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O1-Common Curriculum

CONTENTS

INTRODUCTION ON THE PROJECT TRAINING OF PARENTS IN THE FIGHT AGAINST CYBERBULLYING

In March 2010, the EU created the EU 2020 Strategy, aiming at the EU's recovery from the crisis and developing the EU economy in the decade ahead. In the Digital Agenda, it is one of the 7 milestones of the EU 2020 Strategy. Its aim is to ensure that ICT is a key player in achieving the EU's 2020 goals. The development of ICT has created a new area of learning and security. The distinction between the real and the virtual environment, the use of the digital environment of adults and children, and the discussion of their obstacles have recently become an important issue. More secure internet for children, discussions and research on the topic continues to take place among the most popular subjects. Recently, more and more European children use online services through tablets, mobile phones and game consoles. More than 50% of 13-16 year olds are connected to the internet from their bedrooms and more than half of the children aged 9-16 have a social network profile. From digital games to social media, there are some events that cause children's deaths. A survey by EU Kids Online since 2010 revealed that one in five children were exposed to cyber bullying and according to children that cyberbullying is one of the most harmful risks associated with the Internet.

The CB4PARENTS project, which is attended by 7 partners from UK, TR, MT, SI, ES, and PT countries, aims to improve the education methods of parents. This project will serve at the same time to disseminate the fight against cyberbullying across Europe. The target group of the project is the parents who are living in the EU.

The main objectives of the project are:
-To raise awareness of educators, parents, children and young people about cyber bullying, secure use of the internet and impact of virtual reality on health, habits and social skills.
-To carry out and produce innovative educational models on Digital Literacy and ICT Security which can increase the effectiveness of parents in the fight against cyber bullying.
-To strengthen knowledge and network among partners and stakeholders to force against cyber crime in the EU and thus help to protect European citizens from online crimes (child sexual abuse, pornographic and sexual objects, the ethnic origin of the victim, religion, sex, sexuality, sharing the personal data of the individuals with others, etc.).
-Establish cooperation between European institutions working in the field of adult education and free of national differences, included into literature, developing with ICT, and increasing the digital literacy of parents and providing ICT security education.

In the project cycle, Common Curriculum (IO1), Digital Training Materials (IO2), and e-Learning Portal (IO3) outputs will be developed.

Project Management Methodology: The management of the project will base its communication, collaboration and close working at every stage and activity of the project. For this reason, experienced managers and administrative staff will work on the project. Internal evaluation and audit processes, including internal meetings to be organized by each partner during the project, individual meetings with project staff, notes, e-mails and other forms of communication will be shared. Other forms of communication during the project will also be implemented as part of project management and implementation.

The expected impacts of the project as a guide to the Cyberbullying Struggle policies:
• Developing digital skills of parents who are in the EU member countries.
• Increasing the capacity of civil society organizations which are working in adult education.
• Developing the cooperation between civil society organization, public and private sector.
• EU member countries will have the chance of sharing good examples on digital platforms.
• Parents living in rural areas with limited income will access educational content easily and in an economical way.
• Going to contribute to fight against cyberbullying policies.

Dissemination Works:
*Multiplier Events (ME1-ME7).
*Project will be announced to public via an introductory meeting.Branding, Logo designing and visibility items will be prepared.
*Informations, visuals, results about project will be shared on web pages serving in the field of adult education.
*Our international partners are going to share information about project on their own web pages and social media accounts.
*Web page of the project will serve in English, Spanish, Slovenian, Turkish and Portuguese languages in order to reach a large mass group of people. Our partners are responsible for educational materials created during the project, and also translations of reports and articles and publications of project outputs.

SCOPE OF THE COMMON CURRICULUM

The curriculum (curriculum) is the framework of the basic knowledge and skills intended to be acquired by the teacher in the guidance of the teacher in the most general definition. Socio-Cultural life, rapid changes and developments in science and technology cause differentiation of the needs of society and individuals. This differentiation leads to the need for curricula which will enable the training of the individuals who can meet the requirements of the age.

The sociocultural, scientific and technological developments in the world and in our country have also changed the qualifications and qualification patterns that parents should have in the future as productive members of society.In our age, the parents are required to have basic knowledge, skills and values as well as their awareness in the process of acquiring them.

Some of the topics presented below will be important in the curriculum:
* Understanding the structure of information age technologies, their role in daily life situations (personal, social and business life) and the opportunities they provide.
* Understanding basic computer applications (word processor, databases, information storage and management, etc.).
* Understand the opportunities and potential risks of the Internet and electronic media (e-mail, Internet tools) for work, leisure, information sharing, learning and research.
* Questioning the reliability of existing information and information sources.

* Comprehend the legal and ethical principles that should be considered in the use of interactive media and use them in a responsible way.
* Research, gathering, processing, critical and systematic use of information.
* Questioning the reliability of the information provided.
* Using tools to produce, present and grasp information.
* Access, research and use Internet-based services.
* Using information age technologies for cultural, social and / or professional purposes.

