



# PREVENTING CYBERBULLYING TOWARDS LGBTQ+ GROUPS:

A RESTORATIVE JUSTICE APPROACH FOR YOUTH WORKERS  
IN UK, SPAIN, MALTA AND ITALY

RESTORATIVE JUSTICE SERIES NO 45



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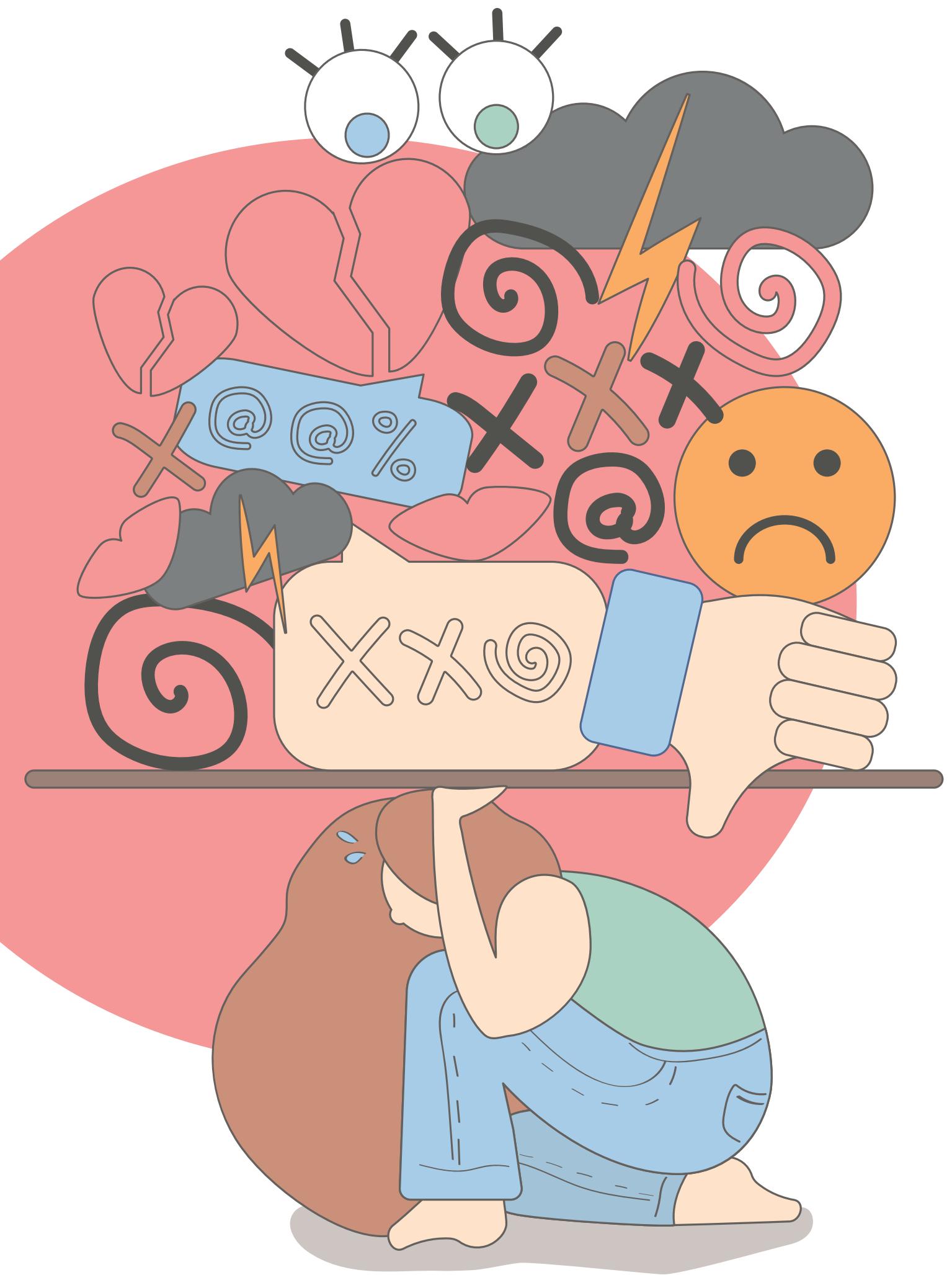
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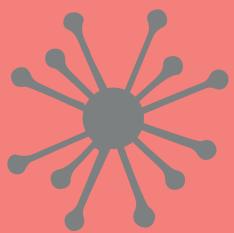
# ORGANISATIONAL PARTNERS & AUTHORS

 <p><b>RJ4ALL</b> RESTORATIVE JUSTICE FOR ALL INTERNATIONAL INSTITUTE</p>	<h3>RESTORATIVE JUSTICE FOR ALL (RJ4ALL)</h3> <p>Restorative Justice for All (RJ4All) is an international institute with a mission to advance community cohesion and human rights locally, nationally and internationally. RJ4All redistributes power in a more equal way by delivering social justice projects, educational programmes and high-quality volunteering opportunities to the most marginalised groups of society. RJ4All does this by using the power of education, sports and arts as well as the practices (mediation, conferencing, circles, dialogue, workshops) and values of restorative justice including power sharing, fairness, equality, dignity and respect. RJ4All is the leading Europe-wide restorative justice network with members from over 40 countries. RJ4All have carried out a number of projects for the EU, UK founders and international organisations. This includes independent evaluation of rehabilitation and restorative justice programmes, awareness raising and training projects, work on radicalization as well as research consultancies and expert advice to governments and international organizations. RJ4All also runs an independent, publishing arm. RJ4All Publications is an impactful publisher specialising in social sciences and the publication of cutting-edge research.”</p> <p><a href="https://www.rj4all.info/">https://www.rj4all.info/</a></p>
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 <p><b>VIS MED NET</b> Vision Mediating knowledge Networking</p>	<h3>VISMEDNET</h3> <p>Is an association of professionals in the areas of education, training and career development in Malta, Europe and in other parts of the world where VisMedNet has networks, partnerships and friendships.</p> <p>VisMedNet is located in Malta and is the contributing partner and compiler of this transnational report.</p> <p><a href="http://vismednet.org/">http://vismednet.org/</a></p>

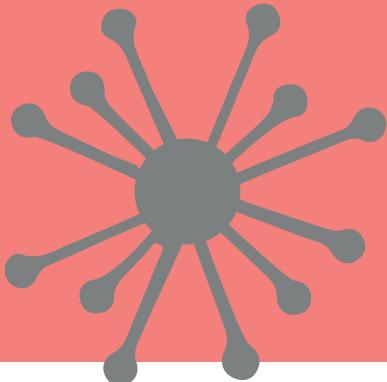
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# ABOUT THE PROJECT



Cyberbullying of vulnerable young people is a reality and an increasing concern locally and internationally. Unlike standard-bullying that is more common at school, it can continue throughout the day through SMS, and apps, in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or damaging content about someone else. There is evidence that LGBTI+ groups are disproportionately affected by cyberbullying.

The heavy reliance on the internet during the Covid-19 pandemic highlights the need for an urgent response that will enable both young people and youth workers to deal well with cyberbullying.

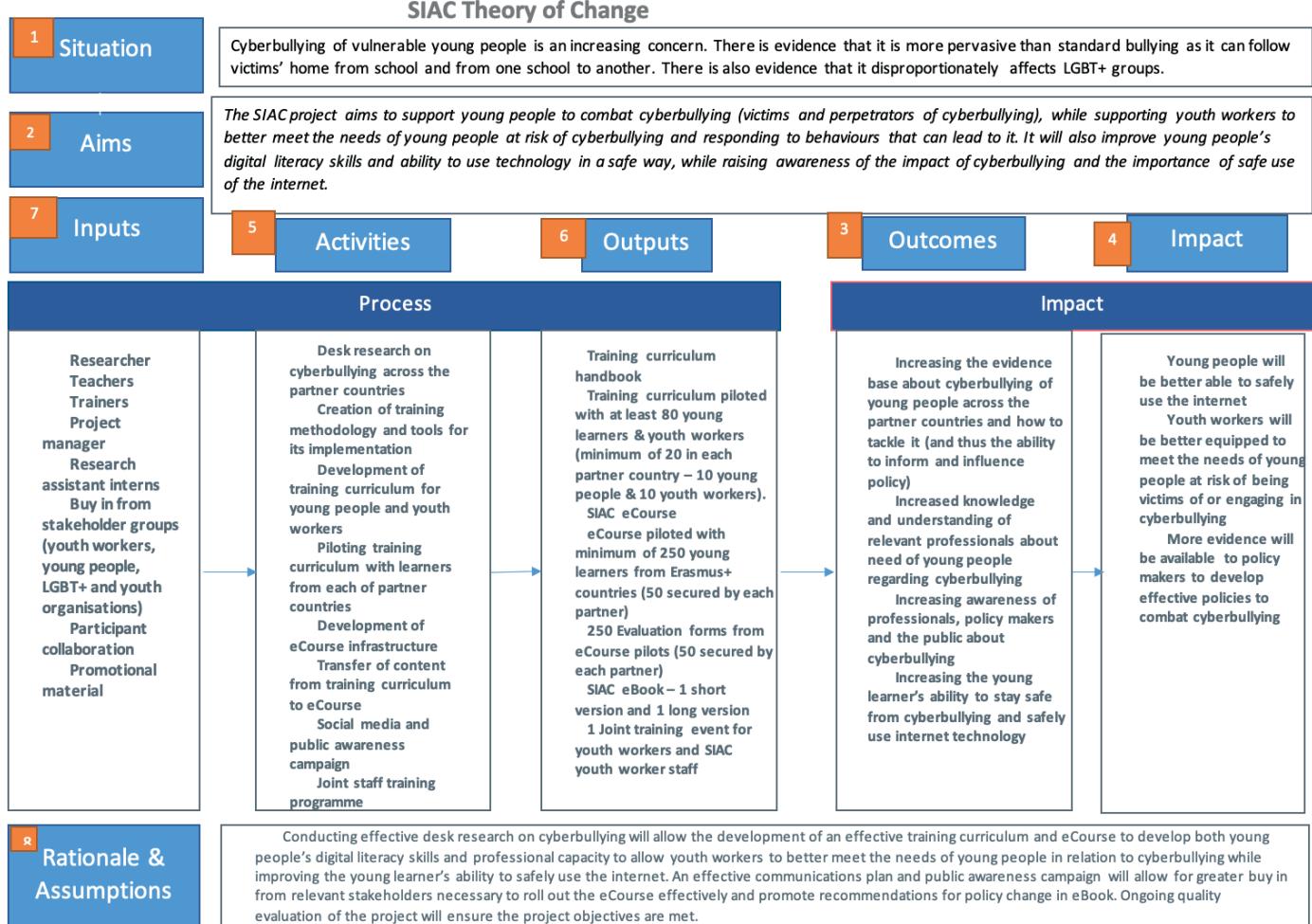
At this critical point in time, the RJ4All International Institute created a partnership from 4 Erasmus+ countries (Spain, Italy, UK and Malta) to address this phenomenon under the SIAC project “Promoting a Safe Use of Internet Against Cyberbullying”.

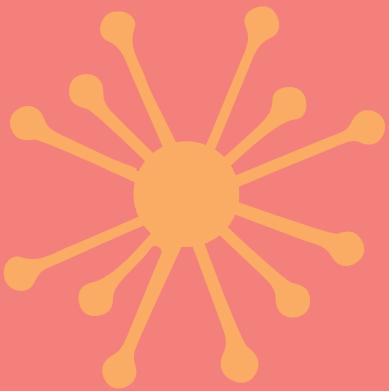
The project aims to support youth workers and other professionals working with young who are at risk of cyberbullying. It will increase the skills, knowledge and confidence that will allow these professionals to foster their young peoples' resilience as well as knowledge in using the internet and being safe from cyberbullying. The project tailored and evidence-based accredited training and other social actions, which will drive innovation and quality in European youth work. The project accredited these courses with a Continuous Professional Development (CPD) status, certifying all trainees and in this way promoting the quality of youth work and validating a grey area of youth.

## PROJECT'S OVERALL GOALS:

- Supporting youth workers and other relevant professionals to better meet the needs of young people at risk of cyberbullying.
- Minimize the harassment of students that have bad habits with the use of the Internet through innovative education.
- Increase the professionals' skills, knowledge and confidence to allow them to foster their young peoples' resilience as well as knowledge in safely using the internet and being safe from cyberbullying.
- Promoting quality, innovation and recognition of youth work.
- Improve young peoples' digital literacy and the use of technology in a safe way. Enhancing this knowledge and experiences will enable our target groups' adaptation to the digital age and shape their future professions.
- Raise awareness of the importance of a safe use of the internet and need to tackle cyberbullying

# SIAC THEORY OF CHANGE





# FOREWORD

RESTORATIVE JUSTICE FOR ALL (RJ4ALL) INTERNATIONAL INSTITUTE

# COMPARATIVE AND CROSS-COUNTRY LEARNING

## ABSTRACT

This is the summary of the comparative chapter of the SIAC e-book. This summary aims to critically synthesize all the findings from the project. It reflects on the new knowledge, tools, pilots, and results that we accumulated as an Erasmus+ strategic partnership over the last two years. This summary chapter reflects on the current reality of cyberbullying with a special focus on people from LGBTQ groups in Europe. It looks at the role of youth work as well as to set light on challenges faced. Furthermore, restorative justice is presented as a positive approach to adopt for enabling to root out cyberbullying among youth. Emphasis is given on the implementation of our innovative tools in the project participating countries: the UK, Spain, Malta and Italy.

## PROJECT METHODOLOGY

In the framework of the SIAC research, partnership has studied cyberbullying signs and patterns physically, but also online. SIAC project aimed to:

- Identify existing methods used to reach marginalized youth
- Identify the best innovative practices in preventing cyberbullying
- Identify existing tools and facilitation of non-formal educational activities attended by youth workers
- Identify accessible methods of communication and distribution of information about the organization programs/projects/activities to reach the most affected young people.

**To reach these objectives each partnering country representative in this project conducted desk research:**

- on data and statistics on cyberbullying in their countries, identifying pertinent issues at the local, regional, and national level.

- on data collected on EU wide initiatives to tackle cyberbullying.

The methodological approach used a combination of different methodologies, including literature re-

view, qualitative interviews, and analysis of content, discourse analysis, and social network analysis.

The literature review was carried out through a combination of sources and methods, including books, studies, research papers, scholarly articles, published reports and statistics, and fieldwork. It examines the current state of knowledge on the topic of cyberbullying.

It was also important that existing knowledge was complemented with local realities and in order to understand the latter we conducted several pilots and fieldwork studies. In particular, the project carried out:

PROJECT PHASE	RESEARCH TOOL	PURPOSE AND RESULTS			
Research phase 1	Desk research in all participating languages	To create the SIAC report: Promoting Safe Use of The Internet Safe Internet Against Cyberbullying (SIAC) LFBTQ Discrimination and The Current State Of The Art In The UK, Spain, Malta And Italy			
Research phase 2	Piloting of the ecourse	To implement the E-course			
Research phase 3	Online survey (self-assessment), focus groups and online questionnaire	To assess and evaluate the E-course			
	UK	ITALY	MALTA	SPAIN	
Phase 1: Desk research	1 chapter completed	1 chapter completed	1 chapter completed	1 chapter completed	
Phase 2: E-courses piloting	50	50	50	50	
Phase 3: Assessment of E-course	50	50	50	50	

## CURRENT STATE IN PARTICIPATING EUROPEAN COUNTRIES

The heavy reliance on the internet during the Covid-19 pandemic highlights the need for an urgent response to the increase of cyberbullying incidents all over the world. According to surveys and countries national statistics, cyberbullying and particularly cyberbullying towards LGBTIQ young people is a reality and an increasing concern among all Erasmus+ countries.

The combination of the anonymity and the absence of consequences play a very important role for the increase of cyberbullying incidents. This phenomenon has become more and more common during the last 2 years of the pandemic, resulting in an urgent need for both young people and youth workers to deal with it. As it will be presented in more details further below, cyberbullying, unlike standard bullying which usually common in school settings, does not face any territorial obstacles as it can happen throughout the day through SMS, SM apps, forums, game platforms, etc. where people can interact and share content.

When talking about Cyberbullying and LGBTIQ groups, it is easy noticeable that research and reporting evidence reflect that LGBTIQ groups are disproportionately affected. According to the FRA latest European LGBT survey, 91 to 97 % of school students have heard negative comments or seen negative conduct because a schoolmate was perceived to be LGBTIQ during school years.

Based on research findings from all project participating countries (UK, Italy, Spain, and Malta) bullying relat-

ed to people identified as lesbian, gay, bisexual, or transgender is much more widespread than bullying based on race, religion and gender. Additionally, the majority of the incidents are being concentrated on ages between 10-15 with average 13,5 years old. In particular, according to findings from the UK's Office for National Statistics for the year ending on March 2020, in a research of 764,000 youths one in five children aged 10 to 15 in England and Wales have experienced at least one form of cyberbullying. Similarly, in Spain having the highest incidence rate occurring at the age of 11-14 years old. In particular, 13,5 years old is the average age of the victims cyberbullied. In Italy, based on data from the Gay Help Line which is the national contact center against homophobia and transphobia, receiving more than 50 contacts a day which is more than 20,000 a year, about the 60% of users fall into the 13-27 age group. Additionally, during COVID period, the blackmail and threats suffered by LGBTIQ people have increased from 11% to 28%, while cases of bullying and discrimination at work from 3 to 15%. Furthermore, in the year in which the pandemic limited socialization to the web, 30% of LGBTIQ students who contacted the Gay Help Line said they had suffered cyberbullying and hate speech online.

Regarding the LGBTQI in Spain, almost 70% of LGBTQI students experience cyberbullying based on the affective-sexual orientation and gender identity in their online environment, which means new ways of internalizing prejudices and LGBTQI-phobia by the same students who are gay, lesbian, bisexual and trans. Also, it was noticed that in most cases cyberbullying continues to be a reiterative and long-term form of harassment.

In terms of other characteristics and factors, in UK up to 26% of victims of cyberbullying had a chronic condition or impairment. That proportion is significantly greater than the 18% prevalence of online bullying among kids who do not have a disease or a disability. As far as ethnicity is concerned, only 6% Asian or Asian British children reported any type of online bullying, while 21% of white children reported experiencing it, 18% of Black or Black British children reported being the target of online bullying, while the number for children from mixed racial or ethnic groups was slightly higher at 19%.

Nearly equal numbers of boys and girls, 20% of girls and 17% of boys, reported being victims of cyberbullying. This indicates that other factors, such appearance, colour, or sexual orientation, are more frequently the focus of cyberbullying behaviour than gender. This is not the case for Spain, as it shows that approximately the 60% of the cyberbullying victims are girls.

## CYBERBULLYING IN EUROPE: REFLECTIONS FROM THE PROJECT IMPLEMENTATION

During the project lifetime, desk research was conducted in all participating countries in order to unpack the current situation in Europe as well as to understand the different approaches and perspectives of the phenomenon of cyberbullying in different country context. The research focus not only on what constitutes cyberbullying and how it varies from traditional bullying, but also how it impacts members of LGBTQI groups, the current legislation and intervention and prevention actions, etc. Through the research process, partners were in contact headteachers, staff, and governing bodies of schools and other educational organisations that provided clear, in-depth guidance, inputs, and advice for a sufficient package of educational materials and sources. In particular, the partnership had access to information on several topics dealing with issues like online safety, LGBTQI, mental health, sexual harassment, race, religion, and nationality, among others. Additionally, a network of independent organisations, such as charities and NGOs, offered training, direction, advice, and other forms of assistance to students, teachers, parents, and other stakeholders. These contacts not only provided partnership's researchers with useful information but also a lot of these organisations who work with youth are willing to use the tools made available by the project to train staff and young people on the risks related to cyberbullying.

The partnership engaged a diverse set of participants in the online training course's piloting activities, including teachers, youth workers, volunteers, and other professionals who work with young people in order to test and optimize the training materials based on professionals' feedback for improvement.

Based on the pilot's feedback it is important to note how the e-course dramatically improved (by clarifying) the participants' perception about cyberbullying and how it has given them better knowledge and confi-

dence making them better prepared to teach the notions to other people.

In particular, as evidence from the UK pre-course and the post-course assessment questionnaire, it is clear that participants following the completion of the course not only have a higher understanding of the phenomenon of cyberbullying, especially with regards to LGBTQ groups, but they are also more aware of prevention practices and feel more confident to provide support to the victims, including from LGBTQ groups, and apply restorative justice principles and methods. Similarly in Italy, pilot participants made great improvements in cyberbullying awareness. According to the responses of participants in the pre assessment survey it was noted that cyberbullying towards LGBTQ+ youth was not entirely clear as well as most of them were not feeling comfortable with explaining cyberbullying prevention. Participants were not aware of the current challenges in the area of cyberbullying towards LGBTQ groups and were not aware of how to support a victim prior to the e-course. However, after completing the course, participants improved their knowledge on the current topics, learned important concepts that they can adopt and disseminate.

Also learning about preventive measures, as well as restorative justice methods was one of the highlights of the course. The values of restorative justice were not a very well-known topic for a lot of participants as well as the practices and benefits of using these approaches. Most of them were not familiar with the topic before the course, but the e-course helped them to understand the potential of restorative justice to help LGBTQ communities heal from cyberbullying.

In Spain, the findings show that participants had in general good knowledge of cyberbullying and cyberbullying towards LGBTIQ groups. Similarly, regarding their knowledge related to restorative justice and restorative justice approaches, with half of the participants to acquire good knowledge and 22% excellent knowledge of this area.

Last, through SIAC project partners had the opportunity to exchange ideas and knowledge as well as to compare outcomes in different countries, discuss successes and best practices, and cooperate on creating the project's deliverables.

## **CHALLENGES AND BENEFITS DURING THE IMPLEMENTATION OF SIAC IN THE UK, SPAIN, AND ITALY**

SIAC project gave the opportunity for partner countries to set light on a great concern regarding cyberbullying and specifically cyberbullying towards LGBTIQ groups during COVID era. Cyberbullying is a common occurrence among young people. The likelihood of experiencing online harassment considerably rises as kids spend more time online and have more access to mobile devices.

Regarding legislation on bullying and cyberbullying, cases are handled according to laws that were established before the development of social media platforms, even though the present legal framework appears to be adequate to accommodate the occurrence of episodes of cyberbullying. And considering that there is no official definition of cyberbullying, it is urgent for legislation that would also reflect the role that technology plays in cases of bullying as well as to reflect online behaviors as new types of bullying and harassment emerge. These were concerns that are being raised and addressed in the e-course by promoting a more critical thinking approach. This source provides valuable knowledge to educators/youth leaders and youth organisations in fostering effectiveness and efficiency in education about risks and effects of cyberbullying, raise awareness among secondary school students and youth centres, and encourage reporting by victims and bystanders as it is based on sound learning principles and approaches which can suit different needs and learning styles.

SIAC project set a good basis focusing on cross-sectorial and cross-border collaboration, by fostering a wider dialogue with stakeholders in education, in order to adopt a co-creative and evidence-based approach to prevent and counter cyberbullying through education.

## RESTORATIVE JUSTICE APPROACH TO TACKLE CYBERBULLYING

Since the early 1970s, restorative justice has been discussed in many international, fora and attracted the interest of many commentators, reformers, policy makers and researchers (Braithwaite 2002a; Gavrielides 2007). These debates have been complemented with numerous evaluations of restorative practices (Kilchling 1991; Umbreit and Greenwood 1997; Miers 2001; Miers et al 2001; Wilcox and Hoyle 2004; Vanfraechem et al 2010). However, little have been said about how restorative justice can be an appropriate approach to deal cases of cyberbullying or even prevent them. Restorative justice can address cyberbullying and particularly, any effective response to cyberbullying should involve restorative justice practices that involve the whole community. According to Jennifer Shapka: "If we adopt restorative justice by including all actors: parents, the school through its school policy, the victims, the perpetrators and the community as a whole, we will be able to obtain results". Restorative justice can then be used for educational purposes when its values are integrated into anti-cyberbullying initiatives. Restorative justice assumes "*the existence of a "social liaison" that bonds individuals in a relationship of respect for other's rights and freedoms*" (Gavrielides, 2005).

Unpacking a bit more the benefits of restorative justice we need to explain what restorative justice is. SIAC project understood it within a broader framework, as "an ethos with practical goals, among which is to restore the harm done by including all affected parties in a process of understanding through voluntary and honest dialogue, and by adopting a fresh approach to conflicts and their control, retaining at the same time certain rehabilitative goals" (Gavrielides 2007: 139). There appears to be a consensus in the literature that the concept of restorative justice should extend to something far beyond the practical realm so as to capture its ethical dimension. Zehr and Mika (1998) provided a list of principles in an effort to clarify what constitutes restorative justice. Their list is composed of three major headings: (a) crime is fundamentally a violation of people and interpersonal relationships, (b) violations create obligations and liabilities, and (c) restorative justice seeks to heal and put right the wrongs. In the literature, there is consensus that restorative justice practices consist of: direct and indirect mediation, family group conferences, healing/sentencing circles and community restorative boards (Walgrave and Bazemore 1998; Crawford and Newburn 2003; Gavrielides 2007). Restorative practices emphasize values of empathy, respect, honesty, acceptance, and accountability among participants. Restorative practices are effective in addressing cyberbullying because of its focus on:

- Involving all those affected by the harm in the discussion and in determining its resolution,
- Listening and speaking to the needs of the offending person, the victim, and all others impacted with the cyberbullying,
- Healing and repairing harm, broken communication, and broken relationships, and
- Promoting shared community values and positive and productive forms of interaction ways as encouraging individual and community accountability.

Restorative practices are ideal for dealing with cyberbullying and its adverse impact on the victims: while cyberbullying promotes negative social interaction, intolerance for difference, and abuse of power, restorative justice principles are all about helping people to learn, understand, and respect difference, transform power imbalances that affect social relationships, and build positive social interaction and empowered community involvement.

Restorative practices involve components of accountability, without using punitive measures. This aspect of restorative justice, accountability with care and support, can be beneficial for the community in dealing with cyberbullying.

## POLICY RECOMMENDATIONS

Following implementation of SIAC project, partnership gathered a few policy recommendations based on the desk research as well as the educational material pilot findings and feedback from participants and other professionals on the topic. To name a few, some of them include national and EU policies.

## NATIONAL POLICY RECOMMENDATIONS

- Review national current legislation of cyberbullying and devise new laws considering the technology. Although the current legal system in the UK seems to be well equipped to deal with cases of cyberbullying, some of the laws of reference predate the advent of smart phones and social media and therefore may appear outdated to deal with cases of cyberbullying, which is a recent phenomenon. Our recommendation would be for policy makers to consider reviewing the current legislation of cyberbullying and devise new laws that consider the technological advancements that occurred over the past 15-20 years and are more focused on this specific issue.
  - In Spain, Article 1 of the Organic Law on Education recognises the basic rights of students, such as respect for their personal integrity and dignity, and protection against any physical or moral aggression, and the right to respect the dignity, integrity, and privacy of all members of the educational community. Students must respect teachers and other school employees, as well as the rest of their classmates, avoiding situations of conflict and bullying in any form, including cyber-bullying. This provision is found in art. 1 of the Law for the Modification of the Child and Adolescent Protection System. In addition, all schools must include in their educational project a Coexistence Plan, which serves as a reference for students, families, and teachers to deal with bullying, as established by the Organic Law of Education. Each school's Coexistence Plan must include Internal Regulations, which include rules of behaviour that the student must respect. Bullying should be classified as a serious offence, with the consequent application of a sanction, which could lead to permanent expulsion from the school.
  - It is imperative that prevention methods are accessible and able to stop cyberbullying from happening. Offline and online prevention methods are needed to ensure that cyberbullying does not change an individual's life forever. Tackling this phenomenon must not be a "one size fits all" approach, but varying circumstances must call for various preventative measures.
- The schools should ensure regular review and update of existing policies to include cyberbullying where appropriate, as well as to keep good records of all cyberbullying incidents. Finally, the schools should promote the positive use of technology. The IT department of the schools must use filtering, firewall, anti-spyware software, anti-virus software and secure connections to safeguard the pupils.
- Support civil society and educational staff in the implementation of practical measures against the phenomenon. It is necessary to 'rethink' of education to match the online era, where new media 'democratize education', empower young people and open pathways to tolerance for living and working in a multicultural environment. The blurring of borders between formal, non-formal and informal will require new teaching skills and constant evolution of the profiles of youth workers or schoolteachers. A holistic approach to education, individualised methods, professional coaching, and experience-based learning would also prompt individuals to take a step back from routine and promote change.
  - Raising awareness among the youth. Schools are particularly suitable places of social interaction where a good deal of work can be done in order to limit the spread of cyber-bullying. Parents, schools, and law enforcement need to take an active role in raising awareness about cyberbullying. Active campaign programs are necessary to fight the increasing problems associated with cyberbullying.

## EUROPEAN POLICY RECOMMENDATIONS

- Review EU current legislation of cyberbullying and devise new laws considering the technology. Similar to the recommendations for national policy makers, the UK recommendation to EU policy makers would be to work together with partner countries create laws that are more specific to cyberbullying and are up to speed with the current technological advancements, some clear and comprehensive laws encompassing a wide range of case scenarios and specify severe rules for lawbreakers. Obviously, it would be important that in devising that, freedom of speech is also safeguarded.
- When looking into policies preventing and tackling cyberbullying, it needs to be noted that the absence

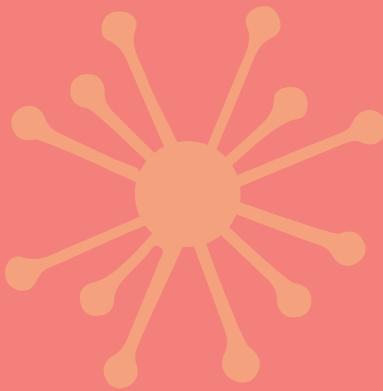
of a common definition is, once again, one of the major problems when comparing any national policies with one another. In 2016, as Pozza et al. (2016:25) note: "only fourteen EU Member States provide an official definition of this phenomenon namely Austria, Bulgaria, Cyprus, Czech Republic, Finland, France, Germany, Hungary, Ireland, Italy, Luxembourg, Malta, the Netherlands, Spain". The national policies became a patchwork of laws, which led to the need to create international measures and regulations. Now there are many international and European initiatives, legislations, and conventions in the fight against cybercrime, but the EU Member States (MS) are still required to implement measures into their own legislation and policies to be effective (EUCPN 2018).

- Increase responsibility put into tech companies to develop platforms providing safer spaces for users where they can feel free to express themselves without risk.
- Create an enabling policy environment for the prevention, detection, and reaction to (cyber)bullying, especially among children and adolescents.
- Combat peer violence amongst young people within formal and informal learning settings and online
- Raising awareness campaign on (cyber)bullying internationally.

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# 1

# CYBERBULLYING IN THE UK

KAIROS EUROPE

## ABSTRACT

Cyberbullying is a global phenomenon which is particularly on the rise among adolescents and young adults, who use technology like email, chat rooms, social networking websites, and cell phones to harass and threaten others or are the victims of such behaviours. Given that the internet has no geographical restrictions and can be reached anywhere in the world where there is a network available, this issue is pervasive worldwide and has frequently similar incidence rates across different nations. Although there are numerous international initiatives attempting to address all forms of online bullying, each country determines which are the most effective strategies to manage this phenomenon. As a result, laws addressing this issue might vary in focus and severity depending on the country. This chapter examines the prevalence of cyberbullying in the United Kingdom, taking into account a number of different aspects, including statistical data, targeted groups, how the current legal system can be applied in cases of offences from both a civil and criminal standpoint, what are the primary prevention strategies employed by schools and other organisations that work with children and young people, and what kind of support is offered to those involved in incidents. A particular focus is given to cyberbullying related to LGBTQ groups. Additionally, it examines the experiences and lessons discovered during our organization's handling of the project, as well as the outcomes of interactions with stakeholders. This chapter also includes an in-depth analysis showing the results from the piloting activities which took place in the UK.

## KEY OBJECTIVE OF THE COUNTRY REPORT

To discuss cyberbullying in the United Kingdom, including incidence, risk categories, protective measures, legal framework, and support networks, as well as to examine the work carried out by our organisation throughout the course of the two-year project.

## METHODOLOGY

This report is the result of the work carried out by the SIAC project partnership over the past 20 months. It contains information about the current state of affairs of cyberbullying in the UK, with reference elements

such as incidence of cyberbullying, current law, and best practices. Additionally, it analyses how the government and civic society organisations are currently addressing the issue. As a result of our organization's participation in the project's activities to achieve its goals, our interactions with the other partner organisations, and with the pertinent parties involved at different project stages, it also analyses the lessons gained throughout the project.

A mixed methodology, including a review of current websites and literature on the subject with a focus on national sources, as well as interviews with relevant stakeholders, was used to realise the first project output (LGBTI Discrimination and the current state of the art in the UK, Spain, Malta, and Italy). Surveys were the mechanism employed to gauge participant satisfaction with the online course during the piloting activities. To assess how participants in the piloting activities learners during the e-course, a pre and post course assessment methods was used. The data collected allowed us to draw up a comparison between the pre-course and the post-course results, in order to gauge the changes in knowledge, perceptions, and confidence of participants towards the topics of the course.

## CURRENT STATE OF THE ART IN THE COUNTRY

During the year ending March 2020, research on internet bullying was published by the UK's Office for National Statistics. According to their findings, 764,000 youngsters, or around one in five children aged 10 to 15 in England and Wales (19%), encountered at least one form of online bullying behaviour. One in four (26%) of the children who encountered online bullying did not tell anybody about their experiences, and more than half (52%) did not consider the actions to be bullying. 10% of all children between the ages of 10 and 15 reported experiencing one or more of the most frequent forms of online bullying, including being called names, insulted, or sworn at, as well as receiving mean communications about them. Seventy two percent of kids (72%) who had experienced online bullying had at least some of it happen at school or while they were in class (Office for National Statistics, 2020).

According to the same study, up to 26% of victims of cyberbullying had a chronic condition or impairment. That proportion is significantly greater than the 18% prevalence of online bullying among kids who do not have a disease or a disability.

Nearly equal numbers of boys and girls, 20% of girls and 17% of boys, reported being victims of cyberbullying. This indicates that other factors, such appearance, colour, or sexual orientation, are more frequently the focus of cyberbullying behaviour than gender.

As far as ethnicity is concerned, only 6% Asian or Asian British children reported any type of online bullying, while 21% of white children reported experiencing it, 18% of Black or Black British children reported being the target of online bullying, while the number for children from mixed racial or ethnic groups was slightly higher at 19%.

In terms of sexual orientation, statistics show LGBTQ people are more likely than members of other groups to experience bullying both offline and online. According to a 2019 report by the BBC, bullying related to racism, sexism, or religion is less widespread than bullying of those who identify as lesbian, gay, bisexual, or transgender (LGBTQ). According to a survey of more than 1,000 teachers who work in primary or secondary schools in the UK, 13% of kids experience bullying because of their sexual orientation. This contrasts with 11% for reasons related to race, 7% for reasons related to gender, and 2% for reasons related to religion. Nearly 75 percent of teachers reported witnessing homophobic bullying, according to the study (BBC, 2019).

While some reports such as the Stonewall School Report show that there has been a drop over the past 10 years in anti-LGBTQI bullying and a growing acceptance of these groups among the student population, there is still a high number of pupils (almost 50%) who still experience bullying at school (Stonewall, 2017).

## CYBERBULLYING AND THE LAW

Cyberbullying (as well as traditional bullying) in the UK are not specifically criminal offences. It only becomes

a criminal offence if the bullying causes alarm or distress to the victim (under the Harassment Act 1997).

