



## D2.5: Multi-dimensional methodology (final version)

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## LIST OF ABBREVIATIONS

Abbreviation	Meaning
AMN	Amnesty International Italy
FBK	Fondazione Bruno Kessler
PAT	Provincia Autonoma di Trento
YEU	Youth for Exchange and Understanding

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Table 1: Common structure of the training courses implemented by YEU International during the KID\_ACTIONS training phase..... 17

## EXECUTIVE SUMMARY

The Deliverable 2.5 defines the final version of the Multidimensional Methodology for the European project KID\_ACTIONS - Kick-off preventing and responding to children and Adolescents cyberbullying through innovative monitoring and educational technologies (<https://www.kidactions.eu/> - REC Action Grant / REC-RDAP-GBV-AG-2020). The deliverable type is “R” (i.e., document, report), while the dissemination level is “Public”.

In this document, we present the consolidated Multidimensional Methodology of the KID\_ACTIONS Project based on the lessons learnt throughout the lifecycle of the project, which intends to provide the guidelines and approaches on how to engage all stakeholders and target groups in the daily use of the KID\_ACTION Digital Education Platform and of the training and educational path. Furthermore, the deliverable D2.5 will also be one of the key results to ensure the replicability of the project approach beyond the end of the project.

This document builds on the previous deliverable D2.4 “Multidimensional Methodology and Socio-technical Requirements v.1”, which aggregates the consolidated knowledge collected during the research phase of the project. D2.4 was based on the Focus Group for Stakeholders and Target Groups’ Needs Assessment, the Semi-Structured Interviews with Key Experts and the online survey on Youngsters’ Perception of the Cyberbullying Phenomenon conducted in the first phase of the project within WP2. Furthermore, the present deliverable (D2.5) considers the activities implemented throughout the lifecycle of the project, namely the co-creation sessions (reported in D4.1), train-the-trainer courses (reported in D4.3), and piloting and roll-out activities (reported in D4.4). All these activities followed the ethical, data protection and privacy-related principles as defined in the KID\_ACTIONS Grant Agreement (GA), D1.1 - Project Management Plan (including the Data Protection Impact Assessment - DPIA and Joint Controllership Agreement - JCA) as well as D1.6 - CPPs (Child Protection Policies). The related Deliverables (D4.1, D4.3 and D4.4) were reviewed by the partner organisations’ legal experts and Data Protection Officers, as well as from the External Ethics Adviser.

The present deliverable results from Task 2.3 “Drafting the KID\_ACTIONS socio-technical requirements and multi-dimensional methodology” (M5-M24), which determined the quality standards for the definition of the project’s methodology, utilising a convergent methodology and multi-method/convergent validation.

This document will firstly include a summary of its predecessor (D2.4), with an overview of the results of the desk research, focus groups, semi-structured interviews and online survey conducted within WP2. This will provide the reader with the overview of the elements which served as the foundation for the implementation of the following activities performed within WP4. As such, this deliverable will elaborate on the co-creation, training and piloting and roll-out phases of the project, taking into consideration the methodological approach taken for designing and implementing each of them, as well as their key results from the activities in these phases - both in Italy and at European level -, and finally consider the joint conclusion for the three phases. In addition to that, this document will consider the implementation of the KID\_ACTIONS Lab, considering the methodological approach adopted for this activity and its influence on the project results, namely the development of the KID\_ACTIONS Policy Recommendations.

Furthermore, the consolidated multidimensional methodology will aggregate the methodological approach adopted for the elicitation of the socio-technical requirements and the development and release of the KID\_ACTIONS database with all the data collected within the project.

Finally, deliverable D2.5 will consolidate the lessons learnt throughout the project's lifecycle by the consortium members, including the feedback delivered during the 2nd KID\_ACTIONS European, Policy, Research and Practitioners Forum, held on November 22nd 2022, regarding the future exploitation and sustainability plans for the project results and solutions.

# 1. INTRODUCTION

The KID\_ACTIONS project aimed to address cyberbullying among children and adolescents through interactive education and gamification within formal and non-formal learning settings. The project, which was implemented over the course of two years, intended to support teachers, educators, and youth workers in fostering effectiveness and efficiency in education about the risks and effects of cyberbullying, raise awareness among secondary school students and youth centres, and encourage reporting by victims and bystanders. Consequently, KID\_ACTIONS intended to 1) empower young people to recognise and react effectively against cyberbullying through the Digital Education Platform including an advanced social media monitoring system and gameful education tools, as well as tailored educational toolkits, which were co-created and experimented by above 1,000 children and adolescents with their educators across 10 European countries, and 2) foster 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, and strengthen cross-border coalition building through the KID\_ACTIONS Lab.

This deliverable D2.5 - *“Consolidated Multidimensional Methodology”* is the final version of the methodology adopted throughout the project and aims to lay out the methodological approach and results of the main key phases of the project, including:

- Research Phase: D2.4 *“KID\_ACTIONS Multi-dimensional Methodology and Socio-technical requirement v.1”*.
- Co-creation Phase: D4.1 - *“Co-creation Activities Report”*.
- Training Phase: D4.3 - *“Train-the-trainers Activities Report”*.
- Piloting and Roll-Out Phase: D4.4 - *“Piloting and Roll-out Activities Report”*.

Furthermore, the document considers the methodology and key results of the KID\_ACTIONS Lab, whose work contributed directly to the Policy Recommendations set forward by this project (see D5.4). In addition to the previous elements, the Consolidated Multidimensional Methodology of the KID\_ACTIONS project (D2.5), also provides an update on the Methodological Approach to the Development of the KID\_ACTIONS Education Platform and Database.

Lastly, the development of this document took into consideration the lessons learned throughout the project, gathering input from all project partners in order to assess the positive outcomes of the project, the challenges faced, as well as to lay out some suggestions for the implementation of future projects.

## 2. SUMMARY OF THE KEY FINDINGS FROM D2.4

This document, as mentioned previously, has been a living document throughout the lifecycle of the project. This means that the final version of the multi-dimensional methodology of the KID\_ACTIONS project build upon its predecessor - D2.4 *“KID\_ACTIONS Multi-dimensional Methodology and Socio-technical requirement v.1”* -, as well as on the experiences of the co-creation (D4.1), train-the-trainers (D4.3) and piloting and roll-out activities (D4.4) and lessons learned by the project partners during the past 24 months.



Therefore, this section briefly considers the results of the preliminary desk research, focus groups, semi-structured interviews with key experts in the field of cyberbullying, and the online survey with young people, implemented between M1 and M6. By doing this, this chapter supports the following sections with qualitative and quantitative evidence collected in the earlier stages of the project. The version 1 of this methodology allowed the project consortium to be informed by a varied demographic, which in turn results in a comprehensive understanding of the topic, the existing mechanisms to prevent and respond to cyberbullying, in addition to the challenges in effectively preventing and responding to the phenomenon.

The data gathered during these first project phases informed the project consortium about cyberbullying, specifically on its incidence, and the existing understanding on how to best confront this problem. Accordingly, one of the main outcomes of the research phase of this project concerned the understanding that cyberbullying is a cross-sectoral problem and that it needs a coordinated and comprehensive response from all the relevant stakeholders and target groups, as these will be the most sustainable and successful solutions across the board and through time. Furthermore, the research showed that, because cyberbullying is a cross-sectoral phenomenon, it is important that the efforts to combat this issue go beyond the topic of cyberbullying. Indeed, those actors consulted on this matter - stakeholders, educators, young people alike - mentioned the importance of focusing on emotional learning, human relations and the creation of empathy as means to combat cyberbullying. This point was extremely relevant and directly influenced the development of the KID\_ACTIONS Educational Toolkit, based on Social and Emotional Learning (SEL) methodologies.

