"Technology should be our servant, not our master."

- Ludovic Tendron -

Intellectual Output 3

UPSKILLING PATHWAYS FOR STEPIN AMBASSADORS

INFORMATION ABOUT OUTPUT

OUTPUT:

IO3 - PARENTAL EDUCATIONAL FIRST AID PACK FOR THE STEPIN AMBASSADORS: ON AND OFFLINE

ACTIVITY:

IO3-A3: UPSKILLING PATHWAYS FOR STEPIN AMBASSADORS

OUTPUT LEADER:

A & A EMPHASYS INTERACTIVE SOLUTIONS LTD

FAMILY AND CHILDCARE CENTER – BRANCH IN SKOPJE – CO-LEADER

INFORMATION ABOUT OUTPUT

PROJECT:

STEPIN: Supporting Parents to Deal with the Excessive Online Time and Habits of Their Children

ACRONYM:

STEPin

PROJECT WEBSITE:

https://stepin-project.eu

PROJECT E-ACADAMY:

COORDINATOR:

Gottfried Wilhelm Leibniz University Hannover, Germany

PARTNERS

PROJECT NO.:

Project No: 2020-1-DE02-KA204-007452

Co-funded by the Erasmus+ Programme of the European Union

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

This document by STEPIN is licensed under CC BY-SA 4.0.

To view a copy of this license, visit https://creativecommons.org/licenses/by-sa/4.0.

TABLE OF CONTENT

Introduction 4

STEPin project 4

STEPin online platform and assessment tool 6

e-Academy 6

e-Library 6

e-Community 6

Mapping Tool 7

Assessment tool 8

STEPin Parental Educational Pack 9

The STEPin Parental Educational pack is divided into 5 modules: 9

Benefits of Internet Use 9

Risks of Internet Use 9

Risk Factors for Problematic Use 9

Parental Skills 10

Coping Skills 10

STEP in Professional development training program: Dialing with excessive Internet Abusive Behavior (IAB) 11

Competences Framework 14

Get in touch with us! ..... **Error! Bookmark not defined.**

Annexes 17

INTRODUCTION

The STEPin project is all about supporting parents to become role models for their children and motivators for using their time online sensibly and constructively while promoting the well-being of their children and the healthy lifestyle of their families.

Most parents with school children over 10 belong to another less-digital generation, and feel powerless to face these dangers, prevent their children's or even their excessive exposure to the Internet, protect them and deal with potential abusive behaviour. Apart from the above, parents themselves, as adults, face related problems.

For adults-parents, this becomes especially difficult if one considers that 40% of adults in the EU have insufficient digital skills (Eurostat, 2018), and even those possessing a real command of digital skills often lack the attitude to put them to full use: only 2% of the digitally competent can demonstrate critical thinking while searching for information online (EU,2017).

In addressing the above, during the project consortium produces a map of the current scene in all countries and records efforts to deal with Internet Abusing Behaviour/Addiction, as seen in children's and young people's (10-18 years) attitudes while proposing a series of actions:

- targeted upskilling programs for parents/educators,
- delivered in an engaging social learning environment, and
- build around the concept of learner motivation.

Motivational workflows designed around the awarding of badges following the accomplishment of single mode or team challenges will immerse learners in a social learning context to help them achieve their screen reduction goals.

Furthermore, the project goes even further by exploiting the role of parents as AMBASSADORS/ ROLE MODELS catering for the well-being of their children while introducing healthy lifestyles within their families. Motivational activities will be organised to encourage parents to reflect on their habits first by reducing their screen time and then to assess, identify, prevent or deal with their children's online behaviour.