Although there has been talk about putting laws in place to deal with online or cyberbullying in UK parliamentary circles, the general consensus has been that the current legal system is sufficient to deal with the virtual manifestations of real-life offences and that the current legal system was adequate to deal with similar occurrences. Cyberbullying offenders may be held accountable under both criminal and civil laws, including:

- Protection from Harassment Act 1997;
- The Malicious Communications Act 1988;
- The Communications Act 2003;
- The Public Order Act 1986;
- The Criminal Justice and Courts Act 2015
- The Obscene Publications Act 1959
- The Gender Recognition Act 2004
- The Education and Inspections Act 2006 (EIA 2006) – This act permits staff members and teachers to seize goods from students, including cellphones.

With regards to LGBTQI groups, they have the freedom to choose whether, when, and how to come out as well as who knows about their sexual orientation and gender identity. Without that person's consent, it is improper and occasionally illegal to out someone. If someone "outs" another person or exposes their gender identity, sexual orientation, or HIV status after they have made these disclosures online, it may be illegal if they are doing so in violation of the law or if they are doing it to harass, extort, or threaten this person (Galop, 2022).

In substance, although the existing legal system lacks explicit legislation against cyberbullying, it appears to be able to address most instances of online abuse and cyberbullying. The 2017 Digital Economy Act is an encouraging move towards directly addressing online bullying on social media sites. According to the act, "The Secretary of State must issue a code of practice giving guidance to persons who provide online social media platforms for use by persons in the United Kingdom (Legislation.gov.uk, 2017).

Since there have been more reports of cyberbullying on these platforms, especially in more recent times when many people may have relied solely on virtual world engagement for social interaction due to the Covid-19 pandemic, this provision is very important. It offers guidelines for pursuing matters involving social media communications, containing detailed instructions on how the prosecution office should handle typical crimes that may be committed on social media platforms.

## TACKLING CYBERBULLYING IN THE UK

The UK Government has produced guidelines to help maintained schools prevent and take action against cyberbullying, create environments that are safe and disciplined so that pupils can learn and realise their full potential (<https://tinyurl.com/2rm9ttfe>).

This is done in line with Section 89 of the Education and Inspections Act 2006, which mandates that schools should have policies in place to promote appropriate conduct and stop bullying in all its manifestations among pupils. These actions ought to be included in the school's behaviour code, which must be shared with all students, teachers, and parents.

Similar provisions apply to independent schools under The Education Regulations 2014, stating that they must ensure that bullying is prevented as far as reasonably possible with the creation of an appropriate plan.

A key provision is also the Public Sector Equality Duty (PSED), present in the Equality Act 2010, which covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Under this Duty, schools must:

- remove all forms of unlawful discrimination, harassment, and victimisation, and any other conduct

prohibited in the Act.

- promote equal opportunities among those who share a protected trait and those who do not share it encourage positive interactions between individuals who share a protected trait and those who don't.

Successful schools have clear rules in place to deal with bullying and unruly behaviour, so that when issues do happen, they can be handled immediately.

Any definition of bullying used by a school for the purposes of its own behaviour policy should be made clear to students, parents, and staff. Bullying is kept from becoming a major issue in the first place by the environment that successful schools foster. To make the best decisions, school employees, head teachers, and governors are in the best position to respond to the specific problems that their students are facing. This act basically leaves each individual school to make their own decisions about the policy to apply and how to respond to episodes of bullying.

Outside the school system, in the UK there are also several organisations and agencies that work on tackling cyberbullying and providing the adequate support to the victims. These include, among others:

- **Childnet International**, Childnet International a non-profit organisation working with others to help make the internet a safe place for children.
- **The Anti-Bullying Alliance**, a coalition of organisations and individuals that are united against bullying.
- **The Better Internet for Kids Portal**, which provides information, guidance and resources on better internet issues from the joint Insafe-INHOPE network of Safer Internet Centres in Europe, and other key stakeholders
- Kidscape, a charity committed to helping all children grow up in safe communities, through training, awareness, and advice
- **The POSH (Professionals Online Safety Helpline) Helpline**, which supports professionals working with children and young people.
- **The Cybersmile Foundation**, a charity committed to digital wellbeing and tackling all forms of bullying and abuse online.

## IMPLEMENTING THE SIAC PROJECT IN THE COUNTRY

An extensive investigation of the country's existing state was conducted before the SIAC initiative was put into action in the UK. We looked at several facets of cyberbullying when conducting research for the project outputs, like what constitutes cyberbullying and how it varies from traditional bullying, who are the categories most affected, how it impacts members of LGBTQ groups, and so forth. We examined current legislation to see which major statutes protect individuals from cyberbullying and what disciplinary actions should be taken when such occurrences occur. We also examined the country's current infrastructure, which aims to assist individuals and groups in preventing and combating cyberbullying and the victims of it. We think the current system is well suited to handle the difficulties brought on by this expanding phenomenon. For head-teachers, staff, and governing bodies of schools and other educational organisations, the government has provided clear, in-depth guidance and advice. This includes a comprehensive list of links where it is possible to find information and guidance on several topics dealing with issues like online safety, LGBTQI, mental health, sexual harassment, race, religion, and nationality, among others. To protect the wellbeing of students and employees, schools and other educational institutions have all implemented policies. Finally, a network of independent organisations, such as charities and NGOs, offers training, direction, advice, and other forms of assistance to students, teachers, parents, and other stakeholders. Throughout the project, we have contacted several organisations working with youth who will be happy to use the tools made available by the project to train staff and young people on the risks related to cyberbullying.

Working on this project with the other foreign partners has also been intriguing because it has allowed us to compare outcomes in different countries, discuss successes and best practices, and cooperate on creating the project's deliverables.

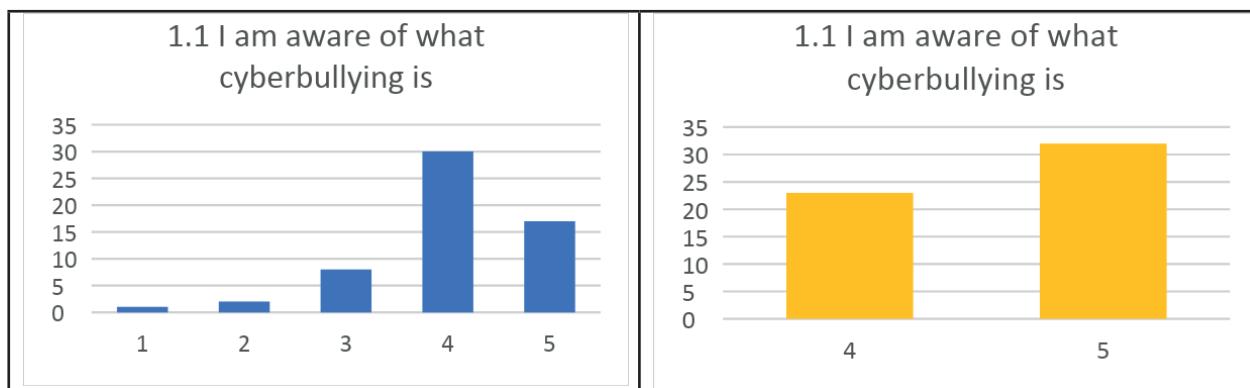
Our organisation engaged a diverse set of participants in the online training course's piloting activities, including teachers, youth workers, volunteers, and other professionals who work with young people.

## ANALYSIS OF THE RESULTS OF THE PILOTING ACTIVITIES

This section contains a comparative analysis of the pre-course and post-course assessment questionnaires, to see how the knowledge, perceptions and confidence of participants changed after their participation in the course.

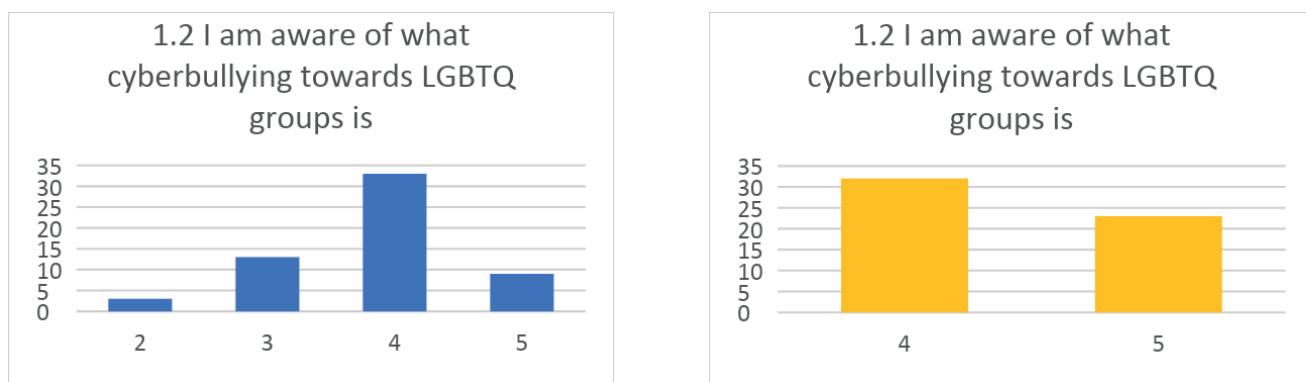
On the left-hand side, in blue, are the results of the pre-course questionnaire, while on the right-hand side, in orange, are the results of the post-course questionnaire.

Questions 1.1 to 1.11. The respondents were asked to rate the questions from a scale of 1 to 5, with 1 being the lowest level and 5 being the highest level.



### Q.1.1 - I AM AWARE OF WHAT CYBERBULLYING IS

Results pre-course show that cyberbullying was, to a good extent, a phenomenon known to participants. A minority of respondents, though, stated not having a great knowledge of it, some of them quite minimal. The post-course results show that they now highly aware of what cyberbullying is.



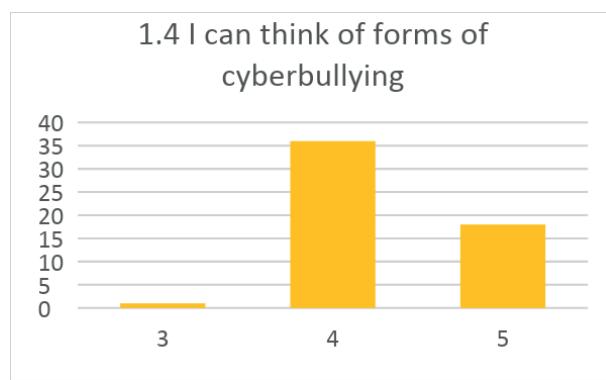
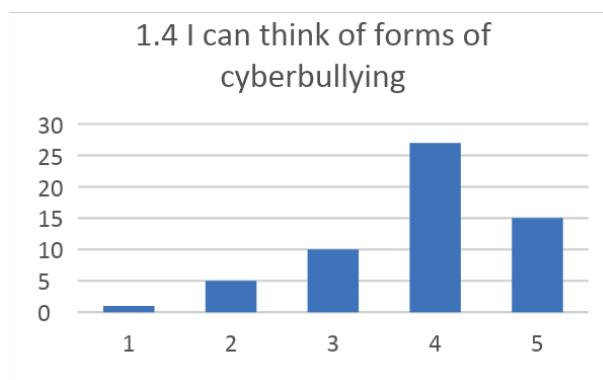
### Q. I AM AWARE OF WHAT CYBERBULLYING TOWARDS LGBTQ GROUPS IS

Similarly to the previous question, the majority of respondents to the pre-course assessment were aware of what cyberbullying towards LGBTQ groups is, although there was a small number of people who had limited knowledge about it. The situation improved after the course, as all respondents state having either good or great knowledge about it.



### Q. I AM FAMILIAR WITH RESTORATIVE JUSTICE VALUES

The pre-course assessment shows that around one third of respondents had good prior knowledge of restorative justice, another third just average knowledge, while the remaining third little or no knowledge about it. Thanks to the course, the majority of participants reached a satisfactory or good level.



### Q. I CAN THINK OF FORMS OF CYBERBULLYING

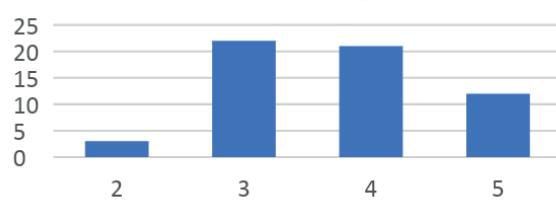
In both pre- and post-course results, the majority of respondents say that they can think of forms of cyberbullying. Only a small number before the course have difficulty in doing so. The result improves after the course, and all respondents can think of forms of cyberbullying from a satisfactory to a great extent.



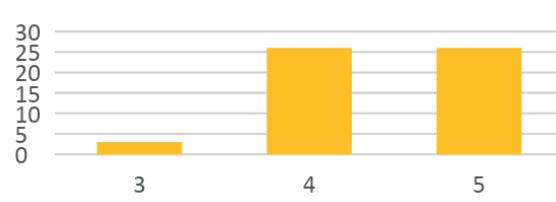
### Q. I KNOW RESTORATIVE JUSTICE PRACTICES

The results to this question show that although the majority of respondents were aware of restorative justice practices, not many of them could state to know them to a great extent. On the other hand, after the course the situation improves dramatically as most respondents could say they know restorative justice practices from a satisfactory to a great extent.

1.6 I feel there is potential for restorative justice to help LGBTQ communities to heal from cyberbullying



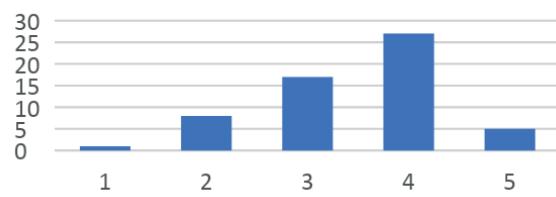
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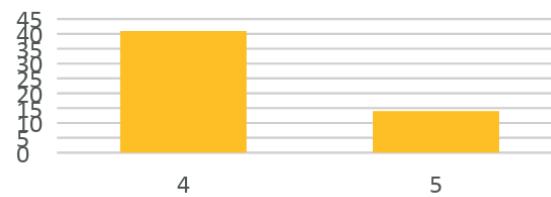
#### **Q. I FEEL THERE IS POTENTIAL FOR RESTORATIVE JUSTICE TO HELP LGBTQ COMMUNITIES TO HEAL FROM CYBERBULLYING**

The results show that most respondents perceived the potential of restorative justice practices before the course, and the course only reinforced their beliefs and perhaps convinced some of those who were not sure about it in the first place.

1.7 I can think of best practices in prevention, intervention and support services related to cyberbullying



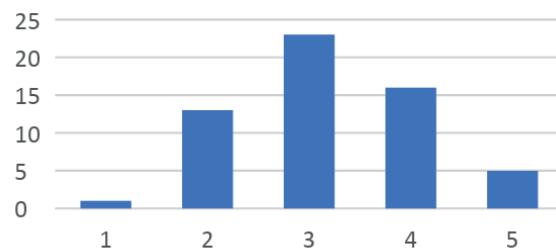
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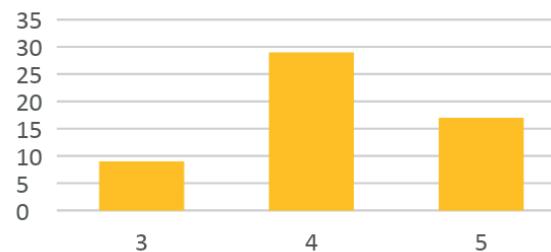
#### **Q. I CAN THINK OF BEST PRACTICES IN PREVENTION, INTERVENTION AND SUPPORT SERVICES RELATED TO CYBERBULLYING**

The results show that thanks to the course, participants are able to think about best practices of prevention, intervention and support services related to cyberbullying.

1.8 I am comfortable explaining cyberbullying prevention



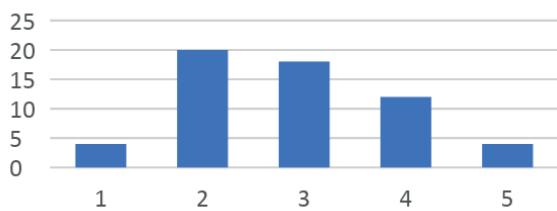
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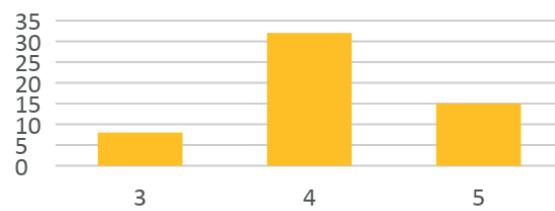
#### **Q. I AM COMFORTABLE EXPLAINING CYBERBULLYING PREVENTION, INTERVENTION AND SUPPORT SERVICES RELATED TO CYBERBULLYING**

As the results show after the course the majority of respondents feel comfortable explaining cyberbullying prevention, from a satisfactory to great extent. That was not the case before the course, when only a small part could say the same.

1.9 I am comfortable explaining how services can support cyberbullying victims



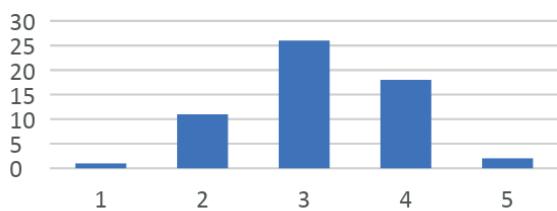
1.9 I am comfortable explaining how services can support cyberbullying victims



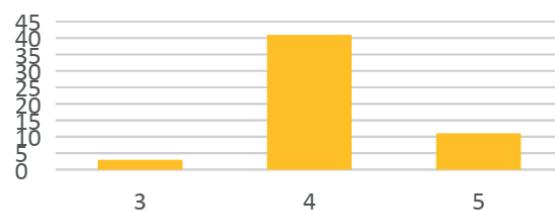
### Q. I AM COMFORTABLE EXPLAINING HOW SERVICES CAN SUPPORT CYBERBULLYING VICTIMS

Before the course not many respondents could say being confident in explaining how services can support cyberbullying victims to a great extent. After the course the majority felt comfortable from a good to a great extent.

1.10 Try to estimate your knowledge about cyberbullying towards LGBTQ groups



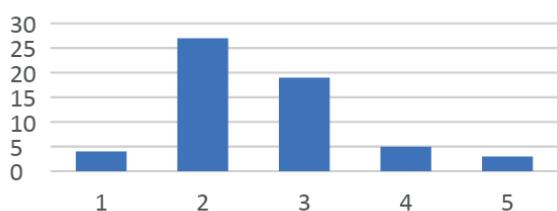
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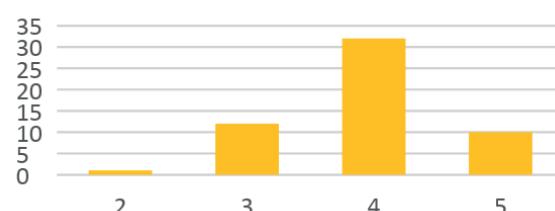
### Q. TRY TO ESTIMATE YOUR KNOWLEDGE ABOUT CYBERBULLYING TOWARDS LGBTQ GROUPS

The results of the pre-course show the highest number of people have an average knowledge about cyberbullying. After the course the situation changes and most people can say they have a good or great knowledge of the topic.

1.11 Try to estimate your knowledge about Restorative justice



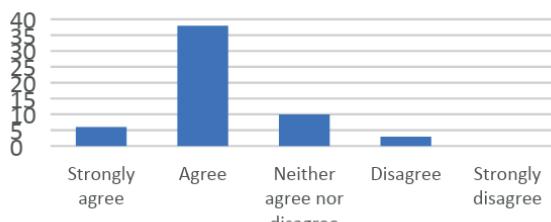
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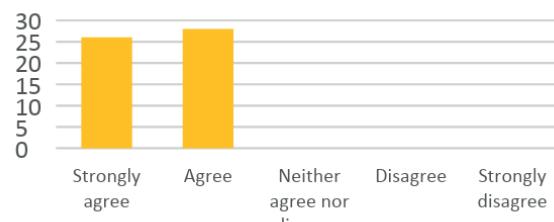
### Q. TRY TO ESTIMATE YOUR KNOWLEDGE ABOUT RESTORATIVE JUSTICE

The majority of respondents before the course had a poor to average knowledge about restorative justice. Only a few declared good to great knowledge. The situation is reversed after the course, with the majority claiming a good knowledge of the topic. Only a few still declared an unsatisfactory knowledge of the topic after the course.

2. I know how to understand and identify the current challenges regarding cyberbullying



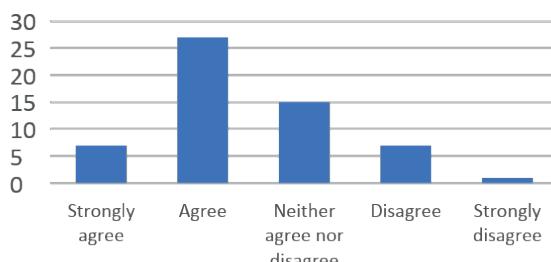
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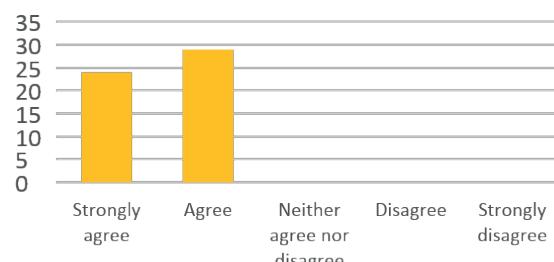
### Q. I KNOW HOW TO UNDERSTAND AND IDENTIFY THE CURRENT CHALLENGES REGARDING CYBERBULLYING

The results show that even before the course there was a good number of people who were able to understand and identify the current challenges related to cyberbullying, but the number increased after the course, with the majority agreeing and strongly agreeing.

3. I am aware of the current challenges in cyberbullying towards LGBTQ groups



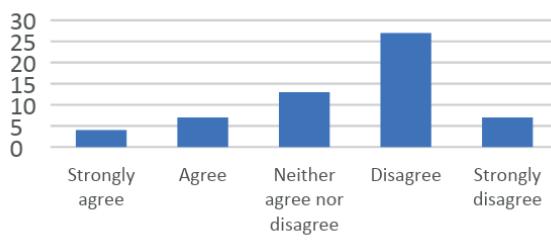
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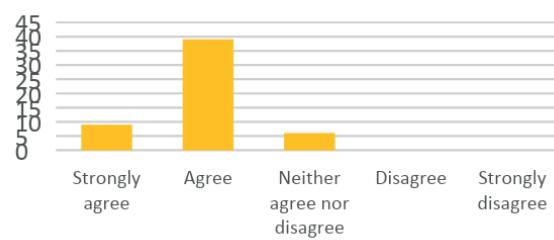
### Q. I AM AWARE OF THE CURRENT CHALLENGES IN CYBERBULLYING TOWARDS LGBTQ GROUPS

Similar to the previous questions the results show that before the course a good number of people were aware of the current challenges related to cyberbullying towards LGBTQ, and the number increased after the course, with the majority agreeing and strongly agreeing.

4. I can implement actions that enhance restorative justice practices against cyberbullying



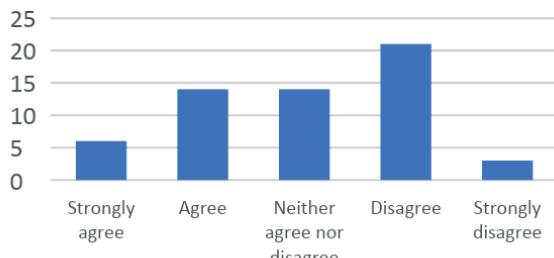
4. I can implement actions that enhance restorative justice practices against cyberbullying



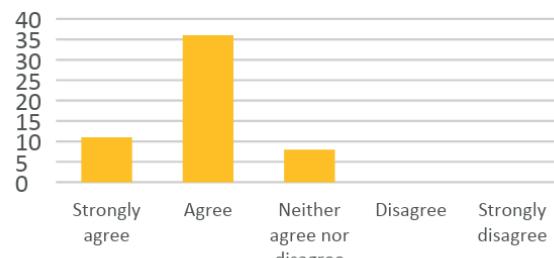
### Q. I CAN IMPLEMENT ACTIONS THAT ENHANCE RESTORATIVE JUSTICE PRACTICES AGAINST CYBERBULLYING

The results show that only a few respondents felt they had sufficient skills to implement actions of restorative justice practices against cyberbullying. After the course, most people declared that they had sufficient skills to do so.

5. I feel ready to address issues about cyberbullying towards LGBTQ groups



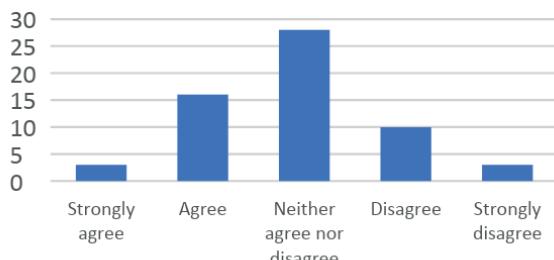
5. I feel ready to address issues about cyberbullying towards LGBTQ groups



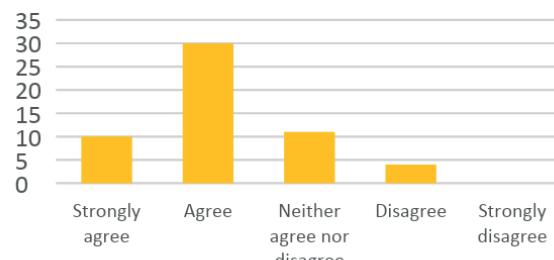
### Q. I FEEL READY TO ADDRESS ISSUES ABOUT CYBERBULLYING TOWARDS LGBTQ GROUPS

Before the course, around one third of respondents stated feeling ready to address issues about cyberbullying towards LGBTQ groups. After the course, the majority felt ready to address these issues, with a small number of people still not sure about it.

6. I will implement restorative justice practices in my work



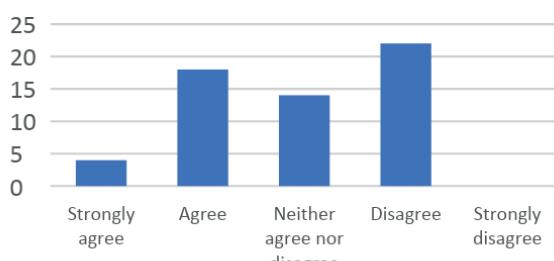
6. I will implement restorative justice practices in my work



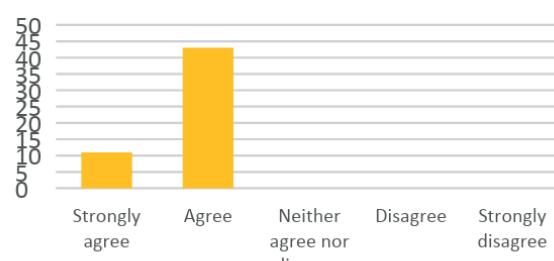
### Q. I WILL IMPLEMENT RESTORATIVE JUSTICE PRACTICES IN MY WORK

Before the course, slightly less than one third of respondents stated they would implement restorative justice practices in their work. After the course, the number grew to two thirds, with the remaining third declaring they would not agree or disagree, and a small number disagreeing. It must be noted that responding “disagree” to this question does not necessarily mean that people don’t agree with restorative justice values. Several conjectures could be made. It can simply mean that maybe restorative justice would be difficult to apply to their work (for example, a self-employed person working on their own most of the time), or that they don’t have parameters to answer positively to this question (i.e. they are not in work).

7. I know how to provide support in LGBTQ groups



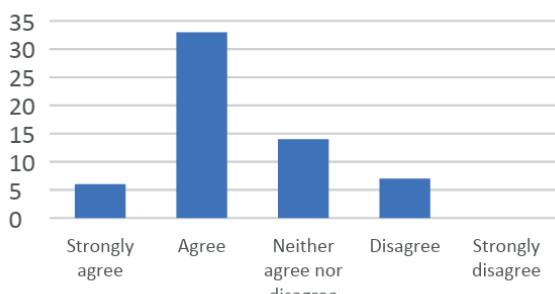
7. I know how to provide support in LGBTQ groups



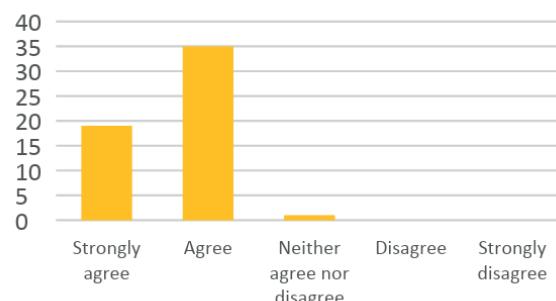
### Q. I KNOW HOW TO PROVIDE SUPPORT IN LGBTQ GROUPS

After the course, all respondents declared they feel ready to provide support to LGBTQ groups. Before the course, the number was lower, with a number of people disagreeing and a slightly smaller number neither agreeing nor disagreeing.

## 8. I am aware of how to support a victim

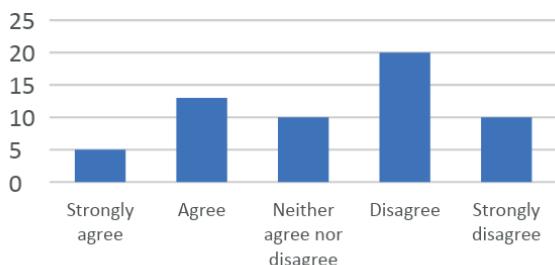


## 8. I am aware of how to support a victim

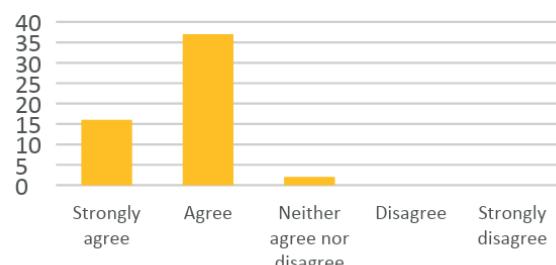
**Q. I AM AWARE OF HOW TO SUPPORT A VICTIM**

The majority of respondents were aware of how to support a victim, even before the course, with a small number not confident about it. After the course, most people agree or strongly agree with the statement.

## 9. I know the basic principles of restorative justice

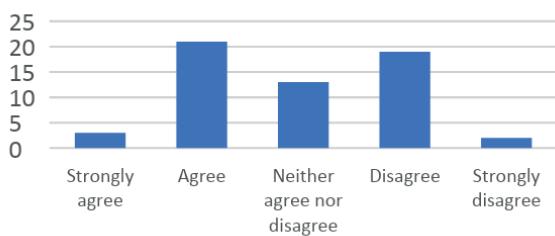


## 9. I know the basic principles of restorative justice

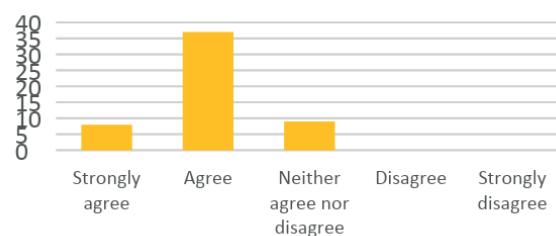
**Q. I KNOW THE BASIC PRINCIPLES OF RESTORATIVE JUSTICE**

The pre-course assessment shows different levels of knowledge among the respondents covering all ranges from “strongly agree” to “strongly disagree”. After the course almost all respondents agree or strongly agree to know the basic principles of restorative justice.

## 10. I feel ready to provide culturally appropriate and tailored support to LGBTQ groups from cyberbullying



## 10. I feel ready to provide culturally appropriate and tailored support to LGBTQ groups from cyberbullying

**Q. I FEEL READY TO PROVIDE CULTURALLY APPROPRIATE AND TAILORED SUPPORT TO LGBTQ GROUPS FROM CYBERBULLYING**

Similar to the previous question, the pre-course assessment shows different levels of knowledge among the respondents covering all ranges from “strongly agree” to “strongly disagree”, however only a small number of people at the far ends, the majority of answers distributed along the central 3 answers. After the course almost all respondents agree or strongly agree to know the basic principles of restorative justice. A few still could neither agree or disagree.

**LIMITATIONS**

What is evident, after quickly glancing at the charts, is that most of the people taking part in the course greatly benefited from it. In all areas there is evidence of improvement. People taking part in the course show

a greater understanding of the phenomenon of cyberbullying, especially related to LGBTQ groups, greater awareness of prevention measures, and greater confidence in supporting affected groups, including through restorative justice methods.

It is however important to highlight some of the limitations of this study which is good to keep in mind when looking critically at the results.

The first limitation is related to the nature of the questions asked in the questionnaire. Participants were asked to complete two questionnaires, one before the start of the course, and one after the completion of the course. The two questionnaires included the same questions. Participants responded to the first questionnaire based on what they believed to be their knowledge about the topics of cyberbullying, LGBTQ and restorative justice, etc., without knowing what to expect in the course. In other words, the results of the pre-course questionnaire might have been affected by cognitive bias, as people might either have underestimated or overestimated their knowledge and skills. One might think they know a topic well, but then realise, after taking the course, that they were not that knowledgeable after all. And the opposite can be said as well.

On the other hand, the post-course assessment questionnaire is, in our opinion, a more objective assessment, as it's done after taking part in the course. It would have been appropriate, in our view, to include qualitative survey methods, in order to gather more meaningful information. Had such approach been used, we would have included more questions to test the respondents' knowledge of the topics. This approach would include questions such as: *Can you name the forms of cyberbullying that you are aware of? Have you ever applied restorative justice practices? If so, when and how? Have you ever provided support to a victim of cyberbullying? Have you ever spoken to an audience about cyberbullying towards LGBTQ groups?*

The second limitation has to do with the fact that the course was purely theory-based. People with a little knowledge of cyberbullying, after taking part in the course, would definitely have increased their knowledge of the topics. Is this enough to be able to recognise cyberbullying once one sees it, apply preventive measures, apply restorative justice practices, support victims from LGBTQ groups, and so on? Possibly yes, to a good extent. However, real life situations could prove to be much more complicated than situations learned in an online course. Therefore, the real test would be practicing the notions learned in real life settings. This, however, was beyond the scope of the project.

## TESTIMONIALS

We will conclude this section with the publication of some of the feedback from participants regarding the course. The purpose is to show what the participants found most valuable.

*"I have an in-depth view about cyberbullying and the forms in which it manifests itself. I can recognize episodes of cyberbullying and act on it. I can provide support to people"*

*"I realized that cyberbullying is an important issue and that everyone should be made aware of it. I was informed about the laws"*

*"It was revealing to see that cyberbullying is not only a problem related to social media, but gaming is also a huge thing nowadays considering how much people play games online, with other people, either known or unknown. Very important also to learn about preventive measures, as well as restorative justice methods"*

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*"I have learnt that an LGBTQ community can help us better understand our world and our differences. For LGBTQ students in particular, it can mean feeling safer at school and hearing homophobic and transphobic remarks less frequently. Furthermore, I think the positive health outcomes for LGBTQ youth whose families are supportive and accepting can lower risk of negative health outcomes such as depression"*

*"I really enjoyed learning about the Restorative Justice practice programme to prevent cyberbullying towards*

*LGBTQ, the warning signs, how to help bystanders becoming upstanders”*

*“I learned how it is important to learn to recognise changes in someone’s behaviour which could be the cause of cyberbullying. How dangerous are social media. How to protect oneself from cyberbullying”*

*“I have learned many valuable things however I am not sure I will be able to implement those in my work, which is not directly linked with youth work and formal youth education”*

*“The most relevant topics for me were prevention, intervention and support”.*

## CASE STUDIES AND BEST PRACTICES IN THE COUNTRY

Among the many examples of best practices in the United Kingdom, it's worth noting the great work carried out by third sector organisations, who carry out a fundamental role in raising awareness among the population of cyberbullying through information sharing and campaigns, support individuals and organisations by providing guidance and expertise, and delivering training programmes so that relevant stakeholders can acquire the skills and knowledge to address cyberbullying effectively.

