbullying to come forward and seek help.

- Creation of training designed specifically for students, in the form of visual and clear content to encourage students to pay attention and understand the information contained. The training will provide the student with information on how to act in the event of cyberbullying, as well as behavioural tools for those students who believe they are witnessing cyberbullying. The content of this training will be summarised in visual posters that will be shared on the project's Instagram, to bring such content closer to the students.
- Creation of a mobile application in which both the training content for teachers and the content for VET students will be available. The mobile application will also contain a database with contacts at regional, national and European level, a repository of useful resources available in the European Union (such as complementary applications, articles, reports...),

	<p>and lists of factors that may denote a case of cyberbullying, to serve as a behavioural map in case of doubts of cyberbullying in the classroom.</p>
<p><i>Innovation:</i></p>	<p>The STAND UP consortium seeks with this project a series of results, mostly directly related to the fight against cyberbullying, but also focused on vocational training.</p>
<p><i>Empowerment:</i></p>	<p>STAND UP seeks to reduce cases of cyberbullying in VET education, through specific training that helps teachers and students to identify such cases, delimiting them and seeking solutions that help the victim to overcome the harassment suffered. In this sense, the expected result of the project is a clear knowledge about ways to act in case of cyberbullying in the classroom, and also ways of identification.</p> <p>In addition, STAND UP seeks as a result to provide users of its mobile application with the contact details of those regional, national and European agencies focused on helping victims of cyberbullying. Often, students who experience cyberbullying are not able to find such agencies, whereas it is natural for them to use a mobile application; by creating STAND UP's app, it will make it easier for them to access such content, promoting contact between young people and the agencies that seek to help them.</p>

Website:	Website: http://www.accionlaboral.com
Contacts:	Phone: +34983394555

<p>Together for Tackling Cyberbullying 2021-1-IT03-KA220-YOU-000029227 National Best Practices.</p>	
Name:	Wise Online Web Surfers
When:	Start date: 01-09-2019 End date: 31-08-2021
Where:	Cataluña, Spain
Who:	ESCOLA GUERAU DE LIOST
Beneficiaries:	Young people. Not only students and teachers but families and other community members will be beneficiaries of the project activities thanks to the dissemination of the final products of students.
Financing:	<ul style="list-style-type: none"> • Eu Grant: 25.899,00 € • Action: Cooperation for innovation and the exchange of good practices
Description:	Modern children get acquainted with smart devices and the Internet early enough. Using them extends the possibilities of traditional learning,

	<p>playing, and communicating. But are children ready to become independent and responsible users? The danger to privacy, the threat of bullying, the risk of disclosure of personal information, the potential for fraud and other challenges may arise for every child. What information on the Internet is safe to share, how to recognise friends-pretenders on social networks, what photos are online to share, whether you can believe all the information found on the Internet, whether the same rules apply on the Internet as in reality?</p>
<p><i>Objectives:</i></p>	<p>The Objectives of the project are understanding the responsibilities and dangers in the use of technology and the networks, to decrease the conflicts among students and to improve their English communicative skills. These goals will be accomplished through a blend of different activities during the project period of 24 months (2019 September - 2021 August). The challenge our schools are going to answer is to identify the Internet using problematic situations among 10 - 14 aged pupils and make suggestions on how to improve them. The project has been designed into two different parts, the first year the activities will be focused into the detection and prevention of bad uses of technology to move into the next step during the second year which will be focused into the actions that need to be taken to avoid cyberbullying.</p>

