DIGITAL EDUCATION
CYBER INCLUSION

Start date 01-09-2022
End date 01-03-2024
Project Reference: 2022-1-IT01-KA210-VET-000081092
EU Grant: 60.000,00 €
Programme: Erasmus+
Action Type: Small-scale partnerships in vocational education and training
Countries covered: 3
WEBSITE: *https://www.piattaformaprogetti.eu/digital-education-cyber-inclusion/*

OBJECTIVES: This project has the general purpose of equipping learners between 18 and 25 who aspire to work in organizations in defense of LGBTQI rights, with digital skills to combat homo-transphobic cyberbullying, through the pursuit of objectives specific:
1.Improve the digital skills of trainers for the identification of homo-transphobic cyberbullying acts;
2. Develop methods of intervention against the phenomenon to be transferred to the learners.

ACTIVITIES:
1. Training course in Rome to improve the digital skills of trainers in identifying the phenomena of homo-transphobic cyberbullying;
2. Workshop in Skopje for the creation of specific intervention guidelines against the phenomena identified to be transferred to the learners.

Digital Education
Cyber Inclusion

DIGITAL EDUCATION
CYBER INCLUSION

TESTS RESULTS

& BEFORE

AFTER

THE WORKSHOP IN SKOPJE

This report offers a detailed analysis of the results obtained through the tests conducted before and after the workshop in Skopje of the Digital Education Cyber Bullying project, which is a key step in achieving the project's second specific objective, i.e. the creation of specific intervention methodologies to counter homophobic and transphobic cyberbullying occurring in digital environments.

The involvement of coordinators (3), project managers (3) and trainers (2) from organisations from North Macedonia and Italy, as well as a facilitator experienced in the topic of online cyber-bullying against LGBTQI persons, contributed to ensuring a high level of skills acquired. These skills included the deepening of intervention procedures, the acquisition of innovative tools, the improvement of digital skills, the ability to work in a team, and better use of the English language.

Before and after the workshop, online (before) and paper-based (after) questionnaires were conducted to assess participants' knowledge, perception and awareness of the phenomenon of cyberbullying, with a focus on its impact on the LGBTQI+ community. These questionnaires were designed to provide an initial and a posterior picture of participants' understanding of cyberbullying and to identify any gaps in their knowledge.

The questions in the questionnaires covered a number of key aspects related to cyberbullying, from defining the term to identifying specific behaviours. Some questions were yes/no answers, while others required multiple selection. In addition, the questionnaires included no questions that addressed the perception of the effect of cyberbullying on the LGBTQI+ environment and possible actions to take in the event of experiencing or witnessing cyberbullying.

The results obtained in this phase are of vital importance, as they form the basis for measuring the expected impacts in the short, medium and long term. With the results produced and the willingness to disseminate them widely among stakeholders, we expect significant improvement in several areas.

In the remainder of this report, we will examine in detail the results of each question in the questionnaires and provide an in-depth analysis of how this data affects our training and awareness-raising objectives. Above all, we will seek to measure whether participants gained a more comprehensive understanding of cyberbullying and its intersection with the LGBTQI+ community through the workshop, thus contributing to the creation of specific intervention methodologies and improved intervention skills.

Test before the workshop

Question 1: We begin with a key question to assess participants' awareness of the term 'cyberbullying'. This question was designed to establish whether participants were previously familiar with the concept of cyberbullying.

Have you heard of the term "cyberbullying" before taking this survey?
8 responses

Copy

100%

● Yes
● No
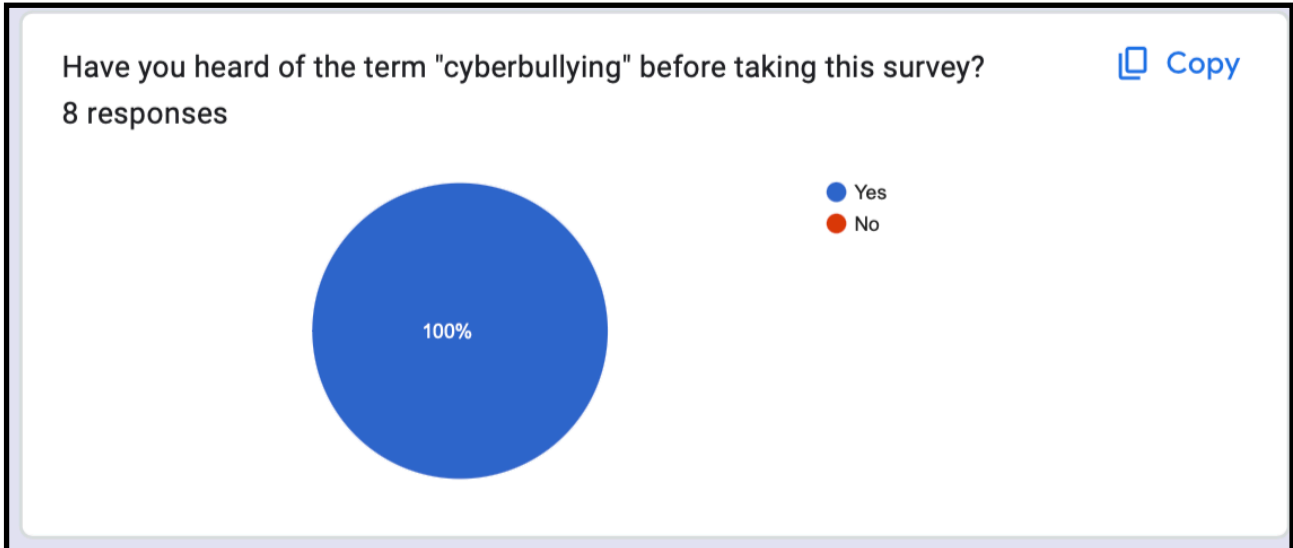
The results were very positive as all participants had heard the term "cyberbullying". This uniformity in knowledge of the term indicates a widespread awareness of this phenomenon. It is a positive sign that the term 'cyberbullying' is widely recognised and understood among the participants. This can be an important starting point to discuss and address the problem of cyberbullying effectively and to promote a safer and more respectful online culture. Awareness of the term can foster an open and informed discussion on strategies to prevent cyberbullying and address it when it occurs, thus contributing to a more positive and inclusive online environment.