Furthermore, the experts involved in these first phases of the project recognized the importance of a multidisciplinary approach to cyberbullying, which combines digital tools with offline group work and relevant educational activities. As such, the stakeholders recognized a clear need for a coordinated and multidisciplinary approach to this topic and the importance for this approach to have, as overarching principles, co-creation, and community involvement. Firstly, co-creation regards the involvement of youth and young people in all stages of the process, not only when it comes to the evaluation of tools and protocols, but also regarding its early development. This way, not only the results of the KID\_ACTIONS project, but also similar future endeavours, are deemed more useful and meaningful because they directly answer to the needs and expectations of the main target groups - children and young people. Secondly, as regards community involvement, our research has shown that it is imperative to adopt a whole school approach when cyberbullying is concerned. Indeed, only with the involvement of all members of society, including policy makers, parents, teachers, youth workers, children and young people, bystanders, traditional media, social media companies and ICT companies in general, is it possible to achieve effective and efficient strategies to combat cyberbullying. On this note, it is thus important to educate all members of society on the topic of cyberbullying, including the risks and opportunities offered by the Internet and thus reduce the existing intergenerational gap, which hinders the achievement of efficient and successful measures to understand, prevent and respond to cyberbullying.

Finally, the research phase implemented between M1 and M6 informed the project partners of the importance of developing a platform and digital tools that are open but anonymous. The premise behind this is not only to comply with GDPR rules, but also to develop a space where young people can openly, yet anonymously, engage with their peers and support each other.

### 3. CO-CREATION PHASE

During the co-creation phase of the KID\_ACTIONS project (M6-M15), the consortium implemented several co-creation sessions, organised with educational staff, children and adolescents. These sessions were implemented in Italy by PAT and AMN and, at a European level within the YEU network, with the intent to guide the process of development of the Digital Education Platform and the Educational Toolkit. During this undertaking, it was kept in mind that the digital and non-digital tools of the KID\_ACTIONS project were developed with the aim to be used independently or as part of the KID\_ACTIONS Educational Toolkits, created to prevent cyberbullying in formal and informal learning settings through different cultures, educational contexts, and countries.

Therefore, the co-creation sessions organised in the framework of the KID\_ACTIONS project (see D4.1 “Co-creation sessions” for more details) intended to ensure that the digital and non-digital tools developed are effective in combating cyberbullying, developed adopting a user-centred perspective, together with educators and children and young people, who are the main recipients of such outputs.

As such, there were two phases to these sessions. In the first phase (Phase A), the project consortium involved educational staff (formal and non-formal). The first session of this phase took place in Brussels in October 2021 with non-formal educators from the YEU Network. Later, in December 2021, a co-creation session was held in Trento with teachers from Italy, held by AMN and PAT and supported by FBK.

As regards to the second phase of the co-creation session (Phase B), the methodology adopted in Italy and at the European level differed slightly, due to the circumstances imposed by the COVID-19 pandemic and at the international level. In the context of this phase, the project partners in Italy held six face-to-face sessions between January and February 2022 in Trento, Brescia, Pescara, and Bari. On the other hand, the four co-creation sessions held in Phase B at the European level took place online, in February 2022.

Therefore, the methodology of these sessions was adapted considering not only their format (online or offline), but also the group characteristics and dynamics, as well as the responsible project partner for the implementation of the co-creation sessions. Furthermore, the content and duration of the sessions also varied on the basis of the audience characteristics and partner organisation leading the sessions. This way, the project partners were able to adopt a learner-centred approach and adjust the co-creation sessions’ methodology to the needs of their participants.

The following sections of this document will provide an overview of the methodology adapted in Italy and at the European level, as well as of the key findings and results of this phase of the project.

#### 3.1. Co-creation Sessions in Italy

In Italy, AMN, PAT and FBK collaborated in the implementation of the co-creation sessions both in Phase A and Phase B of the process. The project partners involved, in both project phases, educational staff from several Italian regions, namely Trentino Alto-Adige, Lombardia, Abruzzo and Puglia, as well as children and adolescents from schools based in Trento, Brescia, Bari and Pescara.

The following section will take into consideration the methodological approach adopted in the different phases and how it was adjusted based on the characteristics and needs of the groups.

### 3.1.1. Methodological Approach

The co-creation sessions in Phase A in Italy took place over the course of two days in Trento and involved 17 educators coming from different Italian regions. The aim of the session was to identify the capacity of schools in dealing with the cyberbullying phenomena and the need for educators to raise awareness on this topic. The educators who took part in the session provided feedback on some of the KID\_ACTIONS educational tools available in their preliminary version.

In Phase B, the partners implemented a total of 6 co-creation sessions with children and adolescents in Italy. These sessions followed the same fundamental structure, but were slightly adapted depending on the lead partner, session location (online versus on-site) and age of participants. All sessions began with one introductory activity on the nature of cyberbullying, followed by an exploration of the KID\_ACTIONS digital tools. All sessions concluded with feedback from participants, both informally during the sessions as well as via an evaluation questionnaire (see D4.1 and annexes).

## 3.2. Co-creation Sessions in Europe

As previously mentioned, and similarly to what happened in the co-creation sessions in Italy, there were two phases for these activities. Phase A involved educational staff from the YEU network, while Phase B involved children and adolescents, as well as some youth workers from different European countries (Belgium, Bulgaria, Cyprus, Germany, Greece, Serbia, Slovakia, and Slovenia).

The following section will elaborate on the methodological approach adopted in these two phases. This will be followed by a section that considers the key findings and results of the co-creation sessions both in Italy and in Europe.

### 3.2.1. Methodological Approach

The co-creation sessions in Phase A happened in Brussels, face-to-face, on October 29-30<sup>th</sup> 2021, and involved 15 educators and youth workers. The main aim of the session was to support the adaptation of a sample of the activities from the KID\_ACTIONS Educational Toolkit to a non-formal education environment. Moreover, the educators involved in this phase also discussed how to approach young people when tackling cyberbullying. Finally, they were invited to reflect on their needs to understand how they can be equipped with the appropriate knowledge.

The co-creation sessions of Phase B were implemented with children and adolescents, as well as youth workers from the YEU network. These sessions were implemented online and followed the same structure, with minor adjustments to answer the needs of the participants in each session. During this phase, the sessions started with an introduction of the topic of cyberbullying, the KID\_ACTIONS project and the tools created to which the participants provided their feedback. YEU International used a set of questions to guide all the sessions. These questions were an adapted version of the questions created by AMN for the co-creation activities implemented in Italy.

## 3.3. Key findings and results

The key findings of Phase A are similar across the board, in Italy and in Europe, where both formal and non-formal educators considered the educational activities and digital tools engaging and interesting. During these sessions, the educational staff provided their feedback not only on the digital tools (KAMot, Rocket.Chat, High School Superhero and CREENDER), but also on the educational activities that are included in the KID\_ACTIONS Educational Toolkit, namely:

- U6: Using tools to spot cyberbullying
- U3: The language of cyberbullying
- R5: Rocket.Chat - Exploring the roles in cyberbullying
- R6: Exploring the roles through offline role-playing
- P3: CREENDER - Cyberbullying through comments
- U4: CREENDER - The big debate
- R7: High School Superhero - From negative to positive

In both contexts, the needs of the educators regarding such activities and tools were converging on some key points. Firstly, the educators mentioned the importance of providing information to teachers and youth workers on how to create a safe space and context where children and young people feel supported and safe to share their knowledge and possible experiences with cyberbullying. Moreover, they provided feedback in relation to the duration of the different sections in any given activity (e.g.: introduction, debriefing). This feedback was promptly implemented by EUN during the creation of the KID\_ACTIONS Educational Toolkits (D4.2). Furthermore, the educators stressed the importance of having together all the materials that would be needed for an activity. They further underlined the necessity of getting familiar with the tools before using them.