MODULES TO BE DEVELOPED

1. Children and adolescents

1.1. Infant-youth learning and development
Adolescence and puberty are not synonymous. The first studies of adolescents were based on incorrect assumptions (Lerner & Steinberg, 2009). Most researchers, including the founder of the field, G. Stanley Hall (1844-1924), viewed adolescents in terms of what they lacked compared to adults.

For many decades, this view negatively influenced not only the way of doing research with adolescents, but also the interventions of teachers, parents, youth workers and those responsible for public policies with adolescents. Researchers, educators, health workers and other professionals conceived adolescence as a time of "sturm und drang" (storm and stress), that is, a developmental stage characterized by emotional turmoil, risky behaviors and antisocial attitudes (Lerner et al., 2013).

Despite the multiple problems that supposedly occur in the adolescence (e.g., drug and alcohol abuse, unsafe sex, school failure, delinquency, self-destructive behaviors, etc.), the truth is that most young people do not go through a problematic adolescence. Many stereotypes about teens and youths are not new (see Oliva, 2006).

1.2. The role of parents and educators

Children and adolescents must receive from an early age both a comprehensive education and quality care that helps them understand how the World works and how to function in it. Childhood and adolescence are developmental stages in which numerous environmental factors coexist, which are determining elements for well-being (Lázaro-Visa, Palomera, Briones, Fernández-Fuertes y Fernández-Rouco, 2019; López, 1995, 2008).

Clearly, there are a myriad of possible needs that children and adolescents may require. However, some of them are basic needs, as they are essential for a positive development (López, 1995, 2008); therefore, they should be provided to all minors:
- Physical needs: related to security, growth and survival
- Mental needs: related to cognitive and linguistic development
- Emotional needs: related to emotional development, attachment and feeling loved
- Social needs: related to social development, peer relationships and participating in social groups.

To achieve positive development, it is necessary to have a warm and safe environment, close ties with significant others, to be listened to and understood, and to have goals and values shared by the social environment (Oliva et al., 2010). Childhood and adolescence are developmental stages characterized by an enormous plasticity. The trajectories of children and adolescents are not fixed but can be significantly influenced by various factors that come from different contexts such as home, school and communities (Lerner, 2006). As children get older, they spend more and more time with their peers than with their parents.

However, and although children and adolescents can sometimes challenge their parents, they highly value their relationships with them. They tend to incorporate in their own values the fundamental values of parents in areas such as social justice, spirituality and the importance of education. Most teens choose friends over partly because they share these core values and perceptions of the world (Lerner et al., 2013).

Well-being involves mutually influential relations between individuals and their contexts. Children and adolescents will be able to achieve healthy development and develop their full potential if they maintain certain positive relationships in their environment (Oliva et al., 2010). When there is a supportive environment for learning and development, children and adolescents are more likely to grow up as prosocial and responsible individuals (Oliva, 2015).

The model of the "Five Cs" of positive youth development (Lerner et al., 2013), which devolved into the "Six Cs" model, includes (Figure 1):
- Competence: positive view of one's actions in specific areas, including academic and social skills.
- Confidence: an internal sense of overall positive self-worth and self-efficacy.
- Connection: positive links with people and institutions (school, family, etc.) based on two-way exchanges in which both parties contribute to the relationship.
- Character: respect for social and cultural norms, and possession of good standards of conduct, morality and integrity.
- Caring: a sense of empathy and sympathy for others.
- Contribution: to self, family, community and to the institutions of a civil society.

Figure 1. The 5C's of Positive Youth Development (Pedersen, 2021).

Moreover, it is necessary to involve teens in those decisions that affect them. There are four essential domains for positive youth development: assets, agency, contribution, and an enabling Environment (Olenik, 2019) (Figure 2).
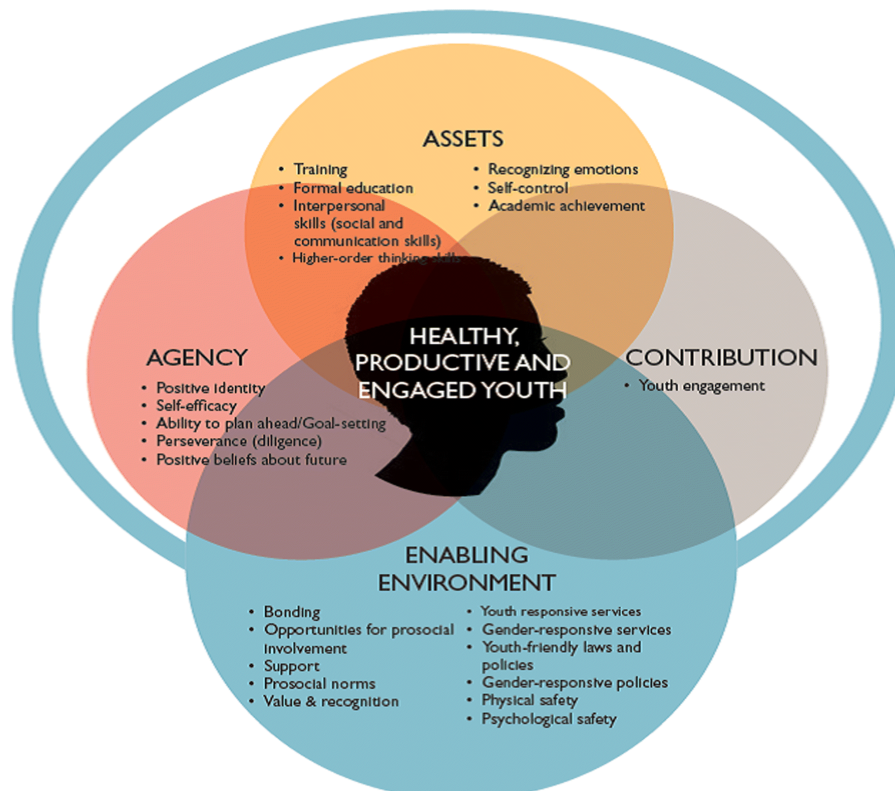