Question 2: This question aims to gain a deeper understanding of the participants' perceptions regarding the definition of cyberbullying. By offering multiple options, we allow participants to express how they interpret this phenomenon.
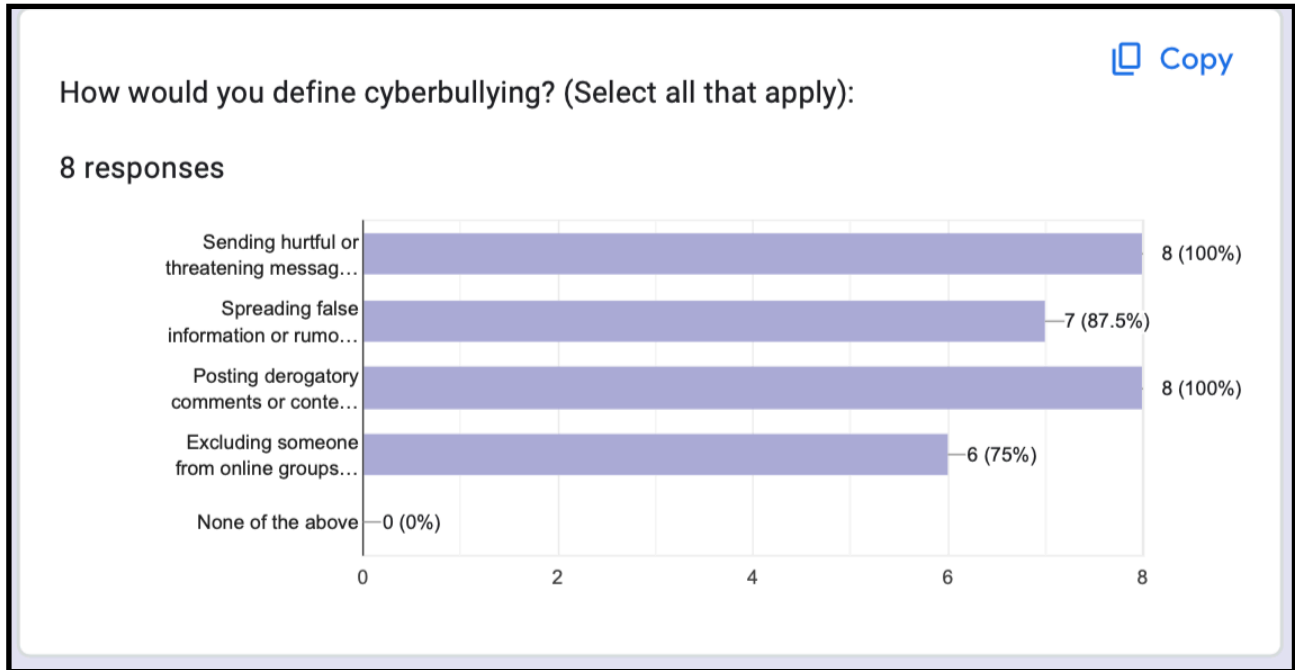
Remarkably, all participants identified "sending hurtful or threatening messages online" and "posting derogatory comments or content targeting someone" as key aspects of cyberbullying. These are two fundamental examples of how cyberbullying manifests itself and represent an important starting point for the definition of this phenomenon.

Furthermore, the majority of participants (7/8) also recognised the importance of "spreding false information or rumours about someone online" as part of cyberbullying. This indicates an awareness of the fact that cyberbullying can involve the spreading of harmful false information. The recognition of "excluding someone from online groups or communities" by a good number of participants (6/8) is also significant. This form of behaviour represents a strategy of isolation and discrimination, and is relevant in the context of cyberbullying.

Questions 3, 4, 5, 6, 7: These questions present specific examples of online behaviour and ask participants to identify whether it is an act of cyberbullying or not, providing a multiple response. These results also reflect a solid understanding among participants of the different facets of cyberbullying.

Someone repeatedly sends insulting messages to another person online.

8 responses

Copy

● Cyberbullying
● Not Cyberbullying

100%

A group of people starts a rumor about someone on social media.

8 responses

Copy

● Cyberbullying
● Not Cyberbullying

100%

Excluding someone from an online gaming group because of their identity.

8 responses

● Cyberbullying
● Not Cyberbullying

100%
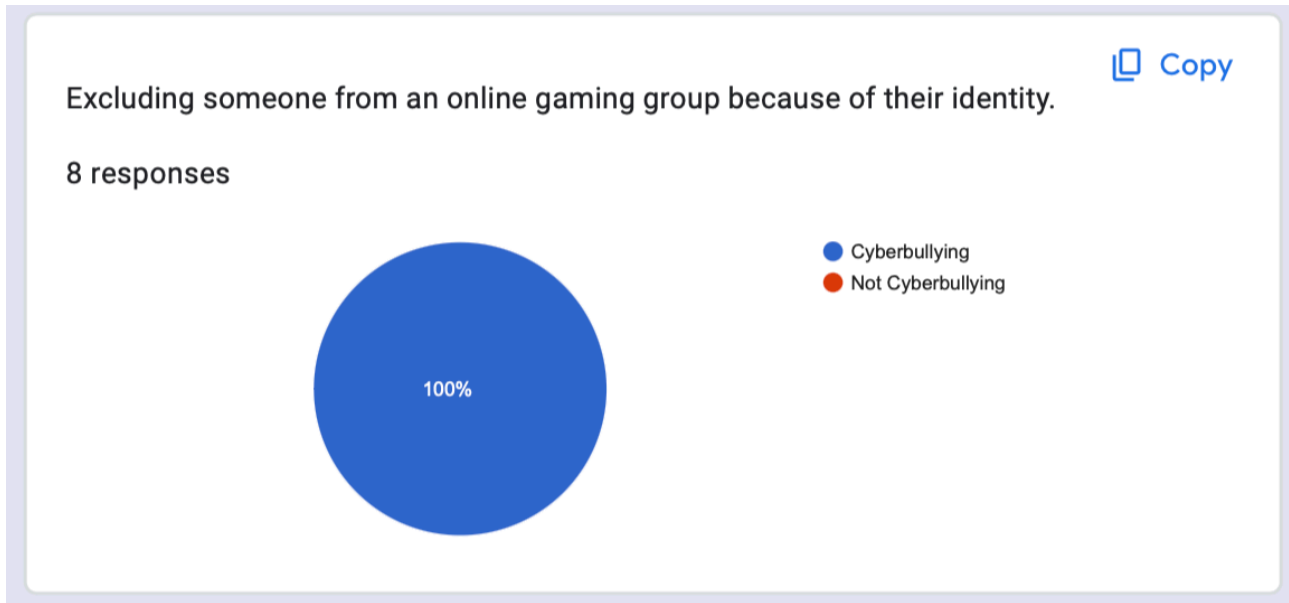
All eight participants were known to have identified "someone repeatedly sends insulting messages to another person online", "a group of people spread rumours about someone on social media" and "excluding someone from an online gaming group because of their identity" as forms of cyberbullying.

Sharing someone's private information without their consent.

8 responses

● Cyberbullying
● Not Cyberbullying

87.5%
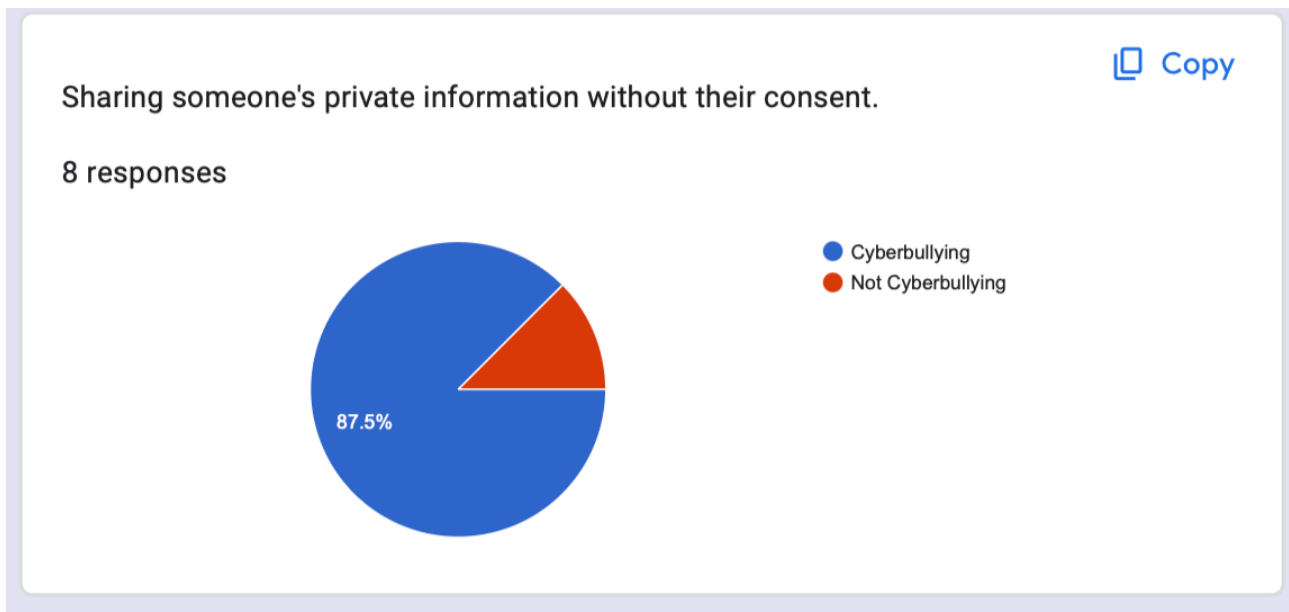
It is also interesting that the majority of participants (87.5%) recognised that 'sharing someone's private information without their consent' is problematic. This reflects an understanding of the importance of online privacy and the harm that can result from its violation.