As regards Phase B, generally speaking, the children and adolescents appreciated the tools that they tested and mentioned that they can help in the goal of preventing, detecting, and reacting to cyberbullying. One of the points of criticism that was taken seriously already in the development of the Educational Toolkits and was also considered in the context of the Digital Education Platform v.1 development (D3.2) is that the tools should aim to be as realistic and 'close to real life' experiences. The students agreed that the tools can be successful to increase awareness and understanding regarding cyberbullying and would help them to feel more empowered if they were victims of cyberbullying. Furthermore, the participants mentioned that there could be more emphasis on the consequences of cyberbullying throughout the tools and suggested the inclusion of options to find real professional help for people who are struggling with cyberbullying instances (e.g.: helplines).

In the co-creation sessions in Italy, the children and adolescents gave feedback on the different digital components developed within the KID\_ACTIONS project, namely CREENDER, High School Superhero and Rocket.Chat (see D4.1 for detailed feedback on the KID\_ACTIONS digital tools), and in a more general manner, regarding the topic of the project, the type of tools expected from such project, and others. As such, in the Italian co-creation phase with children and adolescents, and for the purposes of the development of the consolidated Multidimensional Methodology, it matters to highlight some of the points shared by the participants. Firstly, the participants mentioned the importance of discussing cyberbullying in private settings rather than classrooms, which led the developers to integrate anonymity as a key setting in the KID\_ACTIONS digital tools, thus also complying with the EU GDPR Guidelines that the project carefully follows. Furthermore, along these lines, it was also mentioned by the participants that technologies should be safe to use by blocking people or being anonymous (features that were included in the digital tools).

Regarding the European co-creation sessions in Phase B, the participants were overall enthusiastic about the digital tools Rocket.Chat, CREENDER and High School Superhero. Specifically, the participants showed particular interest in High School Superhero, which they considered fun, inspiring, and engaging, and would help with raising awareness on cyberbullying. It is also important to note

that the participants mentioned that it is necessary for educators to have guidance in introducing the tools to young people and support a debriefing session after the young people use them. Additionally, as previously mentioned, the need to create safe spaces ahead of the utilisation of the tools was reiterated, in order to prevent possible escalation of the situation, and so that young people feel comfortable sharing their emotions and experiences.

### 3.4. Interim Conclusions

All the feedback provided by both educators and children and adolescents during the co-creation phases of the KID\_ACTIONS project was carefully considered by the project partners when developing and improving the KID\_ACTIONS Digital Education Platform, and the KID\_ACTIONS Educational Toolkits. Furthermore, taking into account the partner's expertise on the topic and regarding the development of such outputs, this feedback was mostly implemented in the improved versions of the digital and non-digital tools, except in those cases where previous experiences informed the lead partner otherwise. Some improvements observed are:

1. The timing of the separate sections of the educational activities (the starter activities, the main activities, and the plenary) was prolonged thanks to the feedback from the educators.
2. A 'Guidance for educators – Using the KID\_ACTIONS Educational Toolkit' was created and attached to D4.2 to explain the use of the education toolkits, the foci of the activities, the social and emotional learning areas that are explored and practical guidance for educators on the steps they should take before using the educational toolkits - with references to a Child Protection guide and background information on cyberbullying.
3. A 'Child Protection Guidance – Safeguarding youth when using the KID\_ACTIONS Educational materials' was created and also attached to D4.2, meant to help educators to create a safe space in the classroom by sharing several principles that would help to achieve this (such as, setting ground rules). It provides insights into how to use the educational tools safely and how to handle disclosures or seek further help and support.

Furthermore, the feedback on the digital tools was used to work on the development of the KID\_ACTIONS Digital Education Platform v.1, released in July 2022 by FBK.

## 4. TRAINING OF TRAINERS

Following the co-creation phases and the implementation of the feedback given by both educational staff and children and young people on the KID\_ACTIONS digital and non-digital tools, the next phase of the project contemplated the training of trainers on the topic of cyberbullying and the utilisation of the KID\_ACTIONS Digital Education Platform and the KID\_ACTIONS Educational Toolkits. As such, the project partners organised and implemented tailored 'Train-the-Trainer' activities involving teachers, educators, and youth workers on the contents, methodologies and tools introduced by the educational toolkits (D4.2 at M15) and by the preliminary KID\_ACTIONS technological infrastructure (D3.1 at M7), in order to prevent and combat cyberbullying among children and adolescents.

During this phase of the project, in Italy three two-day "national" training courses were organised in Trento, Palazzolo sull'Oglio (Brescia) and Molfetta (Bari); at the European level, three two-day "regional" training courses were organised in Belgium and Slovenia; and, finally, five online webinars

were organised in order to reach a wider European audience of educators and other professionals with an interest to pilot and/or draw upon the educational toolkit and digital tools. The main goal of these activities was to help the educational staff to inform, motivate and inspire young people through the KID\_ACTIONS educational activities and tools, and to further involve them in the following piloting and roll-out activities of the KID\_ACTIONS project.

In total, 202 educators and youth workers were involved in the training courses in Italy and at the European level (i.e.: roughly about 10 to 15 participants per training course), while about 50 participants took part in each webinar (live versions), with about 100 views of the video podcasts.

As regards to the methodology adopted, each training course was tailored to the participants and implemented non-formal and participative methodologies to prevent and combat cyberbullying among children and adolescents. The activities, in line with the project, adopted a multidimensional approach to enhance the methods to prevent and tackle cyberbullying at the EU level. This approach encouraged a strategic use of technologies in support of youth and their educators.

In the following sessions we make a breakdown of these activities, considering the methodological approach adopted and the key findings and results of each of these steps.

## 4.1. Train-the-Trainer Sessions in Italy

In Italy, FBK, AMN and PAT collaborated on the implementation of three two-day national training courses, organised for teachers, educators and youth workers involved in the National Pilot in Trento, Palazzolo sull'Oglio (Brescia) and Molfetta (Bari). In total, 39 teachers were involved in the KID\_ACTIONS train-the-trainer training courses in seven schools, between April and May 2022.

The training courses followed similar methodologies, each implementing non-formal and participative methodologies. The main goal was to provide educators with the knowledge, skills, and tools to identify and address cyberbullying, as well as guide them through the implementation of the KID\_ACTIONS activities in the subsequent piloting phase of the project.

The national train-the-trainer activities, in Italy, were adjusted to accommodate the needs and schedules of the teachers taking part. For that reason, even though the structure of the sessions was similar, each of them had a specific schedule.

The following section will describe the methodological approach taken in each of the sessions.

### 4.1.1. Methodological Approach

#### 4.1.1.1. Training Course in Trento

The first national training course in Italy took place in Trento, organised by PAT over the course of 8 hours, with the participation of 15 teachers representing five schools from the territory of the Autonomous Province of Trento.

The methodologies used in this training course were the ones of the Human Rights Education, resorting to both formal (PowerPoint presentations) and non-formal activities (participatory sessions). To begin with, the educators worked together to reach common theory ground on what cyberbullying is. Similarly, the teachers also explored the concept of human rights education and the importance of using its methodologies to counter cyberbullying.

As regards the KID\_ACTIONS project and the digital and non-digital tools developed within its framework, the educators involved got to know the KID\_ACTIONS website and the Educational Toolkits, as well as the preliminary guides on child protection and for educators which is part of the KID\_ACTIONS Toolkits (D4.2). Furthermore, the participants tested two activities of the toolkit: “Your best self” and “The Big Debate”. In the case of the first one, the teachers were asked to analyse the tool and consider its usage/adaptation in their classes, rather than asked to test the tool.

Finally, the teachers were shown the KID\_ACTIONS Digital Education Platform, followed by a 30-minute simulation on Rocket.Chat, with one of the teachers managing the tool on the platform. Furthermore, the video game High School Superhero was presented.

#### 4.1.1.2. Training Course in Palazzolo Sull’Oglio (Brescia)

The second national training course took place in Palazzolo Sull’Oglio (Brescia), organised by AMN over the course of 20 hours with 12 teachers. This training course was longer than the first one because it was considered that it would be beneficial for the teachers to have more time to test the activities proposed by the KID\_ACTIONS Educational Toolkits (D4.2).