<p><i>Results achieved:</i></p>	<p>There were different final products in this project, all related to the proper use of technology and networks. Posters about healthy habits, a video about safe use of the online technologies, including activities at schools during all project term and during mobilities, sequencing them and showing intermediate results at all stages with students' opinions, emotions, personal examples, advices and providing conclusions and rules how to be a smart web surfer.</p>
<p><i>Innovation:</i></p>	<p>Data collecting, carrying out surveys, making graphs, posters, presentations, taking part in workshops, discussions, debates, integrated lessons, video creation etc. These activities will let the schools' communities to learn about the situations at all participating schools, to think of possible solutions and give the students and teachers opportunity to directly collaborate with participants from partner schools. Cooperation will be an intensive and fruitful one, as the project will also allow the exchange of practices among teachers from different countries, and will promote new working methods.</p>
<p><i>Empowerment:</i></p>	<p>The participants of the project acquired and enriched their knowledge about feeling safe in the modern digital world (detecting and avoiding potential dangers), developing their social and civic competences, senses of initiative and creativity, broadening their horizons, and improving their English, ICT and communication skills. The teachers also</p>



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	exchanged new perspectives on different working methods through formal and non -formal education. All the activities of the project are directed to help the pupils to become tolerant, respectful, responsible and wise digital world consumers.
Website:	Not Applicable
Contacts:	Phone: +34938463216



Focus Group Results

In all the partner countries, the same questions have been delivered to 10/15 young people aged 12-20. The final results of the questionnaires will be now shown, comparing the different answers to the same questions.

Question 1: Do you know what Cyberbullying is and what are its effects, especially among the victims?



Germany: German contestants expressed a deep knowledge of what cyberbullying is. The 87% stated to know what cyberbullying is. Some of the most fitted definition described cyberbullying as “being abusive towards other people on the Internet”, and “It includes intentional insults, threats and defamation on the Internet”.

Only the 13% was not able to give a proper definition or expressed lack of knowledge. All of the participants stated that there can be a lot of emotional, mental health and psychological effects of cyberbullying among the victims. The 33% brought up depression and insecurity, the 40% suggested low self-confidence and problems with self esteem, as well as loss of confidence. The 13% mentioned trauma and feeling traumatized for life. Another 13% of people stated that violence and anger are also be effects of cyberbullying among victims. Suicide came as an answer for a 20%. Other mentioned effects were: loneliness, overthinking, social avoidance, hurting people's emotions and reputation, anxiety, fear, sadness, rage, distortion of reality, violence, anger and feeling guilty.

Italy: 100% (12 people aged 13-20) of Italian contestants declare to know what cyberbullying is, described as the “evolution” of bullying through digital and social media. Among the effects provoked by it, contestants enlisted: fear, anxiety, sense of guilty, shame, loosing of self-esteem, strong malaise of the victim, and suicide.



Serbia: All Serbian participants affirmed that they know what cyberbullying is. They described it as “different types of violence and bullying that is done through online communication channels”. According to Serbian contestants, the major effects of cyberbullying among victims are: loneliness, depression, suicide attacks, fear.

Participants stressed also the fact that these consequences are pointed out also by the fact that it is present a disparity between bullies and victims due to the fact that the bullies are often anonymous groups or individuals whose identity is protected while the victim is constantly exposed and constantly at risk to be reached virtually.

Romania: In Romania, only the 50% of participants affirmed that they know what cyberbullying is. The 16% affirmed that they are completely unaware of what it means. The most detailed definition emerged was: “Cyberbullying is the act of bullying on the internet that can make victims do something they could regret, something that can lead to suicide, and that the depth of this problem depends on the intensity of the abuse.”



Another definition was: “Bullying as a form of harassment on the internet”. About the consequences of cyberbullying on the internet, the respondents said that among the effects there are: mental distress, suicidal intentions, difficulty in handling school, anxiety, poor academic performance, and depression.



Spain: All Spanish participants affirmed that they know what cyberbullying is. All definitions were really similar, and they can be summed up in the following sentence: “The act of bullying through social media, online games, and whatever virtual environments.”

The 40% also gave a list of bad effects, the 10% admitted that they are not aware of them, the 50% did not answer. Among the enlisted effects there were: anxiety, oppression, self-esteem loss, drug abuse, estrangement from family/friends, insults, and social exclusion.

Question 2: Have you or someone you know ever been the victim of Cyberbullying?

Germany: The 60% of German respondents stated that they haven't been a victim or don't know someone who was a victim of cyberbullying. The 20% affirmed to “have a friend” who has been cyberbullied, and the other 20% know someone who has been cyberbullied once.