Posting a friendly joke on a friend's social media page.

8 responses

📋 Copy

- ● Cyberbullying
- ● Not Cyberbullying

75%

25%
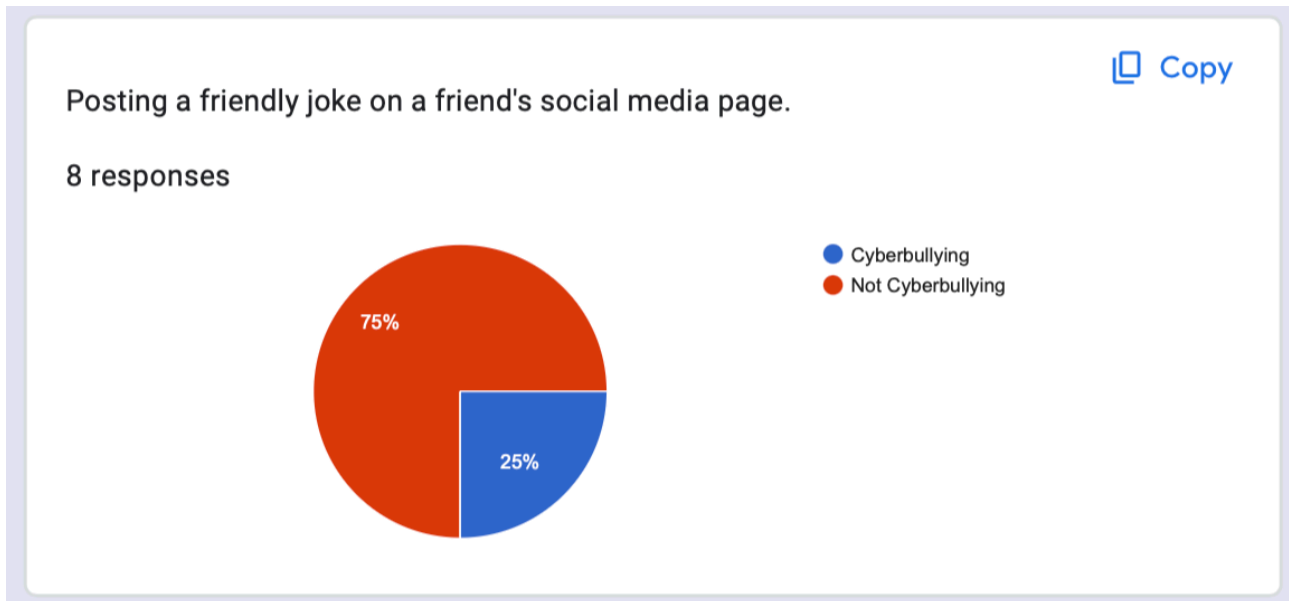
While 75 per cent of participants felt that "posting a friendly joke on a friend's social mediapage" constituted negative online behaviour, it could be an indicator of a certain sensitivity to intentions and context. While a joke may be harmless, this response may reflect concern about how it might be perceived online.
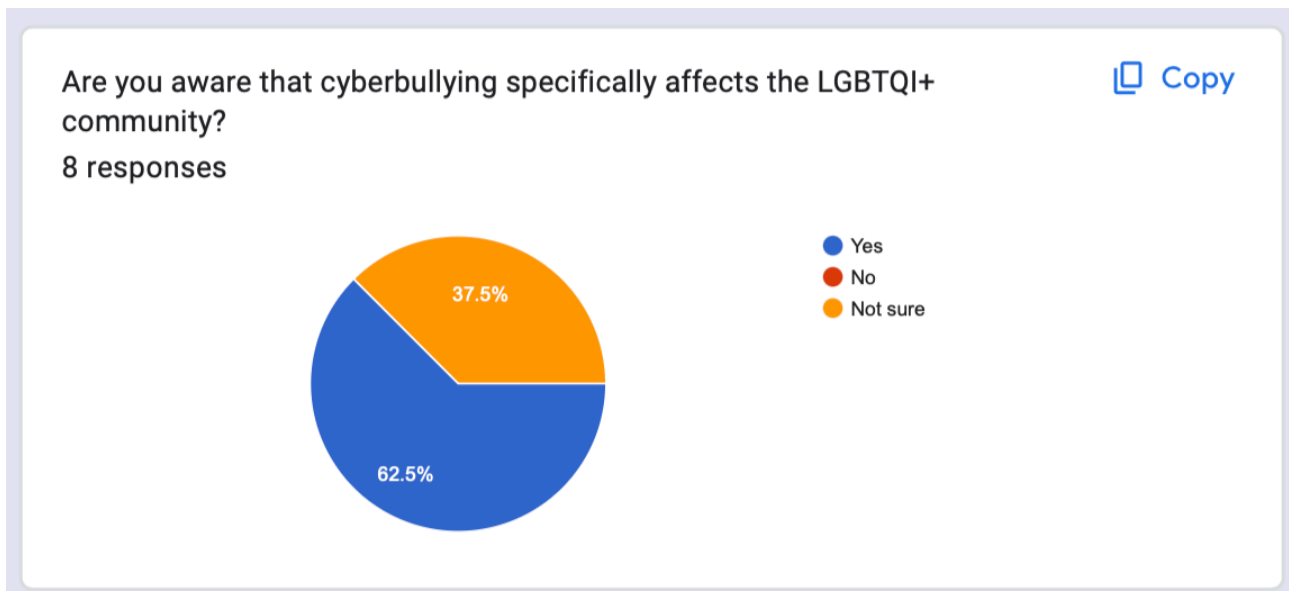
Question 8: This question explores participants' knowledge of howcyberbullying specifically affects the LGBTQI+ community. The results reflect a mixture of awareness and uncertainty among participants.

Are you aware that cyberbullying specifically affects the LGBTQI+ community?

8 responses

📋 Copy

- ● Yes
- ● No
- ● Not sure

37.5%

62.5%

Encouragingly, 62.5% of participants answered "yes" stating that they were aware that cyberbullying has a specific impact on the LGBTQI+ community.

However, the 37.5% of participants who said they were unsure may reflect a lack of more detailed knowledge on this topic. This underlines the importance of providing further information and awareness raising about cyberbullying and its specific consequences for the LGBTQI+ community.

Question 9: In this question, participants are asked to reflect on how they recognise cyberbullying, offering various options for identifying such situations.

All eight participants identified the relevance of these behaviours to cyberbullying: "if they notice a pattern of hurtful behaviour targeting them or someone else" and "if they witness exclusion or isolation of someone online based on identity". This reflects an understanding of the more subtle forms of online discrimination, especially when linked to issues of personal identity.

The responses provided by 7 out of 8 participants, which included feeling "hurt or threatened by online interactions" and receiving "mean or derogatory messages regularly", demonstrate an awareness of the emotional reactions associated with cyberbullying.

Question 10: Here, we investigate what actions participants consider appropriate in the event of personal experience or witnessing cyberbullying.