This first meeting began with the introduction of the project, presentation of the trainers, participants and agenda. As in the previous one, the session afterwards focused on an introduction to cyberbullying where the trainer explained the definitions and main characteristics of cyberbullying. After the theory session, the teachers were asked to test the same activities as in the previous course: “Your best self” and “The Big Debate”. These activities concluded in the first afternoon. In addition to these two activities, the teachers also analysed the toolkit activity “Early warning signs” in order to explore the resources that the participants could use to react to episodes of cyberbullying.

After this first 8-hour session, teachers carried out 10 hours of autonomous work on the topic of cyberbullying. They discussed the project in their classes to make an informed selection of the best classes to involve in the following KID\_ACTIONS piloting and roll-out activities.

#### 4.1.1.3. Training Course in Molfetta

The third, and final, national KID\_ACTIONS training course took place in Molfetta with a group of 12 teachers.

The first part of the training course took place online and lasted for approximately 4 hours. During this phase, the educators present were asked to present themselves and their attitudes towards cyberbullying. Afterwards, the concepts of cyberbullying and its intersectional connections to discrimination were presented by the trainers responsible for this activity.

During this activity, similarly to what happened in the previous training courses, the KID\_ACTIONS website and the Educational Toolkits were presented to the teachers. Furthermore, the guides on child protection for educators that are included in the toolkit were discussed and analysed. Later, the teachers had the opportunity to test two of the activities that are part of the KID\_ACTIONS Educational Toolkits: “Defining Cyberbullying” and “The Big Debate”. The activities were carried out online using a Jamboard as a supporting tool.

Similarly to what happened in Palazzolo Sull’Oglio (Brescia), the teachers then carried out 10 hours of autonomous work on the topic of cyberbullying. They presented the project to their classes in order

to make a conscious decision on which classes to involve in the following piloting and roll-out activities of this project.

Finally, this group had a 6-hour meeting (in presence) in order to evaluate the training and plan for the next phase. During this meeting, FBK was present online and explained the functioning of the Digital Education Platform and informed the teachers about the use of apps and tools that will be available within the platform. The planning of the next steps was carried out through a non-formal activity called “World Café” in which the teachers played out scenarios where they adapt the toolkit activities to their classes.

## 4.2. Train-the-Trainer Sessions in Europe

On a European level, three two-day training courses were implemented by YEU for teachers, educators and youth workers in their network who were responsible for the implementation of the KID\_ACTIONS piloting and roll-out activities in the subsequent phase of the project. Similarly to what happened in Italy, these training courses adopted a multidimensional approach, resorting to non-formal education methods and tools. The educators involved in these activities had the opportunity to become familiar with the topic of cyberbullying as well as the KID\_ACTIONS Digital Education Platform and the KID\_ACTIONS Educational Toolkits. In total, 45 participants took part in the training courses that took place between May and June 2022, in Belgium and Slovenia.

In the case of the activities conducted at the European level, the participants were selected following an open call shared via the network’s member organisations, as well as on the organisation’s website and social media channels. Interested participants had to fill in a registration form where information regarding their interest, experience and background was shared, in order to guarantee a selection of adequate participants for each event. This selection was based on the information provided by the participants, while guaranteeing the geographical distribution required by the project.

The following sections will consider the methodological approach taken during this phase of the project and the key results of this process.

### 4.2.1. Methodological Approach

The three training courses organised and implemented by YEU at the European level followed similar structures, having been adjusted to the needs of the participants and based on the lessons learned throughout this process. Thus, the first training course was probably the most distinct from the others, as it was easier to understand what needed to be perfected and adjusted after conducting the first activities. Furthermore, the participants’ feedback and trainers’ experience and expertise were crucial in guaranteeing that there was improvement between each training course, while maintaining the same methodological approach. This way the lead partner in this activity managed to provide the best learning experience to the participants involved, while assuring the project quality.

As previously mentioned, the methodology adopted was that of non-formal education, wherein the primary characteristic is a learner-centred and participatory approach. Furthermore, while aiming to develop essential skills, attitudes and values, the trainers responsible for these three training courses took into consideration an intercultural approach to learning, respecting the diversity of experiences, aspirations, personal learning needs and objectives defined at the beginning of each training course.

Thus, all three training courses in this phase followed the same basic structure, presented below:



Table 1: Common structure of the training courses implemented by YEU International during the KID\_ACTIONS training phase

	Day 1	Day 2
<b>9.30 - 11.00</b>	Getting to know each other Getting to know the project and the tools	Testing the KID_ACTIONS Educational Toolkit - Group work
<b>11.30 - 13.00</b>	Non-formal education and facilitation tips	Testing the KID_ACTIONS Educational Toolkit - Group work
<b>15.00 - 16.30</b>	Testing the KID_ACTIONS Educational Toolkit - Group work	Getting familiar with the KID_ACTIONS Digital Education Platform
<b>17.00 - 18.30</b>	Debriefing and closing	Information about the European Pilot Debriefing, evaluation and closing

There were two significant differences between the first training course and the following two. Firstly, during the first training course, the participants only had the opportunity to get to know the KID\_ACTIONS Digital Education Platform via a video prepared by FBK through which each of the tools was carefully explained. Even though this information was incredibly relevant for the participants to understand the entirety of the project and its outcomes, it was apparent in the evaluation of these activities that the participants in the second and third training courses felt more comfortable in using the KID\_ACTIONS Digital Education Platform independently.

The second point in which the training courses differed was related to the testing of the KID\_ACTIONS Toolkits activities. During the first training course, the responsible trainers intended to test about as many activities as possible. As such, in small groups, the participants explored each of the packages of activities (understanding, preventing, and responding), allowing them time to make any necessary adjustments and to prepare for simulation, which happened for each of the packages over the course of the two days. However, this proved to be very demanding for the group and the trainers noticed a drop in the energy levels and at times, an increase of confusion and doubts about the work that was being done. Consequently, the methodological approach on this section of the following training courses was slightly adapted, wherein for the testing portion of the activity, the participants were divided into three different groups, each of them focusing on one of the packages (understanding, preventing, and responding). In the end, this was much more effective, because all participants were engaged from the beginning to the end in each of the activities tested.

### 4.3. Key findings and results

The KID\_ACTIONS train-the-trainer training courses were extremely effective in sharing the KID\_ACTIONS project and the educational toolkit to the educators and youth workers present in each training. Indeed, the participants were very committed to reflecting on their own experience in non-formal education, as well as their experience on the topic of cyberbullying. Furthermore, the participants' feedback regarding the implementation of the training courses was very positive, similarly to their feedback on the Educational Toolkits.

It would be recommended to provide continuous support in further capacity building of the selected participants that are willing to continue their career in this field.

The participants' feedback regarding the implementation of the KID\_ACTIONS training courses is very positive. Nonetheless, in all three events the most common feedback was regarding the duration of the training course. Indeed, most of the participants considered that two-day training courses are too short for a proper implementation of the activities and deep understanding of the topics at hand. Likewise, some participants mentioned they felt the need for a bigger focus on the topic of cyberbullying specifically, before diving deeper into the KID\_ACTIONS Toolkits.

#### 4.4. KID\_ACTIONS Webinars

As part of the training activities, EUN delivered five 60-minute online webinars to reach a wider European audience of educators, professionals who work with children and young people and others who may have an interest in the educational toolkits and digital tools. Each webinar was recorded and made available to everyone who signed up for each individual session. Furthermore, an additional pre-recorded session was made available publicly in July 2022 [EUN's YouTube channel](#), for any educators/professionals who were unable to sign up/attend the scheduled webinar sessions.

These webinars gave the viewers an overview of the KID\_ACTIONS digital educational tools available to educators, as well as an overview of the KID\_ACTIONS Educational Toolkits, including the "Social and Emotional Learning" skills covered across the activities. Furthermore, during the webinars an overview was made of the supporting guidance documents for educators available in the KID\_ACTIONS website, and how they can support the use of the educational materials.