7 organisations from the UK, Cyprus, Greece, Germany, North Macedonia, Slovenia and Croatia work together in this challenging project complementing each other in terms of expertise and experience, but with a common **AIM:** *to support parents in order to be able to identify, prevent or deal with internet abusive behaviours while improving the well-being of their families.*

This aim will be achieved through the realisation of 4 main Intellectual Outputs produced:

1. **STEPin monitoring report for dealing with Internet abusive behaviour and gaming.** It includes mapping of good practices, policies, initiatives, programmes, seminars, etc., at the regional, national, and EU level for dealing with young's people IAB; peer review among partners and comparison with the EU recommendations; survey and analysis of current needs and gaps from the parent's perspective and young people's view; creation of the STEPin Competence Framework, and setting up of Expert Advisory Group.
2. **STEPin cloud-based platform and assessment tool**

It includes an **e-Academy** of all developed modules, an **e-Library** with extra resources and good practices, an **e-Community** where you can ask for advice or discuss the topic, an interactive **Mapping Tool** where all good practices, current initiatives, programmes, and policies are gathered, and an **Assessment tool** a questionnaire with personalised feedbacks and plans based on each user's needs.

3. **Parental educational first aid pack for the STEPin ambassadors: on and offline**
   It includes a blended upskilling pathway programme to educate parents on factors causing IAB addiction and gaming, the harmful consequences, and the signs on their children's behaviours; educational material to support the above training; STEPin AMBASSADOR's methodology based on the creation of parent's role as innovators and STEPin multi-level and multi-purpose raising awareness campaign for the public.
4. **Tool kit for setting up STEPin support centres: outreach campaign from the local to the national level**
   The TOOL KIT will consist of all essential guidelines/material to support the setting up, implementation and evaluation of the STEPin SUPPORT CENTERS at the organisational level. The STEPin CENTERS will provide the upskilling programmes to parents, offer the AR-based assessment identification tool and withdrawal plans, and create synergies with experts (clinicians, researchers, teachers, psychologists, etc.) to provide support through the Help Desk (both on and offline), implement the raising awareness campaign and initiate the STEPin PARENTS MOVEMENT.

STEPIN ONLINE PLATFORM AND ASSESSMENT TOOL

The STEPin online platform functions as a helpdesk for parents and a comprehensive educational pack with learning material for adult educators. Its aim is to provide the necessary knowledge, tools, and teaching resources for dealing effectively with internet addiction and associated risky behaviours through open and interactive up-skilling methodologies and motivational workflows based on an open-badges reward system.

e-Academy

A compilation of 5 teaching modules:

- Risk factors for problematic Internet use
- Risk of Internet use
- Parental Skills
- Benefits of Internet Use
- Coping Skills

These modules explain the risks and benefits of internet use, the behavioural and psychological factors affecting children's attitudes, the role of parents in respective outcomes, external factors (such as friends) raising the risks, as well as intervention and prevention measures.

The modules contain easily understandable content and are designed to offer condensed knowledge to the average user. Furthermore, they present useful references and additional open-access multi-media resources (like YouTube videos) that can enhance knowledge and understanding of the theoretical background.

e-Library

A compilation of additional theoretical resources and good practices to help raise awareness of internet use risks, prevention strategies, coping strategies, and so on. This will support parents in finding ways to limit their children's internet use and intervene when detecting risky behaviours (e.g., in gaming, shopping, social media, etc.).

The e-Library also contains various other tools and resources that parents and teachers can utilise, like EU Recommendations and Policies, national/regional reports, current initiatives, programmes, training opportunities, etc.

e-Community

A forum for exchanging ideas, posting messages, suggestions, and/or ideas. This functionality will play the role of a helpdesk, where parents, teachers, experts, social workers, and other interested parties will be able to exchange ideas, good practices, guidance, and other ways of supporting the goals of the STEPin project.