The unanimous choice of options, with the exception of "Block or unfriend the person engaging in cyberbullying," indicates a clear awareness of the appropriate action to take in the face of this form of online abuse. However, this variation may reflect some variation in opinion on how effective this action is in stopping cyberbullying.
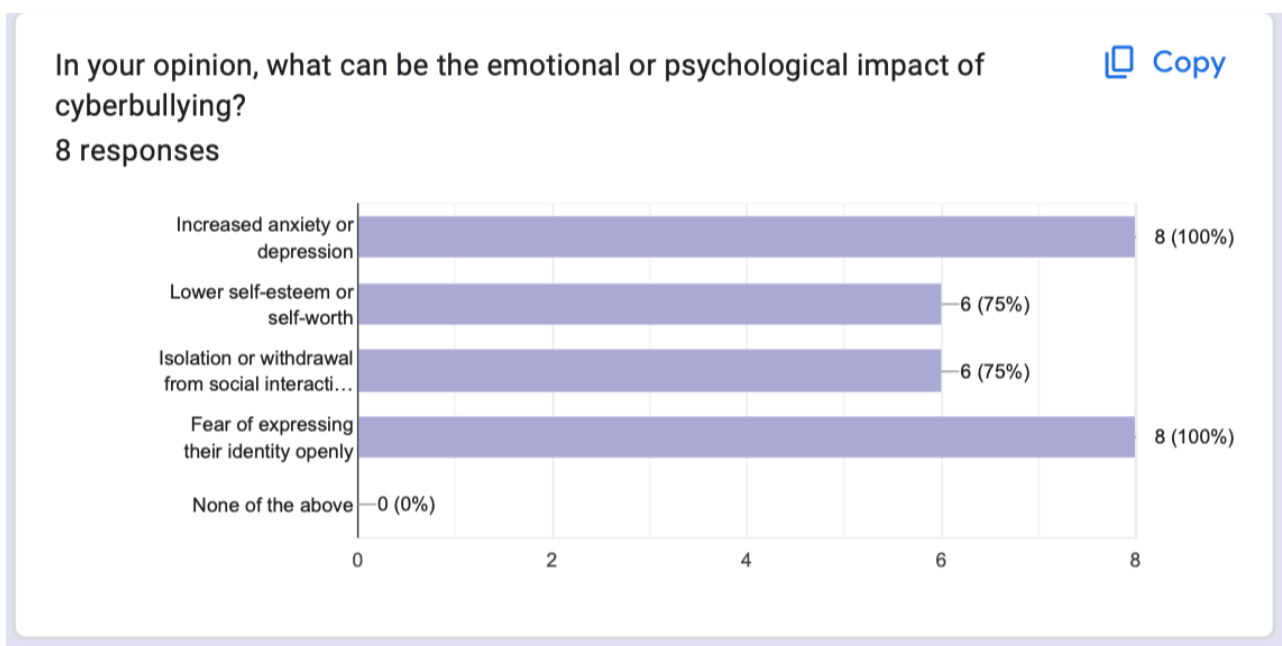
What should someone do if they believe they are experiencing or witnessing cyberbullying? (Select all that apply):
8 responses

Option	Value
Block or unfriend the person engaging in…	6 (75%)
Document evidence of cyberbullying (e.…	8 (100%)
Report the cyberbullying to the…	8 (100%)
Seek support from friends, family, or a t…	8 (100%)
None of the above	0 (0%)
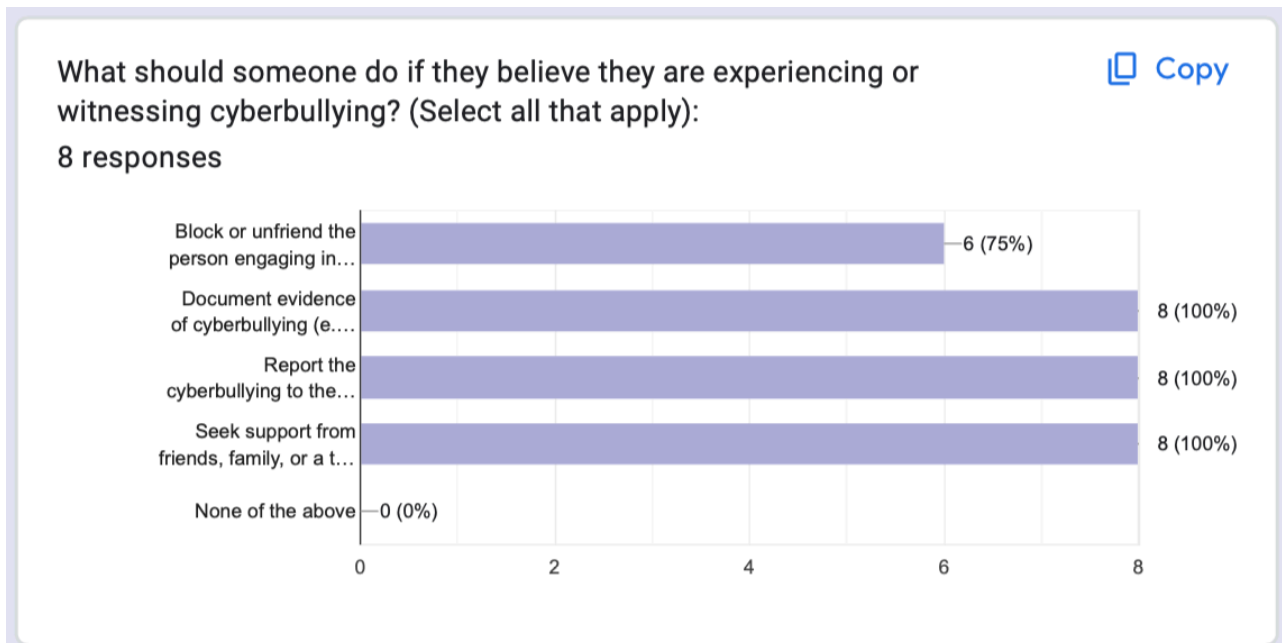
Question 11: This question asks participants to express their views on the emotional and psychological effects of cyberbullying.

In your opinion, what can be the emotional or psychological impact of cyberbullying?
8 responses

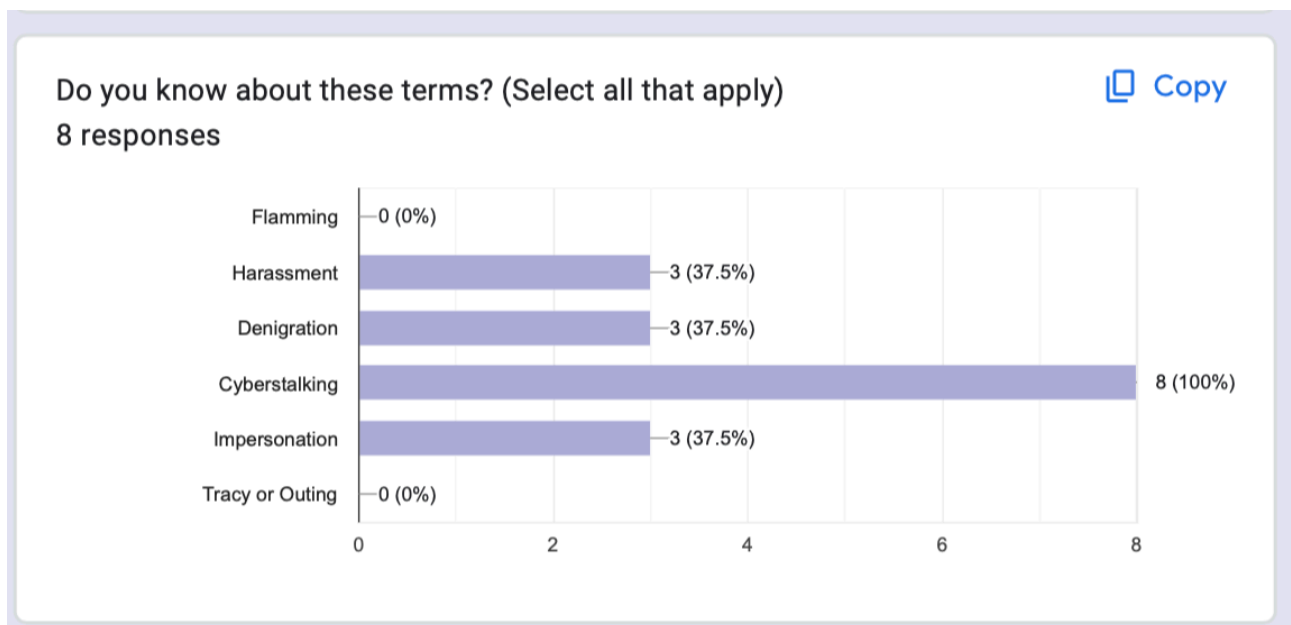| Option	Value
Increased anxiety or depression	8 (100%)
Lower self-esteem or self-worth	6 (75%)
Isolation or withdrawal from social interacti…	6 (75%)
Fear of expressing their identity openly	8 (100%)
None of the above	0 (0%)