Italy: The 16% of Italian interviewed confirmed to have been victim of cyberbullying. One declare to have been exposed to social media because of her famous parents and to have received comments and threats. Another one just assessed to have been a victim. The interesting data is that the remain 84% knows or has been in contact with cyberbullying victims.

Serbia: The 25% of Serbian participants shared that they believe they have been victim of cyberbullying. This can be a symptom of a lack of knowledge about what cyberbullying is truly and its consequences, although the 100% of them tasted that they knew this phenomenon.



The 35% affirmed that they know someone who was a victim of cyberbullying at least once. The 40% of participants has never been in touch with victims, but they believe that this is because people often hide if they were targeted by cyber bullies.



Romania: In Romania, the large majority affirmed to have never been cyberbullied, neither to know someone who has been (75%). The 25% instead reported to have known some victims. One of them revealed that a friend of his/her experienced a sort of depression, blocked in his/her room without speaking to anybody for days.

Spain: The 70% of Spanish respondents said that they have never been cyberbullied, neither someone they know. The 20% affirmed that they know someone who was cyberbullied (a friend). The 10% affirmed to have experienced cyberbullying directly.



Question 3: What do you think are the best strategies to apply when it comes to supporting the victims of this phenomenon?

Germany: The 7% expressed not to know a strategy to support victims while the other 93% enlisted different ways to support them, showing awareness and involvement in the problem. Some strategists that come out where:



Find a legal way to punish the perpetrators of this act, making them certain of a legal consequence for their acts, open communication and humour with victims, understanding, caring, pampering and encouraging them, raise-awareness about the theme among youngsters. Supporting victims came as an answer for the 13%. Another 13% mentioned access to therapy, as well as the physical and online support network. Awareness of the rights of the victims and making victims knowing their rights came as an answer for the 20% of them. The 20% reflected about the sense of guilty stating that the best strategy for supporting the victims of cyberbullying is making sure the victims know that the bullying is not their fault and that they are not the only ones going through this.



Italy: The strategies thought by Italian respondents have been more or less the same. All people interviewed quoted at list one of these strategists:

The most quoted one has been “go to a therapist”. Beside that, another strategy quoted by almost everyone was: “stand with her/him”, underlying the importance of friendship, understanding, and support. The last one was “Dissociate from social networks, at least for a while” to better understand the difference between the real and the virtual life.

Serbia: In the Serbian focus group, participants answered to this question through brainstorming technique and short discussion. Conclusions involved three main strategies:



- Education: Participants pointed out the importance of education to inform and prevent cyberbullying acts. They enlisted some tools to be used such as creative tools about how to protect privacy and recognize cyberbullying (video tutorials, photos, awareness raising campaigns..); civic education classes/workshops at school talking about the effects of cyberbullying; education of civic education on the web

- Conserving evidences: Participants thought that a good strategy to make copies and screenshots of abusive messages and disturbing content to have evidence of cyberbullying and education of young people about the importance of keeping the material proofs which can be used in legal processes.

- Promotion of services and institutions: Participants tasted that specific institutions responsible for violences on the web should be created or empowered.



Romania: All respondents answered suggesting the following solutions: Telling the victims that nothing the bully says is actually true and that those people are acting this way because of their own problems; Teaching people that if they are a victim of cyberbullying, they should tell someone about it;

Communicating and planning their daily activities so that the time spent online is as short as possible; Explaining to kids, since they are very little, what they can do when cyberbullying happens and instructing them not to do the same; Supporting the victims; Having people to trust ; Reporting the bully to the police; Deleting the social media accounts or the media they are bullied on; Ignoring the bullies ; Getting emotional help from psychologists.

Spain: 60% of respondents affirm that the most important way to help victims is to stay by their side physically, showing them love, protection, comprehension, and care. The 20% pointed out the importance of school in preventing these phenomena in new generations.



The 10% underlined the problem of guilty, suggesting to make them clear that it was not their fault. Another 10% suggested victims to leave social media.