These include, for example, **The Anti-Bullying Alliance**, a coalition of organisations and individuals, working together to stop bullying and create safer environments in which children and young people can live, grow, play and learn; **Kidscape**, an organisation providing practical support, training, and advice to challenge bullying and protect young lives; and many others, such **Restorative Justice for All**, promoting conflict resolution through restorative justice practices. Some of the programs focusing on prevention and intervention by adopting restorative justice are the following:

**A Chance for Change Addressing gender-based violence among youth through restorative justice** - The Chance for Change: Empowerment & Restoration" (C4C) project aims to tackle stereotyped attitudes and behaviours shaping gender inequality leading to discrimination and violence among young people through a bottom-up approach. That is why C4C created a youth-led, media-based educational model for youth workers focusing on restorative justice preventative methods that will help reduce stereotyped attitudes within informal and formal educational environments, promoting a safe and inclusive culture that will help reduce the likelihood of GBV amongst young people.

**Reunited** - The rEUnite project gathers citizens from different horizons and backgrounds in debates directly linked to the European historical milestones, with a view to raise their awareness of remembrance, common history and the aim of the EU to promote peace, European values and the well-being of its people. rEUnite Project's main objective is to contribute to the citizen's understanding of the European Union, its history and diversity. rEUnite deepens on the opportunity to shape our common future through the past events and consequences in history. It has become apparent that topics such as solidarity, civic engagement and social cohesion are needed to be addressed in debates and reflexive spaces in the EU context. As well, areas like youth work and non-formal education can contribute to foster european values in the society nowadays. Specifically, rEUnite raises awareness of remembrance and how it can differ between nations, insisting on the idea that events that might seem specific to a country might, in fact, be related to other similar events in other european countries, emerging visibility about this interconnection.

### Enhaga - Challenging cyber harassment, bullying and discrimination to make online gaming a safe and more inclusive space for female gamers

ENHAGA is a two-year project that develops and implements innovative practices to eliminate cyber harassment for female gamers through the development of an online game with associated tools to empower young girls on how to react to cases of cyber sexual harassment and further report incidents and eventually muting those who are often reported from online chat; the project promotes awareness raising activities about the need to ensure harassment-free gaming environments for all.

## CRITICAL REFLECTIONS

According to statistics, cyberbullying is a common occurrence among young people in the UK. The likelihood

of experiencing online harassment considerably rises as kids spend more time online and have more access to mobile devices.

Although there is no official definition of cyberbullying in the UK, cases are handled according to laws that were established before the development of social media platforms, even though the present legal framework appears to be adequate to accommodate the occurrence of episodes of cyberbullying. Accordingly, it would seem that there are some areas where more specific legislation would be needed to reflect the role that technology plays in cases of bullying as well as to reflect online behaviours as new types of bullying and harassment emerge and the current law may not be the best way to address them.

The work developed by the SIAC project partnership is very important as it provides free and accessible resources for everyone who wishes to learn more about cyberbullying and tackling this issue effectively. It contains detailed information about how to recognise this phenomenon, prevent the occurrence of such episodes, and deal with incidents successfully. It will provide a valuable resource to educators/youth leaders, organisations and players around the phenomenon of cyberbullying with a special focus on LGBTIQ, as it is based on sound learning principles and approaches which can suit different needs and learning styles.

## POLICY RECOMMENDATIONS

### RECOMMENDATIONS FOR NATIONAL POLICY MAKERS

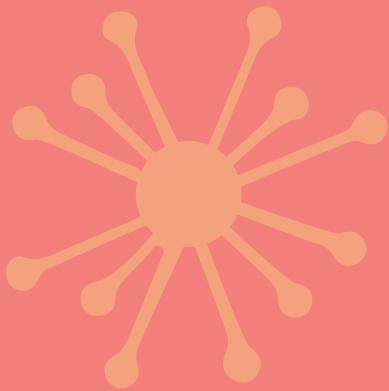
Although the current legal system in the UK seems to be well equipped to deal with cases of cyberbullying, some of the laws of reference predate the advent of smart phones and social media and therefore may appear outdated to deal with cases of cyberbullying, which is a fairly recent phenomenon. Our recommendation would be for policy makers to consider reviewing the current legislation of cyberbullying and devise new laws that take into account the technological advancements that occurred over the past 15-20 years, and are more focused on this specific issue. It would also be important that more responsibility is put into tech companies to develop platforms providing safer spaces for users where they can feel free to express themselves without the risk of being attacked and bullied.

### RECOMMENDATIONS FOR EU POLICY MAKERS

Similar to the recommendations for national policy makers, our recommendation to EU policy makers would be to work together with partner countries to create laws that are more specific to cyberbullying and are up to speed with the current technological advancements, some clear and comprehensive laws encompassing a wide range of case scenarios, and specify severe rules for lawbreakers. Obviously, it would be important that in devising that, freedom of speech is also safeguarded.

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2

# CYBERBULLISMO IN ITALIA

EUROSUD

## ABSTRACT

Il lavoro svolto da EUROSUD negli ultimi due anni può essere così suddiviso in tre parti:

### PARTE 1: ATTIVITÀ DI GESTIONE E COMUNICAZIONE DEL PROGETTO

L'associazione EUROSUD con il suo staff di progetto ha partecipato al 1° TPM tenutosi a Malta nell'ottobre 2021, al 2° TPM tenutosi in Spagna nell'aprile 2022.

Ha organizzato un 3° TPM a Bari nel settembre 2022. Inoltre, sono stati prodotti i report periodici del progetto.

Per quanto riguarda le attività di comunicazione, vale la pena ricordare che tutte le newsletter e i comunicati stampa del progetto sono stati diffusi attraverso la rete e la mailing list di EUROSUD, che comprende più di 7000 contatti.

### PARTE 2: OUTPUT INTELLETTUALI

Dopo aver completato la ricerca documentale, l'associazione EUROSUD ha preparato un report nazionale sul cyberbullismo in Italia. Il passo successivo è stato lo sviluppo di materiali formativi per il corso online in inglese e la successiva traduzione dell'intero corso in lingua italiana. L'attività principale è stata la sperimentazione del corso elettronico con 50 studenti. Infine, l'EUROUSD ha redatto i capitoli nazionali per l'e-book SIAC riassumendo i risultati principali.

### PARTE 3: MONITORAGGIO E VALUTAZIONE DEL PROGETTO

EUROSUD ha condotto la valutazione del progetto, compresa la valutazione degli incontri del progetto, della validità del partenariato, dell'efficacia del corso di formazione e dei risultati formativi ottenuti. Le attività hanno riguardato la raccolta, l'elaborazione e la valutazione delle informazioni relative al progetto. A tal fine, abbiamo dovuto lavorare a stretto contatto con i partner, raccogliendo i loro feedback e integrandoli nei report di apprendimento del progetto.

I principali elementi di successo possono essere legati alla coesione del partenariato ed all'impegno nel portare a termine le attività entro le scadenze previste, al completamento del progetto nonostante Covid-19 e all'approccio innovativo nella comunicazione per raggiungere il vasto pubblico di riferimento.

## OBIETTIVI CHIAVE DEL REPORT NAZIONALE

L'obiettivo di questo report nazionale è quello di raccogliere tutti i risultati della ricerca e dei progetti pilota in un unico documento. In particolare, questo report nazionale integra l'apprendimento teorico ed i risultati

pratici dei progetti pilota e della formazione. Include anche le migliori pratiche come fonte d'ispirazione e per un potenziale trasferimento di know-how e potrebbe essere di particolare interesse per i giovani a rischio di bullismo, soprattutto a causa del loro orientamento sessuale.

## METODOLOGIA

La metodologia utilizzata per condurre l'analisi desk dell'attuale stato dell'arte sul cyberbullismo in Italia è una revisione di studi empirici, articoli scientifici e peer reviewed e siti web che riguardano i programmi di prevenzione del cyber bullismo disponibili per i giovani. Esaminando la letteratura già esistente, il report è servito come punto di partenza per lo sviluppo del curriculum e dei materiali formativi per il corso online. Durante la fase di rodaggio, il consorzio del progetto ha selezionato il corso online per il pilotaggio. Il team ha concordato che tutte le prove pilota sarebbero state effettuate sulla versione inglese del corso e che avrebbero seguito una struttura simile, aderendo a un quadro comune per consentire l'integrazione dei risultati attesi. Quando i 50 partecipanti italiani hanno completato il corso online, tutti i moduli di valutazione sono stati rivisti per riflettere sulle domande chiave, i ruoli e i processi coinvolti fino ad allora definiti, nonché le sfide e le opportunità chiave correlate nel contesto specifico del corso pilota.

## SITUAZIONE ATTUALE NEL PAESE

L'associazione EUROSUD ha svolto una ricerca a tavolino utilizzando la propria esperienza e le proprie reti per raccogliere i dati necessari ed i report recenti sul cyberbullismo in Italia. Questi risultati hanno contribuito all'esperienza di apprendimento del progetto ed alla creazione del curriculum in Intellectuall output 1. Una volta raccolti i dati, EUROSUD ha tradotto il report in inglese così da renderlo disponibile e fruibile al consorzio. Dal lavoro di ricerca documentale, possiamo evidenziare i seguenti risultati chiave:

Nel novembre 2021 il Ministero dell'Istruzione italiano ha pubblicato i dati della piattaforma ELISA su bullismo e il cyberbullismo. Al monitoraggio hanno partecipato 314.500 studenti di 765 scuole secondarie statali e 46.250 insegnanti di 1.849 Istituti scolastici statali. Ecco cosa è emerso:

Una percentuale del 22,3% degli studenti delle scuole superiori ha subito atti di bullismo da parte di coetanei (19,4% occasionalmente e 2,9% sistematicamente);

- Una percentuale del 18,2% ha partecipato attivamente a episodi di bullismo nei confronti di un coetaneo o di un compagno di classe (il 16,6% occasionalmente e l'1,6% sistematicamente);
- Una percentuale del 8,4% ha subito episodi di cyberbullismo (7,4% occasionalmente e 1% sistematicamente);
- Una percentuale del 7% ha partecipato attivamente a episodi di cyberbullismo (6,1% occasionalmente e 0,9% sistematicamente).

Molti studenti sottolineano di essere stati vittime di bullismo sulla base di pregiudizi e stereotipi di genere:

- Una percentuale del 7% ha subito atti di bullismo a causa della propria origine etnica (5,5% occasionale e 1,5% sistematico),
- Una percentuale del 6,4% ha subito atti di bullismo omofobico (5% occasionale e 1,4% sistematico)
- Una percentuale del 5,4% ha dichiarato di essere stato vittima di bullismo a causa della propria disabilità (4,2% occasionale e 1,2% sistematico).

Risulta necessario considerare che una parte di questi fenomeni non emerge, rimanendo all'oscuro della scuola e della consapevolezza degli insegnanti.

Interessante notare che all'interno della scuola, nonostante sia stata prevista, la figura del docente referente è sconosciuta. E che solo l'11,5% ha una conoscenza approfondita delle linee guida dell'Orientamento 2021. Meno del 50% sono le scuole che hanno implementato il protocollo di presa in carico delle situazioni di bullismo e cyberbullismo.

Il 2021 è stato l'anno in cui, secondo Ilga Europe, l'Italia scende al 35° posto nella classifica dei Paesi europei per le politiche di tutela dei diritti umani e dell'uguaglianza delle persone LGBT+ (Lesbiche, Gay, Bisessuali e Trans).

Nel 2021, le persone LGBT+ in Italia colpite da discriminazioni, odio e violenza per il loro orientamento sessuale e la loro identità di genere sono state molte. Gay Help Line, il referente nazionale contro l'omofobia e la trans-fobia, ha ricevuto più di 50 contatti al giorno (tra linea e chat), pari a oltre 20.000 all'anno.

Circa il 60% degli utenti rientra nella fascia di età compresa tra i 13 e i 27 anni. L'incidenza del pregiudizio e della discriminazione ha un peso particolare sui bambini: questo perché i problemi iniziano già con il coming out in famiglia. Per il 17% degli adulti che hanno contattato Gay Help Line, il coming out ha comportato la perdita del sostegno economico da parte della famiglia: la maggior parte di questi è stata di conseguenza abbandonata e messa in strada. Il Refuge Lgbt + home accoglie questi giovani e li sostiene affinché siano in grado di superare il trauma subito e di raggiungere la propria autonomia attraverso la formazione e la ricerca di un lavoro.

Ad oggi le vittime di tali comportamenti hanno difficoltà a denunciare: il fenomeno della mancata denuncia ha un effetto preoccupante sul riconoscimento della portata della discriminazione e della violenza. I dati della Gay Help Line ci dicono che nel periodo COVID i ricatti e le minacce subite dalle persone LGBT sono aumentati dall'11% al 28%, mentre i casi di mobbing e discriminazione sul lavoro dal 3 al 15%. Inoltre, nell'anno in cui la pandemia ha limitato la socializzazione al web, il 30% degli studenti LGBT+ che hanno contattato la Gay Help Line ha dichiarato di aver subito cyberbullismo e discorsi di odio online.

## IMPLEMENTAZIONE DEL SIAC NEL PAESE ITALIA

Dopo aver creato e strutturato il corso in piattaforma online sulla prevenzione del cyberbullismo nei confronti dei giovani LGBTQ+, il team di EUROSUD ha avviato una promozione capillare ed una fase pilotaggio con almeno 50 studenti di tutto il Paese. Una volta raggiunto l'obiettivo di 50 studenti, EUROSUD ha proceduto all'analisi dei dati raccolti.

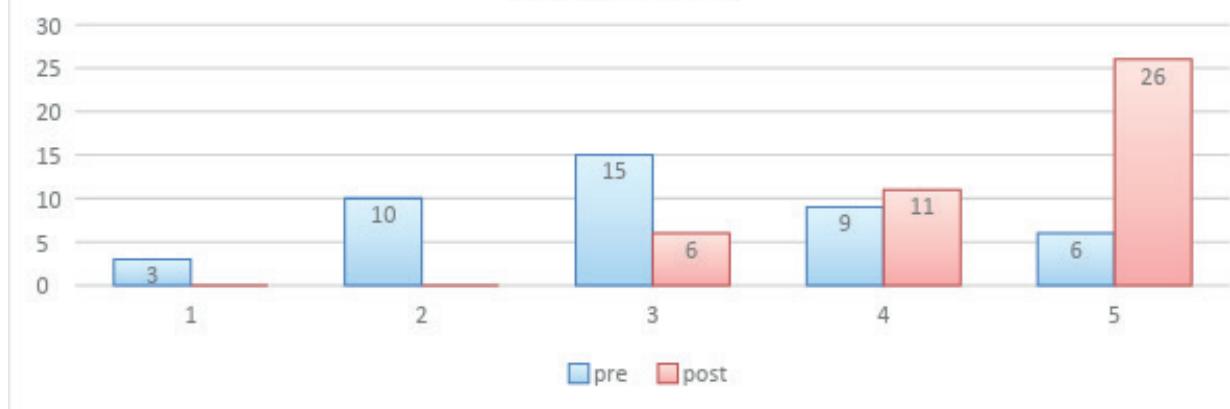
Il sondaggio di valutazione ***pre e post*** è stato completato da 43 partecipanti italiani e l'analisi è stata effettuata utilizzando un foglio di lavoro Excel, in cui lo staff di EUROSUD ha inserito tutte le risposte e le ha catalogate e confrontate.

La prima parte del modulo di valutazione ***pre e post*** consiste in 11 domande a cui i partecipanti potevano rispondere su una scala da 1 a 5, dove 1 significa che affrontano l'argomento per la prima volta e 5 che i partecipanti sono consapevoli della materia..

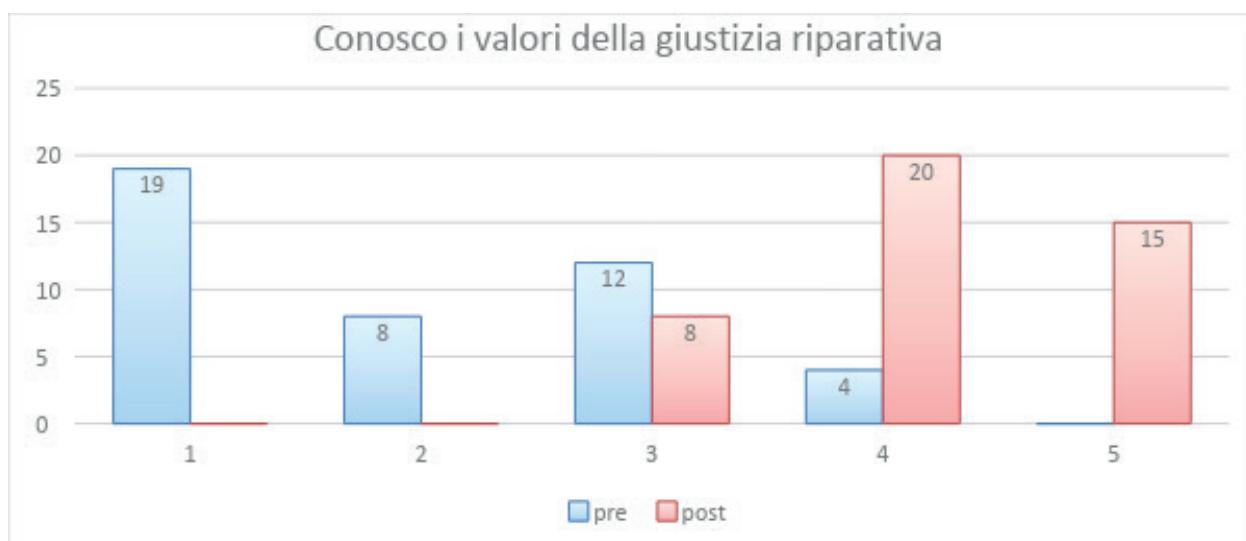
### PRINCIPALI RISULTATI:

- I partecipanti hanno ottenuto grandi miglioramenti nella consapevolezza del cyberbullismo. Dopo aver completato il corso, la maggior parte dei partecipanti è adesso consapevole di cosa sia il cyberbullismo (17 di loro hanno selezionato n.4 e 25 hanno selezionato n.5 come risposta).
  
- In base alle risposte dei partecipanti al sondaggio di pre-valutazione, si può notare che il fenomeno del cyberbullismo nei confronti dei giovani LGBTQ+ non era del tutto chiaro. Tuttavia, dopo aver completato il corso, i partecipanti hanno migliorato le loro conoscenze sull'argomento.

### Sono consapevole di cosa sia il cyberbullismo nei confronti dei gruppi LGBTQ.



Si può dire che i valori e principi della giustizia riparativa non erano di certo un argomento molto conosciuto dai partecipanti italiani. La maggior parte di loro non conosceva l'argomento prima del corso, ma il corso online ha supportato una migliore comprensione.

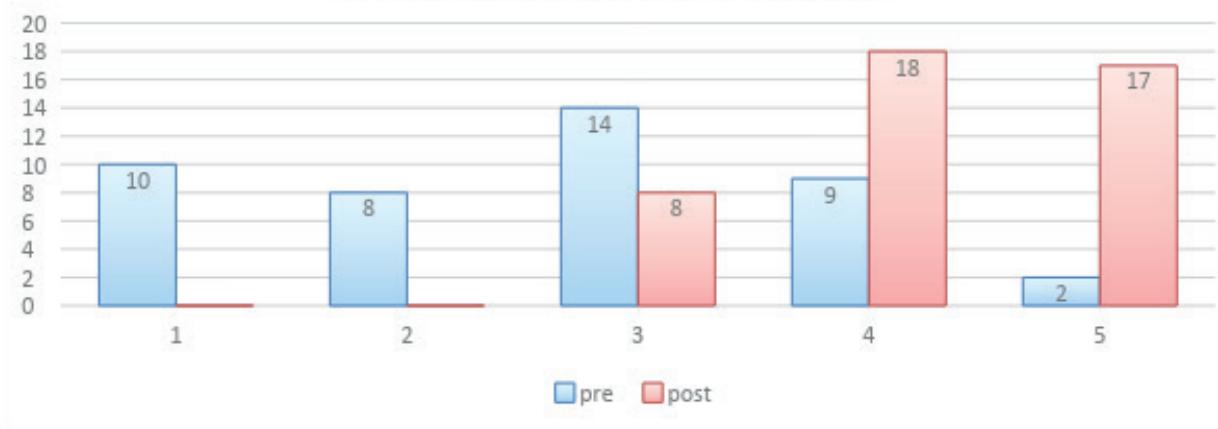


I partecipanti avevano una certa conoscenza delle forme di cyberbullismo prima del corso online, ma il corso online ha supportato una migliore comprensione.

Le pratiche di giustizia riparativa erano un argomento emergente per i partecipanti. Prima del corso online, gli studenti non avevano sufficienti conoscenze in materia. Anche se dopo il corso si sono visti dei progressi, il 30% dei gruppi non li ha raggiunti.

Il potenziale della giustizia riparativa per aiutare le comunità LGBTQ a guarire dal cyberbullismo era un argomento completamente nuovo per metà del gruppo. Inoltre, un'altra parte dei partecipanti aveva familiarità con questo tema. Inoltre, il corso ha aiutato il gruppo ad apportare miglioramenti.

Ritengo che la giustizia riparativa possa aiutare le comunità LGBTQ a guarire dal cyberbullismo.



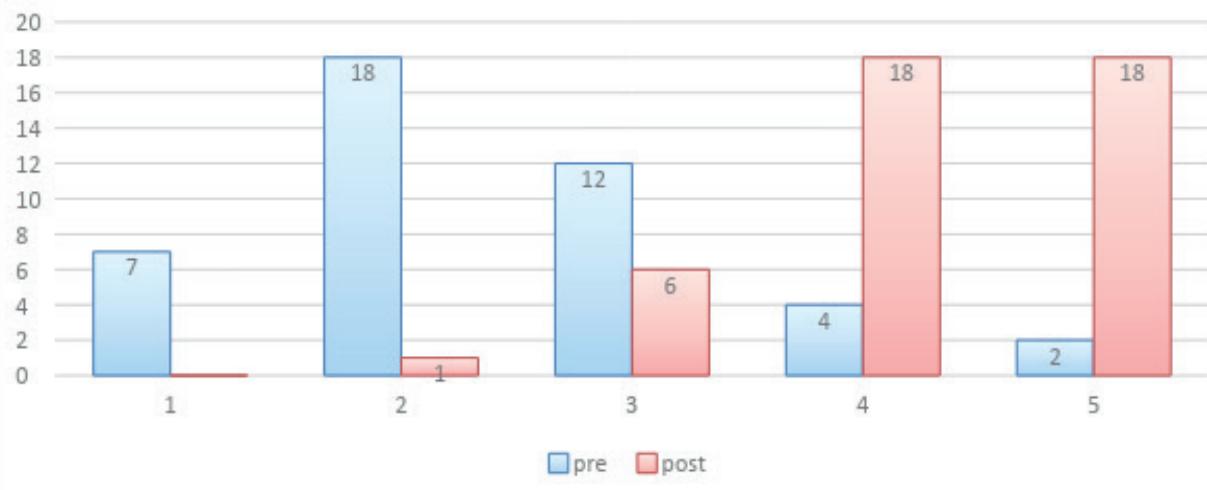
Le risposte dei partecipanti variano e sono riportate nella tabella seguente. In precedenza, i partecipanti avevano informazioni di base nel corso online o le avevano perse nell'argomento successivo. Inoltre, sulla base delle informazioni del corso , si sono visti dei progressi e la maggior parte del gruppo conosce adesso l'argomento.

Sono in grado di pensare alle migliori pratiche di prevenzione, intervento e servizi di supporto relativi al cyberbullismo.



In base al grafico seguente, i partecipanti non si sentivano a proprio agio nello spiegare la prevenzione del cyberbullismo. D'altra parte, in base ai dati del sondaggio successivo, i partecipanti si sentono ora più a loro agio nello spiegare la prevenzione del cyberbullismo.

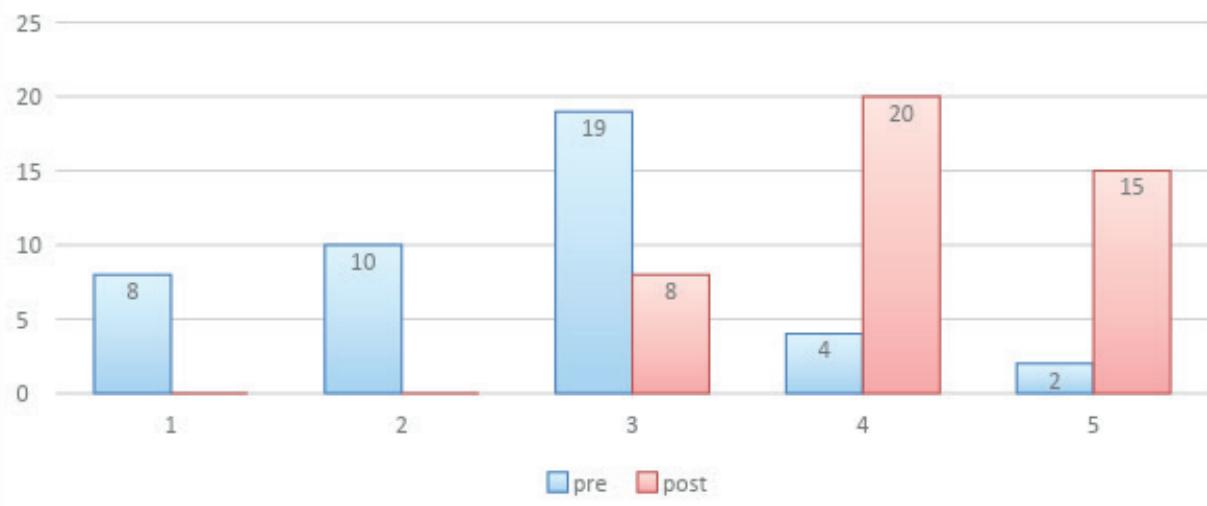
### Sono a mio agio nello spiegare la prevenzione del cyberbullismo.



In termini di pre-sondaggio, i partecipanti non erano in grado di spiegare come i servizi possono supportare le vittime di cyberbullismo (13 di loro hanno selezionato n.1 e 13 di loro hanno selezionato n.2 come risposte), dopo aver completato il corso elettronico e la formazione avanzata, i partecipanti sono in grado di spiegare chiaramente come i servizi possono supportare le vittime di cyberbullismo. (15 di loro hanno selezionato n.4 e 16 hanno selezionato n.5 come risposte).

I partecipanti si sono dichiarati competenti sull'argomento in questione. In base al grafico sottostante, i progressi sono evidenti, ma alcuni partecipanti potrebbero aver valutato in modo diverso la loro conoscenza del cyberbullismo contro i gruppi LGBTQ.

### Cercate di valutare le vostre conoscenze sul cyberbullismo nei confronti dei gruppi LGBTQ.

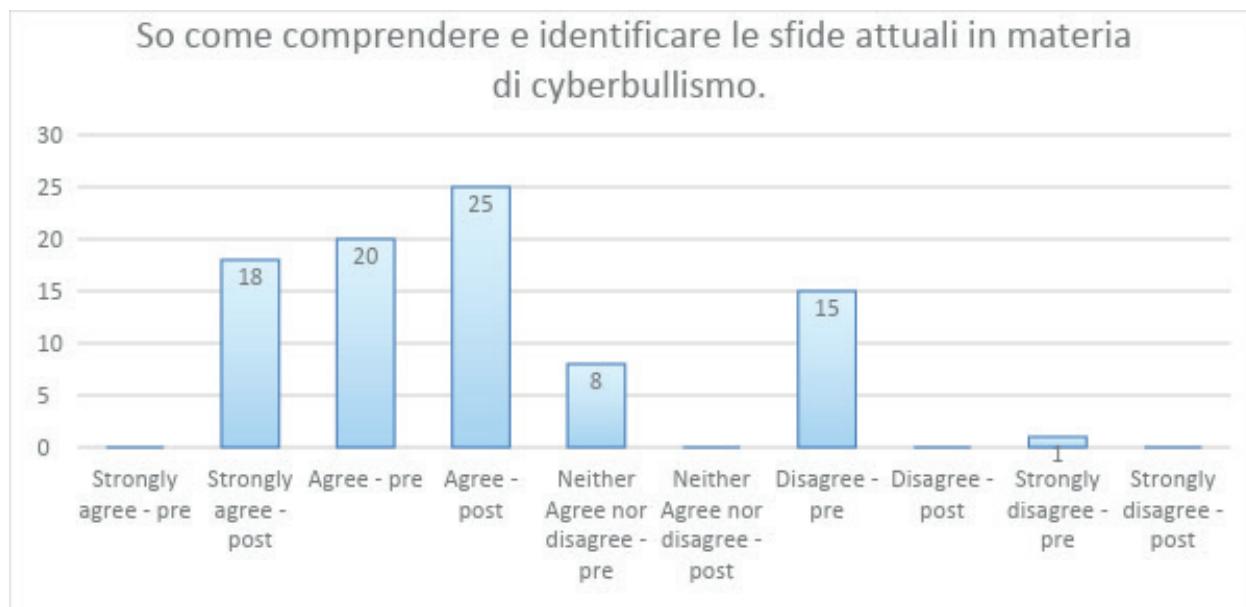


Prima del corso , la maggior parte dei partecipanti non conosceva il sistema di giustizia riparativa. Le stime delle loro conoscenze erano scarse. In particolare, 22 partecipanti non conoscevano affatto questa terminologia. Dopo aver completato il corso, 18 partecipanti hanno selezionato n.4 e 14 hanno selezionato n.5 come risposta, il che significa che il corso elettronico li ha aiutati ad acquisire conoscenze fondamentali nel campo della giustizia riparativa.

La seconda parte consisteva in 9 domande in cui i partecipanti dovevano scegliere in che misura erano d'accordo con le affermazioni. I risultati principali sono presentati di seguito:

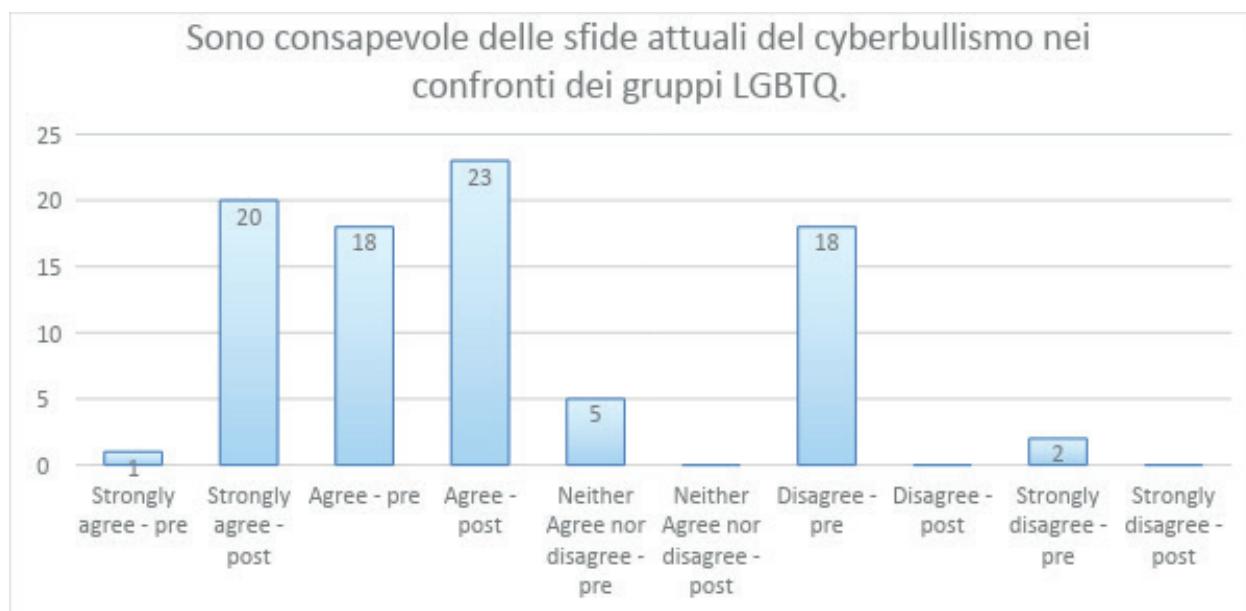
- So come comprendere e identificare le sfide attuali relative al cyberbullismo. Di conseguenza, i partecipanti erano in grado di comprendere e identificare le problematiche attuali legate al cyberbullismo prima

del corso elettronico. Tuttavia, il corso elettronico li ha resi più consapevoli dei problemi e alla fine le loro risposte sono diventate più positive.



○ 2 Sono consapevole delle sfide attuali del cyberbullismo nei confronti dei gruppi LGBTQ.

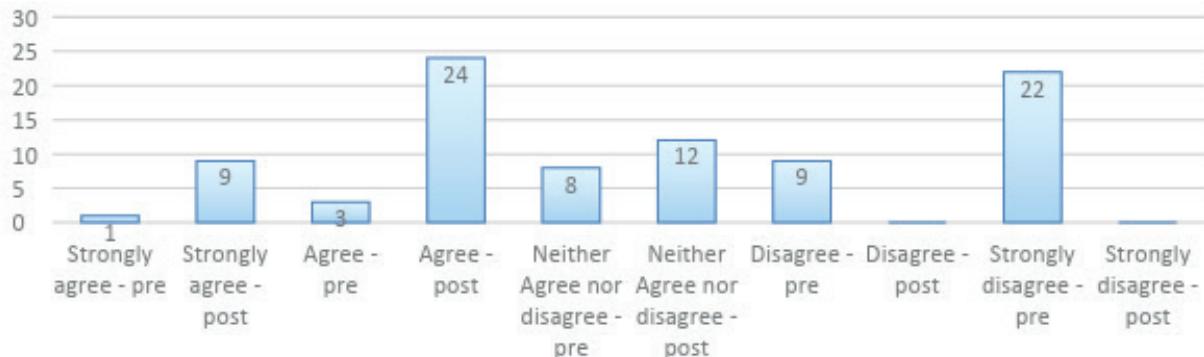
All'inizio, i partecipanti non erano consapevoli delle sfide attuali nell'ambito del cyberbullismo nei confronti dei gruppi LGBTQ. Di conseguenza, è stato possibile notare che il grafico è effettivamente positivo e che i partecipanti sono consapevoli delle sfide attuali nell'ambito del cyberbullismo nei confronti dei gruppi LGBTQ.



○ 2.3 Sono in grado di mettere in atto azioni che rafforzano le pratiche di giustizia riparativa contro il cyberbullismo.

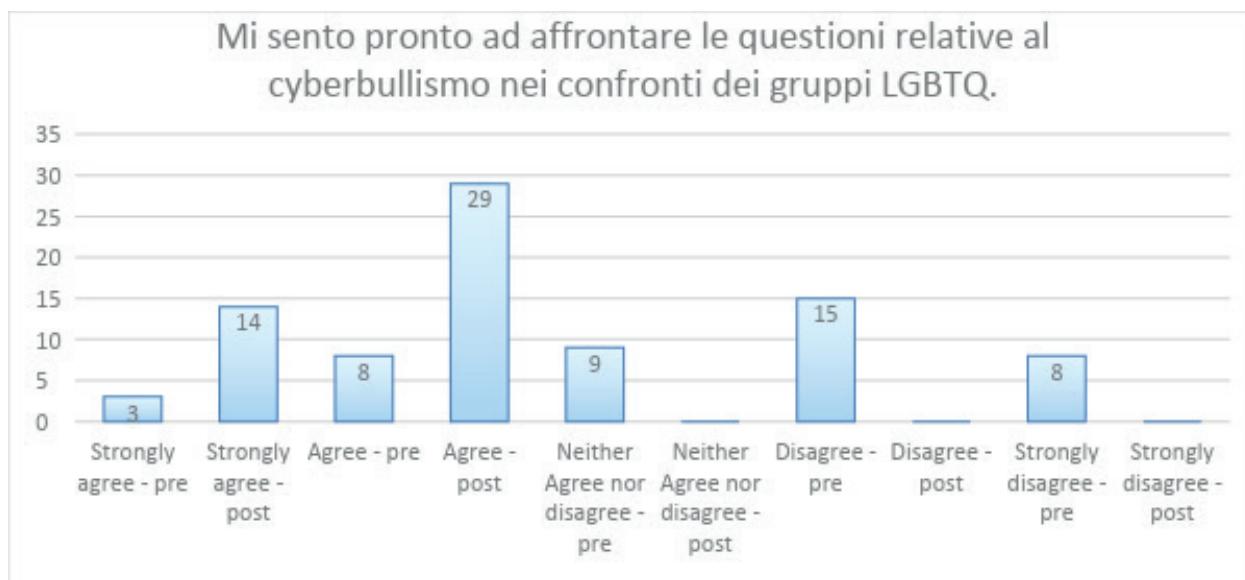
Per cominciare, i partecipanti non avrebbero potuto attuare misure che avrebbero rafforzato le pratiche di giustizia riparativa contro il cyberbullismo prima del corso . In seguito al corso , i partecipanti sono stati in grado di attuare misure che rafforzano le pratiche di giustizia riparativa contro il cyberbullismo, ma non in misura sufficiente.