Remarkably, all eight participants recognised that cyberbullying can cause "anxiety or depression". This suggests a widespread awareness of the serious impact on victims' emotional well-being.

In addition, six participants recognised the negative effect of cyberbullying on "lower selfesteem or self-worth", and an equal number highlighted "isolation or withdrawal from social interactions". These results indicate that participants fully understand the detrimental effects of cyberbullying not only on mental health, but also on victims' social relationships.

Finally, it is significant to note that all eight participants emphasised that cyberbullying can cause "fear of expressing their identity openly". This demonstrates a sensitivity to the specific vulnerability of the LGBTQI+ community to such harmful behaviour.

Question 12: In this question, participants are tested on their knowledge of specific terms related to cyberbullying and the LGBTQI+ community, allowing them to de-select the relevant options. It is good to note that all participants were aware of the term "cyberstalking", which suggests a certain degree of awareness regarding this phenomenon.

However, it is evident that there are differences in the knowledge of the other terms. Only three participants were aware of the terms "harassment", "denigration", and "impersonation". This indicates that more work may be needed to disseminate information on these concepts and raise awareness of their implications. It is also noteworthy that no participants were familiar with the terms "flaming" and "tracing/outing". This shows that these terms might be less common or less recognised in the context of the participants.

Do you know about these terms? (Select all that apply)
8 responses

- Flamming — 0 (0%)
- Harassment — 3 (37.5%)
- Denigration — 3 (37.5%)
- Cyberstalking — 8 (100%)
- Impersonation — 3 (37.5%)
- Tracy or Outing — 0 (0%)

Overall, these results suggest that there may be a need for more education and awareness-raising regarding online behaviours, especially those that may harm others or violate privacy. This may be an important starting point for orientation and education of participants regarding these concepts and how to deal with them.

If yes, how would you define them?

6 responses

denigration: to belittle someone. cyberstalking: Use the internet to follow someone in everything they do. impersonation: pretending to be someone else

Harassment is when someone bothers physically or verbally, in person or not, someone else. Denigration is to heavily criticise someone with the only purpose to belittle them and their worth. Cyberstalking is the online version of stalking so an actual persecution perpetrated on social media.

denigrating means mistreating and insulting a person online or in front of others. Cyberstalking means persecuting a person online through comments, persistent messages, threats by depriving them of their freedom.

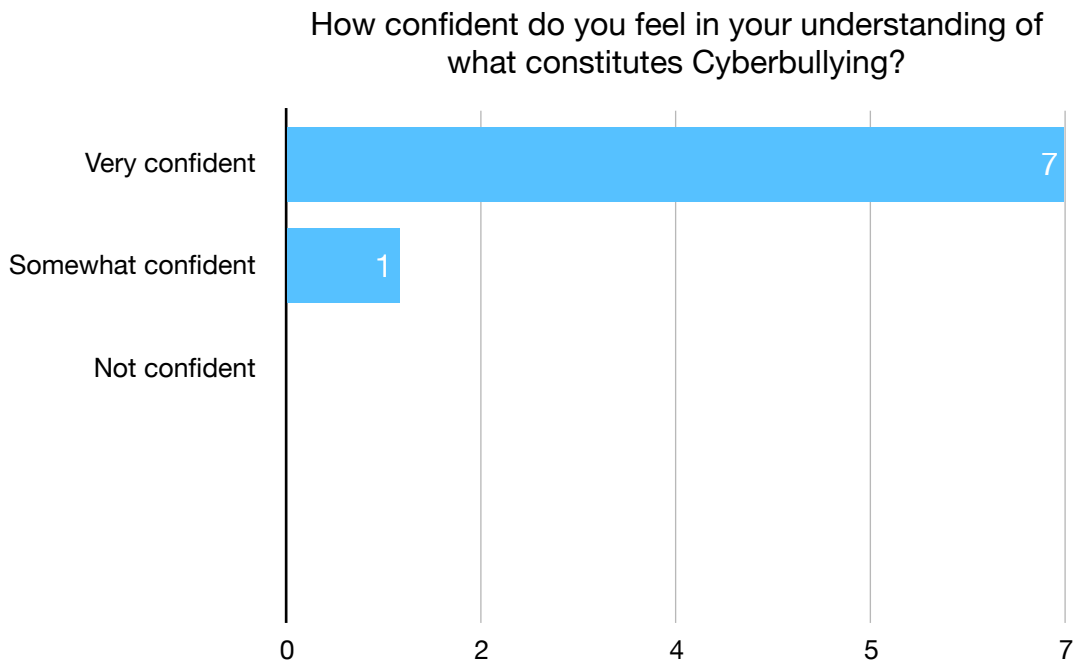negative, aiming at hurting people

crime

Cyberstalking is when someone follows or bothers you a lot online, even when you want them to stop. Harassment means someone keeps being mean or annoying to

We will continue by analysing the results of the tests carried out at the end of the workshop in Skopje. Participants went through a series of activities to assess their understanding and awareness of the topic. The results of these tests revealed important insights into the level of knowledge and preparedness of the participants, providing valuable indications for the development of prevention and awareness strategies against cyberbullying. In this part we will explore the main findings (Appendix 1) from these tests and their impact on future initiatives.
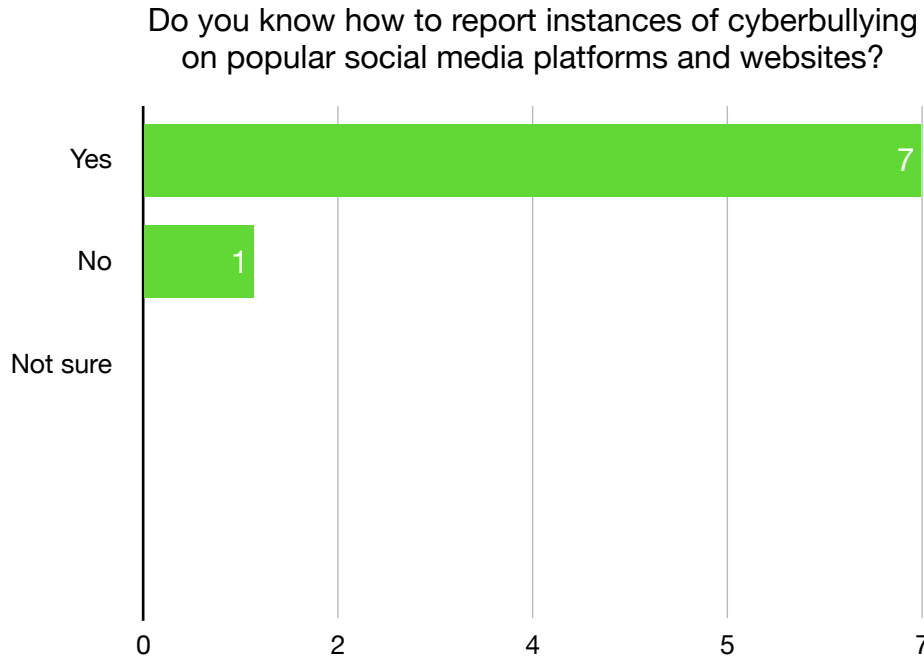
a. Knowledge about Cyberbullying:
- 7 participants (87.5%) feel "very confident" about what constitutes cyberbullying.
- 1 participant (12.5%) is "somewhat confident.