Figure 2. Positive youth development domains framework (Olenik, 2019).

1.3. Interacting systems in infant-youth learning and development: the Ecological model
The ecological model (Bronfenbrenner 1979, 2001) helps to understand personal and social developments and in interpersonal contexts. In the bidirectional relationship between the individual

and the environment, the person influences life situations, as well as being influenced by them. Development does not occur in a vacuum: it is a joint function of the person and all levels of the environment. From this interactionist view, development is described as changes in the way in which people perceive and relate to their environment (Figure 3).
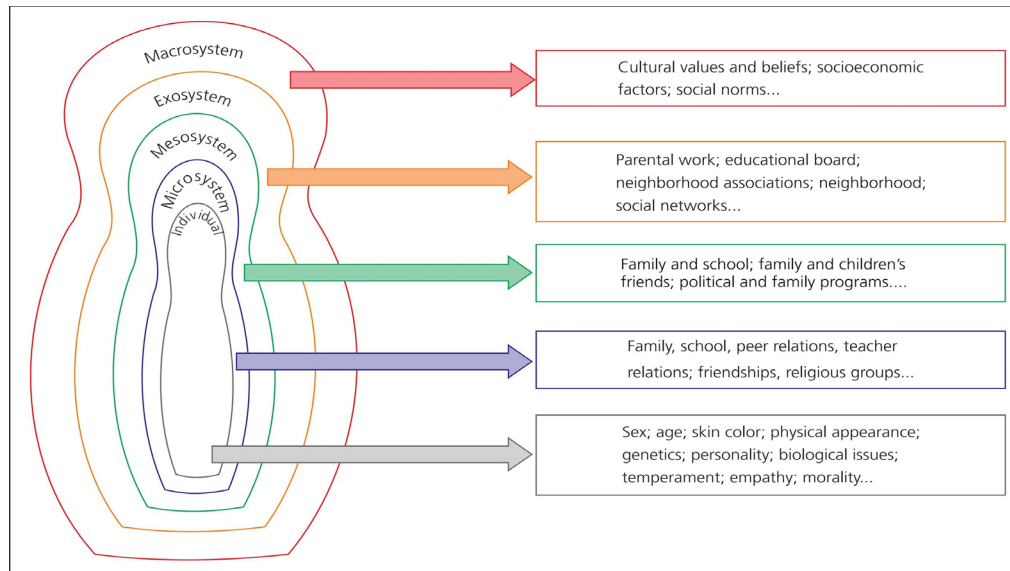

Figure 3. The Bronfenbrenner's ecological model (see Oliveira et al., 2020).

According to Bronfenbrenner (1979) and Bronfenbrenner and Morris (2006):
- The microsystem is the layer closest to the child. It contains the structures with which the child has direct contact: it encompasses the relationships and interactions a child has with his/her immediate surroundings. At this level, relationships have impact in two directions - both away from the child and toward the child.
- The mesosystem provides the connection between the structures of the child's microsystem without the direct presence of the child: it represents the interaction between microsystems (e.g., meetings between the teacher and the parents).
- The exosystem defines the larger social system in which the child does not function directly. The structures in this layer impact the child's development by interacting with some structure in her microsystem (e.g., parents' job).
- The macrosystem is the outermost layer in the child's environment. While not being a specific framework, it consists of cultural values, customs, and laws. Its effects have a cascading influence throughout the interactions of all other systems.
- The chronosystem encompasses the dimension of time as it relates to a child's environment: as children get older, they may react differently to environmental changes and may be more able to determine more how that change will influence them.

2. Family

2.1. A key learning and development context

Family is part of minors' microsystem. It determines the configuration of the children's personality and guaranteeing their emotional stability and it is the main way to fully integrate into the society (Musitu & Cava, 2001); and education is the best tool to be able to be part of society (Musitu & Cava, 2001). Its ability to generate a network of relationships based on affection and mutual support, susceptible to ensure the subsequent social orientation of its members and their future well-being (Musitu & Cava, 2001).

Positive quality of sibling relationship and interaction can facilitate the acquisition of skills (Cicirelli, 1995), the provision of emotional support (Stormshak et al., 1996), protection from other family adversities such as adverse life events (Gass et al., 2007), marital conflicts (Jenkins et al., 2005) or poor peer relationships (Bowes et al., 2010). On the other hand, physical aggression between siblings has been reported to be the most common form of family violence (Ensor et al., 2010): sibling aggression is experienced by up to half of all children in the course of a month (Wolke & Skew, 2011).