## Sono in grado di attuare azioni che rafforzano le pratiche di giustizia riparativa contro il cyberbullismo.



- 2.4 Mi sento pronto ad affrontare le questioni relative al cyberbulismo nei confronti dei gruppi LGBTQ.

Inizialmente, i partecipanti non erano preparati ad affrontare le questioni del cyberbulismo circa i gruppi LGBTQ prima del corso. Grazie al corso online, i partecipanti sono pronti adesso ad affrontare le problematiche del cyberbulismo nei confronti dei gruppi LGBTQ, come conferma il grafico.



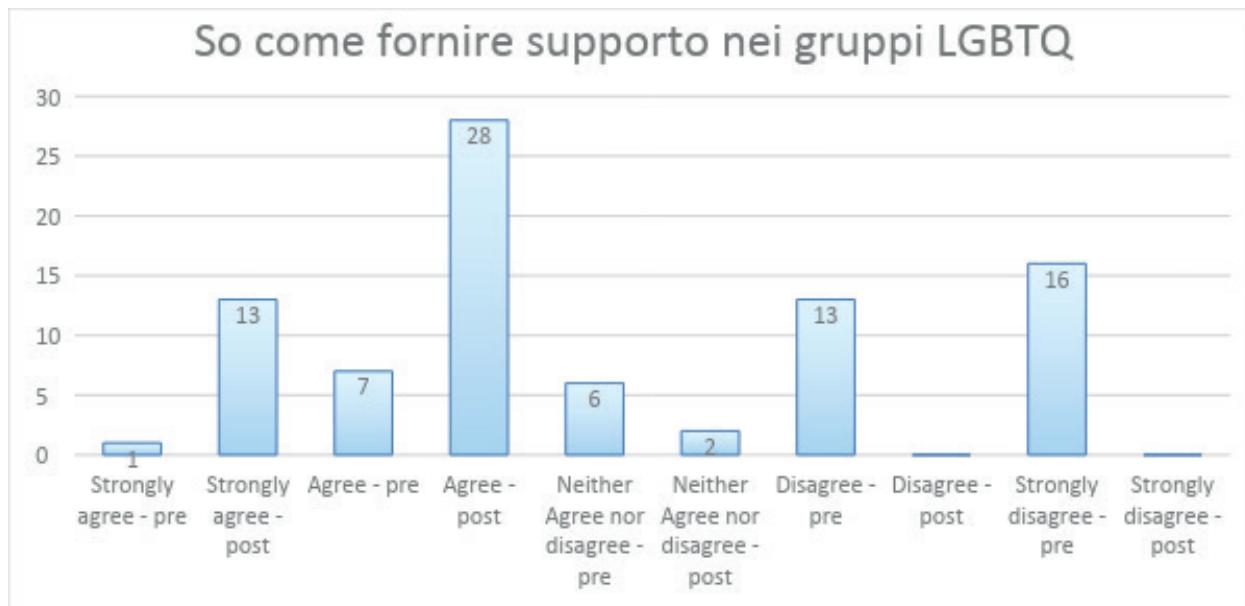
- 2.5 Implementerò pratiche di giustizia ristorativa nel mio lavoro.

In effetti, le risposte alla domanda seguente sono varie. Di conseguenza, si può affermare che i partecipanti non sono molto informati sulle pratiche di giustizia riparativa, come conferma il grafico.



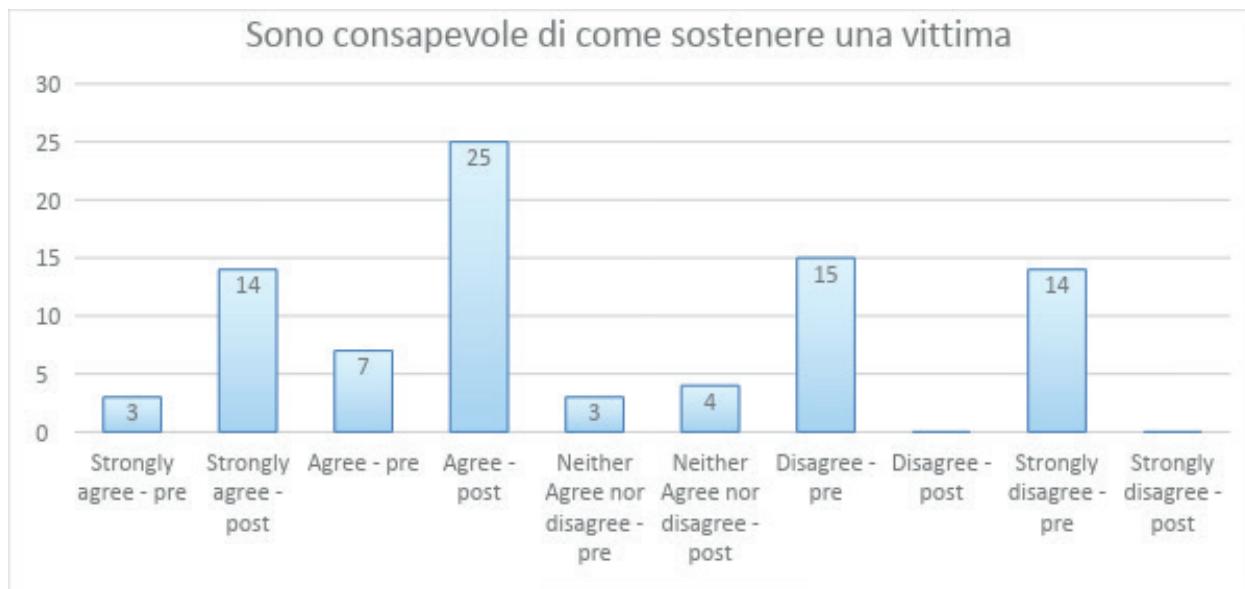
### ○ 2.6 So come fornire supporto nei gruppi LGBTQ

Inizialmente, i partecipanti non sapevano come fornire supporto nei gruppi LGBTQ prima del corso elettronico. Grazie al corso elettronico, i partecipanti sono pronti e sanno come fornire supporto nei gruppi LGBTQ, come conferma il grafico.



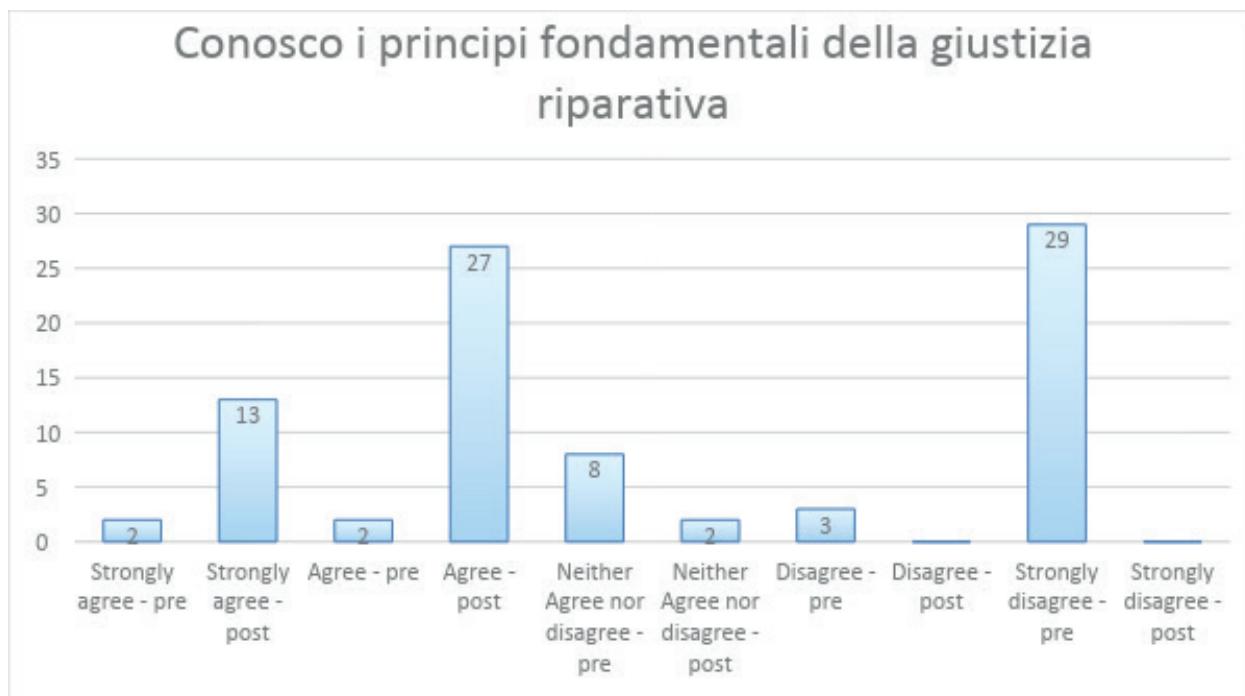
### ○ 2.7 Sono consapevole di come sostenere una vittima

Per cominciare, i partecipanti non erano consapevoli di come sostenere una vittima prima del corso . Di conseguenza, grazie al corso, i partecipanti sono pronti e consapevoli di come sostenere una vittima, come conferma il grafico.



### ○ 2.8 Conosco i principi fondamentali della giustizia riparativa

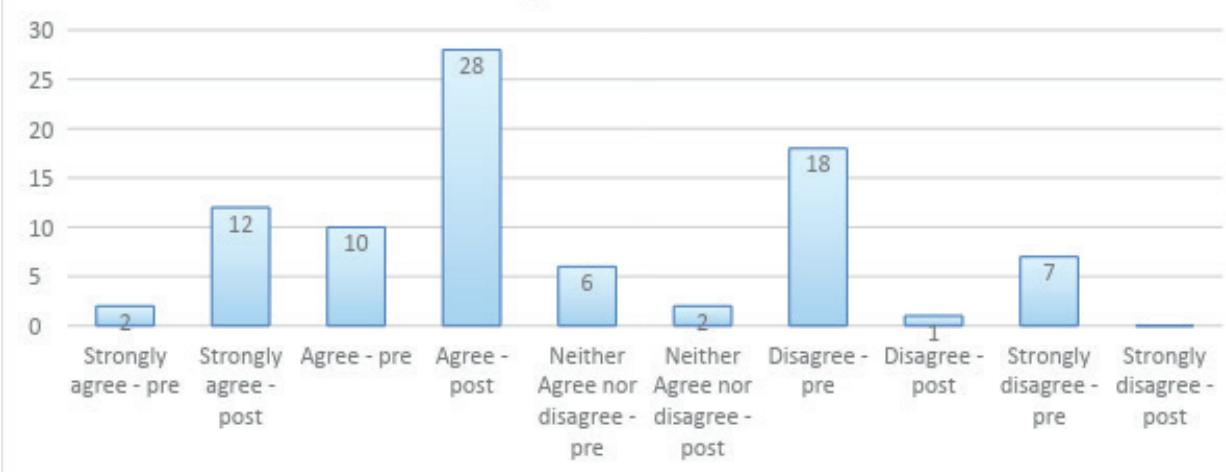
Prima del corso online, i partecipanti non avevano conoscenze sufficienti nel campo della giustizia riparativa. La domanda 2.5 non è del tutto chiara e riguarda il tema della giustizia riparativa, per cui è difficile stabilire se ci siano stati progressi in questo campo.



### ○ 2.9 Mi sento pronto a fornire un supporto culturalmente appropriato e personalizzato ai gruppi LGBTQ contro il cyberbullismo.

Inizialmente, i partecipanti non erano pronti a fornire un supporto culturalmente appropriato e personalizzato ai gruppi LGBTQ contro il cyberbullismo prima del corso. Grazie al corso, i partecipanti sono pronti e sanno come fornire un supporto culturalmente appropriato e personalizzato ai gruppi LGBTQ contro il cyberbullismo, come confermato dal grafico.

Mi sento pronto a fornire un supporto culturalmente appropriato e personalizzato ai gruppi LGBTQ contro il cyberbullismo.



Infine, nella terza parte del sondaggio post-valutazione i partecipanti dovevano scrivere le cose più importanti che avevano imparato durante il corso.

Grazie al corso online all'interno del progetto educativo SIAC i partecipanti hanno imparato che la comunità LGBTQ può aiutarli a comprendere meglio il mondo e le differenze, a riconoscere i segnali del cyberbullismo e ad agire in modo appropriato in base alle circostanze. I partecipanti hanno appreso concetti importanti che possono trasmettere a colleghi e amici. Anche l'apprendimento delle misure preventive e dei metodi di giustizia riparativa è stato uno dei punti salienti del corso.

Alla fine, si è scoperto che il cyberbullismo non è solo un problema legato al mondo virtuale dei social media, ma al giorno d'oggi anche il gioco d'azzardo è un problema enorme, dato che molte persone giocano online, sia con conoscenti che con estranei..

## CASI DI STUDIO E BUONE PRATICHE NEL PAESE

Per quanto riguarda i progetti in cui ci siamo imbattuti, abbiamo potuto identificare buone pratiche e programmi che hanno ridotto gli effetti del cyberbullismo e hanno contribuito a combatterlo:

### **ARCIGAY**

è la principale associazione LGBTI italiana senza scopo di lucro e la più grande per numero di volontar\* e attivist\* su tutto il territorio nazionale. E' un'associazione di promozione sociale (APS) iscritta al registro nazionale delle APS con il numero 115 (L. 383/2000).

Dal 1985 si batte per la parità dei diritti, l'autodeterminazione, il superamento di stereotipi e pregiudizi nei confronti delle persone LGBTI, e contro ogni forma di discriminazione. Opera su tutto il territorio nazionale attraverso i suoi 72 comitati territoriali e associazioni aderenti, grazie alla partecipazione di migliaia di volontar\* e attivist\*, persone LGBTI e non, che sono mobilitat\* per dare concretezza agli obiettivi e alle attività dell'associazione sia a livello locale sia a livello nazionale.

L'associazione nazionale **Arcigay**:

- agisce direttamente a livello nazionale come soggetto di iniziativa politica e istituzionale e coordina la diffusione su tutto il territorio di campagne, iniziative e programmi riguardanti la promozione e la difesa dei diritti delle persone LGBTI ;
- sostiene la crescita, lo sviluppo e la diffusione delle associazioni aderenti che operano localmente, anche attraverso attività di formazione, di scambio di buone pratiche e diffusione di risorse nell'ambito di iniziative, progetti e programmi nazionali declinabili a livello locale.

L'associazione è indipendente da qualsiasi governo, partito o ideologia politica o religiosa. È finanziata grazie al tesseramento dei soci e delle socie, alle donazioni di privati (individuali, fondazioni, imprese, ecc.) e a fondi attratti attraverso progetti che rispondono a bandi di enti pubblici e privati. Opera con massima trasparenza e investe la maggior parte delle risorse nella realizzazione di attività concrete e solo una minima parte nel funzionamento della struttura.

Arcigay collabora con associazioni non governative, italiane e internazionali, ed è interlocutrice delle principali istituzioni locali, nazionali ed internazionali.

Arcigay promuove e tutela la parità dei diritti, afferma principi e relazioni di solidarietà, lotta contro ogni forma di violenza, discriminazione e violazione dei diritti umani e civili delle persone LGBTI. Si batte per il cambiamento politico, normativo, culturale e sociale attraverso attività di lobbying, advocacy, campagne di sensibilizzazione e informazione, contributo alle politiche pubbliche di settore, iniziative, programmi, progetti, presenza nel dibattito pubblico e capacità di aggregazione e mobilitazione.

Più specificatamente, Arcigay mira a:

- ottenere pari e pieni diritti per le persone LGBTI, incluso in particolare il matrimonio egualitario e il riconoscimento della genitorialità LGBTI;
- ottenere protezione legale contro la violenza e la discriminazione verso le persone LGBTI e il definitivo consolidamento di una società e di una cultura non omo-bi-transfobica e non sessista;
- promuovere il benessere della comunità e delle persone LGBTI direttamente tramite servizi sul territorio o indirettamente tramite il cambiamento sociale e culturale.

#### ***L'ASSOCIAZIONE ITALIANA DI PREVENZIONE AL CYBERBULLISMO E AL SEXTING (A.I.C.S.)***

nasce con l'intento di prevenire e contrastare a livello nazionale la diffusione dei fenomeni del Cyberbullismo e del Sexting tra gli adolescenti e con l'intento di aiutare le vittime a difendersi. La missione dell'associazione è la cura delle relazioni digitali attraverso incontri e formazioni rivolti a studenti, genitori e docenti che teniamo in centinaia di scuole in tutta Italia.

Gli obiettivi dell'associazione A.I.C.S. sono:

- 1) prevenire e contrastare i fenomeni del ***cyberbullying*** e del ***sexting***;
- 2) sensibilizzare la comunità a livello nazionale sulle tematiche connesse ai rischi del mondo digitale;
- 3) organizzare sull'intero territorio nazionale eventi di divulgazione e formazione;
- 4) creare una community di appassionati;
- 5) promuovere la solidarietà sociale;
- 7) comunicare informazioni di utilità generale;
- 8) collaborare con scuole, associazioni ed enti istituzionali, quali luogo di socializzazione e palestra di vita.

L'Associazione è composta da un team di psicologi, avvocati e professionisti specializzati nel settore della formazione e scolastico, in particolar modo sul tema del Cyberbullismo e dei rischi virtuali.

Servizi offerti:

Ascolto: L'Associazione prevede anche l'istituzione di uno sportello di ascolto al quale è possibile rivolgersi per le tematiche del cyberbullying e del sexting. Si tratta di un presidio di ascolto e di supporto tenuto da psicologi professionisti ed è rivolto a studenti, docenti, genitori. Lo sportello è condotto da esperti psicologi ed è a disposizione di studenti, ma aperto anche agli insegnanti e genitori, con lo scopo di:

- offrire informazioni e consulenza individuale,
- instaurare relazioni di sostegno e aiuto in situazioni in cui siano presenti manifestazioni di disagio,
- orientare e accompagnare lo studente e la sua famiglia all'interno dei servizi territoriali specifici in situazioni in cui si rende necessario un intervento specialistico,

- offrire consulenza educativa su situazioni individuali o di classe agli insegnanti,
- migliorare la comunicazione degli insegnanti con le famiglie,
- offrire consulenza personalizzata a genitori con domande educative, dubbi e difficoltà relazionali nel rapporto con i propri figli,
- facilitare la comunicazione scuola- famiglia.

**Interventi e conferenze:** L'obiettivo principale dell'Associazione AICS è quello di organizzare e realizzare, sull'intero territorio nazionale, interventi mirati alla prevenzione del fenomeno, soprattutto nelle scuole, con incontri rivolti agli studenti attraverso l'ausilio di psicologi e avvocati professionisti qualificati nel settore.

**Scuola e Formazione:** Il percorso formativo si propone di valorizzare e promuovere l'uso delle nuove tecnologie, pur non sottovalutandone i rischi. Con un'attenzione specifica al ruolo educativo dei docenti, si cerca di affrontare il problema della sicurezza internet e sostenere i docenti nel proprio ruolo educativo e di accompagnamento nell'uso del web. La finalità è supportare gli insegnanti nella creazione di un ambiente favorevole a far crescere l'interesse e la passione dei ragazzi per un utilizzo da protagonisti delle opportunità della rete, attraverso la promozione di un uso responsabile e consapevole delle nuove tecnologie. In molti casi manca una cultura dei nuovi media, ci sono resistenze all'innovazione mentre è fondamentale sensibilizzare gli educatori ai pericoli della rete, fornendo loro gli strumenti necessari per gestire al meglio questa situazione.

### **PIATTAFORMA ELSA**

A seguito dell'entrata in vigore della Legge 71/2017 e dell'emanazione delle Linee di orientamento per la prevenzione e il contrasto del cyberbullismo (nota MIUR prot. n. 5515 del 27-10-2017) il MI si è impegnato nell'attuazione di un piano nazionale di formazione dei docenti referenti per il contrasto del bullismo e del cyberbullismo. Il Progetto ELISA (formazione in E-Learning degli Insegnanti sulle Strategie Antibullismo) nasce grazie a una collaborazione tra il MI – Direzione generale per lo studente e il Dipartimento di Formazione, Lingue, Intercultura, Letterature e Psicologia dell'Università di Firenze.

La Piattaforma ELISA mira a dottare le scuole e i docenti di strumenti per intervenire efficacemente sul tema del cyberbullismo e del bullismo. Per rispondere a tale obiettivo, sono state predisposte due azioni specifiche, che non prevedono oneri economici per i partecipanti: la Formazione E-Learning e il Monitoraggio.

La sezione e-learning offre un'ampia e aggiornata proposta formativa. Studi recenti suggeriscono che gli insegnanti hanno un ruolo importante per rilevare le problematiche di bullismo e cyberbullismo nella scuola ed intervenire in modo efficace. La letteratura evidenzia come i docenti che si sono formati su questi temi e che partecipano attivamente a progetti di prevenzione, si percepiscano come più efficaci e sicuri nella gestione di problematiche relative al bullismo e al cyberbullismo, siano più attenti ai vissuti delle vittime e si sentano più sicuri nell'affrontare incidenti e situazioni di emergenza a scuola e con le famiglie. Inoltre, nelle classi dove i docenti si sentono più efficaci e capaci di rispondere e gestire i conflitti tra gli studenti, si registra un più basso livello di bullismo e cyberbullismo.

I contenuti del percorso di formazione rivolto a docenti referenti e membri del Team Antibullismo e per l'Emergenza, spaziano dalla definizione e le caratteristiche del bullismo e del cyberbullismo, l'estensione del fenomeno, sia a livello internazionale che nazionale, alle azioni per prevenire e contrastare tali fenomeni, con particolare riferimento all'approccio evidence-based e al modello di prevenzione articolato a tre livelli: Universale, Selettiva e Indicata.

Il corso dedicato a Dirigenti Scolastici e loro Coauditori/Collaboratori focalizza l'attenzione su normative, procedure, politiche scolastiche in tema di bullismo e cyberbullismo e il ruolo del Dirigente Scolastico nella prevenzione e contrasto del fenomeno, dando strumenti operativi per lavorare efficacemente sconsigliando, in collaborazione con i docenti referenti e i Team Antibullismo/Team per l'Emergenza.

Il sistema di monitoraggio online si rivolge a tutte le Scuole del territorio nazionale. Le singole scuole, rispondendo ad un invito da parte del Ministero dell'Istruzione, potranno accedere periodicamente a delle survey nazionali online da far compilare ai propri studenti, docenti e Dirigenti. L'obiettivo è quello di valutare l'estensione dei fenomeni tra gli studenti italiani, la percezione dei fenomeni dei docenti e dei Dirigenti. Ogni singola scuola riceverà un report personalizzato per il proprio Istituto.

Il monitoraggio online permette di valutare su larga scala, tramite questionari anonimi, la presenza e l'andamento dei fenomeni di bullismo e cyberbullismo nelle scuole italiane. Per le survey nazionali saranno definiti di volta in volta il campione, le fasce d'età e la popolazione delle scuole selezionate. Quest'ultime saranno invitate a partecipare direttamente tramite la loro e-mail istituzionale. Il sistema di monitoraggio offrirà alle singole scuole un report personalizzato che potrà permettere loro di avere una fotografia della situazione del proprio Istituto rispetto a questi fenomeni e monitorare nel tempo il loro andamento.

### **IL CENTRO NAZIONALE ANTI-CYBERBULLISMO (CNAC)**

intende offrire un primo consulto legale gratuito, in modo da permettere alle vittime di cyberbullismo e abusi online (o alle loro famiglie/insegnanti) di essere nella condizione di conoscere e poter esercitare i propri diritti.

Il CNAC si avvale della collaborazione di esperti psicologi, psichiatri, psicoterapeuti, sociologi e tecnici del settore delle tecnologie dell'informazione (IT).

Il CNAC è stato creato dall'Istituto Italiano per la Privacy e la Valorizzazione dei Dati (IIP), primario centro di studi e di advocacy dedicato alle tematiche della protezione e della valorizzazione dei dati personali, dell'informazione e dell'identità nella società globale dell'ICT.

L'Istituto coinvolge e mette in relazione molti tra i migliori specialisti italiani del diritto della privacy e anche significativi rappresentanti degli ambiti pubblici e privati che con i dati personali, spesso sensibili, lavorano quotidianamente.

Il CNAC vuole essere il luogo di incontro tra vittime del bullismo in rete e consulenti legali esperti in grado di ascoltare e aiutare le persone – spesso giovanissime – o i loro familiari/insegnanti, che vivono simili situazioni di disagio. Tra le attività del CNAC, sono previsti anche corsi di cyber coaching (formazione) dedicati a ragazzi e adulti (studenti, genitori, insegnanti o professionisti di vari settori) grazie anche alla partecipazione al progetto del MIUR “Generazioni Connesse” e al supporto di esperti psicologi, psicoterapeuti ed educatori dell’Osservatorio Nazionale Adolescenza.

Il Centro è anche uno spazio in cui professionisti legali del settore ICT si dedicano al monitoraggio della normativa e della giurisprudenza italiana in tema di bullismo online e delle materie correlate (privacy, tutela dei dati personali, diffamazione, cybercrime ecc.) al fine di confrontarsi periodicamente su come assistere sul piano giuridico le vittime di cyberbullismo, armonizzando i criteri di intervento e interpretando gli orientamenti giurisprudenziali più recenti.

Il CNAC viene costituito in ambito italiano, ma ha l’obiettivo di realizzare una collaborazione con le persone e le organizzazioni europee che ne condividono la missione e i principi. Tali finalità verranno sviluppate anche mediante un’intensa attività di studio che consenta nel tempo di produrre, pubblicare e divulgare analisi, ricerche, documenti sulle problematiche più rilevanti in materia di cyberbullismo.

Il CNAC è sponsorizzato da Facebook, da Google e da Microsoft. In particolare, il Centro è tra i Facebook trusted partner, gli YouTube trusted flagger e fa parte dell’Advisory Board del progetto MIUR “Generazioni Connesse”.

### **“KID\_ACTIONS – Kick-off preventIng and responDing to children and AdolesCenT cyberbullyIng through innovative mOnitoring and educatioNal technologies”**

è un progetto europeo della durata di due anni, il cui obiettivo è di combattere il cyberbullismo tra gli adolescenti di età compresa tra gli 11 e i 19 anni attraverso metodi di educazione interattiva basati su dinamiche di gioco, all'interno di contesti di apprendimento formali e non. KID\_ACTIONS contribuirà a combattere il cyberbullismo in modo innovativo attraverso:

- una migliore comprensione delle forme in cui si manifesta il fenomeno tra i giovani e dei modi in cui è possibile affrontarle e superarle. (Piattaforma di educazione digitale KID\_ACTIONS)
- un approccio co-creativo basato sull'evidenza scientifica per combattere il cyberbullismo attraverso l'educazione, coinvolgendo attivamente insegnanti, educatori e operatori giovanili. (Toolkit di Formazione di KID\_ACTIONS)
- rafforzamento della cooperazione transfrontaliera e intersetoriale sul tema del cyberbullismo. (Percorso educativo KID\_ACTIONS Lab)

Il progetto, finanziato dal Programma e Rights, Equality and Citizenship (2014-2020), sostiene insegnanti, educatori e operatori giovanili nel promuovere l'efficacia e l'efficienza dell'educazione sui rischi e gli effetti del

cyberbullismo, nel sensibilizzare gli studenti delle scuole secondarie e i centri giovanili e nell'incoraggiare la denuncia da parte delle vittime e degli astanti.

Al centro del progetto KID\_ACTIONS c'è la creazione di una piattaforma educativa digitale, che contiene un sistema avanzato di monitoraggio dei social media e strumenti educativi gamificati per mettere i giovani in condizione di riconoscere e reagire efficacemente al cyberbullismo. Nell'ambito del progetto, è stata prodotta e diffusa una serie di kit educativi su misura, che sono stati co-creati e sperimentati da oltre 1.000 bambini e adolescenti con i loro educatori in 10 Paesi europei.

KID\_ACTIONS mira anche a promuovere un dialogo più ampio con le parti interessate nel settore dell'istruzione, al fine di adottare un approccio co-creativo e basato sull'evidenza per prevenire e contrastare il cyberbullismo attraverso l'educazione. In questo modo, l'obiettivo è anche quello di rafforzare la collaborazione transfrontaliera sulle questioni relative al cyberbullismo.

### **Certificazione contro il bullismo.**

L'Italia è il primo paese al mondo a porre l'attenzione su un tema scottante e prioritario. Grazie all'implementazione della Prassi UNI/Pdr 42.2018, Certificazione Ufficiale contro il bullismo fortemente voluta da **Accredia** in collaborazione con il MOIGE, UNI, FIDAE e ISRE, tutte le scuole – pubbliche o private e di ogni ordine e grado – possono decidere di aderire al decalogo antibullismo. Qualora le suddette organizzazioni dimostrino dunque di rispettare le regole e di difendere i diritti dei più deboli, possono ottenere la Certificazione Ufficiale Antibullismo, da un ente certificatore tra quelli ufficialmente accreditati direttamente da Accredia. La Prassi UNI/Pdr 42.2018, emerge come una novità assoluta nel panorama delle certificazioni in Italia e nel mondo. La nuova procedura in oggetto offre alle scuole e alle organizzazioni che ospitano minori, uno strumento utile ai fini dell'ottenimento della "certificazione antibullismo". Tali strutture dovranno adottare e rendere pubblico un documento nel quale si impegnano a definire tutte le misure di contrasto al bullismo previste dalla suddetta Prassi definendone obiettivi da raggiungere e strategie da seguire. E' importante sottolineare che l'elenco dei principi antibullismo è stato studiato ed elaborato da un team squisitamente tecnico, composto da: pedagogisti, avvocati e rappresentanti dell'associazionismo a tutela dei minori. Un'organizzazione può trarre numerosi vantaggi dalla Certificazione anti bullismo:

- applicare in modo efficace e sistematico le prescrizioni introdotte dalla recente legge sul cyberbullismo;
- individuare gli specifici rischi di bullismo esistenti all'interno del servizio educativo, anche tenendo conto del contesto territoriale e sociale di riferimento;
- ottenere una certificazione indipendente di parte terza sull'efficacia delle misure antibullismo attuate;
- comunicare con efficacia all'esterno le proprie strategie antibullismo;
- rafforzare la fiducia delle famiglie e della società nei confronti del servizio educativo;
- favorire un approccio multidisciplinare al contrasto del bullismo.

## **RIFLESSIONI CRITICHE**

Nessun adolescente dovrebbe affrontare la vergogna di essere umiliato pubblicamente, il che rende abbastanza ovvio che affrontare i casi di cyberbullismo in modo rapido ed efficiente è estremamente importante. Tuttavia, non sarebbe un'idea migliore evitare che il cyberbullismo si verifichi? Sembra impossibile e, ad essere del tutto onesti, prevenire ogni caso di cyberbullismo è molto improbabile, ma perché non prevenire quelli che possiamo mettendo in atto misure corrette? Con il progetto SIAC, EUROSUD insieme ad altri partner ha voluto sostenere insegnanti, educatori e operatori giovanili nel promuovere l'efficacia e l'efficienza dell'educazione sui rischi e gli effetti del cyberbullismo, sensibilizzare gli studenti delle scuole secondarie e i centri giovanili e incoraggiare la denuncia da parte delle vittime e degli astanti. Sebbene il progetto SIAC costituisca una buona base, è necessario promuovere un dialogo più ampio con le parti interessate del settore dell'istruzione, al fine di adottare un approccio co-creativo e basato sull'evidenza per prevenire e contrastare il cyberbullismo attraverso l'istruzione. Detto questo, l'azione futura deve concentrarsi sul rafforzamento della collaborazione intersetoriale e transfrontaliera sulle questioni relative al cyberbullismo.

## RACCOMANDAZIONI STRATEGICHE

La legge italiana prevede alcune misure concrete di tutela relative al fenomeno del cyberbullismo: Legge n. 71 (2017) Disposizioni a tutela dei minori per la prevenzione ed il contrasto del fenomeno del cyberbullismo. Questa legge introduce alcune misure significative: l'ammontimento da parte del Questore, la possibilità di chiamare in causa il Garante della Privacy, nonché la possibilità di individuare nell'ambiente scolastico e, più in particolare tra gli insegnanti, un referente per l'anti-bullismo.

Legge n. 69 (2019) Protezione delle vittime di violenza domestica e di genere - introduce nel codice penale (all'articolo 612-ter, Codice penale) il reato di diffusione illecita di immagini o video sessualmente esplicativi, Revenge Porn (termine che il legislatore, tuttavia, non utilizza).

Il diritto all'oblio, basato sul regolamento UE 2016/679, è stato introdotto nella legislazione italiana: Decreto Legislativo n. 196 del 2003, il cosiddetto Codice della Privacy;

il Decreto Legislativo n. 101 del 2018, recante disposizioni integrative e correttive del Codice della Privacy del 2003. La nuova normativa è in vigore dal 19 settembre 2018.

La legge contro il fenomeno del cyberbullismo è entrata in vigore il 18 giugno 2017. La Legge 71/17 è riconosciuta come legge fortemente innovativa ed è la prima legge in Europa sul fenomeno. La norma fornisce per la prima volta una definizione giuridica del cyberbullismo come qualunque forma di pressione, aggressione, molestia, ricatto, ingiuria, denigrazione, diffamazione, furto d'identità, alterazione, acquisizione illecita, manipolazione, trattamento illecito di dati personali in danno di minorenni, realizzata per via telematica, nonché la diffusione di contenuti on line aventi ad oggetto anche uno o più componenti della famiglia del minore il cui scopo intenzionale e predominante sia quello di isolare un minore o un gruppo di minori ponendo in atto un serio abuso, un attacco dannoso, o la loro messa in ridicolo. (Art.1) e indica misure di carattere preventivo ed educativo nei confronti dei minori (qualunque sia il ruolo nell'episodio) da attuare in ambito scolastico, e non solo.