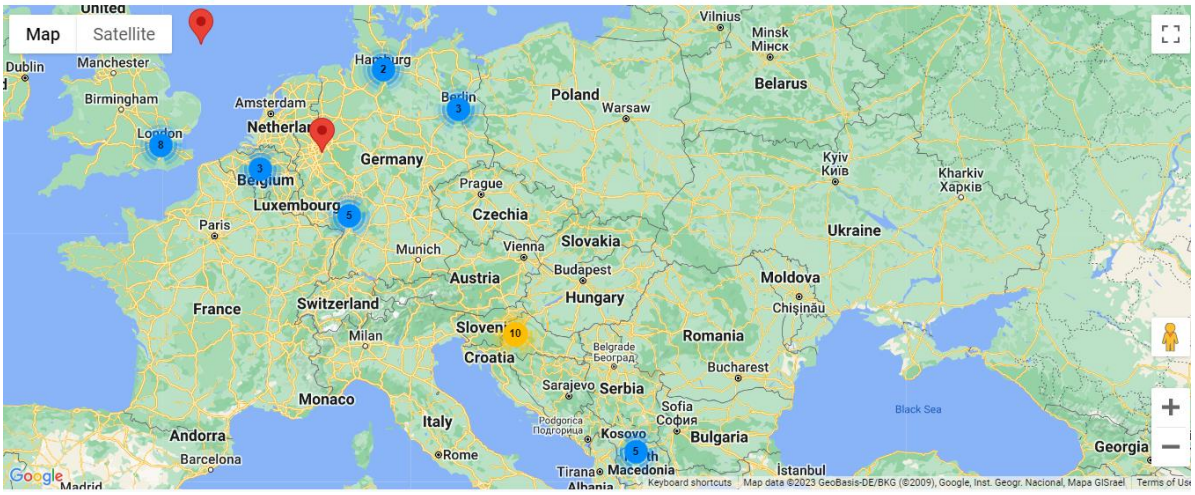
E-Community features:

- Contact Form – To be filled by interested parties with requests or ideas.

- STEPin Forum – For registered members to exchange any relative content, opinion, suggestion, etc.

Mapping Tool

A practical tool to collect and share good practices, current initiatives, programmes, and policies in partner countries and across Europe. This tool will address the target group of parents, as well as teachers and young people, to help them deal with issues related to Internet Abusive Behaviour (IAB) in a sustainable way.



The tool contains an interactive map. Users can choose to filter their results based on the country of interest, the type of organisation, the target group, etc.

The tool is also a chance for professionals and relevant organisations to promote their best practices, current initiatives, and any other relevant activity.

Assessment tool

A tool that will identify, report, and suggest personalised moderation plans based on each user's needs.

The Assessment tool can be used as follows:

How to begin your strategy: If you have created an account and you are already logged in, press the button "Begin your strategy", which is on the home page Figure 5. Next, on the begin your Strategy page, answer the questions by pressing the button start (see Figure 6). When you answer all the questions of the tool, you will receive feedback based on the answers that you gave.

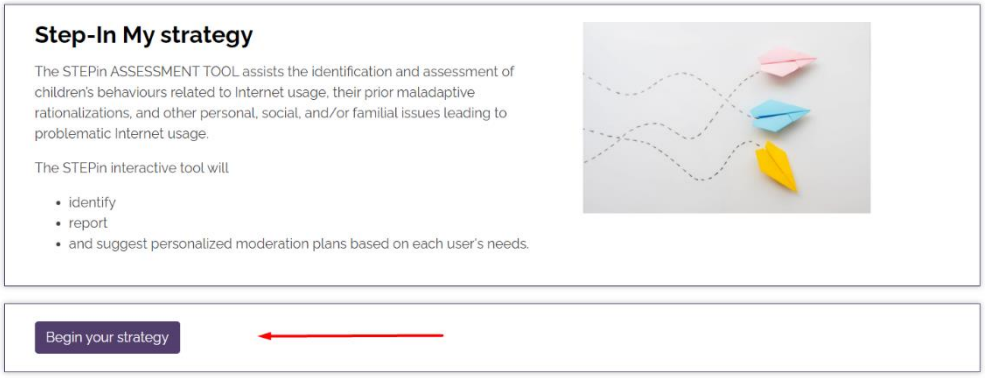


Figure 5: Begin your strategy

Go to your Strategy: If you answer all the questions on the "Begin your strategy" page, you can now see your strategy. In the nav bar, press the "My Strategy" item. On the Step-In Strategy page, you can see 5 Action modules and 5 Action Types.