Parents can either directly or indirectly impact on children's peer relationships (Ladd & Kochenderfer-Ladd, 1998) by being role models for use of aggressive means to achieve goals (Bandura, 1973), creating internal working models of relationships in their offspring (Sroufe et al., 2010) or by destabilizing intra-family relationships (Ingoldsby et al., 2001).

According to some authors (*Musitu & Cava, 2001; Ortega, Buelga y Cava, 2016*), basic functions of families are:
-   Need satisfaction. Family constitutes a psychological reference point for the children who grow up in it.
-   The stimulation to become competent people. To be in an environment that prepares them to be able to face the demands and responsibilities that they will encounter until adulthood (related to family climate).
-   Affection. Children seem to prosper more when they feel the affection of their parents, when they exercise authority by guiding them and when they are receptive to their needs (related to family communication).

It is important to know that positive family and sibling relationships and neighbourhood support can protect children from the adverse impact of victimisation (Bowes et al., 2010). Some studies have found that social deprivation, low father involvement, low parent support or low levels of family cohesion or harsh and reactive parenting and maltreatment (Shields & Cicchetti, 2001) predict victimisation. Additionally, other studies indicate a relationship between parenting style, family environment and the onset of bullying and victimisation in children, with numerous studies showing that both bullies and victims are more likely to come from abusive, harsh or unsupportive home environments (Nation, Vieno, Perkins, & Santinello, 2008). Therefore it is not surprising that intervention research indicates that family and parenting focused interventions are associated with reduced bullying (Burkhart et al., 2013).

2.2. Relationships between family characteristics and cyberbullying

Findings demonstrate that poor family management is linked to greater engagement in bullying and youth violence (Hemphill et al., 2014; Herrenkohl et al., 2012). Moreover, family management is protective, with research documenting that positive family management is associated with reduced exposure to community violence (Ahlin & Lobo Antunes, 2017). In addition, non-physical bullying levels seem to be associated with both higher family violence and lower parental monitoring (Low & Espelage, 2013).

Moreover, families of bullies are often troubled (Olweus, 1994). Generally, bullies' parents are hostile, rejecting, and indifferent to their children with minimal supervision of the children's whereabouts or activities. Discipline in these homes is usually inconsistent (Carney & Merrell, 2001). Punishment is often physical or in the form of an angry, emotional outburst and is often followed by a long period of time in which the child is ignored (Roberts, 2000).

In addition, victimized children come from families that tend to be overprotective and sheltering because they realize that the child is anxious and insecure. As a result, parents may avoid conflict because they believe their child would not be able to cope. However, by avoiding conflict parents fail to teach their child appropriate conflict resolution skills. Many parents become overly involved in their child's activities to compensate for their child's social deficiencies. Researchers believe that the family's tendency to shelter their child may serve as both a cause and a consequence of bullying (Olweus, 1994).

Bully-victims' usually come from troubled homes; these children frequently describe their parents as inconsistent (overprotective and neglectful) and sometimes abusive (Bowers, Smith, & Binney, 1994). Bully-victims claim that their families are low in warmth and lack parental management skills (Pellegrini, 1998). Finally, bystanders' active interventions are frequent in supportive families (Banyard et al., 2016) and with positive family management (Mulvey et al., 2019).

2.3. Intervention areas
The development of the family education materials involved the active involvement of parents to systematically target parenting factors identified as protective against bullying behavior: parent–child communication, parent modelling, parent bullying attitudes and beliefs, normative standards about bullying, family management techniques and parenting style, connectedness, and cohesion. These resources used directed and self-help approaches to increase parents' self-efficacy related to providing emotional support, attention, warmth, and quality supervision, while also reinforcing the need for families to actively discourage aggressive behavior. Some examples could be conducting family events, such as a weekend family fun day, at the school; communicating frequently using short newsletter items; initiating parentaction through the school's Parents' and Friends' committees; involving parents in developing and disseminating the school's bullying policy; and motivating parents to be involved through student communication sheets where students completed tasks at home with their family, e.g., family interviews; and, last, via student performance (Cross & Barnes, 2014).

The stable and sustained interpersonal relationships prevailing at home over affection and respect. Also how they deal with their conflicts and the quality of family ties. The family cohesion constitutes a protective factor of social adjustment during adolescence, which is usually translated into the development of positive relationships with the peer group (Lereya, Samara & Wolke, 2013; Robledo

& García, 2009). Moreover, there is a clear consensus on the positive effects derived from positive and effective communication among its members, while there is agreement stating that negative communication obstructs family development. Young people who have relationships with their parents characterized by open and fluid communication and by using conflict resolution strategies based on the dialogue and understanding are not usually affected by situations involving violence (Moreno-Ruiz et al., 2019; Musitu, Estévez & Emler, 2007; Varela Garay, 2012). Following the typology proposed by Maccoby & Martin (1983), the dimensions of strictness/imposition and warmth/affection are considered theoretically independent, forming four main parenting styles:

- The authoritarian style is characterized by parents' high levels of strictness/imposition and low levels of warmth.
- The indulgent style is defined by low strictness/imposition and high warmth.
- The authoritative parenting style has high levels of strictness/imposition and warmth.
- The neglectful style is determined by low levels of parental strictness and warmth.