The five webinars were implemented for different audiences in order to reach a wide spectrum of stakeholders. Therefore, the first webinar counted with the participation of youth participation coordinators from the Insafe Network of Safer Internet Centres. The second webinar took place with teachers and educators from the eTwinning Network. The third webinar was implemented for representatives from the Insafe network of Safer Internet Centres, who work in organisations responsible for promoting awareness through the Safer Internet Centre in their country and have links to other educational organisations and ministries of education. The fourth webinar was a public webinar, having been promoted through European Schoolnet's communication channels to educators (newsletter, emails, and social media) and was free for anyone to register and join. The fifth and final webinar was held for the members of the KID\_ACTIONS Lab, which included industry representatives, policy makers, a selection of representatives from civil society, independent experts, and a Better Internet for Kids (BIK) Youth Ambassador.

In all webinars, a presentation was delivered by an EUN staff member to participants and time for questions was allocated at the end of the session. Participants were also invited to submit questions and comments throughout the session via the chat function.

#### 4.5. Interim Conclusions

The activities implemented during the train-the-trainers phase of the KID\_ACTIONS project (national and regional train-the-trainer training courses and online webinars) were relevant to inform the project consortium about the utilisation of the KID\_ACTIONS Digital Education Platform and the Educational Toolkits. Indeed, at this stage, the project partners had the chance to have these project outputs experimented and validated by the educators and other key stakeholders involved in the project before the following piloting and roll-out phase with children and adolescents. Therefore, the teachers and youth workers involved in this process had the opportunity to become familiar with and

knowledgeable about not only the topics of cyberbullying and non-formal education, but also, more specifically, about the digital and non-digital tools developed within the KID\_ACTIONS project.

Having in consideration the evaluation of these training courses - gathered qualitatively through debriefing sessions at the end of the training courses and, quantitatively via a questionnaire disseminated among the participants at the end of the activities (see D4.3 and D5.4 for more details) -, the educators, both in the national and regional training courses agreed that they felt more prepared to address cyberbullying. Indeed, they considered they have more tools to understand, help prevent and react to cases of cyberbullying. Nonetheless, some educators mentioned that they felt like they would need more training (or a longer training course) before introducing activities in the classroom and/or youth centres, a testament to the complexity of the topic and the need for more work in this field.

## 5. PILOTING AND ROLL-OUT PHASE

The piloting and roll-out activities implemented in the framework of the KID\_ACTIONS project had the purpose of experimenting and validating the KID\_ACTIONS Digital Education Platform and the Educational Toolkits.

The activities in this phase of the project were tailored to secondary school students, as well as to children and adolescents of youth centres, who were involved in the National Pilot in Italy and in the European pilot in Belgium, Bulgaria, Greece Slovakia, Slovenia, and Serbia.

Resorting to non-formal methodologies, the project partners implemented the piloting activities, which aimed to involve about 500 secondary school students and their trained teachers and educators, belonging to at least five educational institutions of PAT and to at least three institutes of the Amnesty network of secondary schools in the National pilot in Italy, and about 500 young people in total in at least 20 schools and youth centres of the YEU network in the European pilot, guided by the trained educators and youth workers who took part in the train-the-trainer training courses implemented within the KID\_ACTIONS project.

The following sections will consider the methodological approach and key results of the piloting and roll-out activities conducted in both Italy and Europe. Finally, a section considering the interim conclusions of this phase of the project will be laid out.

### 5.1. Piloting and Roll-out Activities in Italy

#### 5.1.1. Methodological Approach

The piloting and roll-out activities within the National Pilot in Italy were implemented in schools based in the Autonomous Province of Trento, Brescia, Molfetta (Bari) and Pescara. The KID\_ACTIONS piloting activities in Italy were based on the principles of non-formal education, while being implemented in a formal education learning environment. As such, the activities were implemented during the students' school schedule, within an environment that is familiar to them, which is fundamental when exploring a sensitive topic such as cyberbullying.

Similarly to what happened in the European Pilot (see below), the methodology adopted for the piloting and roll-out activities was based on the autonomous implementation of the activities from the trained teachers in the KID\_ACTIONS train-the-trainer training courses. In the case of the activities in Brescia, AMN supported their implementation providing the materials and individual feedback sessions, both before and after the completion of the activities. In the other schools taking part in the National Pilot in Italy, the educators were supported by AMN and FBK, which were present in the sessions and assisted educators in the testing and validation of the KID\_ACTIONS Digital Education Platform.

In Molfetta, one interesting approach was the use of young people as “multipliers”. During the activity the participants were split into 9 groups, each of them with two leaders belonging to a class that had previously taken part in the piloting sessions. Through this peer-based approach, the group “leaders” explained in detail the activities that were developed as part of the KID\_ACTIONS project and how to implement them.

One of the main challenges faced during the National Pilot in Italy was related to the lack of access to technical equipment to ensure one working computer for each class. Even though this was an issue reported specifically in the case of the activity in Brescia, it could be assumed that this is a challenge in multiple locations, depending on schools’ structure and capacities.

Regarding the future impact of the activities in Italy, copies of the toolkits have been provided to the schools involved in the piloting and roll-out activities, which will be integrated in the school programs and used by teachers to address the topic of cyberbullying. Furthermore, both educators and students showed interest in keeping on implementing the activities in the future.

## 5.2. Piloting and Roll-out Activities in Europe

### 5.2.1. Methodological Approach

The activities in the European Pilot were implemented in six of the nine foreseen project countries: Slovenia, Slovakia, Serbia, Greece, Bulgaria, and Belgium. This happened due to a lack of commitment from the trainers involved in the KID\_ACTIONS train-the-trainer courses, as most of the youth workers involved were not associated with a particular youth centre/organisation and it was challenging for them to implement the sessions. Furthermore, it was difficult in some cases to find availability with schools, for example, considering the timeline for completion of the piloting activities. In total, 19 sessions were implemented by a total of 14 educators who had previously joined the KID\_ACTIONS train-the-trainer training sessions.

The piloting activities in the European Pilot were implemented based on Non-Formal Education methodologies, using the KID\_ACTIONS Digital Education Platform and Educational Toolkits, by the educators previously involved in the KID\_ACTIONS train-the-trainer training courses, and supervised by YEU International.

The educators responsible for the development and implementation of the KID\_ACTIONS piloting and roll-out activities, had a certain level of autonomy on decision-making regarding the activities implemented, so as to be able to 1) work independently and 2) adapt the sessions to the needs and contexts of the groups of children and adolescents they worked with. Nonetheless, considering the structure and content of the train-the-trainer training courses implemented during the project, all educators were equally prepared and knowledgeable about the KID\_ACTIONS project and its digital

and non-digital tools. Thus, even though working independently, the activities implemented by the educators during the piloting phase remained considerably homogeneous in regard to methodology.

Concerning the process leading to the implementation of the workshops, the educators had the obligation to keep the YEU Office Staff informed about the completion of the activities. Namely, the educators had to share their session outlines ahead of the workshop, followed by the final report after the end of the workshop (in addition to other means of verification: participants list, signed consent forms, etc) (see D4.4 for more details).

The educators involved in the European pilot focused mostly on the activities available in the KID\_ACTIONS Educational Toolkits. This might have been due to 1) the circumstances in which they have implemented the sessions (with no access to digital technologies, for example), 2) because they did not feel confident in the use of the KID\_ACTIONS Digital Education Platform (during the evaluation of the train-the-trainer training courses, some participants mentioned feeling like they needed more training on this aspect), or 3) a conscious decision to lead an activity that focuses on youth sharing their experiences within the group through the non-digital tools.