How confident do you feel in your understanding of what constitutes Cyberbullying?

Category	Value
Very confident	7
Somewhat confident	1
Not confident	

(Horizontal axis: 0, 2, 4, 5, 7)

b. Knowledge on how to report cases of cyberbullying on social media platforms and websites:
- 7 participants (87.5%) know how to report cases of cyberbullying on social media platforms and websites.

Do you know how to report instances of cyberbullying on popular social media platforms and websites?

Yes	7
No	1
Not sure	

0   2   4   5   7

c. Knowledge of Forms of Cyberbullying:
- All participants (100%) learnt about the different forms of cyberbullying and exclusion.

Have you learned about the various forms of cyberbullying during the workshop (e.g., harassment, impersonation, exclusion)?

Yes	8
No	
Not sure	

0   2   4   6   8
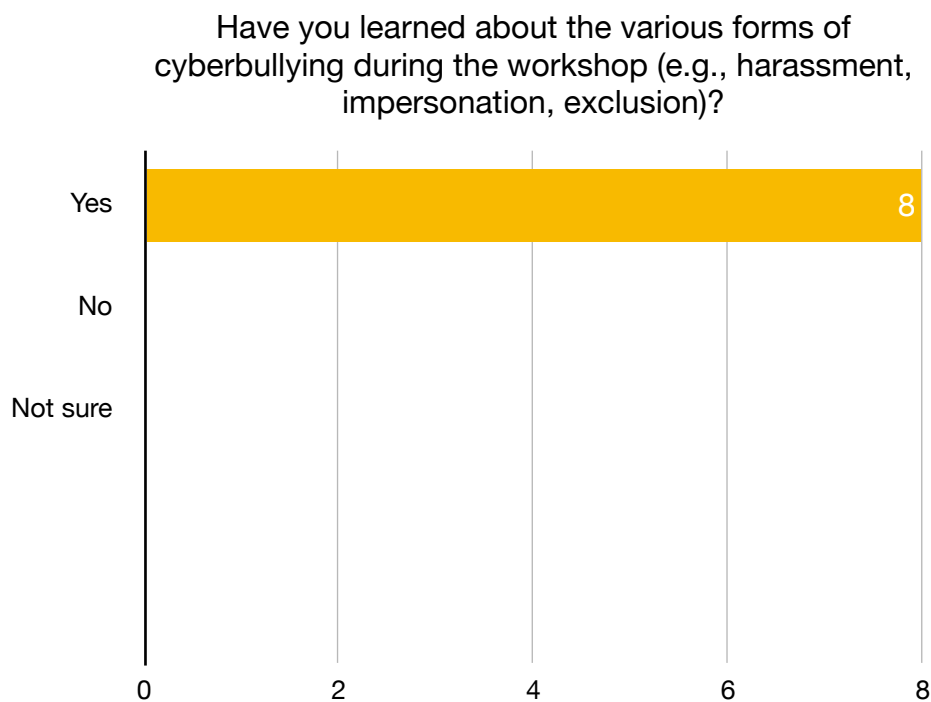
d. Knowledge of Consequences:
• All participants (100%) gained knowledge about the possible consequences of cyberbullying for both victim and aggressor.

Have you gained knowledge on the potential consequences of cyberbullying for both the victim and the perpetrator?
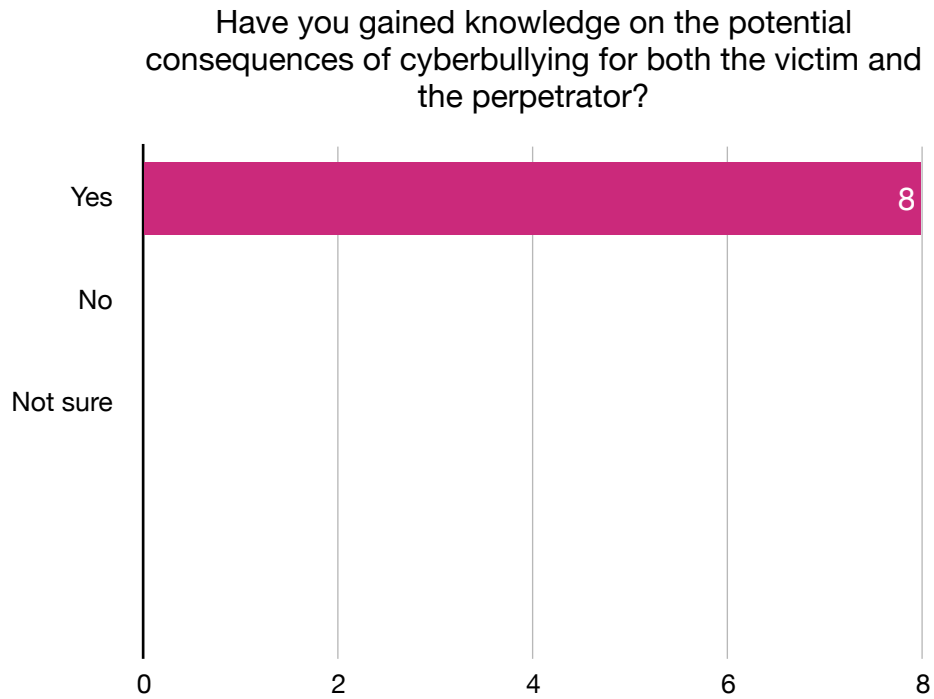
e. Ability to identify strategies to prevent and deal with incidents of cyberbullying:
• 7 participants (87.5%) feel they can identify strategies to prevent and deal with cyberbullying.
• 1 participant (12.5%) is 'not sure' about this.