In conclusion, referred to parenting practices and parental responses to children's transgressions, family management practices are key indicators of youth social competence (Graber et al., 2006). Thus, parents have great importance in supervising their children, also with regard to the use of ICTs.

3. Media education

3.1. Use of ICT: time, contents, and adult supervision
Many children and most adolescents regularly have access to at least one high-speed device that enables a wide range of online activities (Donahue et al., 2008). Many of the youngest users are not passive consumers of content, but are creators of it. In the 1950s, television added a new dimension to the amusement possibilities of families, raising the difficulties of parents in regulating children's time of exposure to screens. Some strategies have been developed to help parents to select and monitor media (e.g., rating systems for movies, video games, etc.) (Šramová, 2014). However, none of these strategies have worked well enough, perhaps because parents do not understand them or because they do not have the time and patience to use them effectively. Parents may be the first and most important educator of their children, but as they grow, their autonomy and decision-making capacity increase (Donahue et al., 2008).

A greater exposure to the media leads to the adoption of the values, beliefs, and behaviors that are portrayed, particularly when they are shown to be reinforced or are unaccompanied by adverse consequences (Baldry et al., 2019; Gruber & Grube, 2000; Sureda-García et al., 2020). Adolescents (of both sexes) who watch and listen to a lot of media are more likely to accept stereotypes of sex roles on television as realistic than are less frequent viewers. Age or stage of development also influences comprehension and interpretation of sexual content: heterosexual girls reported that the media provided models for achieving the "right look" to become popular and attract boys, portrayed teen characters with problems similar to their own, showed how they solved those problems, and gave examples of how to behave in sexual situations.

3.2. Digital well-being
Although sexual content in the media can affect any age group, adolescents may be particularly vulnerable. Adolescents may be exposed to sexual content in the media during a developmental

period when gender roles, sexual attitudes, and sexual behaviors are being shaped. *So media literacy is one of the main topics* (Peters et al., 2018).

3.2.1. Media Literacy

Media literacy or media education is "the ability of an individual to analyze, evaluate and create information for various types of the media by means of using different literary genres and forms" (Šramová, 2014, p. 1028). It is necessary to promote a healthy relationship between children and ICT by means of understanding how ICT works (e.g., creation, organization and transmission of content) so as not being a passive consumer. It is crucial to develop the critical thinking of minors, but also their media content production skills.

The first age of having a smartphone and the average age of Internet users decreased and it will likely to decrease even more (Turgut & Kursun, 2020). People must be familiar with the way the current ICT works, as well as with the role they play in society, how to communicate with them or how to interpret their content (Šramová, 2014).

Parents can monitor and restrict the time their children spend on the Internet by installing applications on mobile devices, although they should also educate them on limiting their use (Turgut and Kursun, 2020). The adoption of merely restrictive measures, such as the prohibition of advertisements directed at children under the specified age or preventing their use of ICT, are surely not enough to protect children (Šramová, 2014). Parents should not only choose programs and contents that are suitable for minors and monitor the time their children spend in the media world (media consumption), but also use ICT together with their children, especially if they are in preschool and school ages. Parents should actively discuss the content and use/abuse of ICT with their children, helping them understand the messages and practices of the media, in order to develop a critical and responsible attitude in them (Turgut and Kursun, 2020).

3.2.2. Wellbeing and the internet

Can social media (e.g., Instagram) affect children and adolescents well-being? There are inconsistent results about the impact of time spent using social media on different indicators of well-being (e.g., life satisfaction and depressive symptoms) (Beyens et al., 2020). However, the inappropriate and unsupervised uses of devices by minors, but also their lack of competence in Internet safety can expose them to risks online (Donahue et al., 2008; Turgut and Kursun, 2020).

The significant communication facilities offered by mobile devices can lead to overuse, which can easily reach the level of addiction. Studies report that minors report problems that occur online primarily to people they trust (parents and friends) (Turgut and Kursun, 2020). Thus, not only minors should be educated in media education, but also all the actors present in their social environment (Aslan and Karakus Yilmaz, 2017).

3.2.3. Develop safe and healthy habits in the use of ICT

The American Psychological Association (2019) raises the following recommendations:

- Don't overreact. ICTs are a part of our lives and setting excessively restrictive limits or conveying the message that ICTs are dangerous will not help minors: instead, children and adolescents must be taught healthy habits that will last a lifetime.
- Teach kids about technology from a young age. It is essential to explain to them that digital devices are not toys: they must be handled with care, analyzing with them both their many benefits and their risks. Without scaring them, it is important to talk about the importance of respecting your own privacy and that of others. These conversations should be ongoing and increasingly detailed as children grow older.
- Pay attention. When children are younger, it is easy to control their access online: the difficulty increases as their age increases. It is important to know the media minors use and the websites they visit most frequently (e.g., by checking browser history), consider using software to filter or restrict access to certain content, and speak openly and honestly about what sites and types of content are not allowed for them.
- Teach good online behavior. People sometimes say things online that they would never say in person. Given the incidence of aggressions on the Internet, it is advisable to talk with children about the importance of being respectful in digital interactions, encouraging them to ask for help if they observe any case of cyberbullying or any worrying situation related to the Internet.
- Discuss digital decision-making. We must help children to develop criteria about what is healthy in relation to ICTs.
- Foster real-life friendships. Sometimes it can be difficult to discern whether certain websites are reliable sources of information or not. It is essential that minors know how to evaluate the authenticity of the pages, the reason why they should not download unknown programs, or access suspicious links or share personal information in unknown applications or websites. It is also essential that they learn not to respond to unsolicited messages from strangers, and to notify adults if this happens..
- Use your judgment with flexibility. While limiting the time of device use may be a good recommendation, experts remind that it should not be assumed that the use of ICT is inherently harmful. Context needs to be considered when establishing family rules (e.g., video games vs. homework).
- Protect bedtime. Some studies show that nighttime use of digital media can interfere with sleep quality. Therefore, it is essential to consider restricting the use of digital devices, at least 30 minutes before going to sleep.
- Learn more. Technology changes so rapidly that it can be difficult to keep up with all the apps and sites that minors use. To stay up-to-date, it is recommended to visit some websites, such as the Family Online Safety Institute and Common Sense Media.

4. Risks associated with information and communications technology (ICT)

4.1. Internet and social networking use
In the last decade, social networks have become tools for both the professional (public) and personal (private) spheres. There it is possible to develop a multitude of identities (virtual profiles) depending on the specific purpose or context. Thus, social media started out relatively trivial with few participants (Lumsden and Morgan (2012).

Currently concern about the risks associated with ICT is increasing and the presence of young people on social media is also increasing (Graciela, Estefenon, and Eisenstein, 2015). The access to Internet resources has brought not only the advantages of obtaining information or services online: people can be victims of serious threats that hackers, trolls, phreakers, etc., represent.

4.2. Some common risks

Minors have been identified as especially vulnerable to online victimization in general and to monitoring, control and harassment behaviors in particular (Pereira and Matos, 2016).

Regarding this, some potential dangers are:

- *Fraping* (Lumsden and Morgan, 2012). It is an acronym for Facebook and rape that means manipulate one or more profiles of someone's social networks. It involves changing account details or privacy or updating the profile with a fake status message, pictures, etc., while the victim is temporarily unaware (e.g., away from computer, phone, etc.) or when his/her account has been compromised. This type of aggression tends to be hidden: the victim is often blamed for his carelessness. In addition, people are often unaware of its seriousness, making frapping less likely to report it.
- *Rinsing* (Lumsden and Morgan, 2012). It refers to the act of getting something for nothing in return (Wollaston, 2012, as cited in Lumsden and Morgan 2012). People who rinse search for social media users with money: they pretend they pay for their whims. "The art of living off others" can involve the use of manipulation, lies, generating false expectations, etc.
- *Sexting* (Alonso-Ruido et al., 2018; Lenhart, 2009). Sexting means sending sexually explicit material (e.g., photographs, videos, messages, etc.) to another person's cell phone. Such materials are sent mainly through smartphone applications (e.gSnapchat), because they are perceived as a more intimate means of communication than social networks (Korenis and Billick, 2014). Users can sometimes feel pressured to engage in sexting (e.g., a girl who is afraid of losing her boyfriend), although they can also do so without coercion (e.g., uninhibited teenagers with a physically attractive body) (Schoeps et al., 2020; Van Ouytsel et al., 2017). Sexspreading is a potential risk: digital material could be used to press or blackmail victims, be distributed for revenge (e.g., after a break up), or be forwarded or shown to peers to show off.
- *Grooming* (Martín-Criado et al, 2021; Mladenović et al., 2021). It refers to a relationship based on trust between a minor and an adult who uses ICTs to solicit and exploit the minor for sexual purposes in a systematic way (Wachs et al., 2012). In any case, the harassment procedure generally includes the following steps (Schoeps et al., 2020):
    - First, the adult establishes an emotional link with the minor to obtain personal information from him/her.
    - Grooming often goes on with inappropriate sexual behavior or comment from the adult (e.g., sending erotic images or flattering his/her physical appearance) and later the abuser convinces the minor to perform erotic acts by means of friendly seduction, sending gifts, etc.
    - When the victim trusts the abuser, s/he becomes more explicit in her/his demands (e.g., recording and sending pornographic material), and s/he can even propose to the minor that they meet.
    - If the minor refuses, the abuser can use coercion or blackmail to get what s/he wants.