### 5.3. Interim Conclusions

The results of the piloting activities conducted both in the National and in the European pilots were generally positive. The educators implemented the sessions in their schools or local youth centres and for this reason they did not face any challenges in reaching out to children and adolescents to take part in the activities. The vast majority of participants and educators were satisfied with the variety of tools the project produced, as well as with the results achieved through the implementation of the project activities.

The main difference between the piloting and roll-out activities in the National and European pilots regards the testing and validation of the KID\_ACTIONS digital tools. This was partially due to the fact that the participants in the European pilot, albeit under supervision of YEU International, worked more independently. This has resulted in the adoption of methodologies based primarily on non-formal education and, as a consequence, the utilisation of mainly the KID\_ACTIONS non-digital tools during the piloting activities. On the contrary, within the National pilot in Italy, it was possible for the project partners AMN, PAT and FBK to be present in most of the activities, also providing technical support to the educators on the KID\_ACTIONS Digital Education Platform and the project's digital tools. Similarly, the methodology adopted for evaluation of the activities was also different between the two pilots. Specifically, in the European pilot the educators resorted mainly to qualitative methods for evaluation, having been obtained during the debriefing sessions with the participants that took part in the pilot testing. On the contrary, in the national pilot in Italy the educators implemented qualitative as well as quantitative methods for evaluation.

The youth involved in the piloting process were extremely engaged throughout the activities and had very positive feedback regarding the activities tested and, overall, the importance of the topic. Indeed, the one recurrent comment in the sessions implemented in the different countries was how important and meaningful it was to take part in this kind of activity and to have open conversations about the topic. In some cases, the participants even mentioned that this is something they are lacking in formal education - the space to engage in conversations that directly impact their lives and that are not usually part of the school curriculum -, also showing interest in further taking part in such activities, not exclusively but including the further utilisation of the KID\_ACTIONS tools and activities.

Additionally, the educators recognized that the goals set for the sessions were achieved, being that the students became more aware of cyberbullying, the adequate response mechanisms to this problem, as well as who to resort to for reporting and overall support.

It is important to mention, nonetheless, that one of the countries within the European Pilot did not have the positive results of its counterparts. In Bulgaria, the group with which the activities were carried out belonged to a Roma community and came from extremely disadvantaged backgrounds (socially discriminated and financially disadvantaged). In this case, the participants had never been in contact with non-formal education methods and are generally disinterested and disengaged with educational activities. Indeed, among this group there was a general discontent with the activities implemented which resulted in less than favourable results. Nonetheless, even considering the challenges faced in this context, the students involved still mentioned having learned how to identify cyberbullying and react to it. Additionally, the students mentioned that they felt empowered to help a friend facing a cyberbullying situation. Consequently, it is considered that this is extremely relevant for future projects, since it clearly demonstrates the influence that different cultural, social, and economic backgrounds influence children's upbringing and knowledge on topics such as cyberbullying and, even more generally, non-formal education. This highlights the need of implementing activities such as those developed within the KID\_ACTIONS project, in communities from disadvantaged backgrounds, especially minority groups.

Finally, in both pilots, teachers and young people demonstrated interest in continuing using the KID\_ACTIONS digital and non-digital tools. It was, however, mentioned during the European Pilot (i.e.: Greece) that in some countries this might be challenging in case there is a need for superior authorisation, namely from the National Ministry of Education.

## 6. KID\_ACTIONS LAB

### 6.1. Methodological Approach

The KID\_ACTIONS Lab was designed to serve as an advisory group to provide recommendations and develop guidelines for a whole-community strategy for the prevention, intervention, and treatment of cyberbullying-related risks. In addition to the consortium members, the KID\_ACTIONS Lab is composed of 33 experts representing various target stakeholder groups such as the members of academia, educators and youth workers, industry representatives, policymakers, healthcare sector, civil society, and independent experts.

Through the empowerment and widening of the KID\_ACTIONS Lab throughout the whole project duration, the consortium aimed to achieve the following goals:

- Increase stakeholders' and partners' level of involvement and the number of relevant stakeholders interested in the project.
- Facilitate the exchange of good practices on cyberbullying and mutual learning.
- Consolidate lessons-learned from past international, European, and national projects.
- Foster networking and knowledge/technology transfer across Europe and across sectors.

During the four online meetings that took place during the second year of the project, the KID\_ACTIONS Lab members were familiarised with the project itself as well as the solutions offered

by it. This approach facilitated a fruitful and mutually beneficial information exchange between the Lab members and the KID\_ACTIONS project consortium in which the Lab members provided feedback and input on various products of the KID\_ACTIONS project while also getting familiar with the tools and resources of the project. In addition, various members of the KID\_ACTIONS Lab were invited to take part in the various panel discussions of the two European Policy, Research and Practitioners Forums organised by the project.

## 6.2. Results and Contribution to the KID\_ACTIONS Project

The KID\_ACTIONS Lab contributed to three particular aspects of the project. These include the Digital Education Platform and the Educational Toolkits, the policy recommendations as well as the editorial coverage of the KID\_ACTIONS project.

The KID\_ACTIONS Lab reached a total of 31 members (M20), from different stakeholder groups, namely formal and non-formal educators, members of academia, industry representatives, youth workers, policymakers, representatives of civil society and NGOs. The members of the KID\_ACTIONS Lab were invited to take part in the following meetings and forums:

- 21st March 2022: Online meeting – introduction;
- 7th July 2022: Online meeting – Presentation of the Educational Toolkit;
- 8th September 2022: Online meeting - Policy Recommendations workshop;
- 22nd November 2022: Participation in second European Policy, Research and Practitioners Forum (online and in-person);
- 6th December 2022: Final online meeting to discuss further developments.

More specifically in regard to the Digital Education Platform and its components (such as Rocket.Chat, CREENDER and the High School Superhero) and the Educational Toolkits, which provides activities and guidance to formal and non-formal educators, the Lab members were provided a thorough presentation of these resources, their functionalities and intended uses during one of the Lab meetings. This was followed by a survey where the Lab members provided feedback on:

- The nature of the educational materials (such as suitability for use with young people, breadth of cyberbullying issues covered, inclusion of Social and Emotional Learning (SEL), etc.).
- The nature of the supporting documents to the educational materials (such as the Guidance for Educators and Child Protection Guidance).
- The suitability for use by formal and non-formal educators (length of activities, complexity, use of technology to support learning, etc.).
- How they would expect the materials to continue to provide benefit to educators in the future (e.g., for how long might they continue to be relevant, how long should the materials be available, how long would they reasonably expect the digital tools to be supported, etc.).
- The methods for disseminating the materials to formal and non-formal educators (such as through established networks/groups, digital educational platforms, social media, and digital communication, etc.).

In relation to the development of the KID\_ACTIONS policy recommendations, an online workshop was organised with the members of the KID\_ACTIONS Lab, where four young people from the Czech Republic, Ireland and Italy have also participated to represent the voice of the youth in this exercise. During this workshop the participants worked in breakout groups to brainstorm on current issues in relation to the prevention, detection and reaction of cyberbullying and put forth policy recommendations for addressing these issues at both national and European level. The facilitators of the workshop drew upon the input provided by the KID\_ACTION Lab members and the participating young people to prepare the set of KID\_ACTIONS policy recommendations to be published at the end of the project (see more in D5.4).

Finally, the various members of the KID\_ACTIONS Lab have also contributed to the editorial coverage of the project by giving interviews or drafting articles to be published on the project portal. These materials explored many topics in relation to the phenomena of cyberbullying, including, gaming platforms, human rights, and artificial intelligence, among others.