The **Action modules** are the following:

- Risk factors for Problematic use
- Risk of Internet use
- Parental Skills
- Benefits of Internet use
- Coping Skills

The **Action Types** are the following:

- Action that has prerequisites (other actions need to be implemented first) but requires no training.
- A long-term action that can be implemented immediately.
- Quick Win.
- A simple action that can be implemented immediately but requires training.
- Action that has prerequisites and requires training.

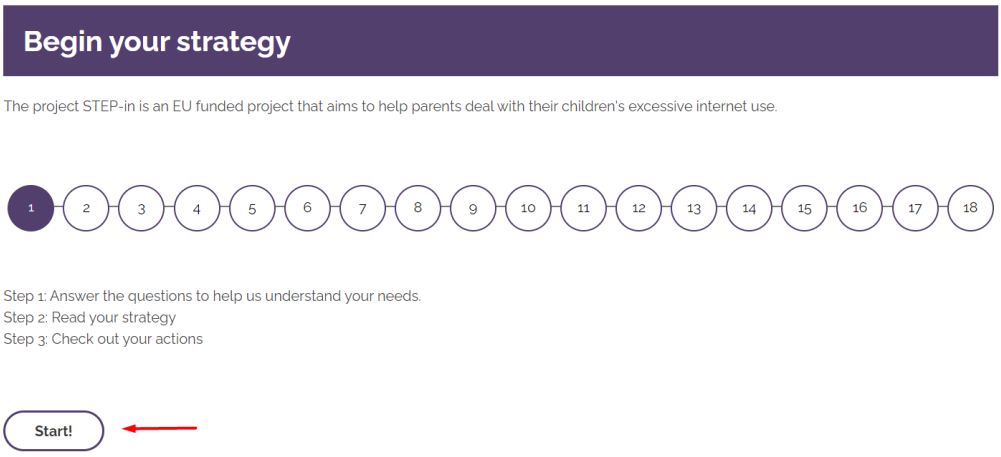


Figure 6: Start the Strategy

Figure 7 illustrates the Step-In Strategy Page. You can use the filters on this page to get the results you want. For example, to see only the Coping Skills module, select the first dropdown of the item “Coping Skills” and then press the “Apply” button.

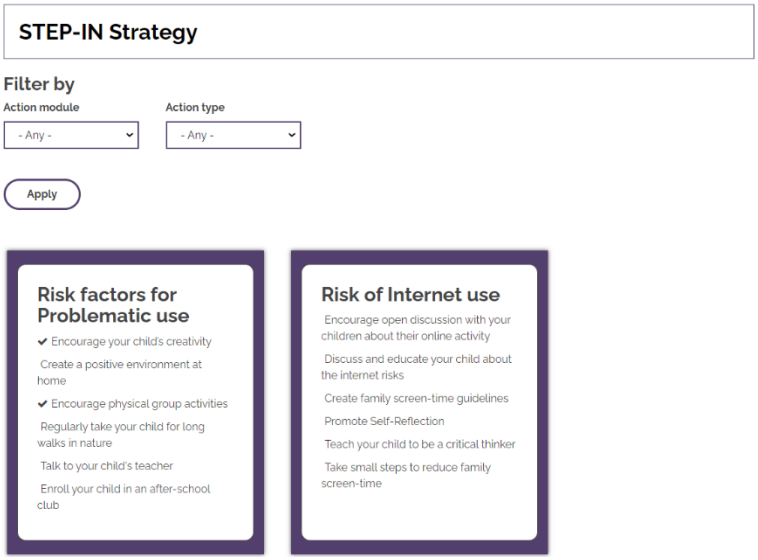
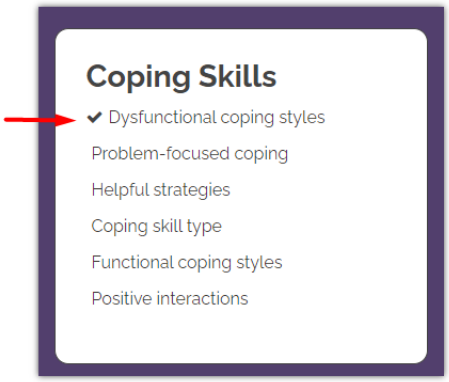