Can you now identify strategies to prevent and respond to cyberbullying incidents?
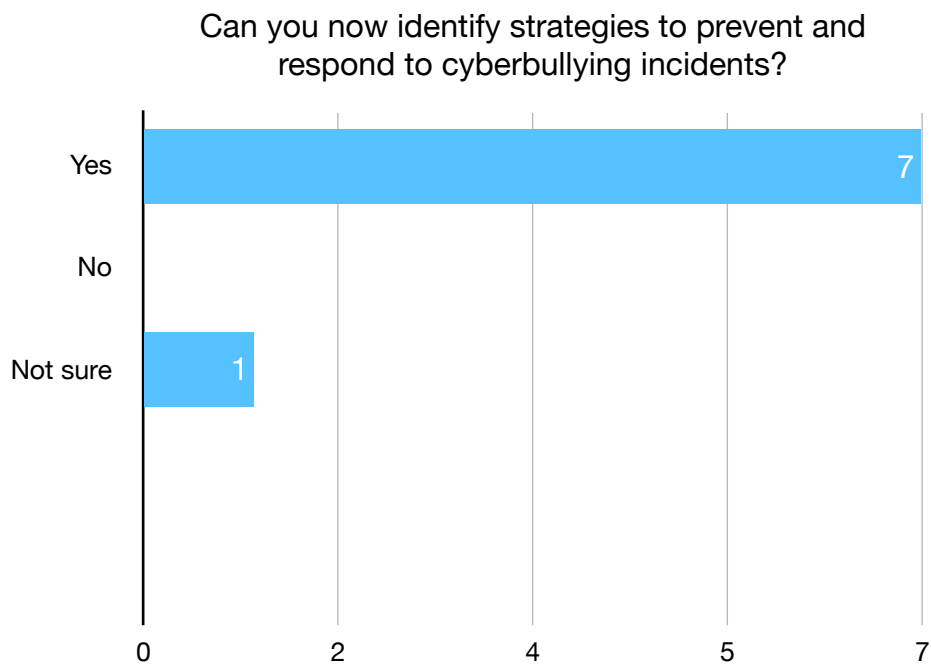
f. Increased confidence in the ability to recognise and deal with cyberbullying after the workshop:

- All participants (100%) feel more confident in their ability to recognise and deal with cyberbullying after the workshop.

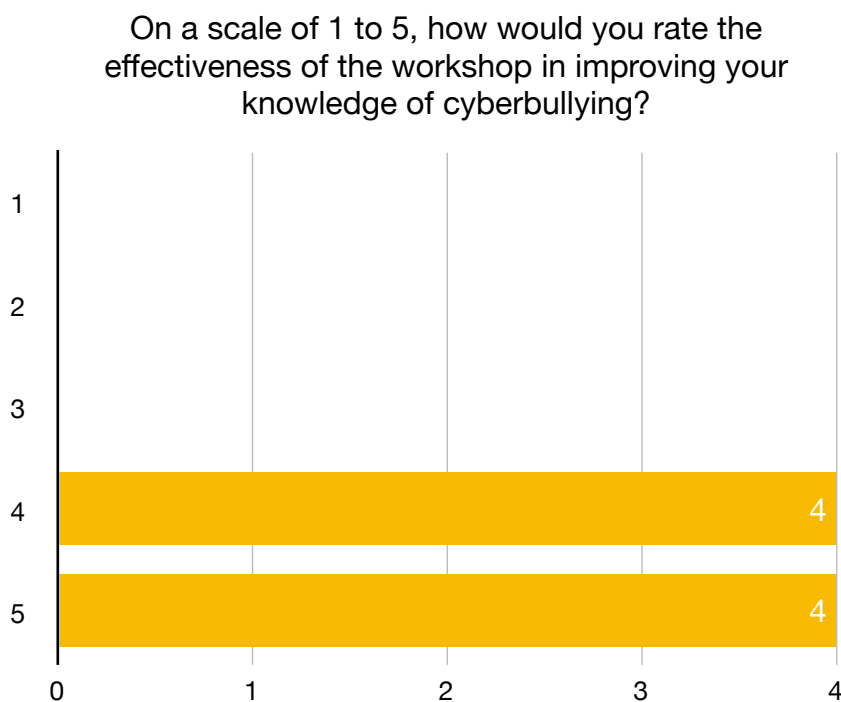Do you feel more confident in your ability to recognise and address cyberbullying after attending the workshop?

Yes	8
No	
Not sure	

(x-axis: 0, 2, 4, 6, 8)

g. Valutazione dell'efficacia del workshop:

- 4 partecipanti (50%) hanno valutato il workshop con "4" su una scala da 1 a 5.
- Altri 4 partecipanti (50%) hanno assegnato un punteggio massimo di "5."

On a scale of 1 to 5, how would you rate the effectiveness of the workshop in improving your knowledge of cyberbullying?

1	
2	
3	
4	4
5	4

(x-axis: 0, 1, 2, 3, 4)

The results show a high degree of satisfaction among participants, with the majority of them responding positively about their preparedness and confidence to recognise, deal with and prevent cyberbullying after the workshop. The overall evaluation of the workshop was highly positive, with half of the participants giving the highest rating of '5'.

The comments collected reflect a wide range of opinions, but overall, it is clear that the workshop had a positive impact on participants' knowledge and perspectives.
Some participants praised the workshop for presenting best practices in combating cyberbullying, highlighting the importance of this information. Others simply stated that "everything was great" and that they learned a lot. This is a sign of success for the workshop, as it shows that the participants benefited from their participation.

One participant expressed an interest in learning further on how to protect others more effectively. This is a testimony of the desire to further deepen the knowledge gained during the workshop. However, there was also more critical feedback from some participants who felt that a one-day workshop might not be enough to fully understand how to prevent cyberbullying. Nevertheless, they emphasised that their level of knowledge on the topic improved considerably, which is a positive result.

Overall, the feedback shows that the workshop was a success and provided a solid knowledge base on preventing cyberbullying, increasing the participants' confidence in tackling this growing problem.

Digital Education Cyber Inclusion

Programme Erasmus +
Action type: Small-scale partnership in vocational education and training
Project Reference: 2022-IT01-KA210-VET-000081092

* Indicates required question

1. Gender *

    Mark only one oval.

    ◯ Male
    ☑ Female
    ◯ Non-binary
    ◯ Prefer not to say
    ◯ Other: _____

2. How confident do you feel in your understanding of what constitutes cyberbullying? *

    Mark only one oval.

    ☑ Very confident
    ◯ Somewhat confident
    ◯ Not confident

3. Do you know how to report instances of cyberbullying on popular social media platform and websites?

Mark only one oval.

- [✓] Yes
- [ ] No
- [ ] Not sure

4. Have you learned about the various forms of cyberbullying during the workshop (e.g., harassment, impersonation, exclusion)?

Mark only one oval.

- [✓] Yes
- [ ] No
- [ ] Not sure

5. Have you gained knowledge on the potential consequences of cyberbullying for both the victim and the perpetrator?

Mark only one oval.

- [✓] Yes
- [ ] No
- [ ] Not sure

6. Can you now identify strategies to prevent and respond to cyberbullying incidents? *

   Mark only one oval.

   ✓ Yes

   ◯ No

   ◯ Not sure

7. Do you feel more confident in your ability to recognize and address cyberbullying after attending the workshop?

   Mark only one oval.

   ✓ Yes

   ◯ No

   ◯ Not sure

8. On a scale of 1 to 5, how would you rate the effectiveness of the workshop in improving you knowledge of cyberbullying?

   Mark only one oval.

	1	2	3	4	5
	◯	◯	◯	✗	◯

9. Do you have any suggestions for improving future workshops or additional topics you woul like to learn about related to online safety and cyberbullying?

   All good! I've learnt a lot!

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* Indicates required question

1. Gender *

   Mark only one oval.

   ⭕ Male
   ⊗ Female
   ⭕ Non-binary
   ⭕ Prefer not to say
   ⭕ Other: _____

2. How confident do you feel in your understanding of what constitutes cyberbullying? *

   Mark only one oval.

   ⊗ Very confident
   ⭕ Somewhat confident
   ⭕ Not confident

3. Do you know how to report instances of cyberbullying on popular social media platform and websites?

Mark only one oval.

☒ Yes

◯ No

◯ Not sure

4. Have you learned about the various forms of cyberbullying during the workshop (e.g., harassment, impersonation, exclusion)?

Mark only one oval.

☒ Yes

◯ No

◯ Not sure

5. Have you gained knowledge on the potential consequences of cyberbullying for both the victim and the perpetrator?

Mark only one oval.

☒ Yes

◯ No

◯ Not sure

6. Can you now identify strategies to prevent and respond to cyberbullying incidents? *

   Mark only one oval.