## 7. METHODOLOGICAL APPROACH TO THE DEVELOPMENT OF THE KID\_ACTIONS EDUCATIONAL PLATFORM AND DATABASE

### 7.1. Methodological Approach

The development of the KID\_ACTIONS platform has gone through three cycles of feedback: after the co-creation activities, after the train-the-trainer activities and after the piloting and roll-out activities. This continuous feedback with different stakeholders, mainly educators and teenagers, allowed us to define a set of methodological guidelines for future projects involved in the development and deployment of technologies to raise awareness against cyberbullying. These take into account also the content of D2.4 “*Multidimensional methodology and sociotechnical requirements v.1*”. Below the guidelines/recommendations that we have devised:

- Involving teenagers in the development of technologies to fight cyberbullying is key to their adoption. A **co-creation** approach is recommended, because the collection of requirements, as well as a survey on expectations and on which technologies they use in everyday life, are also part of an educational path raising awareness on the phenomenon and are necessary to develop technologies that are easy-to-use and well-accepted among teenagers. Prospective users should be involved in the development technology from the early stages of design and implementation.
- Technologies should be **privacy-preserving by design**. No personal information, or login through a personal email address, should be required. Also, no phone number or any other information should be shared through the platform. On the other hand, some kind of access control of the platform should be offered, to avoid that any online user can freely access and misuse the technology, and that random users interfere with ongoing activities. In the KID\_ACTIONS platform, a user management system was implemented to generate users and random passwords on the fly, which can be printed on paper and distributed to participants.



In this way, personal information is not stored in the system and usernames are not associated with real names, while access to the platform is protected through a login.

- Educational activities that can be performed through an **Internet browser** are preferable over installing applications locally. In fact, schools and youth centres have very different technical setups, and different types of devices are on the market. In order to ensure that all activities can be carried out smoothly and that no device-specific adaptations are needed, which are technically very costly, an online platform giving access to different activities is the ideal solution. This allowed us also to run activities remotely when access to schools was not possible. On the other hand, online applications that are too heavy to run and require high-speed Internet connection should be avoided. In our experience, schools and youth centres are sometimes not well-equipped in terms of Wi-Fi connection, and applications like “High School Superhero” are loaded very slowly in some cases. Although 3D videogames are very much appreciated by young participants, this aspect should be taken into account.
- Cyberbullying is a multi-faceted phenomenon, and **no one-fits-all solution** is possible. This applies also to technical solutions. Personalisation and adaptation to the specific needs of a group of teenagers, or educational context, or age range are very important for the adoption of a technology. Therefore, the KID\_ACTIONS educational platform includes three tools, namely Rocket.Chat, CREENDER and High School Superhero (HSSH), and gives the possibility to perform different types of activities related to different aspects of cyberbullying: Rocket.Chat is focused on written communication and interactions, CREENDER on images and comments, and HSSH on online gaming. This allows educators to select the activities that are more relevant to specific groups of teenagers and that are more likely to resonate with their experiences.
- The possibility to find activities that have a positive impact on specific groups of teenagers is ensured not only by having different types of tools, but also by making them **flexible and adaptable**. To this purpose, the KID\_ACTIONS platform has been designed so that educators can populate the activities with content that they can select following a specific educational path (also according to the suggestions in the educational toolkit). While some material has been pre-loaded, for instance some images divided into topics for CREENDER, some scenarios for Rocket.Chat and some texts for HSSH, these can be enriched, modified, or replaced when setting up the tasks. This allows educators to tailor the activities to the age of the participants and to carry out exercises addressing specific topics of interest.
- It is important that activities like the ones available through the KID\_ACTIONS platform are **not performed in isolation** but are part of an educational path designed by educators. Indeed, technology should only support the goal of fighting cyberbullying, and not be the only means offered to teenagers. Since some activities may expose kids to offensive language and to examples of online abuse, it is crucial that the platform is used only with the supervision of an educator for a limited amount of time, and that kids cannot freely access it from home. From a technical point of view, this is possible by enabling educators to start and end an activity, and to set a time limit, as in the user management system interface of the KID\_ACTIONS platform. Also, **debriefings** should be part of the awareness-raising activities, so that participants can provide their feedback and discuss how they felt during the activities. From a technical point of view, it is also important to integrate in the technologies an **opt-out functionality**, so that participants can leave the task or skip specific content if they feel unease (see for example the option to skip an image in CREENDER or the sos command in Rocket.Chat).

## 7.2. The KID\_ACTIONS Database

During the piloting and roll-out activities of the project, the involved participants contributed to the creation of the KID\_ACTIONS Database, i.e., a collection of data gathered by using the different tools in the platform. Such data can be divided into three groups:

- Data collected through the **CREENDER** application: 522 images were acquired from the Shutterstock webpage,<sup>1</sup> so to enable resharing outside the project. They have been manually tagged with a topic label related to the image content, for instance religion, body positivity, LGBT+, and so on. In addition, we also use a set of pictures taken from the COCO image dataset<sup>2</sup> (that contains generic social network images), and an additional set by filtering only pictures belonging to high school students. During the activity with the platform, images were shown to the participants, who could decide to write a comment in case they would make fun of the person that posted the image and select a reason why they would post this comment. During the activities, 26,185 images were annotated, 2,124 of which are associated with at least one comment.
- Data collected through the **High School Superhero** video game: the video game includes two tasks for players, namely *erasing hateful graffiti* and *modifying offensive turns* in dialogues. During the piloting and roll-out activities, 210 graffiti and 715 offensive sentences were interacted with. The released dataset for this application contains therefore: 210 graffiti, obtained by merging 880 judgements, 701 of which considered the sentence offensive, and 715 dialogue turns, obtained by merging 1,987 judgements, among which 921 considered the sentence offensive. A preliminary analysis of some of these data collected during roll-out activities is presented in Bonetti and Tonelli (2022). The final version of the dataset we release contains a series of .xlsx files associated with each piloting and roll-out activity, with one interaction event per line (which contains information such as the user ID, the sentence, the replaced words, the timestamp). An additional file with aggregated data (a .tsv document which is aggregated by sentence rather than by user) contains 4 columns: 1) the original sentence; 2) the aggregated judgements (1 for *offensive* and 0 for *not offensive*); 3) the average number of words changed or erased; 4) the specific words that were changed or erased and by how many users.
- Data collected through the **Rocket.Chat** application: this chat application was used to simulate cyberbullying interactions among small groups of kids following predefined scenarios. We collected through this methodology 93 sessions of chats (scenarios) from 460 users, for a total of 13,534 turns. The release of the RocketChat dataset includes therefore the different dialogues, each opened with the related scenario, and the roles assigned to the participants, so that it is possible to extract, for each participant, which messages were posted.

The database is available in .xlsx format on Github.<sup>3</sup> Note that no personal information is released with the data, and that it is not possible to recover in any way the real identities of the participants.

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<sup>1</sup> <https://www.shutterstock.com/>

<sup>2</sup> <https://cocodataset.org/>

<sup>3</sup> <https://github.com/dhfbk/ka-dataset>

## 8. LESSONS LEARNT AND FUTURE APPROACHES

The KID\_ACTIONS project aimed to address cyberbullying among children and adolescents through interactive education and gamification within formal and non-formal learning settings. The project, which was implemented over the course of two years, intended to support teachers, educators, and youth workers in fostering effectiveness and efficiency in education about the risks and effects of cyberbullying, raise awareness among secondary schools students and youth centres, and encourage reporting by victims and bystanders. KID\_ACTIONS was an ambitious project, setting itself to not only create and disseminate tangible outcomes such as the KID\_ACTIONS Digital Education Platform and KID\_ACTIONS Educational Toolkits, but also to 1) empower young people to recognise and react effectively against cyberbullying through the Digital Education Platform including an advanced social media monitoring system and gameful education tools, as well as tailored educational toolkits, which were co-created and experimented by above 1,000 children and adolescents with their educators across 10 European countries, and 2) foster 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, and strengthen cross-border coalition building through the KID\_ACTIONS Lab.