Question 4: How can we make people more open-minded and not judge victims of cyberbullying?



Germany: Awareness is the most mentioned word and it is mentioned by 8 people (53%). Four people (27%) mentioned social media campaigns and advertising in social media, while three people (20%) said that sharing stories is going to help in making people more open and non-judgemental to the victims.

Education, more information, conducting seminars and inclusion in the school curriculum, as well as the part of introducing people to the reality of the victims were also recommended, as well as the answer stating „everyone has been cyberbullied to one extent or another“.

Italy: In the 40% of Italian answers, the best way to create a more open-minded society is to start with educational paths targeted to them since school and they believe that it could be useful also to talk about it in the family.



The 30% thinks that manifesting empathy towards the victims, privately as well as publicly, could be a tool to raise awareness about the theme and take off the victims' stigma. The 25% thinks that public and private communication would be the key to address the topic without prejudices and to help victims to get out from their terrible situations. The 5% proposed to think about educational paths to understand and re-educate bullies, to stop their acts and make them understand their faults.



Serbia: Serbian participants answered to this question through brainstorming technique and short discussion. Conclusions were follows: Organizing awareness raising campaigns about cyberbullying, sharing confessions and true stories of victims;

Creating more opportunities for educating and sensitizing young people as well as people who are working directly with youth about the issues of cyberbullying; Including higher institutions and individuals on positions of power to work on these issues; Organizing more seminars and trainings for teachers and other school staff members in order to create awareness about these issues

Romania: Romanian respondents proposed the following strategies: Organizing free classes for children and adults on the topic; Making people understand that the victims of cyberbullying don't find laughing at someone that funny;



Making people think what would they do and how would they feel if they were the victim, or even let a victim tell them how awful it is to be one; Bringing awareness about the way victims feel when they are bullied and about the effects cyberbullying has; Showing bullies proof of how damaging cyberbullying is, and how it can make a person change its behaviour; Trying to put the bullies into the shoes of the victim; Educating people more about the topic; Communicating and having an active social life. To sum up, for them too, social campaigns and education at schools are milestone to change the society approach to the topic. Romanian also stressed the fact to involve bullies and former bullies to re-educational paths and social campaigns.



Spain: Spanish contestants affirmed that to improve people open-mindedness is important to create paths at school (10%) and to create raise awareness campaigns through mass media (70%) to underline the importance of the problem related to the fast spread of new technologies we all experiment every day.

The 20% suggest to start speaking about it among relatives and friends to make society used to think about it and face it.

Question 5: What do you think is the role of society in Cyberbullying cases?

Germany: Just the 7% of participants stated „no idea“, while others had solutions and ideas regarding the role of society in cases of cyberbullying. The 20% suggeste to raise awareness about the theme from childhood and teaching children about the consequences will help next generations.



The 13% agreed that emotional and physical support is very important, and other 20% expressed that society should react and suppress any kind of discrimination and bullying. Another 13% stated that the reporting system and calling out the aggressor on their actions is important, as well as standing by the victims and guiding and supporting them. A 20% criticized society, stating that society is allowing social hierarchies and status based on wealth and physical appearance, as well as that everyone that does not fit its standards is subjected to the judgement. A 7% stated: “We cannot blame the whole society for one evil person“, and another 7% stated that the role of social media is vital, explaining that “because on the Internet, due to the effect of impersonality, people more easily gather in a crowd and condemn the victims, support bullying. Therefore, society must first of all understand that this is indeed a problem that must be treated responsibly and consciously“.



Italy: The 16% of respondents think that bullies have to pay for what they do, for example, tighten the penalties. The 8% thinks that communication must focus more on blame the bully, not the victim. The 52% thinks that school should raise awareness on the theme among youths more efficiently. The 24% did not answer.

Serbia: Serbian participants expressed a range of views on how society should respond to the issue of cyberbullying. They both agreed that, in some situations, society should be held accountable for the way in which it has become acceptable to treat individuals rudely and publish their private and intimate information, especially in the case of public figures and online sexism and misogyny.