La legge definisce il ruolo dei diversi attori del mondo della scuola italiana (MIUR, USR, Istituti Scolastici, Corpo docente) nella promozioni di attività preventive, educative e ri-educative. In particolare:

- Ogni istituto scolastico deve individuare fra i docenti un referente con il compito di coordinare le iniziative di prevenzione e di contrasto del cyberbullismo, anche avvalendosi della collaborazione delle Forze di polizia e delle associazioni e dei centri di aggregazione giovanile presenti sul territorio. Il ruolo di tale docente è dunque centrale.
- Secondo quanto già previsto dalla legge 107 (la Buona Scuola) per il triennio 2017-2019 ci è stata una formazione del personale scolastico sul tema.
- Verrà promosso un ruolo attivo degli studenti e di ex studenti in attività di peer education, nella prevenzione e nel contrasto del cyberbullismo nelle scuole.
- In un'ottica di alleanza educativa, il Dirigente Scolastico che venga a conoscenza di atti di cyberbullismo informerà tempestivamente i genitori dei minori coinvolti. I regolamenti e il patto educativo di corresponsabilità (destinato a tutte le famiglie) scolastici dovranno essere integrati con riferimenti a condotte di cyberbullismo.
- Le istituzioni scolastiche devono promuovere, nell'ambito della propria autonomia, l'educazione all'uso consapevole della rete internet e ai diritti e doveri ad esso connessi. Gli uffici scolastici regionali sono chiamati a promuovere progetti elaborati nelle scuole, nonché azioni integrate sul territorio di contrasto del cyberbullismo e educazione alla legalità.

Oltre alla corposa operazione di prevenzione e di contrasto effettuata dal sistema scolastico e formativo la norma contempla altre due specifiche previsioni di tutela per gli ultraquattordicenni che, come sappiamo, sono penalmente perseguitibili. L'art. 2 "Tutela della dignità del minore" attribuisce loro il diritto di segnalare un contenuto ritenuto lesivo della propria dignità e chiederne la rimozione, il blocco o l'occultamento al

titolare del trattamento. Il provider ha 24 ore per prendere in carico l'istanza e 24 per provvedere. In caso di inerzia analoga richiesta può essere rivolta al Garante della privacy (in alcune Regioni i Corecom si sono attivati con sportelli per raccogliere e sostenere le richieste di rimozione). Si può parlare di un diritto all'oblio riconosciuto al ragazzo che può promuovere l'istanza da solo o con chi riveste la responsabilità genitoriale (questi ultimi necessariamente nel caso il minore sia under14). L'altra è contenuta nell'art. 7 "Ammonimento del Questore": una misura di carattere amministrativo che vede l'Autorità di sicurezza intervenire in modo tempestivo nel caso in cui non sia stata proposta querela o denuncia per reati di cyberbullismo.

Mutuata dall'ammonimento per lo stalking, questa disposizione tende a tenere i ragazzi fuori dal penale prevedendo uno strumento amministrativo volto invece all'immediata responsabilizzazione del cyberbullo. Il minore ultraquattordicenne responsabile della condotta illecita commessa nei confronti di un altro minorenne è convocato con un genitore e ammonito (cartellino giallo). Gli effetti dell'ammonimento cessano con il compimento della maggiore età. L'esperienza di questi primi anni ha messo in luce la necessità di informare le famiglie su questa possibilità che si è rilevata molto efficace. Entrambe le previsioni di tutela sono finalizzate a dare risposte il più possibile tempestive ai ragazzi siano essi vittime o responsabili di atti di cyberbullismo e questo perché la rete corre veloce. Oggi, a fronte di una formazione sempre più diffusa in ambiente scolastico, molti ragazzi che "assistono" a condotte di cyberbullismo comprendono l'importanza di intervenire interrompendo le catene d'odio e segnalando gli episodi di prevaricazione a peer educator o ad adulti di riferimento.

A seguito dell'implementazione del progetto SIAC, l'organizzazione EUROSUD ritiene necessario proporre alcune raccomandazioni politiche volte a supportare i decisori politici, le PA, le organizzazioni non governative, le organizzazioni della società civile, il personale educativo, i servizi sociali, i professionisti della salute e dell'assistenza e altri soggetti interessati a tutti i livelli.

**1. Raccomandazione:** Creare un ambiente politico favorevole alla prevenzione, all'individuazione e alla reazione al (cyber)bullismo, soprattutto tra i bambini e gli adolescenti. Quando si esaminano le politiche per prevenire e affrontare il cyberbullismo, è necessario notare che l'assenza di una definizione comune è, ancora una volta, uno dei problemi principali quando si confrontano le politiche nazionali tra loro. Nel 2016, come notano Pozza et al. (2016:25): "solo quattordici Stati membri dell'UE forniscono una definizione ufficiale di questo fenomeno: Austria, Bulgaria, Cipro, Repubblica Ceca, Finlandia, Francia, Germania, Ungheria, Irlanda, Italia, Lussemburgo, Malta, Paesi Bassi, Spagna". Le politiche nazionali sono diventate un mosaico di leggi, che ha portato alla necessità di creare misure e regolamenti internazionali. Oggi esistono molte iniziative, legislazioni e convenzioni internazionali ed europee nella lotta contro la criminalità informatica, ma gli Stati membri dell'UE (SM) devono ancora implementare le misure nella propria legislazione e nelle proprie politiche per essere efficaci (EUCPN 2018).

**0. Raccomandazione: Sostenere la società civile e il personale educativo nell'attuazione di misure pratiche contro il fenomeno;**

È indispensabile che i metodi di prevenzione siano accessibili e in grado di fermare il cyberbullismo. Sono necessari metodi di prevenzione offline e online per garantire che il cyberbullismo non cambi per sempre la vita di un individuo. La lotta a questo fenomeno non deve essere un approccio "unico", ma le diverse circostanze devono richiedere diverse misure preventive.

Le scuole devono garantire la revisione e l'aggiornamento periodico delle politiche esistenti per includere il cyberbullismo, ove appropriato, e conservare una buona documentazione di tutti gli episodi di cyberbullismo. Infine, le scuole devono promuovere un uso positivo della tecnologia. Il dipartimento informatico delle scuole deve utilizzare filtri, firewall, software anti-spyware, software anti-virus e connessioni sicure per salvaguardare gli alunni.

**0. Raccomandazione: Combattere la violenza tra pari tra i giovani in contesti di apprendimento formali e informali e online;**

È necessario "ripensare" l'educazione per adeguarla all'era online, in cui i nuovi media "democratizzano l'educazione", responsabilizzano i giovani e aprono percorsi di tolleranza per vivere e lavorare in un ambiente multiculturale. L'attenuazione dei confini tra formale, non formale e informale richiederà nuove competenze didattiche e una costante evoluzione dei profili degli operatori giovanili o deg-

li insegnanti. Un approccio olistico all’educazione, metodi individualizzati, coaching professionale e apprendimento basato sull’esperienza indurrebbero gli individui a fare un passo indietro rispetto alla routine e a promuovere il cambiamento.

**0. Raccomandazione: Campagna di sensibilizzazione sul (cyber)bullismo a livello locale e nazionale**

Lo staff del progetto EUROSUD è convinto che la sensibilizzazione dei giovani sia una strada da percorrere. Le scuole sono luoghi di interazione sociale particolarmente adatti, dove si può fare un buon lavoro per limitare la diffusione del cyberbullismo. Genitori, scuole e forze dell’ordine devono assumere un ruolo attivo nella sensibilizzazione sul cyberbullismo. Sono necessari programmi di campagne attive per combattere i crescenti problemi associati al cyberbullismo.

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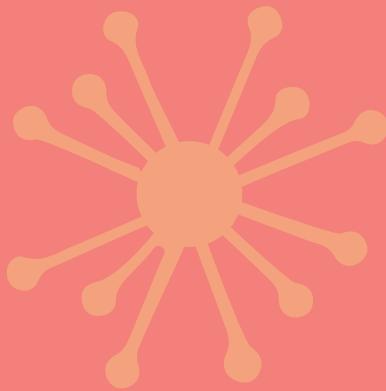
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# CIBERACOSO EN ESPAÑA

INERCIAS DIGITAL SL

## RESUMEN

Con el fin de ayudar tanto a los jóvenes como a los trabajadores juveniles a afrontar mejor el ciberacoso, el proyecto SIAC ya ha llevado a cabo el desarrollo y la aplicación de un plan de estudios sobre la prevención del ciberacoso y un curso electrónico acreditado para la prevención del ciberacoso. El plan de estudios ha servido como metodología de apoyo para que los jóvenes profundicen en sus conocimientos sobre el ciberacoso analizando la situación actual y proporcionando nuevos métodos y enfoques que promuevan un uso seguro de Internet y algunas herramientas y métodos para la prevención del mismo. El curso electrónico se ha elaborado e implementado con el objetivo de conocer nuevas estrategias eficaces para controlar el acoso y concienciar a los más jóvenes sobre los problemas que surgen del mal uso de Internet. Además, se han celebrado conferencias locales en los países de las organizaciones participantes para presentar el proyecto en su conjunto, difundir sus resultados y concienciar sobre la presentación del ciberacoso.

## OBJETIVO PRINCIPAL DEL INFORME POR PAÍSES

El objetivo principal de este informe es reunir toda la investigación, los proyectos piloto, el aprendizaje y las conclusiones del proyecto en un libro electrónico que contará con capítulos en las lenguas nativas de los socios del proyecto y un capítulo complementario en inglés. Esta recopilación de información está relacionada con las metas generales del proyecto, es decir a través de este IO como de los otros previamente realizados se espera poder:

- Apoyar a los trabajadores de la juventud y a otros profesionales pertinentes para satisfacer mejor las necesidades de jóvenes en riesgo de ciberacoso.
- Minimizar el acoso de los estudiantes que tienen malos hábitos con el uso de Internet a través de una educación innovadora.
- Aumentar las habilidades, el conocimiento y la confianza de los profesionales para que puedan fomentar la resiliencia de sus jóvenes, así como el conocimiento en el uso seguro de Internet y estar a salvo del ciberacoso.
- Promover la calidad, la innovación y el reconocimiento del trabajo juvenil.
- Mejorar la alfabetización digital de los jóvenes y el uso de la tecnología de forma segura.
- Potenciar estos conocimientos y experiencias permitirá la adaptación de nuestros grupos objetivo a la era digital y conformar sus futuras profesiones.

- Concienciar sobre la importancia de un uso seguro de Internet y la necesidad de hacer frente al ciberacoso.

## METODOLOGÍA

La metodología empleada para el desarrollo de esta investigación está dividida en dos fases:

1. La implementación piloto del curso electrónico con la participación de 50 usuarios a través de la plataforma e-learning. Estos participantes realizaron un cuestionario de preevaluación, seguido de la realización de las unidades formativas y tras esto el cuestionario de post evaluación.
2. Una vez que los 50 usuarios realizaron los cuestionarios se pasó al análisis de los datos y la información obtenida, para poder concretar los resultados obtenidos en España a través de la prueba piloto del curso electrónico.

Tras estas dos fases previas hemos procedido a la elaboración de este informe que se centra en la implementación y resultados del proyecto SIAC en España. Así gracias a la elaboración de este capítulo podremos contribuir a conocer de forma concreta el funcionamiento del proyecto según el país socio. Además, junto con el desarrollo y recopilación de los datos obtenidos con los cuestionarios y la implementación del curso online hemos incluido una serie de casos prácticos y buenas prácticas que existen en España sobre el acoso escolar y el ciberacoso así como recomendaciones y medidas políticas llevadas a cabo en España para contribuir desde el ámbito político y jurídico a la disminución de los casos de acoso.

## SITUACIÓN ACTUAL EN EL PAÍS

El uso frecuente de las nuevas tecnologías ha traído múltiples beneficios para la sociedad, pero también ha dado lugar a nuevas formas de acoso como el ciberbullying, especialmente en jóvenes vulnerables, que se ha visto cada vez más agravado por la crisis sanitaria provocada por la pandemia del covid-19. Para hacer frente a esta situación y contribuir al desarrollo del currículo en IO1, realizamos un proceso de investigación y recogida de datos actuales que reflejaran la situación actual del ciberacoso en España. De esta investigación podemos destacar hallazgos significativos en cuanto a datos, marcos legales, sistemas de apoyo, formación local e iniciativas encontradas sobre el ciberbullying en España.

Se ha determinado que, debido al uso inadecuado de las herramientas tecnológicas relacionadas con Internet por parte de los jóvenes, éstos se enfrentan a una serie de riesgos. Estos riesgos son principalmente el ciberacoso entre iguales o el uso de las tecnologías de la información y la comunicación para causar daño a otros de forma deliberada, el sexting o la difusión de contenidos sexuales a través de los teléfonos móviles, las acciones llevadas a cabo por adultos para ganarse la confianza de un menor con el fin de obtener imágenes sexuales utilizadas para chantajearlo y la suplantación de identidad. En cuanto a las tasas de ciberacoso entre los jóvenes, la mayor tasa de incidencia se da en la edad de 11 a 14 años. También cabe destacar que el 6,9% de los estudiantes ha sufrido ciberacoso, el 3,7% ha sufrido acoso tradicional junto con ciberacoso y el 3,3% ha sido ciberacosador. En cuanto a la duración del ciberacoso, se determinó que persiste durante más de un año en el 40,6% de los casos y en el 39,0% lo hace entre un año y un mes. La frecuencia es diaria en el 64,4% de los casos y semanal en el 6,8%. Por lo tanto, se concluyó que en la mayoría de los casos el ciberacoso sigue siendo una forma de acoso reiterativa y de larga duración. El perfil común de las víctimas de ciberacoso se identificó como:

- 1) Mujeres en el 66,7% de los casos,
- 2) 13,5 años de media; mayor que los alumnos que sufren otro tipo de acoso,
- 3) Los adolescentes comenzaron a experimentar el acoso a los 12,3 años.

En cuanto a los medios tecnológicos, se identificó el smartphone como el más utilizado en términos de ciberacoso (90% de los casos). También se identificaron aplicaciones y medios sociales como Whatsapp, Instagram

y Facebook como los medios más utilizados donde se produce la mayor parte del ciberacoso. Además, se ha demostrado que la mayor parte del ciberacoso se produce entre los 8 y los 9 años y afecta más a las niñas que a los niños.

Según los datos del Informe PISA 2018 de la Organización para la Cooperación y el Desarrollo Económicos (OCDE), aproximadamente el 17% de los estudiantes de 15 años ha sido víctima de acoso escolar, esta tasa aunque es algo menor a la de la media del 23% de la OCDE, es un motivo de preocupación en España, especialmente para el Ministerio de Educación y Formación Profesional, el cual está enfocado en la mejora del clima escolar a través de iniciativas relacionadas con el acoso escolar.

En cuanto al colectivo LGBTQI, casi el 70% del alumnado LGBTQI experimenta ciberacoso basado en la orientación afectivo-sexual y la identidad de género en su entorno online, lo que supone nuevas formas de interiorizar los prejuicios y la LGBTQI-fobia por parte del mismo alumnado gay, lesbiana, bisexual y trans.

En relación a los marcos legales, España es el único país de la Unión Europea que cuenta con un texto en el Código Penal sobre el ciberacoso desde el año 2013 en el que se considera la violencia como una infracción de la ley que además puede conllevar penas de prisión. Sin embargo, se encuentran lagunas legales en el Código Penal ya que sólo se tipifican los actos con fines sexuales. En 2015 se introdujo la ley orgánica que regula el acoso y el sexting, mientras que el ciberacoso en las escuelas también se considera una violación de la ley.

En cuanto a los sistemas de apoyo en España, se han puesto en marcha numerosas iniciativas educativas contra el ciberacoso por parte de organizaciones públicas y privadas. Estas iniciativas se centran en estrategias de prevención, detección y aplicación del ciberacoso en las que la sensibilización de la comunidad educativa es un factor clave.

En lo que respecta a la formación local, España cuenta con asociaciones formadas por psicólogos, abogados, profesores y expertos en diferentes campos que tienen como objetivo ofrecer apoyo y asesoramiento a quienes sufren el acoso, incluyendo a las víctimas y sus familias, pero también a los profesores del entorno educativo donde se producen las situaciones de acoso a través de programas de formación especializados y adaptados sobre las TIC y el uso seguro de Internet, iniciativas de comunicación para involucrar y comprometer a toda la sociedad y servicios centrados en la ayuda psicológica, social y legal.

El Ministerio de Educación y Formación Profesional cuenta además con un servicio gratuito, anónimo, confidencial y que está operativo 24 horas todos los días del año para cualquier persona que sufra acoso escolar o sea testigo de algún caso pueda contactar a través del número de ayuda 900 018 018. Este número de teléfono es atendido por psicólogos, trabajadores sociales y abogados. De forma complementaria a este número de teléfono han implementado también un chat, anónimo, gratuito y disponible 24 horas al igual que el número de teléfono. En la gestión de estas herramientas contra el acoso colabora la fundación ANAR.

Entre las iniciativas encontradas, podemos encontrar programas y proyectos que han tenido un gran impacto en la reducción de las consecuencias del ciberacoso y en la contribución a la lucha contra el mismo. Algunas de estas iniciativas son el proyecto "Cyberaware" tiene como objetivo sensibilizar a los niños sobre el ciberacoso y el discurso de odio y proporcionar soluciones de formación ampliamente utilizables y la prevención del ciberacoso y habilidades críticas a través del intercambio de conocimientos, metodologías y buenas prácticas; el programa "Kiva" ofrece una amplia gama de herramientas y materiales concretos para las escuelas para hacer frente al acoso; el programa "Olweus" se centró en el cambio a largo plazo que crea un clima escolar seguro y positivo; el proyecto "Deporte para combatir la violencia y el ciberacoso" tiene como objetivo sensibilizar a los jóvenes sobre el problema de la violencia y el ciberacoso y sus implicaciones para los jóvenes y la sociedad, estimulándoles a afrontar el problema utilizando el poder del deporte como factor de unión; el proyecto "Herramientas y juegos contra el ciberacoso" pretende introducir nuevos métodos y herramientas innovadoras para que los adolescentes hagan hincapié en los peligros cuando interactúan con el mundo virtual y prevengan los riesgos mediante un uso responsable de internet y las tecnologías de la comunicación.

En el contexto nacional existen una serie de asociaciones que destacan por su labor y compromiso con la

erradicación del acoso escolar y el ciberacoso en el territorio nacional, estas asociaciones están centradas en la creación de campañas e iniciativas que ayuden a reducir el índice de acoso en España así como a proporcionar ayuda a los diferentes actores en las situaciones de acoso que incluyen a víctimas, acosadores y observadores, incluyendo en sus grupos objetivos alumnos, familias, profesores, etc. Algunas de las principales asociaciones son:

○ Stophaters:

Es la primera asociación contra el ciberacoso en España. Nace con el objetivo de ofrecer apoyo y asistencia integral a todas aquellas personas que sufren cualquier tipo de delito online; buscando siempre la mejor solución a sus problemas.

Página web: <https://www.stophaters.es/>

○ Pantallas Amigas

Es una asociación para promover el uso seguro y saludable de Internet y otras TIC, así como para fomentar ciudadanos digitales responsables en la infancia y la adolescencia. Desarrollan proyectos y recursos educativos dirigidos a preparar a los niños y adolescentes para que puedan manejar en Internet por sí mismos y con el objetivo final de desarrollar en ellos las habilidades y competencias digitales que les permitan participar en la red de forma activa, positiva y saludable.

El ciberacoso, el sexting, la sextorsión, el grooming, la seguridad y la privacidad son algunos de los principales temas que trata esta asociación.

Página web: <https://www.pantallasamigas.net/>

○ Asociación NACE:

Es una asociación española formada por psicólogos, profesores, abogados y expertos en diferentes campos y comprometida con las víctimas del acoso escolar y sus familias. El objetivo principal es ofrecer apoyo y asesoramiento a quienes sufren acoso escolar, incluyendo a las víctimas y sus familias, pero también a los profesores del centro educativo donde se producen las situaciones de acoso. Para ello se desarrollan proyectos de formación adaptados a profesores, familias, niños y jóvenes. También se ofrece asesoramiento psicológico y/o jurídico a las víctimas de acoso escolar y a sus familias. Se dispone de una línea de intervención (Internet, teléfono...) para que las personas afectadas y las familias se pongan en contacto con la asociación. Elaboran y analizan cuestionarios de investigación sociológica.

Página web: <https://www.noalacoso.org/>

○ Asociación Española para la Prevención del Acoso Escolar

Es una entidad no gubernamental y sin ánimo de lucro. Está formada por profesionales de diferentes ámbitos: psicólogos, pedagogos, educadores sociales, abogados, expertos en autoprotección, profesores de teatro, expertos en ciberacoso y padres de víctimas de acoso escolar. Todas estas personas están comprometidas con la prevención del acoso escolar.

Página web: <https://aepae.es/>

○ Fundación Mutua Madrileña

Esta fundación opera desde 2016 para erradicar el acoso escolar y el ciberacoso en España. Para ello, ha puesto en marcha un plan de acción para educar a los jóvenes. Se ha desarrollado a través de tres líneas de actuación: por un lado, en colaboración con la fundación ANAR, realiza charlas en colegios españoles y estudios que muestran la realidad de este problema. Por otra parte, desarrolla diferentes iniciativas de comunicación para involucrar a la sociedad y lograr el compromiso de los jóvenes.

Página web: <https://www.fundacionmutua.es/>

### ○ Fundación Anar

La Fundación ANAR (Ayuda a Niños y Adolescentes en Riesgo) es una organización sin ánimo de lucro dedicada a la promoción y defensa de los derechos de los niños y adolescentes en situación de riesgo y desamparo. Esto se consigue mediante el desarrollo de proyectos tanto en España como en América Latina, y en el marco de la Convención de los Derechos del Niño de las Naciones Unidas. ANAR dispone de un número de teléfono gratuito y confidencial que funciona en todo el territorio nacional, las 24 horas del día y todo el año, y que ofrece de forma inmediata ayuda psicológica, social y jurídica a los menores con problemas o en situación de riesgo, como las situaciones de ciberacoso. Esta fundación realiza informes y estudios cruciales y conocidos sobre la situación de los niños y adolescentes en España.

Página web: <https://www.anar.org/>

### ○ Stop al Acoso Escolar LGTB

La Federación Estatal de Lesbianas, Gays, Trans y Bisexuales de España ha creado un equipo de profesionales que, junto con el colectivo educativo, trabajan en la prevención del acoso escolar y el ciberacoso LGTBfóbico, ofreciendo asesoramiento, ayuda y recursos educativos para trabajar la diversidad en las aulas y en casa, y luchar contra el acoso escolar y el ciberacoso.

Página web: <https://felgb.com/stopacosoescolar/>

### ○ Internet Segura for Kids

Internet Segura for Kids (IS4K) es el Centro de Seguridad en Internet para menores de edad en España y tiene como objetivo promover el uso seguro y responsable de Internet y las nuevas tecnologías entre niños y adolescentes. Sus principales tareas son: concienciar y formar a menores, jóvenes, familias, educadores y profesionales que tratan con menores mediante el desarrollo de campañas, iniciativas y programas a nivel nacional; ofrecer un servicio de atención telefónica para asesorar y asistir a menores, familias, educadores y profesionales que tratan con menores sobre cómo afrontar los riesgos de Internet: contenidos nocivos, contactos peligrosos y comportamientos inadecuados; organizar el Día de Internet Segura en España, y reducir la disponibilidad de contenidos delictivos en Internet (principalmente de acoso sexual infantil).

Sitio web: <https://www.is4k.es/>

## IMPLANTACIÓN DEL SIAC EN EL PAÍS

Se ha implementado un piloto del curso electrónico en España en el que 50 personas han tenido la oportunidad de participar. En primer lugar, se registraron en la plataforma de e-learning del [curso electrónico](#) para acceder a él. A continuación, realizaron un cuestionario de preevaluación para comprobar sus conocimientos generales sobre el tema del ciberacoso, después pasaron por unas unidades de formación estructuradas con el objetivo de ampliar sus conocimientos y ayudarles a aprender prácticas, estrategias y acciones nuevas e innovadoras para hacer frente al ciberacoso y, finalmente, realizaron un cuestionario de post evaluación para comprobar lo que habían aprendido durante la formación. Después de esto, un formulario de retroalimentación también nos permitió conocer en profundidad lo que le pareció más o menos útil o interesante a cada participante.

					Ranking de la media	↓
	1	2	3	4	5	
Soy consciente de lo que es el ciberacoso						2.0
Soy consciente de lo que es el ciberacoso hacia los colectivos LGBTQ						2.0
Estoy familiarizado con los valores de la justicia restaurativa						1.9
Puedo pensar en formas de ciberacoso						1.9
Conozco prácticas de justicia restaurativa						1.7
Siento que hay potencial para la justicia restaurativa para ayudar a las comunidades LGBTQ a recuperarse del ciberacoso						1.8
Puedo pensar en las mejores prácticas en los servicios de prevención, intervención y apoyo relacionados con el ciberacoso.						1.9
Me siento cómodo explicando la prevención del ciberacoso						1.8
Me siento cómodo explicando cómo los servicios pueden ayudar a las víctimas del ciberacoso.						1.7
Intenta estimar tu conocimiento sobre el ciberacoso hacia colectivos LGBTQ						1.8
Intenta estimar tu conocimiento sobre la justicia restaurativa						1.7

					Ranking de la media	↓
	1	2	3	4	5	
Soy consciente de lo que es el ciberacoso						3.6
Soy consciente de lo que es el ciberacoso hacia los grupos LGBTQ						3.7
Conozco los valores de la justicia restaurativa						3.6
Puedo pensar en formas de ciberacoso						3.7
Conozco las prácticas de justicia restaurativa						3.6
Creo que la justicia restaurativa puede ayudar a las comunidades LGBTQ a recuperarse del ciberacoso						3.7
Puedo pensar en las mejores prácticas de prevención, intervención y servicios de apoyo relacionados con el ciberacoso						3.9
Me siento cómodo explicando la prevención del ciberacoso						3.8
Me siento cómodo explicando cómo los servicios pueden apoyar a las víctimas del ciberacoso						3.8
Intenta estimar tus conocimientos sobre el ciberacoso hacia los grupos LGBTQ						3.8
Trate de estimar sus conocimientos sobre la justicia restaurativa						3.6

De los 50 usuarios que se registraron en la plataforma y realizaron los cuestionarios y el curso online contamos con los siguientes datos:

28 de los 50 participantes son chicas/mujeres.

22 de los 50 participantes son chicos/hombres.

Con estos datos de participación observamos un interés mayor entre las mujeres que en los hombres lo que coincide con la tendencia general de víctimas de acoso y ciberacoso, ya que las mujeres son un grupo más vulnerable a ciertos tipos de ciberacoso.

Las notas obtenidas tras la realización de ambos cuestionarios y el curso online en el test son muy positivas, las calificaciones obtenidas son:

4 participantes han obtenido una calificación de 8,20.

2 participantes han obtenido una calificación de 8,60.

1 participante ha obtenido una calificación de 8,80.

6 participantes han obtenido una calificación de 9,00.

7 participantes han obtenido una calificación de 9,20.

2 participantes han obtenido una calificación de 9,40.

9 participantes han obtenido una calificación de 9,60.

3 participantes han obtenido una calificación de 9,80.

16 participantes han obtenido una calificación de 10,00.

Como podemos observar con las cifras de las calificaciones la nota más baja obtenida ha sido la de 8,20 lo que demuestra la eficacia del curso piloto y los cuestionarios ya que es una calificación alta de notable, además junto a esto hay que mencionar que la calificación más abundante es a la vez la más alta, habiendo 16 participantes que han logrado acertar todas las respuestas de la evaluación. Estos resultados nos ayudan

a saber que la información recogida en el curso piloto es clara y eficaz y que con su implementación vamos a conseguir un impacto real y positivo en los participantes.

En función de las respuestas obtenidas con ambos cuestionarios en los participantes españoles observamos cómo ha cambiado la tendencia entre los usuarios antes de tener contacto con las unidades formativas y después. Esto nos ayuda a comprender mejor la eficiencia y funcionamiento del curso formativo online.

Por último, se han analizado todos los datos recogidos y los resultados obtenidos son los siguientes: antes de la formación, se ha determinado que aproximadamente la mitad de los encuestados eran conscientes de lo que es el ciberacoso, de lo que es el ciberacoso hacia los LGTBQ y de las formas de ciberacoso. Casi la mitad de los encuestados tenían conocimientos sobre el ciberacoso hacia los grupos LGTBQ, el 60% de los encuestados afirmaron que habían adquirido un buen conocimiento de esa área y el 26% de ellos afirmaron que habían adquirido un excelente conocimiento de esa área. En relación con la justicia reparadora, el 50% de los encuestados reveló que había adquirido un buen conocimiento de esa área, mientras que el 22% de los encuestados manifestó que había adquirido un excelente conocimiento de esa área.



Los porcentajes concretos de respuesta a las preguntas son:

## **SÉ ENTENDER E IDENTIFICAR LOS RETOS ACTUALES EN TORNO AL CIBERACOSO**

### *○ Cuestionario de preevaluación:*

De acuerdo 10%

Ni en acuerdo ni en desacuerdo 47%

Desacuerdo 16%

Totalmente desacuerdo 27%

### *○ Cuestionario de post evaluación:*

Totalmente de acuerdo 37%

De acuerdo 63%

## **SOY CONSCIENTE DE LOS DESAFÍOS ACTUALES EN EL CIBERACOSO HACIA LOS GRUPOS LGBTQ**

### *○ Cuestionario de preevaluación:*

De acuerdo 10%  
Ni en acuerdo ni en desacuerdo 48%  
Desacuerdo 16%  
Totalmente desacuerdo 26%

○ *Cuestionario de post evaluación:*

Totalmente de acuerdo 50%  
De acuerdo 50%

## **PUEDO IMPLEMENTAR ACCIONES QUE MEJOREN LAS PRÁCTICAS DE JUSTICIA RESTAURATIVA CONTRA EL CIBERACOSO**

○ *Cuestionario de preevaluación:*

De acuerdo 4%  
Ni en acuerdo ni en desacuerdo 42%  
Desacuerdo 29%  
Totalmente desacuerdo 27%

○ *Cuestionario de post evaluación:*

Totalmente de acuerdo 43%  
De acuerdo 57%  
Ni en acuerdo ni en desacuerdo 4%

## **ME SIENTO PREPARADO PARA ABORDAR PROBLEMAS DE CIBERACOSO HACIA GRUPOS LGBTQ**

○ *Cuestionario de preevaluación:*

De acuerdo 2%  
Ni en acuerdo ni en desacuerdo 48%  
Desacuerdo 19%  
Totalmente desacuerdo 33%

○ *Cuestionario de post evaluación:*

Totalmente de acuerdo 42%  
De acuerdo 56%  
Desacuerdo 2%

## **IMPLEMENTARÉ PRÁCTICAS DE JUSTICIA RESTAURATIVA EN MI TRABAJO**

○ *Cuestionario de preevaluación:*

De acuerdo 4%

Ni en acuerdo ni en desacuerdo 40%

Desacuerdo 30%

Totalmente desacuerdo 28%

○ Cuestionario de post evaluación:

Totalmente de acuerdo 20%

De acuerdo 78%

Desacuerdo 2%

## SÉ CÓMO BRINDAR APOYO EN GRUPOS LGBTQ

○ Cuestionario de preevaluación:

Ni en acuerdo ni en desacuerdo 43%

Desacuerdo 27%

Totalmente desacuerdo 31%

○ Cuestionario de post evaluación:

Totalmente de acuerdo 42%

De acuerdo 56%

Ni en acuerdo ni en desacuerdo 2%

## SOY CONSCIENTE DE CÓMO APOYAR A UNA VÍCTIMA.

○ Cuestionario de preevaluación:

De acuerdo 4%

Ni en acuerdo ni en desacuerdo 41%

Desacuerdo 22%

Totalmente desacuerdo 33%

○ Cuestionario de post evaluación:

Totalmente de acuerdo 45%

De acuerdo 51%

Ni en acuerdo ni en desacuerdo 2%

Desacuerdo 2%

## CONOZCO LOS PRINCIPIOS BÁSICOS DE LA JUSTICIA RESTAURATIVA

○ Cuestionario de preevaluación:

De acuerdo 2%

Ni en acuerdo ni en desacuerdo 36%

Desacuerdo 36%

Totalmente desacuerdo 30

○ *Cuestionario de post evaluación:*

Totalmente de acuerdo 36%

De acuerdo 66%

## **ME SIENTO LISTO PARA BRINDAR APOYO CULTURALMENTE APROPIADO Y PERSONALIZADO A LOS GRUPOS LGBTQ CONTRA EL ACOSO CIBERNÉTICO.**

○ *Cuestionario de preevaluación:*

Ni en acuerdo ni en desacuerdo 38%

Desacuerdo 30%

Totalmente desacuerdo 32%

○ *Cuestionario de post evaluación:*

Totalmente de acuerdo 38%

De acuerdo 62%

La implementación piloto del curso online y los resultados obtenidos con los cuestionarios subrayan como el ciberacoso es algo presente en la sociedad española. Y es que debido al incremento de uso de las tecnologías digitales entre las que se encuentran los smartphones y las redes sociales como Instagram, Facebook, Tik-Tok, Twitter, etc, los mensajes de odio se han vuelto más frecuentes y difíciles de erradicar debido a las características del ciberacoso. Aunque también hay buenas noticias y es que observamos como aumenta la concienciación y sensibilización sobre el ciberacoso y sus consecuencias. En España en los últimos años gracias a las diferentes iniciativas y campañas que han ido surgiendo se va reduciendo poco a poco el índice de ciberacoso y acoso escolar. Y esperamos que desde nuestro proyecto SIAC podamos influir positivamente contribuyendo a la desaparición del ciberacoso.

## **CASOS DE ESTUDIO Y BUENAS PRÁCTICAS EN EL PAÍS**

Tras un análisis se ha concluido que en España existen varios casos de estudio y buenas prácticas relacionadas con el tema del proyecto que han tenido resultados positivos entre ellos destacan:

**Programa Asegurate:** Es una iniciativa desarrollada con financiación del Ministerio de Economía y Competitividad junto con el proyecto Sexting, Ciberbullying y Riesgos Emergentes en la Red (EDU2013-44627-P), en el que participan investigadores de dos grupos de investigación de Andalucía: el IASED de la Universidad de Sevilla y el LAECOVI de la Universidad de Córdoba. La plataforma PDA BULLYING ha sido desarrollada por este proyecto como una propuesta de buenas prácticas para la prevención, detección e intervención del bullying y ciberbullying dentro de los entornos educativos, así como de otras formas de violencia entre iguales (infancia y adolescencia). Esta plataforma colaborativa aglutina recursos y activos, uniendo así fuerzas para superar el acoso escolar.

El programa Asegurate ha logrado reducir por primera vez los niveles de agresión. Es importante porque el programa ha sido efectivo reduciendo no solo las tasas de victimización sino también las conductas de agresión. Se ha conseguido pues una reducción del 17% en las que se incluyen no sólo las agresiones y ciberagresiones sino también la prevención del sexting. Su éxito se basa en el contacto directo con los estudiantes en el aula a través de clases formativas y actividades prácticas.

**ConRed Andalucía:** Es un programa para la prevención del acoso escolar y el ciberacoso en las aulas desarrollado por la Junta de Andalucía. Los objetivos de este programa son impulsar y apoyar a los centros educativos en la concienciación de la comunidad escolar sobre la importancia de prevenir y erradicar el acoso escolar entre iguales y el ciberacoso, y formar en el desarrollo de estrategias que faciliten las relaciones positivas,

detectando precozmente cualquier forma de casos de acoso y dando respuesta a cualquier posible situación de este tipo. Esta iniciativa ofrece una formación específica para el profesorado y está a disposición de los centros educativos de primaria y secundaria de Andalucía para su implantación y difusión. El enfoque de este recurso es esencialmente preventivo y de promoción de la convivencia positiva, para contribuir a la mejora del clima de convivencia en los centros educativos y favorecer el desarrollo personal y social del alumnado.

**Instituto de la Juventud:** es un organismo público adscrito al Ministerio de Derechos Sociales y Agenda 2030 cuya actividad principal es promover acciones en beneficio de los jóvenes. En 2013 elaboró la guía de actuación contra el ciberacoso para ayudar a padres y educadores a detectar posibles casos de ciberacoso.