Figure 7: My Strategy Page

How to Complete Actions in Action Modules: Each of the Action Modules has some Actions. For example, if you complete the Action "Dysfunctional coping styles" of the action module "Coping Skills", you can press the button "Click here to mark this action as completed if you have implemented it". All the completed actions are checked (see Figure 8).

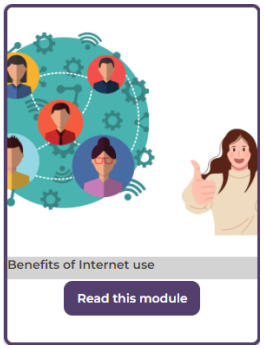


STEPIN PARENTAL EDUCATIONAL PACK

The STEPIN Parental Educational Pack refers to a collection of resources and materials designed for parents, with the aim to support them in preventing and dealing with abusive internet behaviours and eventually becoming role models for their children (STEPIN Ambassadors).

The materials developed here are in line with the needs of parents identified in all participating countries as part of the IO1 and are also linked to the STEPIN Assessment Tool to support parents in dealing with the needs identified through the assessment tool.

The STEPin Parental Educational pack is divided into 5 modules:

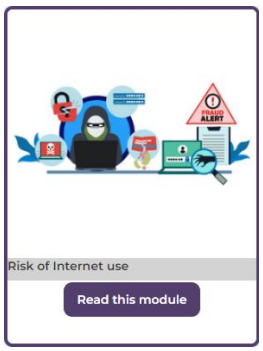


Benefits of Internet Use

The Internet is a tool, and it is the abuse of this tool that can cause risks. However, if used correctly can offer many benefits, such as socialisation, identity exploration, and creativity, as explored in Module 1.

Risks of Internet Use

The increasing Internet availability and use among children has heightened their exposure to various security risks in cyberspace. This module provides information about the potential risks associated with internet use, such as cybersecurity issues, but also potential risks that might impact the mental health and well-being of the users.



Risk Factors for Problematic Use

There are various risk factors associated with the problematic use of the Internet. This module examines the Impact of personality, external stressors and peer pressure as potential risk factors.