- *Cyber-stalking* (Pereira and Matos, 2016). This is a set of repeated and planned harassing behaviors, in which a person imposes (or tries to) inappropriate and unwanted forms of contact or communication in virtual space. An ex-partner is often the target, perhaps due to a lack of skills to cope with a break up (Ybarra et al., 2017) and it includes actions that are apparently harmless (e.g., posting to Facebook or sending emails), as well as clearly intimidating actions (e.g., sending threatening messages). Cyber-stalking can be carried out directly (e.g., an intimidating comment directed at the victim) or indirectly (e.g., the online dissemination of false contents of an obsessive nature) in an attempt to trigger a sense of fear and/or constant threat.
- *Trolling* (Abidin, 2019). This involves causing harm to Internet users with the aim of making the person causing the harm (the troll) enjoy or attracting the audience of the victims of the attacks (Bishop, 2014). Trolls can argue that their posts are merely provocative and intended to amuse, rather than offend (Phillips, 2015). Anonymity allows them to say what they want to achieve their goal: disrupt or divide a community for the aim of amusement (Lumsden and Morgan, 2012). Although trolls can influence anyone, the most dramatic effect is on teenagers who are vulnerable and susceptible to any type of attack, real or virtual (Millet, 2014). When trolls go too far, they sometimes don't realize how destructive their actions can be.

4.3. Cyber-bullying

Cyber-bullying is a term used to refer to instances of bullying that occur online or via different ICT and social media platforms (e.g., mobile phones, email, Facebook, Instagram, Snapchat, etc.). Specifically, it is an aggressive, intentional act carried out by a group or individual, using electronic forms of contact repeatedly and over time against a victim who cannot easily defend himself or herself (Smith et al., 2008). It is needed: (1) intention to harm; (2) repetitive nature; and (3) clear power imbalance (Centers for Disease Control and Prevention, 2014).

4.3.1. How to detect cyberbullying

Several consensus behaviors have been identified as cyber-bullying acts (Garaigordobil, 2017, 2011; Ioannuo et al., 2018; Rosa et al, 2019):
- Ending insulting, threatening, disparaging, or intimidating messages through mobiles or e-mail.
- Making anonymous phone calls to frighten the victim; and/or making threatening, intimidating, insulting, or disparaging calls…
- Manipulating photographs to ridicule or create a false image of the victim, which the aggressors distribute by mobile phone or internet.
- Excluding, isolating the victim from social networks (Facebook, WhatsApp, Instagram…).
- Disseminating lies about the victim to harm her (false rumors, slander…).
- Denigrating or badmouthing the victim on a website, a personal blog, a social network…
- Provoking the victim in chats, online games, virtual communities… to achieve her violent reaction, which they then denounce to the Service Manager so he will impede her access to that service.
- Creating a false profile of the victim and, for example, making explicit offers of sexual contacts, giving the victim's mobile phone as the contact…
- Signing up on some websites with the victim's email address so he will continuously receive emails and SPAM.

- Disseminating secret or embarrassing information about the victim, for example, concerning his orientation to his sexual identity.
- Stealing the victim's password, and impersonating her identity (e.g., sending aggressive messages to the victim's contacts to anger them; violating the victim's privacy, changing her password to prevent her access to her email account…).
- Making surveys to disparage the victim, for example, choosing her as the ugliest, the least intelligent, the fattest… and giving her the points or votes, which go to her email.
- Beating up or placing the victim in a humiliating situation, recording it on the mobile, and broadcasting the video via mobile or uploading it to YouTube.

4.3.2. How to intervene

Education is probably one of the most valuable tools in preventing this problem, both its beginning and its maintenance: it is necessary to provide declarative, procedural and attitudinal knowledge based on scientific evidence. According to some authors (e.g., Garaigordobil & Martínez Valderrey, 2014; Hinduja & Patchin, 2011; Notar et al., 2013), it is important to take into account the following:
- Identify and conceptualize the problem.
- Analyze its consequences for the different people involved (e.g., victims, aggressors and bystanders).
- Enhance empathy and predisposition to report the facts.
- Develop coping strategies (e.g., active listening, social skills, anger-impulsivity control skills, constructive conflict resolution, tolerance towards diversity, etc.).

METHODOLOGY

It is essential to prepare children and adolescents to live in society, training attitudes and skills in search of personal and social well-being. To achieve this, the mere transmission of knowledge is not enough, but it is important that adults are a positive role model and that they supervise and guide the behavior of minors, always with affection and understanding.

Internalizing new knowledge is not easy, especially when it conflicts with previous one. That is why it is important that the materials are easily understandable and applicable; therefore, most of the materials will be self-explanatory videos. Likewise, the structure and duration of the training must be taken care of: it must be possible for each user to choose both the content and the duration of the training. Thus, the training will have a modular structure: four independent modules, although related to each other, with an approximate duration of 12 hours in total:

1. CHILDREN AND ADOLESCENTS	
Keywords:	Childhood, Adolescence, Positive youth development and The Ecological model
Objectives:	- Know the characteristics of children and adolescents, in particular how they learn and develop. - Understand how the different learning and development contexts

	of children and adolescents interact.
Organization:	1.1. Duration: 2 hours. 1.2. Resume of activities included (e.g., type, number, main characteristics, etc.) 1.3. Proceduce (e.g., how to develop the activities, necessary materials, time needed, etc.) 1.4. Assessment
Contents explanation:	Once the main characteristics that define childhood and adolescence are understood, it will be easier to understand the importance of the family in the socialization of minors, a task that is shared with other social agents (e.g., teachers, peers , etc.).