Such an ambitious endeavour required extreme cooperation and contribution to the end goal by all project partners, who have been committed to the success of the project over the course of the past 24 months. Throughout this process, the project consortium was able to adapt to the unexpected circumstances that emerged during the implementation of KID\_ACTIONS, as well as to deal with the consequences of the COVID-19 pandemic, which greatly impacted the implementation of activities, especially in the first year of the project. Therefore, in an attempt to provide an overview of the partner's perspectives of the implementation of the project and the lessons that have been learnt throughout the process, this chapter collects the input of all project partners regarding their experience in the KID\_ACTIONS project. The main goal of this document is indeed to consolidate some of the challenges faced, and to potentially provide input for future projects (on this or other topics) on the challenges that may emerge in relation to cyberbullying.

To achieve the results laid out here, the project consortium was asked to answer a set of questions to gather the intel that would feed into this section of the consolidated multi-dimensional methodology. The questions were of qualitative nature, open questions, and served the purpose of giving the partner responsible for this deliverable (YEU) an overview of every partner's experience, so as to provide complete information that considers the experiences of all those involved. The questions shared with the project partners were the following:

1. What went well during the project?
2. What issues did the project team encounter?
3. What good practices supported the success of the project?
4. What were barriers to the success of the project, if any?
5. Which methods worked in the collection of data, and which didn't?
6. What would you do differently on a new project?
7. What circumstances were not anticipated?
8. Were the project goals attained?
9. In future projects, what should be changed?

FBK, AMN, EUN and YEU provided their answers to this questionnaire, to be the foundation for this chapter, having answered all questions in a short and straightforward manner in order to allow an easy adaptation of the content to the structure of the section concerning the lessons learnt throughout the lifecycle of the KID\_ACTIONS project.

Furthermore, this chapter considers the information shared by the project partners during the KID\_ACTIONS 2nd European, Policy, Research and Practitioners Forum on the lessons learnt throughout the project, as well as relevant input from previous deliverables. Adopting a tripartite structure, the following points will consider the success factors, the challenges faced and the lessons for the future.

## 8.1. Success Factors

Firstly, when considering the success factors, the project partners agreed on the impact that a strong consortium has on the success of any given project. Indeed, in the case of KID\_ACTIONS some of the points highlighted by the partners as success factors were related to the fact the consortium was not only experienced on EU projects and specifically the topic of cyberbullying, but also that it was extremely committed to the success of this endeavour. Particularly, it was mentioned that the fact that the partner organisations are different in character (non-governmental organisations, research institutions and PAs), with experience in different fields and working with different target groups and stakeholders, not only signified an added value for KID\_ACTIONS, but also guaranteed that the needs and challenges of different stakeholders were addressed.

Furthermore, throughout this project it was essential for each partner to maintain a certain level of flexibility to guarantee that the objectives of the project were achieved even when facing external challenges. This was particularly important considering the context of post-COVID-19 pandemic under which the project was implemented. Certainly, this was only possible due to the partner's compliance with deadlines, the successful coordination of the project, the constant cooperation between the different organisations and the consistent and timely communication within the consortium partners.

As regards the methodologies adopted throughout this process, it was moreover fundamental to have partners within the consortium with an extensive experience of educational activities with minors, which made it easier to adopt strict privacy rules in data collection. This was further sustained by the support provided by the data privacy and ethics internal and external experts, which allowed the development of data collection approaches that are privacy-preserving by design.

Finally, the best demonstration of the impact of the project was, without a doubt, the fact that not only did the project produce relevant and impactful research outputs, but it was also able to engage and impact children and young people, educators and other stakeholders by equipping them with tools and strategies to understand and combat cyberbullying. Thus, the project was also successful in raising awareness and informing the general public about the phenomenon of cyberbullying and how to address it. More specifically, the success of this project can also be measured by its outputs: an education platform and related educational toolkit to fight cyberbullying have been developed and released, having both been extensively tested with educators and children and adolescents, the primary target groups of the project and main beneficiaries of these products.

## 8.2. Challenges Faced

Despite the commitment and professionalism of the KID\_ACTIONS project partners, over the course of the past 24 months, there were some challenges faced by the consortium, which were overcome due to the quick actions taken to address them.

Firstly, it was generally agreed that implementing a project during the second year of COVID-19 pandemic challenged the implementation of activities within this project. The KID\_ACTIONS consortium had thus to transfer the activities planned for the first year of the project into the online sphere, which not only posed some difficulties regarding participants' engagement, but also regarding the collection of consent (in the form of consent forms) from all the participants attending online. Moreover, the consequences of the pandemic, lingering as they are, also posed some challenges on activities conducted on the international level, as they signified higher costs than in previous years, as well as a general distrust from participants on the safety of international travelling.

Additionally, it was difficult to maintain, throughout the entirety of the project, the engagement of educators and young people, which was a challenge for most partners regarding the commitment of participants in different project activities.

Another challenge related to the settings in which the activities were implemented. Indeed, schools and youth centres have very different technical set-ups and testing the platform required to adapt on the fly to different devices, more or less stable internet connection, different rules to use devices in classes, etc.

Regarding the methodologies adopted throughout the project, specifically relating to the research phase, two points were made by the consortium: firstly, conducting the research/consultations in the first six months of the project cycle proved to be very challenging. Indeed, WP2 set the foundation for the tasks and tools developed in the project by taking in consideration the needs assessment of children, adolescents, educators and other key stakeholders on the topic of cyberbullying. Considering the magnitude and importance of such a topic, it was challenging to collect and produce carefully curated data and research on this topic, especially considering the different methods used (desk research, focus groups, semi-structured interviews and online survey). Secondly, it was mentioned that some of the methods used proved to be more useful than others. Particularly, concerns were raised about the survey disseminated among children and adolescents across Europe. Specifically, it was mentioned that the language of the survey is important as it should have been done in a more “child-friendly” way.

Furthermore, one of the main challenges for the project consortium regarding the implementation of activities that were methodologically similar, was the fact that they were being implemented in two fundamentally different learning settings: formal and non-formal. Nonetheless, the KID\_ACTIONS Educational Toolkit proved to be extremely relevant in this sense, because it was able to bridge the gap between these two educational approaches.

## 8.3. Lessons for the Future

Based on the experiences of the consortium partners within the KID\_ACTIONS project, the partners have made some suggestions for the implementations of future projects:

- In cases where projects require a research phase, especially if it includes different research methods (desk research, semi-structured interviews, focus groups and public online survey), more time should be devoted to this endeavour.
- KID\_ACTIONS was an ambitious project regarding the engagement of target groups, which at times hinder the work of each partner, because it is a time-consuming activity to find participants and collect their consent in accordance with privacy and ethics requirements. Possibly, it would be meaningful to involve fewer participants and conduct more in-depth evaluation of the technologies and toolkits created.
- In line with the previous point, it is also important to consider alternative forms of collecting informed consent of the participants in online meetings/activities. The process of collecting signed consent forms from participants in online formats is time consuming and challenging for the partners in charge of implementing the activities, possibly hindering the quality of the activity. In that sense, in future projects, this process should be reformulated to, in line with EU GDPR Guidelines, collect informed consent from participants without requiring the signature of a physical informed consent form.
- Where projects require external consultation, there should be additional budget allocated for this process.
- It is important to take into consideration the annual school calendars when involving educators and young people in project activities. Their engagement depends also on their availability, which requires projects' calendars to be aligned with the participants' general availability.
- It would be interesting to investigate the long-term effects of the activities conducted during the project. Educational projects require some follow-up to ensure that the short-term benefits identified at the end of the initiative have some long-lasting effects, which is not possible over the span of 24 months.
- To enhance this aspect, more activities with teenagers should be carried out from the very beginning to the very end of the project. A more principled approach to select participants should be followed, including the involvement of some groups of kids throughout the whole project duration while some other groups should change, so as to collect diverse feedback on different aspects of the project.

## 10. REFERENCES

Federico Bonetti and Sara Tonelli (2022) An Analysis of Abusive Language Data Collected through a Game with a Purpose. *In Proceedings of the 9th Workshop on Games and Natural Language Processing within the 13th Language Resources and Evaluation Conference*, pages 1–6, Marseille, France. European Language Resources Association.