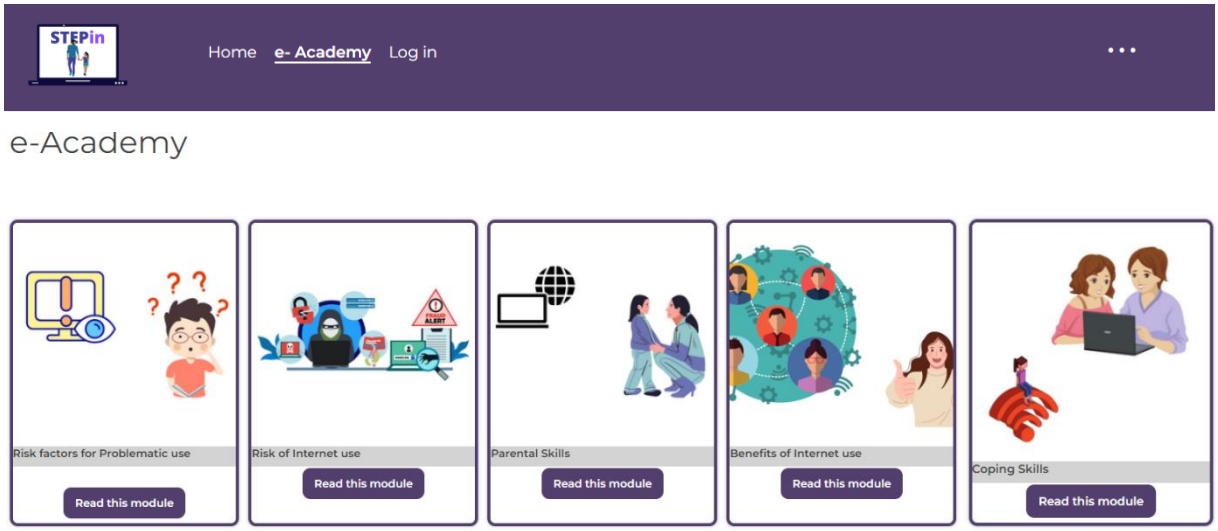
Parental Skills

This module provides information about two larger skill sets which constitute an important part of parental skills, which are presented: communication skills and conflict resolution skills. Further, active listening skills, as part of communications skills and anger management skills as part of conflict resolution skills are explained. This module addresses parents wishing to improve their communication and conflict-resolution skills in their relationships with their children.

Coping Skills

This module provides information about coping skills and coping strategies that can be used to cope with everyday problems by both parents and their children.

You can find all the materials developed in the STEPin Academy.



In addition to the materials developed, the STEPin Library offers a collection of e-tools/e-resources/good practices to support further parents dealing with problematic internet use of their children.

The STEPin Library can be found here: http://step-in.erasmusplus.space/library.

STEPIN PROFESSIONAL DEVELOPMENT TRAINING PROGRAM: DEALING WITH INTERNET ABUSIVE BEHAVIOUR (IAB)

STEPIN TRAINING PROGRAM - Supporting parents to deal with the excessive online time and habits of their children: a prevention and intervention programme for all

SAMPLE AGENDA

DAY 1		
Estimated time	**Session**	**Objectives**
90 min	**Getting to know each other** - **Ice-breaking activity** - Presentation of the training program	- To motivate interaction between the participants - Participants to get familiar with the team and the training program
COFFEE BREAK		
30 min	**Overview of the STEPin project**	- Participants to get familiar with the STEPin project and its objectives, activities and project results
90 min	**Parental Educational First Aid Pack and Assessment Tool** **Mobile App**	- To train parents about the IAB - To train the parents how to deal with the danger of IAB and support their children - To train them how to use the developed tools - To inspire them to use the assessment tool and mobile app in the process of supporting their children to build healthy habits
90 min	**Group work**	- Exchange good practices and strategies among parents on how to deal with IAB
COFFEE BREAK		
30 min	**Reflection**	- To guide the participants and support them in identifying their learning highlights.

DAY 2

Estimated time	Session	Objectives
90 min	**Parents in the Digital Era - Digital Natives and Digital Immigrants**	- To train participants about the characteristics of Digital Natives and Digital Immigrants - To train the parents how to navigate in the digital era
COFFEE BREAK		
90 min	**Risk of excessive Internet use**	- To equip the parents with information about the potential risks associated with internet use, such as Cybersecurity Issues and the Impact on the Mental Health and well-being of the Users
30 min	**Reflection**	- To guild the group of participants and support them in identifying their learning highlights

DAY 3

Estimated time	Session	Objectives
90 min	**Parental skills**	- To strengthen their parenting skills and become more aware of the concept of positive parenting - To become more aware of the needs of their children and how to meet them by preventing IAB - To learn new strategies for nurturing their children's needs in the digital world - To empower parents to become role models for their children
COFFEE BREAK		
90 min	**Parental skills - Intervention**	- To train the parents about the types of parenting interventions - To initiate the development of problem-solving skills and nurture a parenting style
COFFEE BREAK		
90 min	**Testimonials from Parents - Sharing Experiences**	- To allow the participants to share the highlights of their learning experience and exchange good practices - To further disseminate the STEPin project results
30 min	**Final Remarks and Evaluation**	