   - ☒ Yes
   - ◯ No
   - ◯ Not sure

7. Do you feel more confident in your ability to recognize and address cyberbullying after attending the workshop?

   Mark only one oval.

   - ☒ Yes
   - ◯ No
   - ◯ Not sure

8. On a scale of 1 to 5, how would you rate the effectiveness of the workshop in improving you knowledge of cyberbullying?

   Mark only one oval.

1	2	3	4	5
◯	◯	◯	◯	☒

9. Do you have any suggestions for improving future workshops or additional topics you would like to learn about related to online safety and cyberbullying?

   Spreading some knowledge about the latest
   EU laws updates (Digital Service Act e.g.) about
   what EU citizens can do to surf more safely
   the internet and social media

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   Mark only one oval.

   ☒ Male

   ◯ Female

   ◯ Non-binary

   ◯ Prefer not to say

   ◯ Other: _____

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   Mark only one oval.

   ◯ Very confident

   ☒ Somewhat confident

   ◯ Not confident

3. Do you know how to report instances of cyberbullying on popular social media platforms and websites?

Mark only one oval.

☒ Yes

◯ No

◯ Not sure

4. Have you learned about the various forms of cyberbullying during the workshop (e.g., harassment, impersonation, exclusion)?

Mark only one oval.

☒ Yes

◯ No

◯ Not sure

5. Have you gained knowledge on the potential consequences of cyberbullying for both the victim and the perpetrator?

Mark only one oval.

☒ Yes

◯ No

◯ Not sure

6. Can you now identify strategies to prevent and respond to cyberbullying incidents? *

   Mark only one oval.

   ◯ Yes

   ◯ No

   ⊗ Not sure

7. Do you feel more confident in your ability to recognize and address cyberbullying after attending the workshop?

   Mark only one oval.

   ⊗ Yes

   ◯ No

   ◯ Not sure

8. On a scale of 1 to 5, how would you rate the effectiveness of the workshop in improving you knowledge of cyberbullying?

   Mark only one oval.

	1	2	3	4	5
	◯	◯	◯	⊗	◯

9.
   Do you have any suggestions for improving future workshops or additional topics you would like to learn about related to online safety and cyberbullying?

   I think that one-day workshop isn't enough to understand how to prevent cyberbullying. Anyway I improve my knowledge about this topic a lot.

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   ⊗ Female

   ⬭ Non-binary

   ⬭ Prefer not to say

   ⬭ Other: _____

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   Mark only one oval.

   ⊗ Very confident

   ⬭ Somewhat confident

   ⬭ Not confident

3. Do you know how to report instances of cyberbullying on popular social media platforms and websites?

   Mark only one oval.

   (X) Yes

   ( ) No

   ( ) Not sure

4. Have you learned about the various forms of cyberbullying during the workshop (e.g., harassment, impersonation, exclusion)?

   Mark only one oval.

   (X) Yes

   ( ) No

   ( ) Not sure

5. Have you gained knowledge on the potential consequences of cyberbullying for both the victim and the perpetrator?

   Mark only one oval.

   (X) Yes

   ( ) No

   ( ) Not sure

6. Can you now identify strategies to prevent and respond to cyberbullying incidents? *

   Mark only one oval.

   (X) Yes

   ( ) No

   ( ) Not sure

7. Do you feel more confident in your ability to recognize and address cyberbullying after attending the workshop?

   Mark only one oval.

   (X) Yes

   ( ) No

   ( ) Not sure

8. On a scale of 1 to 5, how would you rate the effectiveness of the workshop in improving you knowledge of cyberbullying?

   Mark only one oval.

	1	2	3	4	5
	( )	( )	( )	(X)	( )

9.

   Do you have any suggestions for improving future workshops or additional topics you woul like to learn about related to online safety and cyberbullying?

   _____

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   ◯ Other: _____

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   ◯ Somewhat confident
   ◯ Not confident

3. Do you know how to report instances of cyberbullying on popular social media platform and websites?

Mark only one oval.

☑ Yes

◯ No

◯ Not sure

4. Have you learned about the various forms of cyberbullying during the workshop (e.g., harassment, impersonation, exclusion)?

Mark only one oval.

☑ Yes

◯ No

◯ Not sure

5. Have you gained knowledge on the potential consequences of cyberbullying for both the victim and the perpetrator?

Mark only one oval.

☑ Yes

◯ No

◯ Not sure

6. Can you now identify strategies to prevent and respond to cyberbullying incidents? *

   Mark only one oval.

   ☑ Yes

   ◯ No

   ◯ Not sure

7. Do you feel more confident in your ability to recognize and address cyberbullying after attending the workshop?

   Mark only one oval.

   ☑ Yes

   ◯ No

   ◯ Not sure

8. On a scale of 1 to 5, how would you rate the effectiveness of the workshop in improving you knowledge of cyberbullying?

   Mark only one oval.

	1	2	3	4	5
	◯	◯	◯	☑	◯

9. Do you have any suggestions for improving future workshops or additional topics you woulc like to learn about related to online safety and cyberbullying?

   Not really

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   Mark only one oval.

   ☑ Very confident
   ◯ Somewhat confident
   ◯ Not confident

3. Do you know how to report instances of cyberbullying on popular social media platforms and websites?

Mark only one oval.

- ✓ Yes
- ⬭ No
- ⬭ Not sure

4. Have you learned about the various forms of cyberbullying during the workshop (e.g., harassment, impersonation, exclusion)?

Mark only one oval.

- ✓ Yes
- ⬭ No
- ⬭ Not sure

5. Have you gained knowledge on the potential consequences of cyberbullying for both the victim and the perpetrator?

Mark only one oval.

- ✓ Yes
- ⬭ No
- ⬭ Not sure

6. Can you now identify strategies to prevent and respond to cyberbullying incidents? *

   Mark only one oval.

   ☑ Yes

   ⬭ No

   ⬭ Not sure

7. Do you feel more confident in your ability to recognize and address cyberbullying after attending the workshop?

   Mark only one oval.

   ☑ Yes

   ⬭ No

   ⬭ Not sure

8. On a scale of 1 to 5, how would you rate the effectiveness of the workshop in improving you knowledge of cyberbullying?

   Mark only one oval.

1	2	3	4	5
⬭	⬭	⬭	⬭	☑

9. Do you have any suggestions for improving future workshops or additional topics you would like to learn about related to online safety and cyberbullying?

   All was great. I would maybe want to learn more about how to protect others more effectively

Digital Education Cyber Inclusion

Programme Erasmus +
Action type: Small-scale partnership in vocational education and training
Project Reference: 2022-IT01-KA210-VET-000081092

* Indicates required question

1. Gender *

Mark only one oval.

- Male
- ⊗ Female
- Non-binary
- Prefer not to say
- Other: _____

2. How confident do you feel in your understanding of what constitutes cyberbullying? *

Mark only one oval.

- ⊗ Very confident
- Somewhat confident
- Not confident

3. Do you know how to report instances of cyberbullying on popular social media platforms and websites?

Mark only one oval.

- ⊗ Yes
- ◯ No
- ◯ Not sure

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Mark only one oval.

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   Mark only one oval.

   (X) Yes

   ( ) No

   ( ) Not sure

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   Mark only one oval.

   (X) Yes

   ( ) No

   ( ) Not sure

8. On a scale of 1 to 5, how would you rate the effectiveness of the workshop in improving you knowledge of cyberbullying?

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1	2	3	4	5
○	○	○	○	⊗

9. Do you have any suggestions for improving future workshops or additional topics you would like to learn about related to online safety and cyberbullying?

   all was great

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1	2	3	4	5
◯	◯	◯	◯	☒

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   To show some best practice