2. FAMILY	
Keywords:	Family climate, Family communication, Positive discipline and Parenting styles
Objectives:	- Understand that different family structures (e.g., nuclear family, single parenting, homoparentality, etc.) can be equally valid if they meet the needs of minors. - Know the need to combine supervision and responsibility in raising children.
Organization:	1.1. Duration: 3 hours. 1.2. Resume of activities included (e.g., type, number, main characteristics, etc.) 1.3. Proceduce (e.g., how to develop the activities, necessary materials, time needed, etc.) 1.4. Assessment
Contents explanation:	Raising children is not an easy task: there are no "miracle recipes'', but there are guidelines and suggestions that can be incorporated. For example, the authoritative parenting style, which combines affection, responsiveness, and support, but sets firm limits and supervision for children.

3. MEDIA EDUCATION	
Keywords:	Media Education, Media Literacy, Digital well-being, healthy habits ICT
Objectives:	- Explore how the ICT are used by adolescents and supervised by parents. - Understand the importance of media literacy to improve healthy habits regarding ICT.
Organization:	1.1. Duration: 4 hours. 1.2. Resume of activities included (e.g., type, number, main characteristics, etc.) 1.3. Proceduce (e.g., how to develop the activities, necessary materials, time needed, etc.) 1.4. Assessment
Contents explanation:	We live in a digital context in which we are exposed to a large amount of information. Using this environment without adequate information can make us vulnerable to possible risks (cyber-bullying and others), especially children and adolescents who need guidance, support and supervision. Media education is a key element to prevent these risks and also to promote their well-being in the virtual environment.

4. RISKS ASSOCIATED WITH INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT)	
Keywords:	Cyber-bullying, ICT risks, social networking use, family intervention
Objectives:	- Identify the social networking use by adolescents and some of the potential online dangers they can find in. - Improve knowledge about cyber-bullying behaviors and its intervention.
Organization:	1.1. Duration: 4 hours. 1.2. Resume of activities included (e.g., type, number, main characteristics, etc.) 1.3. Proceduce (e.g., how to develop the activities, necessary materials, time needed, etc.) 1.4. Assessment

Contents explanation:	The massive use of social media has revealed that users can be victims of different violent situations and/or that violate their rights, such as cyber-bullying. It is necessary to know the different forms of violence (threatening, disseminating lies, creating a false profile, etc.) that occur online or via different ICT and social media platforms (e.g., mobile phones, email, Facebook, Instagram, Snapchat, etc.) in order to carry out an effective intervention.

IO1 and IO2 are interconnected.The curriculum determined in IO1 should be developed in IO2.That is, the modules mentioned above were developed under IO1 and these modules should be developed by the partners in the consortium for IO2.In this direction, the distribution of tasks is planned and the deadline is as follows.

NO	MODULES	RESPONSIBLE PARTNER	DEADLINE
1	**Children and adolescents**	UNIVERSIDAD DE CANTABRIA	15 March 2022
2	**Family**	Ljudska univerza Skofja Loka	15 March 2022
3	**Media Education**	Across Atlantiic Development Ltd	15 March 2022
4	**Risks associated with information and communications technology (ICT)**	COFAC COOPERATIVA DE FORMACAO E ANIMACAO CULTURAL CRL	15 March 2022

MONITORING, MEASUREMENT AND EVALUATION

The trainee who receives training within the scope of the content to be produced within the project cycle will be monitored, measured and evaluated by the e-learning platform (IO3).A lot of data will be collected in the software and presented to us in the form of a report.This report will include demographic data, how much time the trainee spends in the training content, what content he repeats, his answers to the question sets at the end of the module, etc.

The trainee who takes all the courses on the platform to be developed with IO3 will be deemed to have completed the training.The trainee who receives the training must take the pre-test at the beginning of the training.This test will help to measure the trainee's general level on the subject before starting the training.The trainee must take the test at the end of each completed module.This test will measure the trainee's general knowledge of the completed module content.Finally, the trainee must take a test covering all subjects in the last part of the training.With this test, the trainee's level after completing the training will be measured.

In the light of the above information, the measurement and evaluation set will be developed by following the roadmap below for all modules.

Pre-Test

The pre-test will consist of 20 questions in total.In this direction, a question set of 5 questions should be developed for each module.There should be 4 options in the tests to be developed with the multiple choice model.The questions should be at the basic level and related to the content in the module.

Test for Each Module

At the end of each completed module, the trainee must take a test related to the content he/she has studied.This test can be presented to the user in different sections and with different concepts within each module.Question set types can be as follows;

-Multiple Choice Model

-True/False Model

-Matching Model

-Gap Fill Model

Final Test

The final test will consist of 20 questions in total.In this direction, a question set of 5 questions should be developed for each module.There should be 4 options in the tests to be developed with the multiple choice model.The questions to be added to this section are related to the content in all modules and should be a little more difficult than the pre-test.

All this monitoring, measurement and evaluation process will be carried out in order to measure whether the training achieves its objectives, to monitor the general change in the trainee's level, and to give a certificate to the trainee who successfully completes the training.

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