Esta guía del Ministerio de Industria, Energía y Turismo, puesta en marcha a través del Instituto Nacional de Tecnologías de la Comunicación (INTECO), tiene como objetivo la protección de los menores en la Red. Para ello, la guía facilita a los padres y educadores información útil con la que pueden ser capaces de detectar el fenómeno del ciberacoso. Esta guía señala que en la actualidad, los niños y jóvenes acceden a Internet y las nuevas tecnologías cada vez a una edad más temprana. En España, la edad de inicio es de 10 años en el caso de Internet, 11 en el uso de teléfono móvil y 13 en smartphones. Esto deriva en los llamados nativos digitales que se desenvuelven con familiaridad y habilidad en la Red pero que al mismo tiempo los convierte en un colectivo especialmente vulnerable y propenso a asumir riesgos que pueden derivar en situaciones tales como el ciberacoso.

**Programa Zeroacoso:** es una plataforma desarrollada en España para prevenir, persuadir y apoyar la lucha contra el acoso escolar y el ciberacoso. El funcionamiento de Zeroacoso se basa en la comunicación a través de mensajes anónimos y en la privacidad, lo que hace viable el abordaje del problema desde diferentes puntos, y la lucha contra cada uno de los factores que permiten el acoso escolar. Con ZeroAcoso la ventaja es que cualquier víctima u observador de acoso puede iniciar una conversación (de forma anónima). Cuando se inicia una conversación el sistema de ZeroAcoso notifica automáticamente sobre el inicio de la conversación al asesor correspondiente permitiendo intervenir en la mejora del entorno de la víctima desde el primer momento. Además actúa como una herramienta multicanal permitiendo la integración con Facebook Messenger, SMS y vía chat a través de nuestra app gratuita Zeroacoso para Android e IOS.

**Proyecto ¡En nuestro INSTITUTO NO!:** una Coalición de Centros Educativos contra el acoso escolar LGBT. Es una iniciativa creada por la Federación Estatal de Lesbianas, Gays, Trans y Bisexuales (FELGTB) y las entidades pertenecientes al proyecto RED EDUCA, y desarrollada en junio de 2017. El objetivo principal de este proyecto es crear una coalición de escuelas seguras para liderar los esfuerzos contra el acoso escolar. En la alianza participan estudiantes, profesionales sociales, profesores, familias, personal de mantenimiento y administrativo.

**Aplicación Delintest:** es un proyecto educativo llevado a cabo por la asociación Pantallas Amigas y dirigido a estudiantes de educación secundaria para fomentar el conocimiento de los límites y las consecuencias legales de lo que hacemos en Internet, de manera que podamos prevenir los ciberdelitos cometidos por adolescentes y también sus efectos sobre las víctimas, los autores del delito y sus entornos. También presta especial atención a los aspectos relacionados con la violencia de género y los delitos de odio.

Delintest se compone de un videojuego en formato App simulando un trivial. Una guía de aplicación para la escuela y la familia y un concurso para participar de forma opcional. A través de esto componentes aborda las siguientes áreas temáticas: delitos en Internet (principales delitos susceptibles de ser cometidos por menores en Internet); violencia de género (delitos más comunes relativos a la violencia de género); delitos de odio (casuística de los delitos de odio); Ley y menores de edad (procedimiento aplicable al menor de edad infractor); ciberseguridad y privacidad (tips y consejos clave para la protección frente a los ciberdelitos) y miscelánea (apartado abierto con temas diversos y énfasis en la igualdad y la inclusión).

**Crecer Unidos:** Es una plataforma de formación audiovisual online con información teórica, herramientas prácticas y asesoramiento de expertos para enseñar a las familias a prevenir el acoso escolar, detectar si su hijo o hija está sufriendo acoso en la escuela y, especialmente, enseña cómo actuar en el caso de que haya indicios de una situación de violencia escolar existente. Esta plataforma es pionera en la formación online

en España sobre el ciberacoso, fue creada por la Asociación Española para la Prevención del Acoso Escolar (AEPAE) y BullyingSOS.com con la finalidad de ofrecer orientación a las familias que necesiten hacer frente a situaciones de bullying o acoso escolar. Entre las características específicas con los que cuenta la plataforma se encuentran: más de 20 vídeos; una serie de lecciones que son unas 3 horas de formación; respaldada por la Asociación Española de Prevención contra el Acoso Escolar y el portal especializado en acoso escolar BullyingSOS.com; abarca las diferentes fases del acoso (prevención, detección y actuación); abarca las diferentes posiciones (víctima, agresor, observador); entrevistas sobre acoso a profesionales del ámbito; testimonios reales de casos de acoso; charlas motivacionales; ebook en pdf de la formación teórica; etc.

**Campaña ‘El control es tuyo, que no te controlen’:** Es una campaña de concienciación de los jóvenes sobre el acoso digital y la violencia de género y realizada por la Agencia Española de Protección de Datos, los Ministerios de Educación y Formación Profesional y de Igualdad, y la asociación Pantallas Amigas. La campaña está estructurada en una serie de mensajes en los que se describen brevemente situaciones de acoso que los jóvenes pueden experimentar en los centros escolares, como pueden ser La petición de contraseñas a la pareja; el control del móvil de otra persona; el envío constante de mensajes con el propósito de herir a un compañero o una compañera de clase, o la difusión de imágenes sexuales, violentas o humillantes sin el permiso de quien aparece en ellas son algunas de estas situaciones. Estos carteles con situaciones de acoso vienen acompañados de unos códigos QR que están vinculados con páginas donde encontrar información útil para afrontar estas situaciones.

**“Te pongo un reto”:** Este proyecto fue desarrollado por la Fundación Gestión y Participación Social y tiene como objetivo preparar a toda la comunidad educativa (alumnos, profesorado y familias) para prevenir los riesgos de Internet. Para ello, se ha creado un centro con recursos para educadores, familias y jóvenes, y se trabaja en centros educativos y asociaciones a través de sesiones de formación y sensibilización. Entre estos recursos se encuentra la Guía de buenas prácticas para la prevención del ciberacoso, la violencia online y otros riesgos. Así pues este proyecto se dirige tanto a centros de escolares (colegios e IES), como a asociaciones o proyectos que trabajen con jóvenes entre 12 y 18 años y que consideren importante erradicar la violencia entre iguales. Consiguiendo a través de la movilización de la comunidad educativa unos resultados positivos frente a las situaciones de acoso. El proyecto se centra en la formación y sensibilización de las diferentes partes interesadas donde se incluyen familias, alumnos y profesores con la finalidad de ofrecer una capacitación adaptada a los diferentes perfiles. Los objetivos específicos están vinculados con el uso de Internet y las redes centrándose en que sean capaces de conocer los usos, hábitos y riesgos que supone la Red y que sean capaces de detectar las situaciones de acoso online.

## REFLEXIONES CRÍTICAS

El resultado 1 de este proyecto, es decir, el plan de estudio sobre el ciberacoso ha servido de base para poner de manifiesto la gran preocupación que supone el ciberacoso para la sociedad española y en concreto para los jóvenes vulnerables como es la comunidad LGTBQ. Hemos podido conocer más de cerca que el uso irresponsable de internet y de las nuevas tecnologías se ha convertido en un factor principal de fomento del ciberacoso, especialmente dentro de la comunidad educativa, donde el papel activo del personal educativo, padres y madres y otros familiares es realmente significativo para luchar contra esta nueva forma de acoso que se ha incrementado notablemente con el uso más frecuente de los dispositivos tecnológicos debido a la pandemia del covid-19. Esta situación ha favorecido la dependencia de los jóvenes de internet, de los dispositivos tecnológicos (principalmente smartphones) y de las redes sociales, donde los mensajes de odio son cada vez más frecuentes. Esta situación puede llevar a comportamientos cada vez más peligrosos. De hecho, ha acabado con la vida de las víctimas en situaciones extremas. Está claro que hay que actuar urgentemente para luchar contra el ciberacoso.

La implementación del segundo resultado, la creación de un curso online sobre el ciberacoso, nos ha ayudado a identificar una cantidad significativa de individuos que presentaban un conocimiento limitado sobre el ciberacoso y a aumentar y desarrollar en ellos nuevos conocimientos que incluyen estrategias, iniciativas y prácticas sobre la prevención e interacción del ciberacoso y el apoyo a las personas que sufren esta nueva

forma de acoso. A través del curso electrónico, los participantes han adquirido buenos y excelentes conocimientos sobre el ciberacoso y cómo debe abordarse. Gracias a la elaboración de los cuestionarios y las unidades formativas hemos podido comprobar que en cuanto se proporcionan herramientas y conocimientos a los usuarios la tendencia de desconocimiento o indiferencia sobre el ciberacoso se reduce aumentando su sensibilización sobre esto, objetivo principal al fin y al cabo del proyecto y el curso formativo. Implementar este tipo de iniciativas o proyectos desde el ámbito educativo va a contribuir a la mejora del clima de convivencia escolar, algo que es importante para los diversos agentes educativos y políticos.

## RECOMENDACIONES POLÍTICAS

### POLÍTICA NACIONAL:

En España, el artículo 1 de la Ley Orgánica de Educación garantiza los derechos básicos de los alumnos, tales como el respeto a su integridad y dignidad personal y la protección frente a todo tipo de agresiones físicas o morales, así como el derecho a respetar la dignidad, integridad e intimidad de todos los miembros de la comunidad educativa.

Los alumnos deben respetar a los profesores y demás empleados del centro, así como al resto de sus compañeros, evitando situaciones de conflicto y de acoso en cualquiera de sus formas, incluido el ciberacoso. Dicha disposición se encuentra en el art. 1 de la Ley de Modificación del Sistema de Protección de la Infancia y la Adolescencia. Además, todas las instituciones educativas deben incorporar en su propuesta educativa un Plan de Convivencia, que sirva de orientación al alumnado, a las familias y al profesorado para hacer frente al acoso escolar, tal y como establece la Ley Orgánica de Educación. El Plan de Convivencia de cada centro debe contemplar un Reglamento de Régimen Interior, que incluya normas de comportamiento que el alumno debe respetar. El acoso escolar debe estar considerado como una falta grave, con la correspondiente aplicación de una sanción, que puede llegar a la expulsión definitiva del centro.

Dentro de las medidas y recomendaciones políticas españolas sobre el ciberacoso destaca el papel del Observatorio Estatal de la Convivencia Escolar, que es un órgano colegiado de la Administración General del Estado que tiene como objetivos principales recopilar información para la mejora del clima escolar en los centros educativos, así como analizar situaciones, hacer diagnósticos y proponer medidas que favorezcan la convivencia escolar. Otro de los objetivos del Ministerio es prevenir y erradicar el acoso escolar de las aulas, así como cualquier tipo de violencia que se dé en la escuela.

Sus principales líneas de actuación son por lo tanto:

- Actuaciones para la recogida de información y análisis de la situación de la convivencia en los diferentes territorios españoles.
- Elaboración de propuestas para la mejora de la convivencia escolar.
- Actuaciones para reforzar el Plan de convivencia.
- Otras actuaciones de carácter general.

Hasta el año 2023 las acciones puestas en marcha que más destacan son la elaboración de un ‘Estudio estatal sobre la convivencia escolar en educación Primaria’ y una ‘Guía para el cuidado y promoción del bienestar emocional en los centros educativos’.

### POLÍTICA EUROPEA:

El Consejo de Europa y la Unión Europea tienen una visión en la que la paz, la resolución de conflictos, la democracia y la igualdad son temas centrales y ambos trabajan de forma conjunta para implementar estrategias legales y sociales que promuevan estos valores. De hecho en la Unión Europea existe un presupuesto destinado a los proyectos anti acoso escolar (anti-bullying), que además irá creciendo con la expansión del

programa Erasmus +.

Una de las principales herramientas de la Comisión Europea para abordar el ciberacoso y poder ofrecer recomendaciones es la Red Europea Anti-bullying, establecida como una asociación internacional sin ánimo de lucro, fue creada en 2013 en el marco del proyecto financiado por la UE “Red Europea Anti-bullying”, y registrada oficialmente en Bélgica en 2015. La EAN es por lo tanto una red activa de organizaciones que trabajan en toda Europa para combatir el acoso escolar y la violencia escolar.

Dado que el fenómeno del acoso escolar se ha convertido en un tema de gran preocupación en nuestras sociedades, en la escuela y más allá, desde la Red Europea Antibullying trabajan activamente para que todos los niños y jóvenes puedan disfrutar de un entorno escolar y social seguro, donde se tomen todas las medidas para empoderarlos y protegerlos de cualquier situación de daño y dolor relacionada con el acoso.

También destaca en la Unión Europea la reciente estrategia en favor de un Internet más adecuado para los niños (Better Internet for Kids, BIK+), con el objetivo de mejorar los servicios digitales adaptados a la edad y velar por que todos los niños estén protegidos y capacitados y sean respetados en línea.

Esta nueva estrategia está basada en un amplio proceso de consulta con los niños, que es complementado por las consultas específicas con los padres, los profesores, los Estados miembros, la industria de las TIC y los medios de comunicación, la sociedad civil, el mundo académico y las organizaciones internacionales con el objetivo de complementar y apoyar la aplicación práctica de las medidas existentes para proteger a los niños en línea, desarrollar sus habilidades y capacitarlos para que disfruten y den forma a su vida en línea de manera segura.

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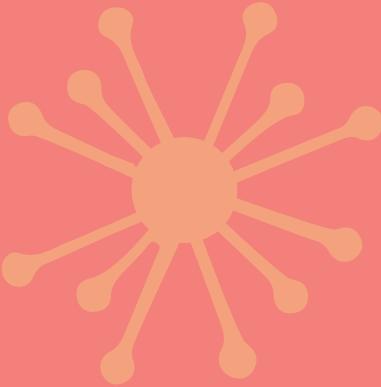
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# CYBERBULLYING BIL-MALTI

VISMEDNET

## DWAR IL-PARTIKOLARITAJIET TAD-DINAMIKA SOĊJALI MALTIA U KIF DAN JAFFETTWA L-OSMOSIS TAS-SIAC

### GĦAN EWLIENI TAR-RAPPORT TAL-PAJJIŻ

Li nharsu lura lejn l-esperjenza tal-proġett SIAC f'Malta u kif se jkompli wara l-ħajja tal-proġett b'konforma mal-approċċi għal aktar žvilupp professjonal f'Malta u l-atturi li bħalissa huma attivament abbord fil-komunita lokali li VisMedNet bena madwar il-proġett f'Malta. Ir-rapport se jiddeskrivi kif l-approċċ tal-bini tal-komunita huwa dak xieraq biex Malta tibda u żżomm proċess 'il quddiem u 'I fuq lejn adozzjoni sostenibbli tal-outputs u r-riżultati tal-proġett.

Se tiddeskrivi wkoll l-approċċi u d-dikotomija f'Malta bejn l-infrastruttura legali relattivament liberali għad-drittijiet LGBTIQ+ u moħħi miftuħ li jista' jipprovd stampa ottimista għall-futur qarib u, min-naħha l-oħra, vokabularju fil-lingwaġġ komuni li huwa indikattiv ta' toqol li għadna nkomplu ngorru fuq s-suġġett.

### METODOLOGIJA

L-ewwel faži rat lil VisMedNet jaħdem b'mod parallel mal-bqija tas-sħubija fir-riċerka sekondarja li kienet immirata biex thares lejn l-istat aħħari ta' sa fejn waslu approċċi, sistemi ta' prevenzjoni, intervent, appoġġ, strutturi legali u ta' infurzar tal-liġi u linji ta' appoġġ. Dan kien post tajjeb fejn tibda sabiex it-tim li qed jaħdem fuq il-proġett f'Malta jkun jista' jsir aktar konxju tal-istat aħħari u fl-istess proċess ħoloq rabtiet u beda kon-versazzjonijiet ma' plejers li/li jistgħu aktar tard matul il-ħajja tal-proġett. jkomplu d-djalogu dwar is-suġġett taċ-ċyberbullying, dwar LGBTIQ+ u l-vulnerabbiltajiet ta' dan il-grupp fil-mira u dwar il-kwistjoni ta' aktar edukazzjoni tal-edukaturi taż-żgħażaq. Dan ta wkoll esponent kbir lill-imsieħba għal prattiki u xenarji tajbin fil-pajjiż msieħba.

L-imsieħba fasslu mogħdija ta' tagħlim u kontenut għal kors onlajn fuq

**II-prevenzjoni ta' cyberbullying lejn iż-żgħażaq h-LGBTQ+: Approċċ ta' ġustizzja riparattiva u drittijiet tal-bniedem**

Materjal edukattiv dwar il-prevenzjoni tal-cyberbullying fir-rigward tal-orientazzjoni sesswali.

Il-modulu huwa disponibbli online u l-imsieħba mexjin bl-intenzjoni li jmexxu l-kors b'mill-inqas 50 parteċi-pant għal kull pajjiż imsieħeb li huwa numru relattivament għoli għad-daqs ta' Malta iżda li jista' jintlaħaq

bl-appoġġ it-tajjeb tal-istudenti u incēntivi li jħaffu t-teħid tal-kors. Fiż-żmien tal-pubblikazzjoni ta' dan ir-rapport, Malta għandha adozzjoni u bidu bil-mod ħafna iżda hemm strategiċi fis-seħħ biex jiżguraw implimentazzjoni b'succcess tiegħu.

L-imsieħba kollha għamlu sforzi għat-tixrid u l-komunikazzjoni fi ħdan il-komunitajiet u n-netwerks rispettivi tagħhom biex jiżguraw komunikazzjoni lill-udjenzi t-tajba u VisMedNet kien attiv f'dan il-qasam bl-involvement ta' partijiet interessati multiplikaturi li qed jassistuha wkoll fil-process ta' pilotagġġ.

## L-STAT ATTWALI FIL-PAJJIŻ

Matul ir-riċerka sekondarja tiegħu, VisMedNet kiseb data mis-Servizzi Nazzjonali ta' Appoġġ għall-Iskejjel. Id-dejta turi li sal-2020 kien hemm 34 każ referut għal cyberbullying minn 247 każ miftuħ minn skejjel kemm primarji kif ukoll sekondarji. L-ebda wieħed minn dawn il-każijiet riferiti ma kien immirat speċifikament lejn LGBTIQ. Dawn in-numri jindikaw żieda żgħira meta mqabbla mas-snin preċedenti. Ta' min jinnota li dawn l-inċidenti rrappurtati, jistgħu mhux bilfors ifissru li l-ebda inċident ieħor ma kien preżenti u xi inċidenti huma rrappurtati fi ħdan il-maniġment esperjenzat tal-iskola jew tim ta' gwida, u ma jiġux riferuti lis-servizzi ta' kontra l-bullying.

Dissertazzjoni dwar is-cyberbullying fuq is-siti tan-networking soċjali: il-prevalenza, in-natura u l-effetti tiegħu, fost studenti tal-Form 3 u 4 fi skejjel tal-istat Maltin (2014) tirrapporta dwar studju li sar fost studenti ta' bejn l-14 u l-15-il sena li jammontaw għal 338. 98.5% tar-respondenti qalu li jużaw in-Netwerks Soċjali, 60.7% sostnew li kien vittmi ta' cyberbullying u 24.4% minnhom kien għadhom qed jiġu bullying sa dak il-jum. 38.3% irrapportaw li wettqu mill-inqas wieħed mit-tipi ta' attakki elenkti fil-kwestjonarju. Ma nstabu ebda xejret partikolari relatati mas-sess ta' dawk li wieġbu. *It-teasing* kien l-aktar tip prevalent ta' cyberbullying.

Statistika oħra mit-teżi tagħmel għalf eċċellenti għal analizi tal-ħtieġi fiziż-żona f'Malta.

- 64.9% tal-awturi qiesu li l-azzjonijiet tagħhom ta' cyberbullying ma kinux serji ħafna.
- Vittmi li qalu li hassewhom mistħija, waħedhom u rrabbjati.
- Ghadd ta' vittmi ddikjaraw li tilfu l-iskola (16.1%), kellhom ħsibijiet ta' hsara (17.3%) u ħsibijiet ta' suwiċidju (13.2%).
- Il-biċċa l-kbira tal-vittmi li infurmaw lil xi ħadd dwar dan il-bullying (58.7%) sostnew li qalu lil ħabib (69.2%) jew ġenitür/tutur (64.4%) iżda ftit infurmaw lill-persunal tal-iskola bħal għalliema (9.6%).

Kellimni.com hija linja ta' għajjnuna onlajn ibbażata lokalment. Huma kienu involuti wkoll fir-riċerka sekondarja li saret minn VisMedNet f'Malta u ddikjaraw li l-vittmi ta' cyberbullying spiss esprimew tħassib u biża' dwar it-telf ta' kontroll tagħhom, li jista' jkun imġieba esternalizzata awto-distruttiva. Ħafna drabi, is-cyberbullying ħafna drabi huwa kontinwazzjoni ta' forom oħra ta' bullying. L-istess stampa tpingiet mill-APPOGG fejn stqarrer li f'ħafna mill-każijiet iltaqgħu ma' bullying spiss beda fl-iskola jew fiċ-ċentri taż-żgħażaq u mbagħad ippersistew online. F'ħafna każijiet il-bullies jafu lill-vittma tajjeb ħafna u kien hemm każijiet meta l-cyberbullying beda mat-tmiem ta' ħbiberija. Il-mudelli ta' cyberbullying huma differenti peress li jistgħu jseħħu lejl u nhar u l-vittma tista' tintlaħaq fis-sigurtà ta' darhom stess.

Element inkwetanti f'dan ix-xenarju f'Malta huma l-istqarrija tal-MGRM li minkejja stħarrig fost il-komunita LGBTIQ li b'mod konsistenti juru inċidenza ta' 12% ta' theddid u vjolenza esperjenzati minn dawk li wieġbu, rapporti uffiċċiali lill-pulizija mhumiex qed joħorġu.

Permezz tal-mentalita cċentratà fuq il-proġett tas-SIAC, il-ħaġa tajba hija li l-Kummissjoni Nazzjonali għall-Promozzjoni tal-Ugwaljanza (NCPE) tirrakkomanda li l-ghalliema u l-persunal edukattiv għandhom ukoll jirċievu taħriġ dwar kif jittrattaw čirkostanzi ta' sfida. Ir-rikonoximent tal-problema u l-ħtieġa huwa pass importanti.

## DIKOTOMIJA NAZZJONALI DWAR IS-SUĞġETT TAL-LGBTIQ+

Hemm żewġ xenarji li qed jiżviluppaw f' Malta b'rabta mal-LGBTIQ+ u dan ġie miġbur tajjeb f'artiklu ta' The Economist. It-titlu huwa rappreżentattiv ħafna tas-sitwazzjoni. "Malta tmexxi t-triq għad-drittijiet tal-omossewwali u tat-transgender fl-Ewropa Iżda l-liġijiet ma jiggarrantixx it-tolleranza." L-artiklu jgħid li "Stat gżira żgħira tal-Mediterran, Malta hija Kattolika profondament, u bilkemm oasi ta' liberaliżmu. Ma legalizzatx id-divorzju sal-2011, u għadha tipprobjixxi l-abort. Madankollu, fl-2013 il-Partit Laburista taċ-ċentru xellug ħa l-poter wara 15-il sena fl-oppożizzjoni. Hija tat-priorità lil politiki favur il-gays. Fl-aħħar ħames snin, Malta saret l-ewwel pajjiż fl-Ewropa li pprojbixxa "terapija ta' konverżjoni", trattament psikoloġiku maħsub biex ibiddel l-orjentazzjoni sesswali tan-nies. Biddlet ukoll il-lingwaġġ użat biex jirreferi għar-relazzjonijiet domestiċi u familjari f'dokumenti legali, u għamilhom newtrali għall-ġeneru. Evelyne Paradis ta' ILGA-Europe tgħid li ż-żewġ liġijiet saru punti ta' referenza globali. Malta qabżet lill-Gran Brittanja biex tieħu l-ewwel post fil-klasifikasi fl-2016, minkejja li ma illegalizzatx iż-żwieg bejn persuni tal-istess sess sas-sena li ghaddiet."

Wieħed jista' jgħid li d-drittijiet tal-LGBTIQ+ kienu parti importanti mill-manifest politiku tal-Partit Laburista dak iż-żmien fl-oppożizzjoni. Kien hemm logħob politiku hawn inkluż il-qasam tad-drittijiet ta' adozzjoni minn koppji gay eċċi imqiegħed fl-istess abbozz biex iġiegħel lill-oppożizzjoni konservattiva tivvota kontra. Opportunita għall-ġħalli nazzjonali dwar is-suġġett intifet.

Il-promulgazzjoni ta' liġijiet liberali taw is-setgħa lill-komunita gay iżda l-liġijiet ma jnejħħux il-preġudizzji, il-vulnerabbiltajiet u t-theddid. Sekli ta' kultura Kattolika konservattiva ma jitneħħewx mil-lum għal għada. Il-ġurmali lokali madankollu jsibuha rilevanti li jikkwotaw lill-Papa meta jitlob lill-insara biex iħaddnu lil-kulħadd irrispettivament mill-orjentazzjoni sesswali. Hemm ħtiega percepita li tiġi edukata l-komunità iżda għad hemm livell baxx ta' għarfien tal-korrettezza politika sakemm wieħed ma jkunx fl-ġħajnejn tal-pubbliku.

Din in-nota hija sfond importanti għall-proġett SIAC f' Malta għaliex il-midja li tirrapporta dwar enactments dwar id-drittijiet tal-LGBTIQ+, anke jekk ma jiggarrantuxhom kullimkien, hija wkoll edukazzjoni pubblika. Mexxejja politici li jitkellmu dwar is-suġġett huma importanti f'pajjiż żgħir li għadu jimxi fuq mexxejja kariżmati f'sistema politika bipartisan (u tribali). Dan kellu l-effett pozittiv tiegħu sew jekk kienet kollha jew l-aktar logħba politika milgħuba tajjeb jew le.

## CYBERBULLYING U L-LIĞI

Malta estendiet id-dispożizzjonijiet tagħha dwar ir-reati ta' mibegħda u d-diskors ta' mibegħda biex tinkludi wkoll l-orjentazzjoni sesswali u l-identita tal-ġeneru fl-2012 permezz ta' emendi għall-Kodiċi Kriminali ta' Malta u estendiet aktar biex tinkludi l-espressjoni tal-ġeneru u l-karatteristiċi tas-sess permezz tal-Att dwar l-Identita tal-Ġeneru, l-Espresso tal-Ġeneru u l-Karatteristiċi tas-Sess fl-2015 mill- Country Report Malta UNIFORM mill-MGRM

Cyberbullying jaqa' taħt l-użu ħażin ta' tagħmir ta' komunikazzjoni elettronika li jaqa' taħt il-Kodiċi Kriminali. L-Att dwar il-Komunikazzjoni Elettronika (Regolamentazzjoni) tal-2007 introduċa reati li jgorru multa massima ta' aktar minn €23,000.

Peress li huwa involut il-bullying, kull azzjoni meħuda fil-prevenzjoni u l-indirizzar tal-bullying u l-aggressjoni speċjalment jekk tkun relatata mal-iskejjel, hija sorveljata mill-Ministeru għall-Edukazzjoni u x-Xogħol, taħt id-Direttorat għas-Servizzi Edukattivi kif intqal fl-Att dwar l-Edukazzjoni, Kapitlu. 327 tal-Liġijiet ta' Malta. Id-Direttorat għandu dipartiment imsejja ġi id-Dipartiment tas-Servizzi għall-Istudenti (SSD) li għandu l-ghan li jappoġġja lill-Istudenti kollha li jkunu qed jagħmlu edukazzjoni obbligatorja. Fi ħdan l-SSD hemm is-Servizzi Kontra l-Bullying bħala parti mis-Safe Schools Programme.

F'Malta, kull meta sitwazzjoni ta' cyberbullying, bħal fil-kaž esklussivament ta' cyberbullying, il-ġenituri jiġu għwidati biex jippreżentaw rapport tal-pulizija fl-ġħassa lokali tagħhom, u minn hemm it-taqsim taċ-ċiber-kriminalità tal-korp tal-pulizija tieħu f'idejha s-sitwazzjoni.

Fil-biċċa l-kbira tal-każijiet l-unita taċ-ċiberkriminalita normalment tirrakkomanda li l-pulizija allegatament titkellem miegħu. Kien hemm każijiet fejn kien hemm kollegament bejn il-pulizija u t-tim kontra l-bullying tal-iskola fejn kien beda s-cyberbullying sabiex it-tim AB jintervjeni jekk iseħħu xi każijiet addizzjonali fil-bini tal-iskola. L-iskejjel kollha għandhom politika ta' mgħiba li għiet prodotta mis-Servizzi Nazzjonali ta' Appoġġ għall-Iskejjel (NSSS), u l-iskejjel ingħataw ukoll dokument li jiddeskrivi l-proċeduri meħtieġa minn tmiemhom meta jiġi rrappurtat cyberbullying.

Minbarra l-infurzar tal-ligi, hemm ligijiet li jippermettu lill-partijiet interessati li jistgħu jagħmlu impatt pozittiv jew azzjoni korrettiva f'dan il-qasam.

Fl-2015 il-Ministeru tal-Edukazzjoni u x-Xogħol ħareġ ‘The Trans, Gender Variant and Intersex Students in Schools Policy’ li tipprovd linji gwida biex tippermetti lill-istudenti trans, gender variant u intersex jibbenefikaw minn ambjent ta’ tagħlim li jgħinhom jirnexxu. Tippromwovi wkoll ambjent sikur u ħieles mill-fastidju għall-kommunita skolastika kollha, irrispettivament mis-sess, l-orientazzjoni sesswali, l-espressjoni tal-ġeneru tal-identità tal-ġeneru u/jew il-karatteristiċi tas-sess tagħhom. Jagħmel dan billi jinkludi u joffri kjarifika dwar kunċetti, terminoloġija, kwistjonijiet u problemi li jista’ jkollhom l-istudenti Lesbjani, Gay, Bisessuali, Transgender, Intersessuali u Questioning (LGBTIQ) u l-aktar importanti l-bżonnijiet tagħhom kemm biex jittrattaw dawk il-kwistjonijiet kif ukoll biex jevitaw kwalunkwe. Problemi oħra fil-ħajja skolastika tagħhom. Dan jaqbel tajjeb ħafna mat-twemmin ta’ VisMedNet li sugħġetti sensittivi jiġu ttrattati bl-aħjar mod mill-vokabularju għaliex dan jibda jagħti tifsira lil kliem li ħafna drabi jista’ jintuża mingħajr ebda idea ta’ xi jfissru.

Wara l-politika tal-2012 dwar il-ġestjoni tal-bullying, il-Ministeru tal-Edukazzjoni u x-Xogħol ta’ Malta ħareġ ukoll ktejjeb ta’ linji gwida mmirat għat-tim tal-manġġment anzjan bl-isem How to Deal with Cyberbullying li għen biex jingħata servizz aħjar billi jittratta b'mod effettiv dan kien parti mill-proġett BeSmart Online.

Fuq livell ta’ politika allura, il-Politika Nazzjonali taż-Żgħażaqgħ Lejn l-2020: Viżjoni kondiviża għall-futur taż-żgħażaqgħ; tfitteż li tiżviluppa u timplimenta inizjattivi li jfittxu li jtejbu s-saħħha fiżika, mentali u emozzjoni u l-benessri taż-żgħażaqgħ. Tkopri wkoll kif iż-żgħażaqgħ jistħoqqilhom li jiġu megħejuna biex jikkonfrontaw is-cyberbullying u mgħiba antisocjali oħra.

## NINDIRIZZAW IS-CYBERBULLYING F’MALTA

Cyberbullying huwa aktar minn reat. Hija r-riżultat ta’ dinamiċi soċjali mhux kuntenti u mhux mixtieqa u għalhekk, minbarra l-liġijiet li jippermettu l-prevenzjoni u s-sanzjonijiet, inizjattivi lokali totalment ispirati mill-benessri soċjali huma ta’ valur.

F’Malta hemm diversi inizjattivi u għaqdiet li huma ddedikati għal dan il-fenomenu. Ħafna drabi jkun hemm kollegament kontinwu bejn l-infurzar tal-ligi u servizzi oħra ta’ appoġġ matul l-investigazzjoni u wkoll bħala miżura preventiva kontra l-eskalazzjoni, ir-ritaljazzjoni u l-proliferazzjoni ta’ kwalunkwe sitwazzjoni li tik-konċerna l-bullying cibernetiku.

EduServices huwa servizz kontra l-bullying u jifforma parti mis-Safe Schools Programme fis-Servizz Psikosoċċiali Edukattiv fi ħdan id-Dipartiment tas-Servizzi Nazzjonali ta’ Appoġġ għall-Iskejjel. Hija għandha l-għan li tappoġġja lill-personal biex timplimenta l-Politika ta’ Kontra l-bullying, tappoġġja u tikkoordina inizjattivi u sforzi biex jittrattaw incidenti ta’ bullying. Jinkludi programmi ta’ prevenzjoni, taħriġ u appoġġ lill-partijiet kollha relatati f’incidenti ta’ bullying.

Twettqu wkoll inizjattivi kontra l-bullying f’diversi skejjel u kulleġgi, kif ukoll fuq livell nazzjonali. Bħal:

- Ĝimgħat kontra l-bullying
- Klabbs tal-Ħbiberija
- Taħriġ ta’ prattika ristorattiva

- Programmi ta' Mentoring bejn il-Pari
- Ċrieki ta' ħbiberija

L-Aġenzija Appoġġ hija l-aġenzija nazzjonali għat-tfal, il-familji u l-komunita. L-għanijiet tagħha huma li tis-salvagwardja u tippromwovi l-benessri permezz ta' servizzi ta' benesseri psikosocjali. Din l-aġenzija għandha żewġ servizzi mmirati biex jappoġġjaw u jnaqqsu s-cyberbullying. Wieħed jissejja Child Web Alert li hija sistema ta' rappurtar onlajn li tiprovd ambient sigur u kunkfidenzjali biex tirrapporta websajt jew kontenut onlajn li jaqa' taħt l-abbuż tat-tfal. L-oħra hija Supportline 179, li hija l-helpline nazzjonali li toffri appoġġ, informazzjoni u hija wkoll servizz ta' referenza.

BeSmartOnline huwa progett iffinanzjat mill-Unjoni Ewropea, ikkoordinat mill-Awtorită Maltija tal-Komunikazzjoni (MCA) bħala parti minn konsorzu. L-ġħan ewlieni ta' dan il-progett huwa li jqajjem kuxjenza u jeduka dwar l-użu sikur tal-internet. Il-progett jinkludi faċilitazzjoni ta' rappurtar għall-abbuż tal-internet u servizz ta' appoġġ għall-vittmi rispettivi.

Kellimni.com huwa servizz ta' appoġġ online anonimu b'xejn provdut fil-livell nazzjonali f'Malta. Kellimni.com huwa servizz nazzjonali ta' appoġġ u informazzjoni onlajn għaż-żgħażaqgħ li huwa disponibbli permezz ta' e-mail, chat, forum onlajn u app ta' messaġġi intelligenti. Barra minn appoġġ anonimu online, kellimni.com jipprovd wkoll materjal edukattiv, artikli u vidjows li jindirizzaw temi rilevanti għaż-żgħażaqgħ, inkluż is-cyberbullying.

bBrave hija l-ewwel NGO kontra l-bulliżmu f'Malta. L-għanijiet primarji tagħha huma li toħloq kuxjenza u appoġġ permezz tal-kondiżjoni ta' informazzjoni dwar l-ġħarfien u appoġġ dirett u assistenza.

## L-IMPLEMENTAZZJONI TAS-SIAC FIL-PAJJIZ

Sfida quddiem id-diffikultajiet huwa post tajjeb biex tibda permezz ta' deskrizzjoni. Dan mhuwiex, madankollu, xenarju negattiv. Id-dinamika mhix ġidha għal VisMedNet u mhux biss reċenti. L-aspett negattiv huwa li VisMedNet kellu esperjenzi identiči b'sitwazzjonijiet simili mill-2010 u l-affarijiet ma nbidlux. L-analizi fil-kuntest tbiddel il-perspektiva.