The second idea was that society should take a more active role in preventative efforts and victim assistance programs. The third recommendation was that, in order to address the issue of cyberbullying from all angles, preventive and support structures must be established in local communities and at the national level.



Romania: Among Romanian respondents, the 17% said that society shouldn't forgive cyberbullies easily to prevent their risk of recurrence and to ease the pain of victims. The 8% included in the conception of cyberbullying victims also people targeted by rumors online, attacked by society in general.

The remained 80% implied that the society should protect the ones who are affected by this phenomenon and help bullies to understand the consequences of their actions. Another thing society should do according to them is helping and supporting victims. In conclusion, society should promote stopping bullying and initiate activities to prevent and inform people.

Spain: For the 50% of interviewed people society can play an important role in undermining cyberbullying. Respondents are aware that only through a comprehensive effort of society and web users cyberbullying could stop.



The 30% believes that society cannot do anything (10%) or that its effort are useless so far because cyberbullying is seen as a common behaviour in internet (20%). The left 10% does not know how society could change this situation.

Conclusion

By comparing the different outcomes of the questionnaires conducted with young people on Cyberbullying and the results of the research on the existing offers and best practices, it was possible to obtain an accurate idea of what is needed to be implemented at the national and transnational level, taking into consideration the current (country-specific) reality. Even though the research does not claim to be complete or comprehensive, it was possible to gain important insights which will help ensure high quality and target-oriented outcomes for the TOC project.

The desk research among countries on Best Practices has shown how students learned about ways how to successfully prevent bullying and cyberbullying and were brought up to be more compassionate and tolerant and to recognize the connection between bullying and xenophobia. All of the activities presented in the desk research were designed to have a positive effect on the personal development of young people.

Best practices were also meant to contribute to the European dimension of schools, upgrade their security methodologies and ensure a safer environment for students from cyberbullying.

Moreover, best Practices on **Digital Storytelling** have given students a space for young people to share their own stories and to put their ideas, feelings and emotions on photos and movies, by developing cultural awareness about the different countries and cultures where they came from. The benefit in the methodology of Digital Storytelling was mostly demonstrated through the newly developed skills of using photography and videos as tools for producing content and storytelling by high school students. So that, we can use filmmaking as a best practice, which can be used for publication and education and as a long-term benefit, and even shown in schools.

Regarding Best Practices on **Critical thinking**, the exercises made by students have empower them to address high-stress bullying situations better by giving them a framework on which they can rely to assess the situation more objectively and with less emotional impact. The principal impact has been appreciated by youth regarding the acquisition of a better awareness in the use of the most spread channels of communication (short period), a better self-confidence and better ability of self-determination (short, middle and long period), a better knowledge of the mechanisms that accompanies the elaboration and the formulation of law propositions (long period).

Additionally, the methodology of **Digital Skills** gave students the experience of solving conflicts through communication, by empowering youth to use those tools and frameworks

in their surroundings and be more confident in such situations. Being aware of theoretical models has also helped alleviate the feeling of being alone in a certain problem, as the theory showed that many others have gone through similar situations. This empowered also the pupils to be more persistent in searching for solutions and resolving the conflicts by way of communication.

As mentioned and demonstrated by **Focus Group** results, many young people have gone through similar situations of Cyberbullying. Given the fact that the majority of youth in the several countries participating in the project affirmed that they knew what cyberbullying is; it emerged from all the participants the need of creating more opportunities for educating and sensitizing young people as well as people who are working directly with youth about the issues of cyberbullying.

The countries' target groups have highlighted the need for tools to increase student motivation, reduce school dropout and educate the educational community on web safety to reduce cases of cyberbullying.

All this arised from the need and effort to provide youth organizations and youth workers with opportunities for training and cooperation in order to generate dialogue and skills that promote and encourage diversity and prevention of social exclusion, especially in bullying and cyberbullying.

Additionally, teachers will have the needed tools to empower students and try to work with them on preventing cyberbullying.



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