

The Internet became the core of social life with social media. We trust in the positive energy and influence of social work to guide children and young people at risk safely through the challenges and support them to benefit from the great advantages of social media.



Stiftung Digitale Chancen (project coordinator)  
Germany



Nobody's Children Foundation  
Poland



RIAP Association  
Lithuania



Fundación Esplai  
Spain



Narodni centrum bezpecnejsiho internetu  
Czech Republic

## news in the field

[EU Kids Online III](#)

[Promoting Safe Internet Use for Children in the Lithuanian Libraries](#)

[Report about UK children's media literacy was published](#)

[Search behavior of children on the internet](#)

## editorial

Dear Readers,

the project *SocialWeb - SocialWork* is now in the middle of its practical phase. The training campaign has started some weeks ago and more than 240 social youth workers in the partner countries have already participated in the training sessions.

Before the start of the training campaign, however, a Train-the-Partner Meeting was implemented in mid-February 2013 in Warsaw to familiarise the trainer staff of the partner organisations with the training curriculum and discuss in detail the content and methods of the curriculum face-to-face. Kind of a "test run" of the training day was performed to guarantee common quality standards in all participating countries. Please enjoy reading [a detailed report on our training activities](#).

To ensure a continuous learning process of the trainees, we provide online learning units related to the module structure of the face-to-face training. Here, the project consortium is delighted to announce the cooperation with the University of applied sciences Nordhausen, Germany. Under the supervision of the project coordinator, a seminar group of students together with their professor will create online learning units for the project. The project partners also decided to make the [online learning units](#) freely accessible for visitors of the [projects website](#). Why not risk a glance and try out some of the units to check your knowledge - we are looking forward to see you online!

And - as always - we provide you with the latest [news](#), [events](#) and [research](#) in the field of online safety for children and youths.

Yours  
Carolyn Brett,  
project manager

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## report

### The *SocialWeb - SocialWork* training campaign started

On Monday, 18th February 2013, the very 'first' training session of the *SocialWeb - SocialWork* project - a kind of test run of the newly developed training curriculum - took place in Warsaw, Poland. Each project partner sent their trainer or a person responsible for the trainings to our Polish partner - the Nobody's Children Foundation - who hosted the meeting.

The trainings enable social youth workers to guide and support vulnerable children's and youths' Internet usage in order to improve their online safety by availing the positive energy and influence of social work. The social workers will learn how to improve the digital skills of their young target group and how to strengthen their resilience. In each country, ten training sessions will be organised by the national partner organisations in their national language during the next months.

The training curriculum is based on the ex-ante survey results providing interesting and supporting information structured in the following six modules:

1. social web and its appliances,
2. understanding the internet usage of children and youths,
3. addressing children and youths appropriately with regard to their online behaviour,
4. online risks and threats,
5. methods and ways of intervention in case of endangerment,
6. methods and ways of prevention of risky online behaviour

The 'train-the-partner' training provided the opportunity to discuss the training curriculum, methods and materials and to adapt the content to local needs, which will help the trainers to prepare their face-to-face training session. The main objective of the meeting was to synchronise the training content in all partner countries. To achieve this, the participants dealt with national differences in training methods and understanding of the curriculum. They discussed the special needs of the different trainees and how to address these by the curriculum. The exchange among the project partners was essential for the enhancement and finalisation of the training curriculum and materials prior to the start of the training campaign. The face-to-face training is accompanied by online learning units, which are currently in development.

**After the kick-off training for the project partners in Poland, the first trainings of the project *SocialWeb - SocialWork* have taken place. About 240 of 500 social workers are trained so far. In all partner countries the training campaign started successfully.**



Here, all experiences, options and challenges, as well as new findings and technologies, will be considered and - if applicable - included in the training curriculum. This approach is due to the circumstance that the (internet) world is changing faster and faster. Therefore, with regard to the project design, it was necessary to decide that the training curriculum must be a dynamic tool that is continuously developed further.

Due to the given module structure, all trainings begin with an introduction of the trainees and their respective fields of work. Experiences show that special themes related to social networks arouse the trainees' curiosity. Introduced to the fascination of young people in social networks and other social web applications, trainees are carefully led to understanding the risks and threats on the Internet. By imparting intervention and prevention measures to the trainees they get acquainted with suggestions how to safeguard children and youths and how to react appropriately in situations when young people are in trouble because of the Internet.

Insights into the training content and its appropriateness are also derived from the feedback of the trainees. Here are some of the already expressed comments:

- "Now I have ideas and steps in mind what can I do when we are faced with cyber bullying"
- "I have an idea of what young people do on Facebook"
- "I know now it can have wide-spread impacts when young people publish things on social networks and what privacy settings are"

In order to strengthen the effects of the face-to-face-training, additional online learning units are provided. All online learning units are freely accessible on the [projects website](#).

Those interested in taking part in a training session, please contact the [national partner](#).

At the end of the project's runtime, the final results will be published at an international conference in Berlin in April 2014 and a version of the training curriculum will be made publicly available and published - please look forward to it!

For more information about the project, please click here: [SocialWeb - SocialWork](#).

## contact information

Please contact us via phone or email. We are looking forward to your comments and questions.

Carolin Bretl, project manager  
Tel.: ++49-30-437277-40  
Email: [cbretl@socialweb-socialwork.eu](mailto:cbretl@socialweb-socialwork.eu)

Stiftung Digitale Chancen - Digital Opportunities Foundation

Office Berlin  
Chausseestr. 15  
10115 Berlin  
Fax: ++49-30-437277 39

## events in the field

**The 2013 European Cyber Security Conference**  
16.05.13, Brussels

**Conecta Joven - Annual Event**  
17.05.13 - 19.05.13, Avilés

**Conference: Social Networks, Twitter, online games and other interactive applications on the Internet**  
03.06.13 - 04.06.13, Berlin

**2nd summerforum media literacy**  
07.06.13, Potsdam

**International Conference - The Effects of Media on Children and Young Adults**  
25.09.13 - 27.09.13, Balatonalmádi

**FOSI 2013 Annual Conference**  
06.11.13 - 07.11.13, Washington DC

## research in the field

### Longitudinal Risk Factors for Cyberbullying in Ado

*by F. Sticca, S. Ruggieri, F. Alsaker, S. Perren, Universität Bern, Universität Zürich*

Cyberbullying has emerged as a new form of antisocial behaviour in the context of online communication over the last decade. The present study of the universities Zurich and Bern investigates potential longitudinal risk factors for cyberbullying.

A total of 835 Swiss seventh graders participated in a short-term longitudinal study (two assessments 6 months apart). Students reported on the frequency of cyberbullying, traditional bullying, rule-breaking behaviour, cybervictimisation, traditional victimisation, and frequency of online communication (interpersonal characteristics). In addition, moral disengagement, empathic concern, and global self-esteem (intrapersonal characteristics) was assessed.

Results showed that traditional bullying, rule-breaking behaviour, and frequency of online communication are longitudinal risk factors for involvement in cyberbullying as a bully. Thus, cyberbullying is strongly linked to real-world antisocial behaviours. Frequent online communication may be seen as an exposure factor that increases the likelihood of engaging in cyberbullying. In contrast, experiences of victimisation and intrapersonal characteristics were not found to increase the longitudinal risk for cyberbullying over and above antisocial behaviour and frequency of online communication. Implications of the findings for the prevention of cyberbullying are discussed.

Please see the complete study and its findings [here](#).

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[Please click here for more recent research in the field](#)