SIAC għandu żewġ aspetti importanti jiġifieri:

1. is-suġġett taċ-ċyberbullying bħala fenomenu u
2. opportunita ta' tagħlim onlajn għal edukaturi u professionisti oħra li jistgħu jappoġġjaw u jintervenu f'sitwazzjonijiet relatati maċ-ċyberbullying.

## JEHTIEĞ LI JITQIESU F'ŻEWġ FRAMES DIFFERENTI

- SIAC huwa dwar użu sikur tal-internet kontra cyberbullying u kellna numru ta' riżultati sorprendenti u mhux daqshekk sorprendenti waqt konversazzjonijiet ma' partijiet interessati li qed jassistu lil VisMedNet fl-implimentazzjoni tal-aktivitajiet pilota biex jit-testjaw il-kors ta' taħriġ SIAC. Id-dati tal-pubblikazzjoni tal-politiki u l-promulgazzjonijiet relatati mal-infurzar tal-liġi u l-liġijet abilitanti juru reazzjoni pjuttost bikrija mill-istat u l-istituzzjonijiet u tabilhaqq kważi aġġornati mal-iżviluppi teknoloġiči. Dan ma jfissirx li s-sitwazzjoni fuq il-post miexja bl-istess pass.

- Iltqajna mal-approċċ tas-soluzzjoni interna. Skejjel individuali u organizzazzjoni responsabbli għal numru ta' skejjel semmew li kellhom incidenti u dawn ġew magħżula jew ittrattati "internment". Semmew diskussjoni fost l-ġħalliema/persunal tal-maniġment tal-iskola, jitkellmu mal-istudenti u jitkellmu mal-ġenituri. Dan intqal fl-istess konverzazzjoni fejn xandru l-ħtieġa percepita tagħhom ta' taħriġ f'dan il-qasam u l-livell baxx ta' għarfien tagħhom dwar pjattaformi teknoloġiči fejn isir is-cyberbullying. Tassejja ngħidu li l-każi li semmew kienu fi gruppi ta' WhatsApp li hija teknoloġija li jafu sew. Dan l-approċċ

tas-soluzzjoni interna mhuwiex mingħajr difetti ovvjament iżda jeħtieg li jitqiegħed f'perspettiva. F'Malta ngħixu f'komunitajiet żgħar fejn in-nies jinteraġixx u jissoċjalizzaw bejniethom relativament faċilment u ta' spiss. In-nies jew jafu lil xulxin jew għandhom għarfien biżżejjed dwar xulxin jekk jgħixu fi ħdan komunita madwar skola, centru taż-żgħażaqgħ eċċ. Dan spiss ifisser li jkun hemm mod mill-qrib jew faċli kif jinholoq rapport bejn il-maniġment tal-iskola u l-għalliema u l-ġenituri. Ifisser ukoll li wieħed jista' jippreferi soluzzjoni kwieta aktar milli eskalazzjoni anke minħabba s-sindromu tal-komunità żgħira. Dawn huma r-riflessjonijiet u l-ħsibijiet li jirriżultaw mill-ġħarfien tad-dinamika tal-komunità mit-tim ta' VisMed-Net ikkonfermati mill-konversazzjoni jiet mal-mexxejja taż-żgħażaqgħ u l-edukaturi.

- Iltqajna wkoll ma' riflessjoni importanti. It-tendenzi ħafna drabi jaslu f'Malta xi snin wara li jaslu fil-kontinent. Qed issir referenza għar-rapport bejn l-għalliema u l-ġenituri. Tajjeb ngħidu li f'Malta għad hemm relazzjoni ta' arms length bejn il-ġenituri u l-għalliema. Għadu ma teżistix il-preżunzjoni li t-tfal għandhom raġun, it-tħassib jitqassam mal-ġħalliem jew mal-maniġment tal-iskola għal parir. Sa ċertu punt hemm il-preżunzjoni li l-edukaturi x'aktar ix-xafna jafu x'qed jagħmlu. Dan mhux biss isaħħa l-approċċ tas-soluzzjoni interna iżda wkoll ipoġġi aktar responsabbilita fuq l-edukaturi biex ikunu mħarrġa sew dwar l-iskop-ertha tal-inċidenti u dwar kif jintervjenu. Il-familji għadhom faċilment involuti fl-edukazzjoni ta' wliedhom u f'soluzzjoni jiet amikevoli (jekk possibbli) f'konformità mal-kultura komunitarja żgħira li wieħed ikun jaf li xulxin u għarfien li wieħed jeħtieg biex jikkoabit spazju żgħir ma' ħaddieħor.
- Komunitajiet żgħar b'kultura Kattolika b'saħħiha li għandhom tendenza li jkunu konservattivi, anki jekk ħafna inqas konservattivi milli kien għaxar snin ilu, il-ħruġ jista' jkun iktar diffiċli għall-individwu. Il-ġenituri għadhom jaraw is-suċċessi ta' wliedhom bħala estensjoni tas-suċċess tagħhom stess. Id-diżap-punti (għadu s-sentiment f'ħafna djar iżda dan qed jinbidel għal thassib dwar l-isfidi li l-iben jew it-tifla jista' jkollhom fis-soċjetà) jistgħu għalhekk ikollhom implikazzjoni jiet soċjali akbar fid-dar jekk il-ġenituri jew il-familja jaraw li joħorġu minn uliedhom. Bħala diżappunt soċjali anke għalhekk infushom. Żagħżugħ li joħroġ jista' jkollu bżonn ikollu livell doppju ta' kuraġġ u d-doppju ta' inkoraġġiment minħabba l-biża' ta' riperkussjonijiet fid-dar (l-ewwel) u mbagħad għal darb'oħra ta' kif il-familja tista' tara li dan se jgħib fuq il-familja fil-komunità (it-tieni).

Biez tpoġġi l-affarijiet f'perspettiva:

Malta (il-gżira ewlenija tal-arċipelagu) hija twila 27km u wiesgħa 17km.

L-akbar belt f'Malta għandha popolazzjoni ta' 26,000.

Il-popolazzjoni ta' Malta u Ĝawdex kienet ta' 450,000 għaxar snin ilu u issa hija ta' 550,000 wara influss ta' espatrijati għal raġunijiet ta' impjieg.

Influss li žied il-popolazzjoni b' 25% f'għaxar snin inevitabilment ġab taħlita akbar ta' etniċitajiet, kulturi u dinamika soċjali u dan għen biex tinħoloq taħlita ta' reazzjonijiet inkluži dawk ta' klawstrofobija, popolazzjoni żejda u žvilupp żejjed. Is-soċjetà għandha affarijiet oħra dwar xiex tinkweta u għalhekk LGBTIQ+ possibilment mhux qed jokkupaw l-aktar punt importanti ta' thassib tas-soċjetà Maltija bħalissa.

Dawn l-approċċi, kunsiderazzjoni jiet soċjali u žviluppi jistgħu jagħmlu s-suġġett ta' konversazzjoni LGBTIQ+ bħala mhux l-aktar kwistjoni urġenti f'moħħi l-edukaturi. Huwa żmien ta' kif konvenjenti twarrab id-diskussjoni LGBTIQ+ għax għadu suġġett sensitiv għal ħafna u suġġett li ħafna minna niftakru.

Dan huwa punt ta' sfida li VisMedNet iltaqa' magħħom fil-bidu tal-pilota tas-SIAC f'Malta. Dan fisser sforz ferm ogħla biex jiġi reklutati studenti iżda n-numri qed jikbru bl-ġħajjnuna ta' msieħba multiplikaturi.

L-aspett l-ieħor tas-SIAC huwa wkoll dwar opportunita ta' tagħlim onlajn għal edukaturi u professjonisti oħra li jistgħu jappoġġiaw u jintervjenu f'sitwazzjoni jiet relatati maċ-cyberbullying. Dan ifisser li aħna meħtieġa li nirreklutaw professjonisti jew dalwaqt inkunu professjonisti. Is-setturi li identifikajna għar-reklutaġġ ta' studenti huma:

- għalliema preżenti u futuri fl-iskejjel sekondarji,
- għalliema fl-edukazzjoni vokazzjonali,
- ħaddiema taż-żgħażagħ,
- jappoġġjaw lill-ħaddiema li jaħdmu direttament mal-LGBTIQ+ u
- ħaddiema soċjali preżenti u futuri.

L-għażla tal-gruppi fil-mira ġiet influwenzata mis-suġġett tal-proġett SIAC u mill-opportunita li hija r-riżultat ta' konnessjonijiet soċjali li I-VisMedNet għandha f'Malta.

VisMedNet għandu netwerk tajjeb fost l-atturi soċjali f'Malta. Kien stiednethom ukoll għal attivita qasira ta' networking waqt il-laqgħa tal-bidu li ospita f'Malta u l-attendenza tagħhom kienet rappreżentattiva ħafna tax-xena kollha dwar l-edukazzjoni, il-ħidma maż-żgħażagħ u l-LGBTIQ+ f'Malta.

Il-proċess ta' reklutaġġ sar permezz ta' atturi soċjali li huma magħrufa sew u konnessi sew ma' VisMedNet u hawn taħt nistgħu nispiegaw l-atturi soċjali li qed jikkoperaw ma' VisMedNet f'dan il-proċess, id-dinamika tar-reklutaġġ u l-feedback inizjali minn kull plejer dwar il-kors mal-ewwel daqqa t'għajnej u l-kummenti inizjali mill-utenti li jibdew fuq il-kors onlajn.

## **SEGRETARJAT GĦALL-EDUKAZZJONI KATTOLIKA**

Huwa l-korp li huwa responsabbi mit-tmexxija u t-taħriġ tal-persunal tal-Iskejjel Kattoliċi kollha f'Malta. Il-persunal fl-uffiċċju ewlieni bagħat stedina lill-membri ewlenin tal-persunal li huma preżenti fl-iskejjel u li huma responsabbi għall-benessri psikosocjali fl-iskejjel permezz ta' mentoring u taħriġ. Ir-registrazzjonijiet sal-lum li joħorġu minn dan il-kanal huma madwar 15.

## **AĞENZIJA ŻGħażagħ**

Hija l-korp nazzjonali tal-gvern responsabbi għall-politika taż-żgħażagħ. Żewġ persuni ġew identifikati mill-membri ewlenin tal-istaff tagħha biex jirreklutaw minn 8 sa 10 youth workers li jaħdmu fid-diversi centri taż-żgħażagħ madwar Malta u r-registrazzjonijiet qed jibdew fil-jiem li ġejjin.

## **IL-MALTA GAY RIGHTS MOVEMENT U R-RAINBOW SUPPORT SERVICE**

L-MGRM hija l-lobby nazzjonali għad-drittijiet tal-omosessuali u kienet il-pijuniera biex tqajjem kuxjenza u għamlet pressjoni għall-introduzzjoni tad-drittijiet tal-omosessuali f'Malta. Huma joffru servizzi ta' appoġġ soċjali u persuna ewlenija fis-servizzi ta' appoġġ soċjali identifikat 6 sa 8 parteċipanti prospettivi fil-kors.

## **IL-FAKULTA TAL-EDUKAZZJONI, UNIVERSITA TA' MALTA**

Il-fakultà hija responsabbi għall-għoti tal-edukazzjoni tal-ġħalliema f'Malta u lettur spċificu ħadet l-inizjattiva li tirrekluta bejn 15 u 20 edukatur futur li jsegwu l-kors tagħha dwar ambjenti psikosocjali fl-edukazzjoni.

Dawn il-kanali ta' reklutaġġ ta' studenti:

- qasmu l-prospetti kkalkulati tagħna taċ-ċiklu mir-riluttanza għar-reżistenza għall-użu skont is-settur/ il-grupp fil-mira tagħhom,
- qasmet magħna l-partikolaritajiet Maltin li għadhom jipreferu fil-preżenza laqgħat għall-istudenti u
- taqsam magħna l-esperjenza tad-dinamika li hija meħtieġa biex tinċentiva u tiżgura l-bidu u ż-żamma tal-istudenti.

In-numri huma approssimattivi għaliex mhux ir-registrazzjonijiet kollha indikaw lil VisMedNet bħala l-organiz-

zazzjoni lokali li qed tistiednhom għal din l-esperjenza.

L-istratgeġja li hija fis-seħħi għall-gruppi kollha hija kif ġej:

- preżentazzjoni tal-opportunita li tpoġġi enfasi fuq il-fatt li hemm konsorzu Ewropew warajha (dan huwa importanti għal studenti prospettivi Maltin li joqogħdu attenti mill-eko chambers fejn il-Maltin jaqsmu esperjenzi u għarfien simili),
- reklutaġġ fi grupp minn kull organizzazzjoni li jgħarraf lill-istudenti li l-kollegi tagħhom qiegħdin fiha (kolleġjalita),
- assigurazzjoni li l-istudenti prospettivi jkunu jafu dwar it-tul u l-flessibbilta madankollu
- torganizza wkoll avveniment soċjali mal-bqija tal-istudenti bħala konklużjoni.

L-aħħar pass għandu incēntiv multidimensjonal iġ-ġalliex:

- għandhom skadenza informali biex itemmu l-kors ta' taħriġ,
- hemm kompitu li jintemmu l-ewwel tliet moduli u l-aħħar tnejn fil-fatt isiru flimkien waqt l-avveniment soċjali,
- dan jifta tagħlim imħallat li huwa, fuq rekord mill-kummenti fil-proċess tas-SIAC f'Malta, preferut għal numru ta' raġunijiet fosthom l-apprezzament ta' element ta' tagħlim soċjali konformi mal-mod ta' ħajja Malti ta' soċjalizzazzjoni frekwenti u għax inaqqa is-iz-żmien. meta jkunu jsegwu kors onlajn li ma jkollu ebda interazzjoni umana fih.

Ir-rispons minn dan il-proċess kien sal-lum li:

- għoti ta' tagħlim imħallat huwa aktar attraenti għall-istudenti tal-Malti,
- xi lezzjonijiet irregjistrati minn qabel setgħu għolew il-veloċità tat-teħid (madankollu dan mhux vera-m kritiku) u
- skadenza pozittiva u ta' rinfurzar (data tal-laqgħa fl-aħħar tal-mogħdija tat-tagħlim) tgħin biex wieħed jagħmel ħin speċjalment peress li l-pilota kien ma' professionisti u ġabtet mas-Sajf u l-bidu tas-sena skolastika/akkademika.

Id-deċiżjonijiet biex tiġi adottata din l-istratgeġja tfasslu minn VisMedNet wara li raw l-adozzjoni bil-mod mhux sorprendenti, wara diskussjoni mal-partijiet interessati li jappoġġjaw dan l-isforz u wara riflessjoni li l-esperjenza hija identika għal esperjenzi simili li VisMedNet kellu ma' piloti ta' korsijiet onlajn matul is-snini li jmorru lura. sa 10 snin. Dan ifisser li t-tendenzi ma nbidlux jew, għall-inqas, ma nbidlux fi ħdan is-settur tal-edukazzjoni u ż-żgħażaqgħ. Dan minkejja li l-COVID19 poġġa t-tagħlim onlajn u mħallat aktar fil-mira.

Il-projezzjoni għall-attivitajiet pilota f'Malta hija kif ġej:

- twaqqaf grupp ta' whatsapp u studenti li diġi rregistraw diġi qed jingħaqdu miegħu filwaqt li reġistrattajiet ġodda mistennija fil-jiem li ġejjin ikunu mistiedna direttament biex jingħaqdu miegħu,
- ġew stabbiliti żewġ dati għat-tielet u r-raba' ġimġha ta' Novembru meta l-partecipanti jiltaqgħu għal żewġ avvenimenti soċjali li matulhom jispicċaw il-kors ta' taħriġ u jagħtu aktar feedback u
- VisMedNet tikkonsolida l-komunità li nbniet b'dan il-mod madwar il-proġetti SIAC anke lil hinn mill-ħajja tal-proġetti.

In-numru finali ta' partecipanti fil-kors pilota se jkun 45 sa 55 b'minimu ta' 80% jispicċaw il-mogħdija tat-taħriġ sat-tieni ġimġha ta' Dicembru 2022.

Żewġ feedbacks importanti dwar il-format ingħataw wara l-bidu tal-attivitajiet pilota tas-SIAC f'Malta:

1. il-materjali huma sodi u rilevanti għall-ħtiġijiet tal-gruppi fil-mira differenti u
2. element ta' interazzjoni umana permezz ta' tagħlim imħallat jew koppja ta' diskussionijiet onlajn fi ħdan il-komunita tal-istudenti kien ikun ta' għajnejna.

Suggeriment ieħor li kien relatat mal-kontenut kien li għal aktar żvilupp fil-futur u għal prospetti aħjar ta' adozzjoni l-kors jibbenefika minn għażla ta' dinamiċi ssuġġeriti għall-interventi sabiex l-istudenti jħossuhom f'pożizzjoni aħjar li jaapplikaw dak li jitgħallmu matul il-kors. Dan jista 'jkun element ta' rakkont jew dimostrazzjonijiet dwar kif l-iskejjel setgħu avviċinaw is-sejbien u l-intervent.

Dawn ir-reazzjonijiet ingħataw mill-persuni ta' kuntatt fl-organizzazzjonijiet li qed jappoġġjaw lil VisMedNet fil-proċess. Ir-rispons mill-istudenti għadu ġej.

### ○ Studji ta' każijiet u l-aħjar prattiki fil-pajjiż

Waqt id-desk research u mbagħad fl-attivitàajiet lokali tal-progett f'Malta ġew identifikati numru ta' eżempji ta' prattika tajba. Xi wħud minnhom digħà ssemmew aktar kmieni f'dan id-dokument.

L-Aġenzija Żgħażagħ tipprovd appoġġ lil organizzazzjonijiet volontarji taż-żgħażagħ li għandhom l-intenzjoni li jiżidu l-potenzjal tagħhom biex jagħtu s-setgħa liż-żgħażagħ u jsaħħu l-kapaċita tagħhom li joffru servizzi u opportunitajiet aħjar għaż-żgħażagħ fil-komunitajiet tagħhom. Jorganizzaw ukoll avvenimenti ta' appoġġ għaż-żgħażagħ LGBTI+ f'Youth Cafés fejn jappoġġjaw u jipprovd spazju alternattiv għaż-żgħażagħ bejn 13 u 25 sena, fejn ikunu jistgħu jinteraqixxu ma' shħabhom f'ambjent sikur biex jagħtu s-setgħa lill-valuri tagħhom u jiżviluppaw il-ħiliet personali. L-Aġenzija Żgħażagħ tmexxi wkoll il-Youth Information Service One Stop Shop (YIOSS), u jipprovd servizz online ta' youth worker lil żgħażagħ ta' bejn it-13 u t-30 sena b'xejn.

Is-Cyber Crime Unit imwaqqaf fl-2003 fi ħdan il-Korp tal-Pulizija kien maħsub biex jassisti fiċ-ċiberkriminalità. Sezzjonijiet differenti tal-Korp tal-Pulizija janalizzaw evidenza digidli maqbuda b'rabta ma' investigazzjonijiet u jidentifikaw persuni li jwettqu reati fuq l-internet. L-aktar proċess komuni huwa stalking u fastidju u ma ġew irrapportati l-ebda kaži ta' cyberbullying relatati ma' LGBTIQ+. Kien hemm prosekuzzjonijiet u dawn laqtu l-aħbarijiet u għalhekk is-suġġett laqat il-midja diversi drabi u dan jgħin biex titqajjem kuxjenza li cyberbullying jeżisti u li huwa reat. Minħabba t-tendenza li min wettaq ir-reat, normalment, ma jifhimx is-serjetà tal-azzjonijiet tiegħu/tagħha, din il-forma ta' edukazzjoni soċjali hija importanti.

Il-Proġett BeSmartOnline ilu jwettaq ħidma mill-aqwa lejn it-twaqqif ta' Safer Internet Centre f'Malta li kien ko-finanzjat mill-Unjoni Ewropea. Hija għandha l-għan li tagħti s-setgħa u tipprotegi liż-żgħażagħ u lit-tfal minn imġiba riskjuża fuq l-internet.

Kellimni.com huwa proġett immexxi minn SOS Malta. It-tim tiegħu jikkonsisti minn operaturi mħarrġa professionalment li joffru appoġġ 24/7 permezz ta' SmartMessaging, e-mails, chat jew ikunu parteċipi f'forum mingħajr ħlas. Kellimni.com joffri appoġġ lil Maltin/mħux Maltin residenti f'Malta irrispettivamente mill-isfond tagħhom. Huma jipprovd wkoll informazzjoni dwar il-bullying cibernetiku u modi kif jipprevjenu l-bullying milli jseħħ.

BeBrave hija organizzazzjoni li tfittex li tqajjem kuxjenza dwar forom differenti ta' bullying, tiffaċilita l-assistaġġa għal individwi li jbatu minn bullying, u tirriforma individwi li juru mgħiba ta' bullying f'Malta.

L-ARC (Allied Rainbow Communities) twaqqfet biex toħloq komunita li tippromwovi aktar tkabbir fil-komunitajiet u toħloq opportunitajiet biex tagħti lura lis-soċjetà, bil-grupp fil-mira tagħna jkun nies LGBTIQ+ u alleati fil-Gżejjer Maltin.

## RIFLESSJONIJIET KRITICI

Din l-esperienza għallmet u qed tkompli ggħiġib riflessjoni fil-VisMedNet kif ukoll fil-partijiet interessati li huma

f/kuntatt mat-tim tagħha dwar il-proġett SIAC.

Peress li (64.4%) madankollu ffit persunal tal-iskola infurmat bħal għalliema (9.6%) ifisser li hemm bżonn ta' investiment fl-iskoperta ta' incidenti u hemm bżonn ta' investiment saħansitra akbar biex titrawwem il-fiduċja taż-żgħażagħ fit-taħdit u biex ikollhom għodod u kanali biex jaqsmu t-thassib u sitwazzjonijiet ta' taqlib. . Din tista' tkun sejħa għal aktar tmexxija taż-żgħażagħ fl-iskejjel u aktar promozzjoni ta' servizzi ta' appoġġ għaż-żgħażagħ/vittmi fi spazji fejn iż-żgħażagħ iqattgħu l-hin tagħhom fl-iskola, fiċ-ċentri taż-żgħażagħ u fil-midja soċjali. Hemm bżonn ta' xi analiżi biex wieħed jifhem jekk din ir-riluttanza li wieħed jafda fl-edukaturi toħroġx minn inibżżejjen min-naha taż-żgħażagħ, biżże' ta' aktar kumplikazzjonijiet ta' sitwazzjoni digħà kkumplikata, nuqqas ta' għarfien tal-ħiliet li l-edukaturi jista' jkollhom biex jgħinu jew it-tnejn.

Il-partijiet interessati li jaħdmu ma' VisMedNet fuq il-pilota, li issa għandhom kuxjenza mqajma dwar il-proċess ta' ħidma fuq cyberbullying akkwistat anke billi janalizzaw l-istruttura tal-kors SIAC, qajmu punt importanti. Il-linji gwida dwar kif tittratta s-cyberbullying maħruġa mid-Direttorat tal-Edukazzjoni iħallu barra l-oqsma kollha ta' kif jiġu identifikati sitwazzjonijiet ta' cyberbullying. Barra minn hekk, il-kontenut huwa l-aktar dwar ir-rappurtar ta' xiex u lil min u dwar ir-rakkomandazzjoni ta' rappurtar eċċ. li jagħmel l-isforz fi kwistjoni burokratika waħda aktar milli kwistjoni soċjali, psikoloġika u edukattiva. Mhijiex sorpriża li l-partijiet interessati jitkellmu dwar il-ħtieġa għat-ħarfi.

Huwa ta' valur li l-ħtieġa għal aktar taħriġ ġiet rikonoxxuta iżda hemm għarfien baxx dwar l-importanza tan-netwerking u l-kooperazzjoni bejn il-partijiet interessati. F'esperjenza precedenti VisMedNet kellu esperienja simili ta' ħidma ma' bosta partijiet interessati madankollu fuq is-suġġetti tal-vjolenza domestika u, għal dispjaċir tat-tim, rivalita u kompetizzjoni bejn atturi soċjali mwaqqfa biex jappoġġjaw l-istess grupp fil-mira ta' superstitioni tal-vjolenza domestika kien mifrux. Dan kien wara d-duplikazzjoni tal-isforzi, il-messaġġi konfużi u l-ġbid tal-ħabel f'direzzjonijiet opposti. Dan ma jidhirx li żviluppa la fis-servizzi ta' appoġġ LGBTIQ+ u lanqas fil-qasam tas-cyberbullying. Organizzazzjonijiet kienu lesti, lesti u kapaci jaħdmu flimkien biex iġib l-opportunità ta' tagħlim SIAC lill-professjonisti li huma barra biex jgħinu lill-komunitajiet tagħhom. Dan kien aspett požittiv ferm apprezzat tal-esperjenza tas-SIAC f'Malta.

Aspett ieħor požittiv tal-proċess tas-SIAC f'Malta huwa li l-organizzazzjonijiet li huma ddedikati għas-suġġetti tal-LGBTIQ+ u internet aktar sigur jaħdmu u jikkoperaw ma' dawk li mhumiex, bħal pereżempju istituzzjonijiet edukattivi. Dan iġib għarfien espert u ġbir ta' intelliġenza fl-iskola fejn l-edukaturi m'għandhomx taħriġ u fejn ambjent ta' tagħlim informali jista' jgħin. It-tagħlim informali dwar is-suġġetti mogħtija minn uċu ħgodda fl-iskola huwa effettiv u jaderixxi mal-priorità tal-Kummissjoni Ewropea biex tagħmel l-edukazzjoni aktar rilevanti għall-ħajja tal-istudenti u biex titrawwem aktar prossimità bejn is-settur taż-żgħażagħ/soċjali (u t-tagħlim informali) u edukazzjoni formali.

Jibqa' l-fatt madankollu li sal-lum hemm għarfien baxx tal-frekwenza tas-cyberbullying fil-livelli kollha. Dan jagħmilha diffiċċi ħafna li tinbena stampa sħiħa tas-sitwazzjoni. Ħafna każiġiet ma jiġux irrappurtati lil kana li formali bħall-pulizija, dawk il-każiġiet li jingiebu għall-attenzjoni tal-ħaddiema soċjali jew l-edukaturi jiġu trattività fċirku magħluq u ħafna drabi permezz ta' intervent ta' individwi li ffit jew xejn kellhom taħriġ u es-perjenza. fiż-żona. Ir-rakkomandazzjoni tagħna tkun li titqajjem kuxjenza dwar il-fenomenu sabiex dan ikun jista' jaħdem għal:

- żgħażagħ u ġenituri li jridu jkunu konxji tas-sigurtà (u l-perikli) tal-internet,
- jibdlu l-mentalità u jgħollu l-prospett ta' ostakli aktar baxxi għall-proċess tal-ħruġ,
- vittmi, awturi (għaliex le?) u persuni fil-qrib biex ifittxu l-għajnejha u
- edukaturi u mexxejja taż-żgħażagħ, professjonisti fis-servizzi ta' appoġġ biex ifittxu jgħollu l-kompetenzi tagħhom fil-qasam.

## RAKKOMANDAZZJONIJIET

Nagħrfu illi il-linji gwida illi id-Direttorat ta' l-Edukazzjoni f'Malta huwa ristrett għal proċeduri illi għandhom jigu adottati mill-iskejjel f'kazi ta' cyberbullying u dan huwa nuqqas kbir peress illi jħalli vojt fejn jidħlu process neċċesarji ta' djanjosi u interventi biex ma nsemmux il-bżonn ta' taħriġ dwar tagħrif u kompetenzi għal kull min hu involut. Ma jistax jonqos illi dan jaġi minn is-piċċi kollha minn hekk. Ma jidher minn hekk, jipprova rakkomandazzjoni illi id-Direttorat ma jirristringix ruħu għar-rapporta imma wkoll illi jorganiżza taħriġ għal kull min jagħmel parti mis-sistema edukattiva f'dan il-qasam. Aktar minn hekk nirrikomandaw illi l-approċċ ma' jħallix barra lill-ġenituri. Is-cyberbullying huwa fenomenu ġdid għall-ħafna minna allura inħossu illi-Direttorat joħloq kampanji ta' informazzjoni sabiex izid it-tagħrif dwar is-suġġett tas-cyberbullying, fejn u kif isir, kif jaffettwa liż-żagħzagħ u kif wieħed jista' jkun ta' sosten jew fejn u kif ifittex ghajjnuna.

Matul il-proċess ta' riċerka sibna bosta inizjattivi f'Malta li joffru ghajjnuna u sostenn lill-vittmi imma ma ltqajjniex ma' sistemi ta' għajjnuna għal min iwettaq l-att jew min jassisti għal atti ta' cyberbullying imma ma' jsibx meż-żbiex jintervjeni. Ma aħniex ngħidu li ma jeżistux dawn is-sistemi ta' għajjnuna imma illi jekk aħna ma' ltqajniex ma' informazzjoni dwar dawn is-servizzi ta' għajjnuna jista' jkun ukoll illi anke persuni involuti jew f'posiżżjoni li jgħinu ma' għandhomx din l-informazzjoni. Għaldaqstant hemm bżonn ta' aktar informazzjoni dwar dawn is-servizzi.

Dwar l-LGBTIQ+ hemm edukazzjoni f'Malta ukoll interventi fl-iskejjel. Il-parti fejn hemm bżonn ta' edukazzjoni huwa fl-aspett familjari l-ewwel u t-tieni fost żagħżagħ f'etajiet fejn wieħed ikun qiegħed jistablixi l-iden-tita' tiegħi / tagħha miegħu/magħha innifisha, fil-familja u fis-soċċjeta'. Bla ma ninjoraw il-passi kbar li saru f'dawn l-aħħar snin għadna naraw sitwazzjoni ta' kunflitt dwar il-livelli ta' preġudizzju. Dan muwiex differenti minn suġġetti oħra li huma sensitivi u fejn wieħed jista' jkun għadu mhux cert miss-sensazzjonijiet personali dwarhom bħall-immigrazzjoni, integrazzjoni, diversita religjuża etc. Ir-rakkomandazzjoni illi wieħed jista' jagħmel allura huma li wieħed ikompli bl-edukazzjoni pubblika dwar l-LGBTIQ+ imma wkoll jibni kampanji ta' edukazzjoni dwar il-fatt illi huwa naturali illi wieħed ma jkun cert dwar is-sensazzjonijiet jew reazzjonijiet dwar certi sugġetti. Kampanji bħal dawn jistgħu immorru fid-direzzjoni ta' kompetenzi illi wieħed ma jid-dejjaqx jesprimi ruħu dwar dan in-nuqqas ta' certezza. Din ir-rakkamondazzjoni għandha tittieħed fil-kuntest kulturali, soċċjali u familjari f'Malta illum u fiż-żmien li gej.

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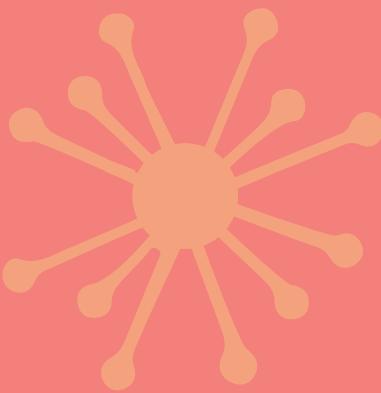
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The online bullying nightmare: thousands contact teen hotline. [https://www.maltatoday.com.mt/lifestyle/health/62920/the\\_online\\_bullying\\_nightmare](https://www.maltatoday.com.mt/lifestyle/health/62920/the_online_bullying_nightmare)

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# EVALUATION RESULTS

EUROSUD

The present chapter describes the whole of the monitoring and evaluation actions designed for the project SIAC to ensure the aims and outcomes achievement, consistently with the work programme approved and to support, if the case, the re-planning of the implementing process, with respect to in itinere decisions, occurrences, obligations and requirements.

The following paragraphs emphasize the findings and conclusions that have been compiled from various monitoring and evaluation activities. The monitoring and evaluation plan was designed to serve as an important link between project implementation and on-the-ground accomplishments. Evaluations of project activities served as a springboard to any needed changes within the project planning or its implementation. The monitoring and evaluation system determines and informs the Coordinator- RJJ4ALL on whether goals and objectives are being achieved and emerging or unanticipated issues are arising.

SIAC monitoring action goals were:

- to ensure the conformity and regularity of project activities;
- to verify the achievement of interim and final goals and outcomes expected;
- to highlight the possible divergences between what has been planned and what has been realized;
- to support the identification and adoption of solutions which can properly guarantee the achievement of fixed project objectives.

The presentation of the monitoring Plan has been articulated in the following areas and topics:

- Methodological framework of the monitoring action
- Monitoring tools
- Project Monitoring Plan

## METHODOLOGICAL FRAMEWORK OF THE MONITORING ACTION

The methodology chosen refers, first, to the Erasmus+ KA2 features, to be considered as a general background (particularly: innovation in youth work and certification of skills and competences resulting from non-formal education). Within this framework, the project was necessarily approached as a “whole” and, by consequence, the monitoring action controlled and followed the entire project life-cycle, by taking into account the connections between the different components which are activated during its implementation. The SIAC project was managed and controlled according to a Quality Management, Monitoring and Evaluation Plan (QCMEP), that is, it can be thought as a place where quality is developed and so it produces phenomena which can be subject to quality control, monitoring and evaluation actions.

As defined in the project application form, EUROSUD, partner organization from Italy, was responsible for outlining the first draft of the QCMEP. After consultation with the Project Coordinator RJJ4ALL and other partners responsible for specific deliverables, additional procedures were defined in the revised and final version of the QCMEP.

The QCMEP is based on four main pillars:

1. Management responsibility;
2. Resource management;
3. Product realisation;
4. Measurement, analysis and improvement.

By consequence, the proposed plan implied the realisation of several actions as for example:

- scheduled monitoring surveys on specific activities of SIAC project, such as Transnational project meetings or joint staff training event, by using questionnaires sent via e-mail;
- iterative activities of systematisation of data and information concerning the SIAC project;
- drafting of analysis synthetically assessing the project consortium;

The use of questionnaires was the main – but not the only - method that was applied through the work focused on some relevant issues:

- Administrative management;
- Objectives achievement/Intellectual outputs implementation;
- Self-evaluation/Quality Control;
- Dissemination.

## TYPOLOGIES OF PROJECT MONITORING

In applying the proposed QCMEP plan, it has been considered also the different typologies of monitoring and evaluation implied, since it is necessary to control and check the different dimensions which describe the progress of SIAC project activities. Therefore, to answer this necessity three types of monitoring were carried out during the project life cycle.

- Physical monitoring

Even if it may be difficult to state what “physical data” consist of, given the peculiar features of SIAC projects,

it is possible to say that they are basically those concerning the intellectual outputs (product typology, medium typology, target typology, language dimensions, etc.).

- Financial monitoring

The financial monitoring was generally implemented in order to:

- verify the correct fulfillment of contractual obligations;
- supply with an exhaustive picture on how RJJ4ALL with consortium ensure an effective management of financial, temporal and human resources;
- highlight the different coordination styles and communication practices the project management has recourse to in order to support the decision-making process.

Financial monitoring of SIAC project supported the check of project progress focusing the attention on basic events such as:

- agreement deadlines (signature of contracts, submission of Interim and Final Reports);
- financial flows (between the Coordinator and the partners – by checking the reception of the grant installment; potential in itinere changes (budget redefinition by cost heading)).
- Process monitoring

The project was implemented within the framework of Erasmus+. This process was grounded on the implementation of actions which necessarily ask for the interaction among stakeholders of the different national, regional and sectorial contexts. In this frame, to monitor the process of the project gave the opportunity to enrich the understanding of project activities with information concerning, for instance:

- the relationships and communication modalities within the institutional and socio-economic stakeholders;
- their capabilities in terms of organisation, identification and solution of problems;
- the strategies and channels used to disseminate results.

In this case, the related actions weren't limited to verify the variance between planned and realised activities, but they were based on a participating and active observation of the project processes and of its results (for instance, during the meetings or multiplier events). Such an approach implies the integration of "direct" and "indirect" observation modalities of project processes, aimed at collecting data and information through an analysis of interim and final products/results.

Direct observation was implemented through:

- the analysis of meetings with stakeholders for piloting of Intellectual output 2, and not only;
- the use of tools aimed at reviewing or re-planning some specific aspects of the project life-cycle, through the iterative and scheduled delivery of online meetings.

While on the other hand, indirect observation was aimed at codifying and organizing the information concerning the outcomes and outputs related to each work package and sub-activities.

## MONITORING TOOLS

Tools used to collect information were necessarily of different kind, not only because of the nature of the activities implemented, but also to answer the need of carrying out specific analysis at different stages of the project implementation. These tools were "user friendly" and adjustable; they integrated closed structures - to verify what exists in terms of presence/absence and quantity - and open structures, aimed at highlighting the qualitative/descriptive elements of the process and the possible weaknesses and criticalities encoun-

tered. Further, monitoring tools were articulated in order to meet the complexity of the project and the plurality of elements which needed evaluation, but nevertheless they also were light and easy to be delivered.

TOOL	SAMPLING CRITERIA WHEN	QUALITY CONTROL AREA WHAT	OBSERVATION
Project Quality Control, Monitoring and Evaluation Plan		Management Production Evaluation	Indirect
Structured questionnaires	periodically	Management Production Evaluation	By e-mail and shared Google drive
Protocol for carrying out events		Management Resources Management Production Evaluation	Direct
Financial monitoring (Excel sheet)	periodically	Resources management Management	By e-mail and shared Google drive
Gantt charts	To be adopted during meetings planned	Management Resources	Direct

## PROJECT QUALITY CONTROL, MONITORING AND EVALUATION PLAN

In the scope of the SIAC project, and particularly according to what is foreseen in the Application Form, the consortium decided that it is to the benefit of the satisfaction of its quality objectives to prepare a Quality Control, Monitoring and Evaluation Plan (QCMEP), to ensure the production of concrete and high-quality results in line with the project plans.

The QCMEP:

- defines the quality expectations for project deliverables (outcomes and outputs)
- defines the internal monitoring and quality management
- defines the content, format, review and approval process of the project deliverables;
- identifies all the different tools and means to be applied throughout the project duration
- provides guidelines for adequate implementation and thereby assure that certain quality standards in the performance of our tasks are fulfilled.
- defines the quality requirements that must be obtained throughout the project lifecycle, those that the deliverables, actions and results must conform to.

## QUALITY OF DELIVERABLES

The deliverables of SIAC project consisted of the results of the 3 Intellectual outputs, 1 Short-term joint staff training events and 4 Multiplier Events:

- IO1: Preventing Cyberbullying: Curriculum and implementation
- IO2: Accredited e-course for cyberbullying prevention.
- IO3: E-book consolidating and comparing the learning from the project and including policy recommendations.
- Short-term joint staff training events
- Multiplier Events

Each activity and IOs contained one or more subtasks. The table below presents the activity leaders.

*Table 1: The project's IOs and activity leaders*

TITLE OF ACTIVITY	LEADER
IO1: Preventing Cyberbullying: Curriculum and implementation	VisMedNet Association
Short-term joint staff training events	Kairos Europe Limited
IO2: E-course on cyberbullying prevention	INERCIA DIGITAL SL
IO 2: SIAC E-book	Restorative Justice for All International Institute cic
ME: Local Conference for the prevention of Cyberbullying: Spain	INERCIA DIGITAL SL
ME: Local Conference for the prevention of Cyberbullying: Italy	EUROSUD
ME: Local Conference for the prevention of Cyberbullying: Malta	VisMedNet Association
ME: Closing International Conference	Restorative Justice for All International Institute cic
Quality Plan for The Implementation of The Project	EUROSUD
Dissemination And Exploitation Of Project Results	VisMedNet Association
Project Management	Restorative Justice for All International Institute cic

In order to assure a high level of quality regarding the results of the project, each deliverable was evaluated for its completion in due time as well as for its completeness, clarity and comprehensiveness. Depending on the nature of the activity implemented, for each activity and its subtask(s), the evaluation was of two kinds: Internal or external.

“Internal” means that responsible for the review of the document was one/ more than one of the members of the consortium, while “external” means that the persons other than the partners (the public, participants, trainees, beneficiaries etc.) evaluate the result.

## **INTERNAL AND EXTERNAL EVALUATION**

Many of the deliverables of SIAC, like the analyzing for the identification of current state of play or the preparatory phases for the development of the courses etc., are addressed to the partners of the consortium. These tasks undergo an internal evaluation. When a task is finished, the involved partners send the “draft version” of the relevant deliverable to the IO Leader for evaluation. The evaluation, depending on the nature of the deliverable was made primarily with the use of “Deliverable evaluation” document or other means such as questionnaires, minutes of the meetings, contracts, etc.

Once the deliverable was amended (if needed), it was uploaded on a shared Google Drive Folder by the IO Leader, who also had the responsibility to inform all the involved partners of the consortium. When the deliverable was finally approved, it takes the status of “final version” and it is included by Project Coordinator in the formal progress report/s of the SIAC project. According to the adjusted work plan for the project, the project team conducts internal quality controls and monitoring the operational IOs’s progress.

SIAC project included several activities that are addressed to people out of the core of the consortium. These deliverables and subtasks undergo an external evaluation. The evaluators of these activities were: staff that will be trained; users of the e-learning platform, participants of the pilots, etc. In general, the evaluation was done by the beneficiaries of the activities, by answering specific questions accordingly to evaluations forms developed within the project documents (i.e. Event Evaluation, Website questionnaire, Training Evaluation, etc.).

External quality control and monitoring of the main project results was assessed by individual external expert through their insight into project activities and results. External QCM reports were delivered by the activity/task responsible partners of the consortium.

## **SIAC EVALUATION HEADLINE FINDINGS**

Quality control, monitoring and evaluation was essential to ensure that project objectives and results defined in the project application form were achieved and delivered within the project implementation period at a high-quality level. Therefore, it was of utmost importance for the quality of the project as a whole, to set up quality control mechanisms and procedures to be followed throughout the whole project implementation and by all partners.

When it comes to the evaluation of the transnational project meetings, below are the qualitative and quantitative indicators defined during the project design.

## **EVALUATION OF THE TRANSNATIONAL PROJECT MEETINGS**

### **QUANTITATIVE INDICATORS:**

- 4 transnational project meetings
- Participants for transnational meetings throughout the project: 1 person from each organization per country
- 1 approved project implementation plan
- 1 approved dissemination plan
- 1 template six-monthly report
- 2 annual reports of the Project coordinator
- Attendance sheets signed

### **QUALITATIVE INDICATORS:**

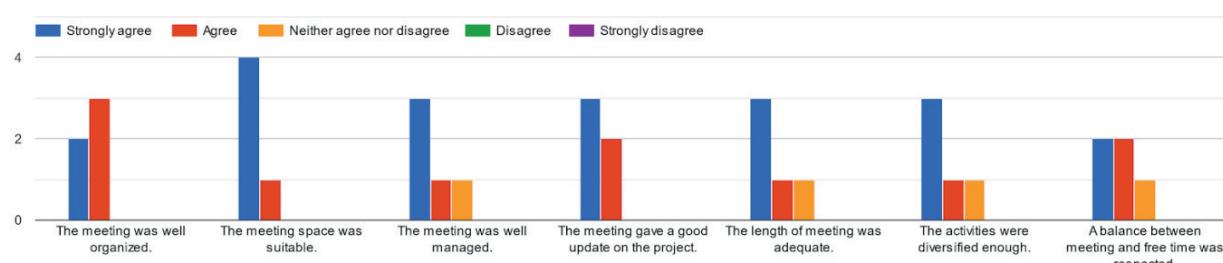
- Quality questionnaires answered by all the participants

Verification means: the report concluded by the local coordinator at the end of each meeting

It is worth noting that above mentioned indicators were fully achieved during the project duration. In light of the progress of the SIAC project, VisMedNet Association organized the first transnational project meeting in Valletta Design Cluster (Malta) on 12th October 2021. The second project meeting took place in Huelva, Spain on 6th April 2022 and was organized by The Inercia Digital, the third project meeting was organized by EUROSUD in Bari, Italy on 30<sup>th</sup> September 2022 while the last one was organized by Kairos Europe in London in November 2022. Upon completion of each Transnational project meeting, the survey was completed by key staff from each partner.

The first transnational project meeting in Malta was an occasion for the project consortium to meet physically for the first time. All participants had almost the same expectations for that meeting and that were to meet strategic partners personally and follow the progress of the projects, to clarify all the doubts regarding the intellectual outputs and to discuss the milestones reached as well as to plan future activities.

General organization of the meeting



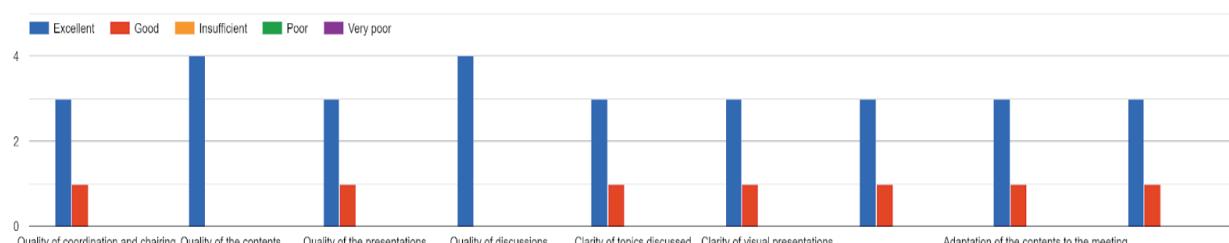
What could be improved in the general organization for the next project meetings?

Generally, 60% of the participants have said that for the next time there is no need to do anything differently. However, some participants (20%) would appreciate having an agenda more clearly to understand more of the process of the meeting. Finally, 20% of the participants believe that partners should have prepared everything before the meeting in order to avoid unexpected situations during the session.

On the question “To what extent did the meeting meet your overall expectations?” 80% of the participants replied “to a large extent” while for one participant the meeting completely met the expectations. Altogether the participants were satisfied with the meeting. Answers were clear and no one had any problems.

On another hand second project meeting in Spain related to the basic expectations of the meeting, all the partners were expecting discussion about implementation and clarification of the next project steps. Besides the above mentioned discussion, partners expected to be part of the meeting indeed strengthening the relations in the consortium. Furthermore, the meeting did accomplish overall expectations of partners.

Contents and structure of meeting

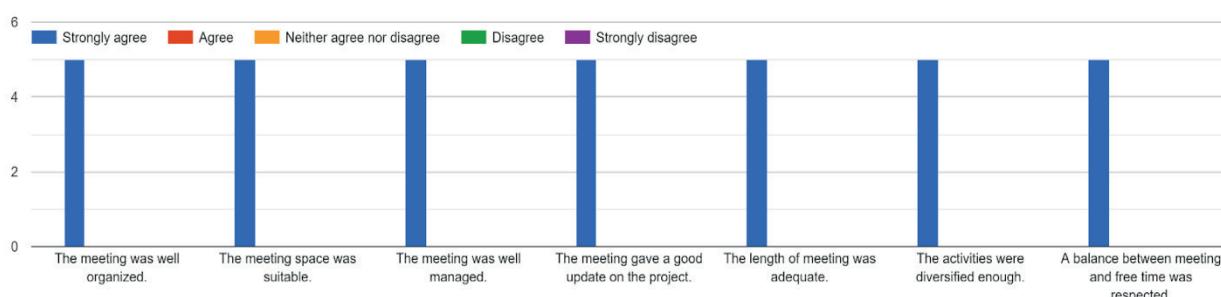


Altogether, there were 4 partner organizations attending the meeting in Huelva, Spain. All the subjects were discussed and partners have gained a clear view for the next tasks. The general expectations of the meeting were fulfilled and partners felt ready for the next project activities. Quality of the presentations and quality of discussions were excellent or good for all the partners as well as clarity of topics discussed and visual presentations. All partners dispose with a high level of soft skills and graphics skills. In the end, the contents, organization and structure of the meeting met all expectations of the partners.

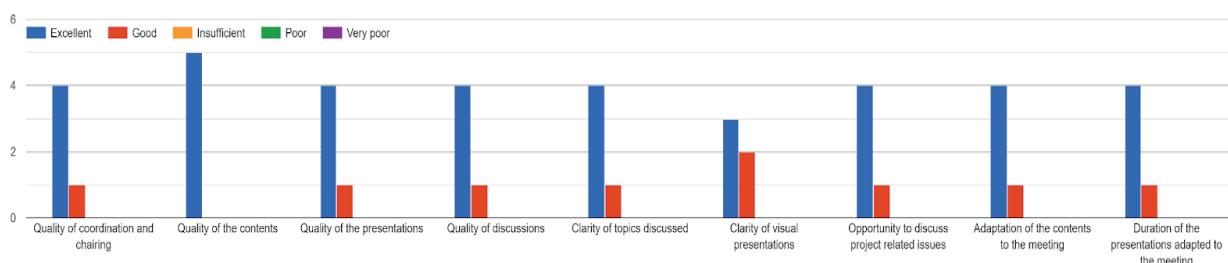
Partners pointed out that they would have appreciated more precisely information about transportation and logistics before the meeting to avoid any inconveniences. Partners registered improvement in communication which has gained a level of excellence. For the next meeting, it would be great if all the partners would participate to meet each other and debate next steps together. In the nutshell, partners were deeply satisfied with the transnational project meeting in Spain as the working environment was wonderful.

EUROSUD organization organized the third transnational project meeting with participation of all project partners. The meeting was held in Bari on 30th September 2022. All participants had similar expectations for this meeting and that were: to follow the progress of the project, to clarify all the doubts regarding e-course and to discuss about the current state of the project and plan for the final activities until the end of the project. Additionally, debates related to defining joint strategy on how to reach the target for the e-course piloting and to understand better how to complete the IO3 SIAC book were expected. As a consequence, expectations were all met.

General organization of the meeting



Contents and structure of meeting



Without a doubt, it can be said that the meeting was managed very efficiently and the meeting space was appropriate for all participants. Following with high satisfaction about updates on the project, the high level of diversified activities and balance between meeting and free time. Altogether, all the participants would like to give a thumbs up for the management of the EUROSUD association.

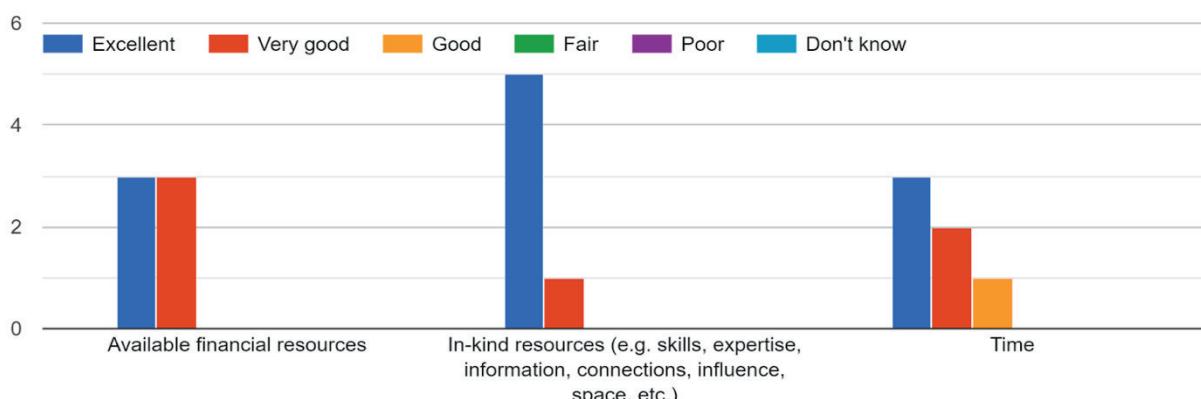
The partners were deeply satisfied with the transnational project meeting. The working environment in Italy was amazing and it is also nice to see the partners in person after the end of the COVID-19. Highlights of the meeting were the great cooperation and the environment, following the location and the visit to the youth center.

As part of the interim progress report, EUROSUD elaborated the Partnership assessment form. This questionnaire asked questions about different aspects of the project. Each partner's key staff had to complete this questionnaire. By answering the questions, project staff helped the partnership learn about its strengths and weaknesses and about steps that partnership can take in order to improve the collaboration process. The answers were used to generate an assessment report.

The general analysis showed a strong positive impact on overall effectiveness of SIAC project management in the field of leadership, efficiency, decision making, administration and management and equitable participation. The most important keys in the project were taking ownership of the partnership, motivating and empowering the people involved in the partnership. Following this, for future development creating an environment in which different points of views can be expressed and resolving conflicts between partners were the critical components. The partners really appreciated the combination of the different perspectives and skills of the counterparts.

It seems like the efficiency of the project is in fair condition. Partners used financial resources appropriately as well as time. In addition, there was a high level of efficiency in terms of skills, expertise, information, contacts and influence.

Please select choice that best describes how well your institution uses the:

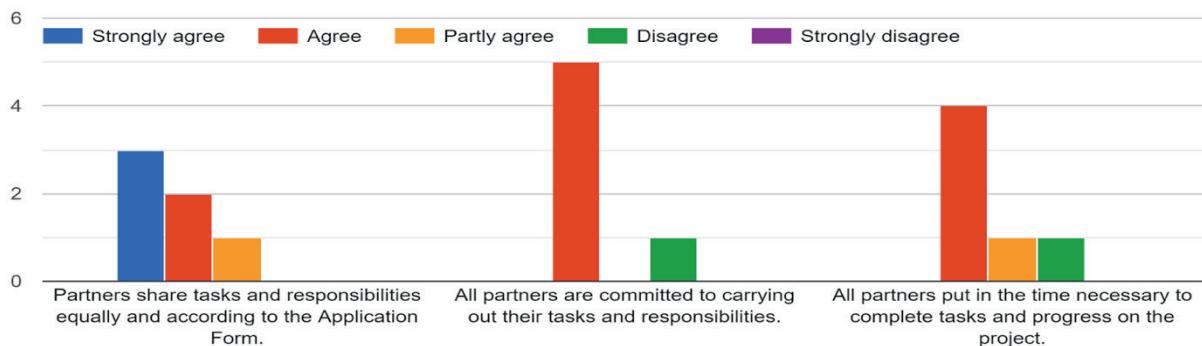


Whelmingly positive impact was reported on extreme satisfaction with the coordination of communication with stakeholders outside the partnership and with the preparation of materials that inform partners and help them to make timely decisions. On the other hand, grant management needs some improvement as it is a delicate topic indeed. In conclusion, the organization of the partnership activities was handled with a very high standard of professionalism.

Partners are confident with the decision-making process and feel comfortable with how decisions were made in the project. In addition, decisions about project resources were made in a fair way and partners co-operate well in problem solving. Even so, the partnership often takes an excessive amount of time to reach a decision.

Analyzing another step of SIAC project management which is equitable participation it can be noted that there is no doubt that the partners divide the tasks and responsibilities equally and in accordance with the application form. In turn, the commitment to their roles and responsibilities must be strengthened along with the commitment of time required to complete tasks and progress the project. It is apparent that partners are perfectly comfortable with the way people and organizations in the partnership work together and with the communication between partners.

Please rate the following:



Based on the responses of the survey, we could see less satisfaction with the influence in the partnership and the way the partnership implements project plans.

Overall, Partners observed an improvement in the ability to solve critical problems, new skills were developed, and the use of expertise by staff increased. Going forward, partners have witnessed an increase in the ability to influence public policy, the ability to have more effect than one person could have on their own, and the skill to use the knowledge gained from the project.

In conclusion, the partners are thus far very satisfied with the SIAC project progress. The working environment is absolutely great and they all feel comfortable in the project.

## EVALUATION OF THE SHORT-TERM JOINT STAFF TRAINING

Training course for the trainers held in London, UK from 14th to 16th June 2022 was organized by Kairos Europe Limited with support of trainers, being experts in SIAC subject matter: Cyberbullying with a focus on sexual orientation. The course participants got a certificate of active participation.

The event went ahead as planned and followed the pre-established agenda.

When it comes to the indicators, below you can find ones indicated in the Application form:

### QUANTITATIVE INDICATORS:

- 12 participants in the Short-term joint staff training and exchange of good practice activities
- Attendance sheets signed

### QUALITATIVE INDICATORS:

- 90% of the participants will obtain the minimum qualification as GOOD
- 90% of the participating trainees will consider the learning activity and exchange of good practices as useful and innovative

## INFORMATION SOURCES: SATISFACTION QUESTIONNAIRES, THE LEARNING ACTIVITY REPORT

Organizing the data: the coordinators of the host organizations elaborate the students' attendance sheets, satisfaction questionnaires and evaluation sheets

The first quantitative indicator was partially achieved as participating in the training were three members of Inercia Digital (Spain) and 2 members of Kairos Europe (one of them being the trainer). Members of Vismed Net were present online at intervals. A member of Restorative Justice for All attended the afternoon of the first day. However, the qualitative indicators were reached as planned.

To begin with, it is worth noting that most of the participants were women aged between 25 and 52 years. In addition, years of teaching experience were analyzed in the survey and the range was really wide from 1 to 10 years.

Without a doubt, it can be said that the meeting was very well organised and the meeting space was sufficient for all participants. The training was useful and relevant to the project activities due to the clear concepts that were presented at the training. In addition, the topics elaborated in the training were relevant to the pedagogical practice of the participants. Along with the effective approach during the developed activities. In summary, the training was a valuable experience for the professional growth of all trainees. Overall, all the participants would like to give a thumbs up for conducting the training.

Altogether, the most meaningful experiences carried out were for instance, the tools available for professionals, and the value of teachers collaborating and sharing experiences. Also, participants appreciated being informed on other projects that were related to SIAC, and it helped them to better understand the concepts, dangers and possible ways to prevent incidents from happening. In addition to this, the group activities like round tables on which all participants could have given their opinion and obtain feedback from experts and other participants were very much appreciated. Generally, knowing some real cases of cyberbullying and its seriousness has allowed participants to investigate more on the subject to try to find solutions, as the situation faced by a bullied person is very hard.

All things considered, the training went well, however it would have been beneficial to have had more participants, in order to have a higher exchange among participants, more points of view that could be discussed, and more meaningful and engaging group activities.

## EVALUATION OF THE INTELLECTUAL OUTPUTS

### QUANTITATIVE INDICATORS:

- The Methodology and resources to prevent Cyberbullying
- The E-learning platform

### QUALITATIVE INDICATORS:

- 90% of the student will find this as innovative and useful in their training

## INFORMATION SOURCES: THE SATISFACTION QUESTIONNAIRES COMPLETED BY THE STUDENTS

Considering the progress of the SIAC Intellectual outputs, EUROSUD, as responsible for the evaluation, analyzed feedback forms that were filled out by 150 participants of the e-course. The feedback form consisted of 5 categories:

### 1. WHAT DID YOU LIKE THE MOST ABOUT THE E-LEARNING COURSE?

The main idea of this part was to find out what the participants appreciated most about SIAC e-learning course, what they learned and how they will use these skills in their lives. The course was user-friendly and contained a wealth of useful information for youth workers and practitioners, as well as best practices that can be applied in a variety of contexts. The topics were extremely relevant and detailed and contained so many useful information, tools and resources that could be used to gain insight into cyberbullying. In fact,

participants declared it was fascinating to learn in great detail how cyberbullying can affect people, especially those from disadvantaged groups such as LGBTQ+. Participants learned a lot about cyberbullying prevention, how to support victims and address the issue in general. The course was a useful starting point not only for people who work with young people, but also for parents who are concerned about the welfare of their children.

## **2. WHAT DID YOU DISLIKE THE MOST ABOUT THE E-LEARNING COURSE?**

The main idea of this section was to find out what participants did not appreciate about SIAC e-learning course, what they would change or what they would improve. First of all, majority pointed out that platform was not that user-friendly. It did not automatically indicate that a participant had completed a unit. Continuing with the last module, on best practice, some of the participants said it was challenging to find more scenarios of real cases and things that work in real life. Instead, it mainly contained tips and advice that sometimes overlaps with the content of other modules. It was also very difficult for participants to complete the registration process and follow the course. For the future courses, participants suggested to reconsider using a different platform otherwise not so many people will be able to attend the course. While attendees greatly appreciated the video materials, some of them could have been more interactive.

## **3. AFTER COMPLETING THE E-LEARNING COURSE I HAVE IMPROVED MY KNOWLEDGE ABOUT THE PHENOMENON CYBERBULLYING AND CYBERBULLYING TOWARDS LGBTQ GROUPS.**

The third question was directly related to the indicator achievement, and it can be said that it was fully achieved. 95,33% of participants responded positively to the third question, while the rest did not reply on this question. They had to consider whether the e-course had a higher or lower impact factor on their knowledge. Fortunately, all of them improved their knowledge about the phenomenon of cyberbullying and cyberbullying against LGBTQ+ groups after completing the e-learning course.

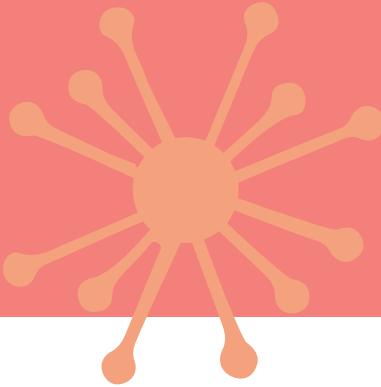
## **4. AFTER COMPLETING THE E-LEARNING COURSE I THINK I WILL SUGGEST IT TO OTHER COLLEAGUES.**

96% of participants responded positively to the fourth question. Fortunately, they all promised to share it and more responses will be forthcoming. The remaining 4% of the participants didn't reply on this question.

## **5. AFTER COMPLETING THE E-LEARNING COURSE I HAVE IMPROVED MY SKILLS ON HOW TO IDENTIFY AND PREVENT CYBERBULLYING, AND HOW TO APPROACH/INTERVENE IN CYBERBULLYING INCIDENTS.**

94,67% participants responded positively to the last question, 4,67% of the participants did not reply on this question, while only one participant declared that she didn't improve her skills on how to identify and prevent cyberbullying, and how to approach/intervene in cyberbullying incidents.





# APPENDICES

## DELIVERABLES

- Transnational research report on cyberbullying towards LGBTIQ groups: [LGBTI Discrimination and the Current State of the Art in the UK, Spain, Malta and Italy](#)
- Preventing cyberbullying towards LGBTIQ youth: A restorative justice and human rights approach: <https://rj4all.uk/online/training/course/view.php?id=3>
- Training Handbook for youth workers: [Preventing cyberbullying towards LGBTQ+ groups: A Training Handbook for youth workers](#)

## DISSEMINATION

- Press release August 2022: <https://siacproject.org/wp-content/uploads/2022/08/PRESS-RELEASE-August-2022.docx.pdf>
- Press release April 2022: <https://siacproject.org/wp-content/uploads/2022/04/PRESS-RELEASE-April-2022.pdf>
- Press release November 2021: <https://siacproject.org/wp-content/uploads/2021/11/November-2021.pdf>
- Press release October 2021: <https://siacproject.org/wp-content/uploads/2021/10/NEWSLETTER-OCTOBER-2021.pdf>
- Press release January 2021: <https://siacproject.org/wp-content/uploads/2022/03/SIAC-first-press-release-final.pdf>
- Newsletter 1: <https://siacproject.org/wp-content/uploads/2021/12/newsletter-1.pdf>
- Newsletter 2: <https://siacproject.org/wp-content/uploads/2022/03/newsletter2.pdf>
- Newsletter 3: <https://siacproject.org/wp-content/uploads/2022/08/Newsletter-3.docx.pdf>

## EVALUATION

TPM Italy

<https://siacproject.org/wp-content/uploads/2022/11/TPM-Italy-Evaluation-report.docx.pdf>

TPM Spain

<https://siacproject.org/wp-content/uploads/2022/11/TPM-Spain-Evaluation-report.docx.pdf>

TPM Malta

<https://siacproject.org/wp-content/uploads/2022/11/TPM-Malta-Evaluation-report.docx.pdf>

LTT Evaluation

<https://siacproject.org/wp-content/uploads/2022/11/SIAC-training-evaluation-report.docx.pdf>

Partnership assessment report

<https://siacproject.org/wp-content/uploads/2022/11/Partnership-assessment-report.docx.pdf>

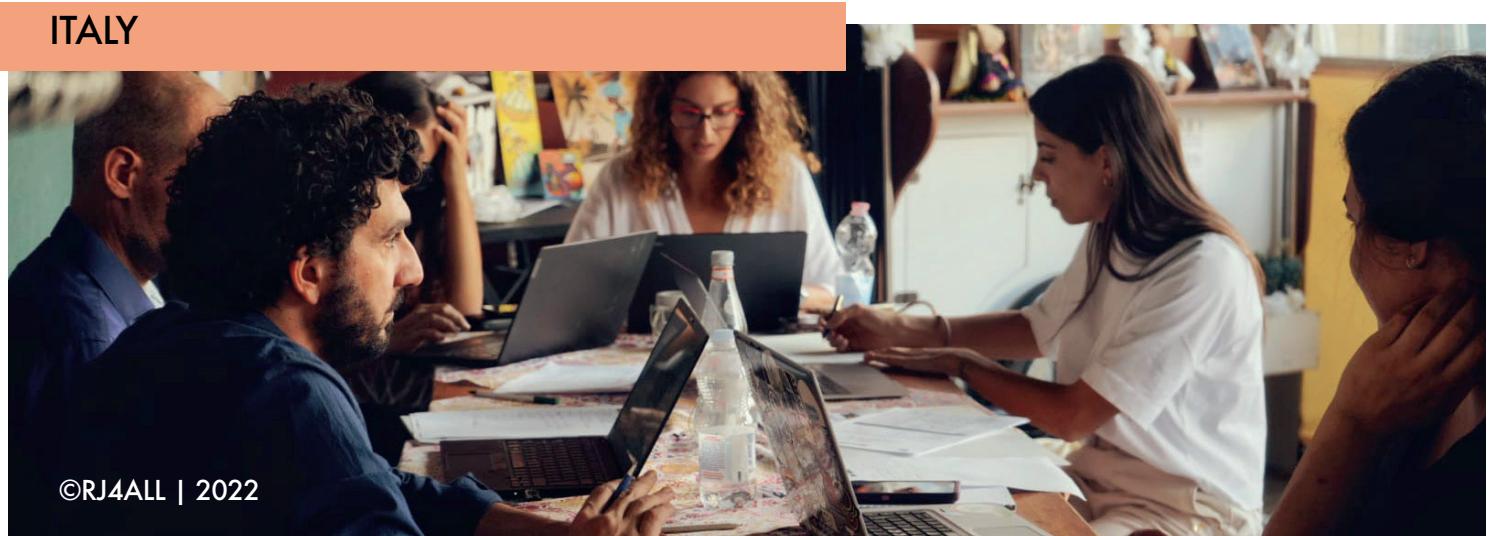
**SIAC Theory of Change**

<https://siacproject.org/wp-content/uploads/2022/11/siac-theory-of-change.pdf>

## UNITED KINGDOM



## ITALY

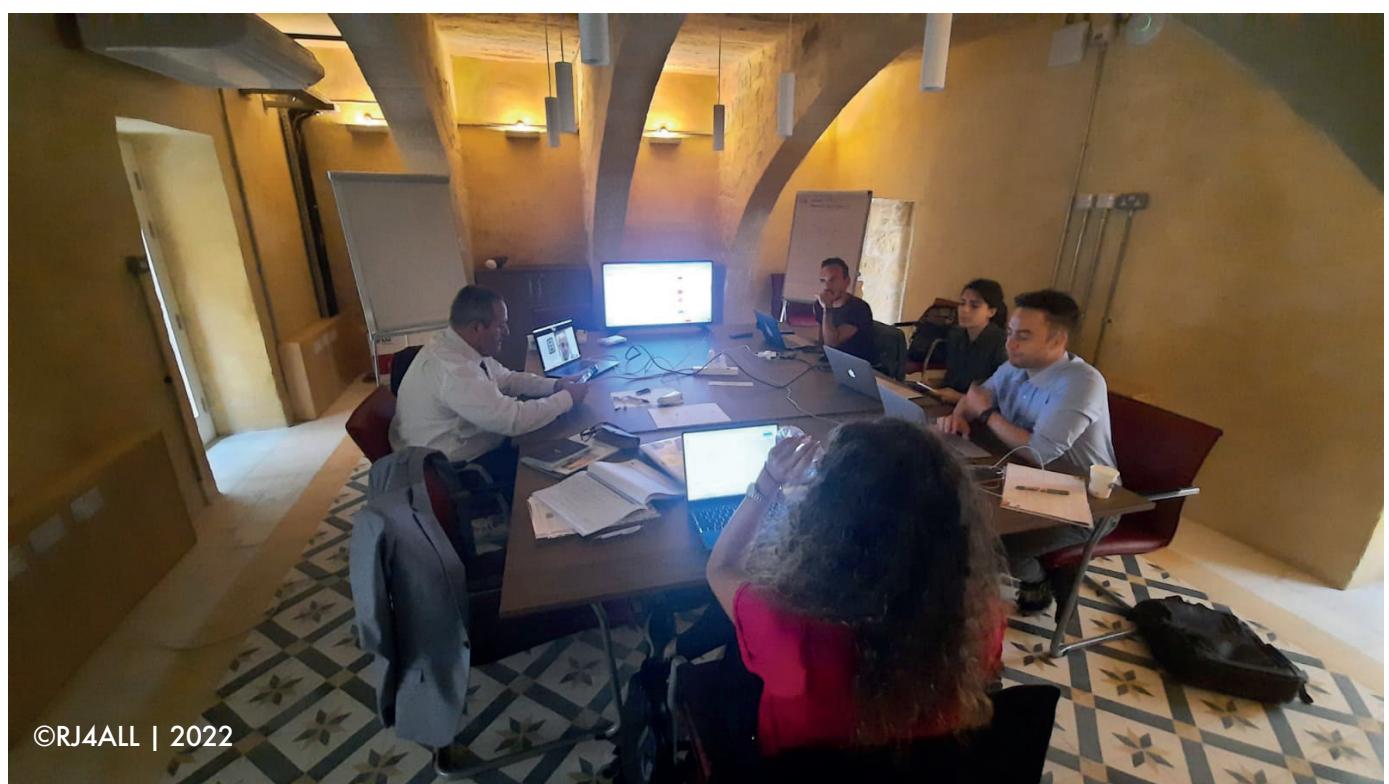


## SPAIN





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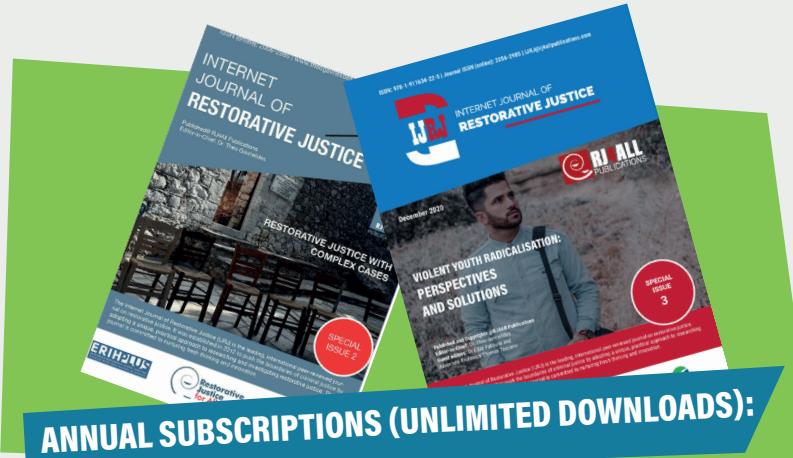
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