STEPIN METHODOLOGY AND COMPECENCE FRAMEWORK

The Competence Framework of the STEPin-project is based on the general findings of the National Monitoring Reports. Its aim is to identify central and relevant topics regarding IAB and to map them out, focusing on knowledge and useful skills. Following the five main topics are shown and shortly described. They were adapted into modules for the STEPin e-Academy, including detailed information and tips and exercises for parents in IO3.

Benefits of Internet Use

One of the main benefits of the Internet is enabling young people to associate with other people through multiple forms of social connection if the importance of boundaries is upheld. The Internet is also giving us opportunities to learn and develop skills, and by that, it enables us to explore our own identity. Finally, this module deals with the chances of creating creative outlets online and connecting them with one's emotions.

Parental Skills

Oftentimes, parents come across many unexpected situations with their children and may feel concerned that their ability to do well as a parent is not enough. This module helps parents in dealing with IAB. It focuses on the parent-child relationship and gives best practice examples for how to communicate with your child and how to deal with conflicts that may arise.

Risks of Internet Use

In contradiction to *the Benefits of Internet Use,* this part of the framework focuses on the risks that may arise from being online. It explains what cybersecurity risks children are exposed to while being online and shows the necessary skills to recognise and deal with different situations. Furthermore, it discusses the implications of IAB on Mental Health and raises awareness of issues like depression or addiction due to being online.

Risk Factors for Problematic Internet Use

This module provides information about the risk factors for problematic Internet use to support parents in detecting signs and symptoms of IAB. These risk factors are divided into three categories: First, problematic internet use and maladaptive behaviour; second, personality traits linked to internet addiction and third, concrete signs that IAB parents can look for, like mood swings or tiredness.

Coping skills

The final module focuses on Coping skills that are important to deal with everyday life in our digital world. It explains and gives best practices for different strategies and skills like Emotion-focused Coping, or Problem focused coping. It also offers insights into dysfunctional Coping mechanisms and how to detect them.

To ensure a smooth run of the training program, the team of trainers can involve exercises that will increase the interaction among the group, such as:

Ice-breaking activity

Case studies based on the in-depth analysis in the partner countries

Group work activities

Throughout the training program, the participants from different backgrounds learn to develop their personal, professional, and intercultural competencies. The training activity aims to foster knowledge and cooperation in European adult learning. They will promote participants' initiative and creativity and directly impact their future youth work practice, such as organising quality projects and intercultural learning experiences. Offering the added value of a European dimension, the training program will be quality checked regarding content criteria and implementation.

Each of the participants will have an opportunity to develop their competencies:

Communication in foreign languages;

Learning to learn;

Sense of initiative and entrepreneurship;

Specific professional competencies (new knowledge about how youth work on different levels can support youth employability and social entrepreneurship.

Furthermore, they have a better awareness of the different obstacles that young people face in other countries and have learnt of various youth work and policy solutions to enhance their chances). In addition, the STEPin OPEN BADGE MENTOR-AMBASSADOR will be organised by setting up the eco-system of this as part of the platform.

The training program will improve the participants' knowledge and familiarise them with the procedure for assessing and validating non-formal learning.

GET IN TOUCH WITH US

Today's prevalence of technologies in our everyday life has forced us to follow and adapt to the digital age. Digital skills, especially for parents, are often not enough despite everything. The role of screens in children's lives is becoming increasingly important, and for parents, it is crucial to understand how everything works. They need to spend more time guiding their children towards positive activities, raising their awareness of the dangers, risks, and acceptable activities, and encouraging them to be active outside the digital world.

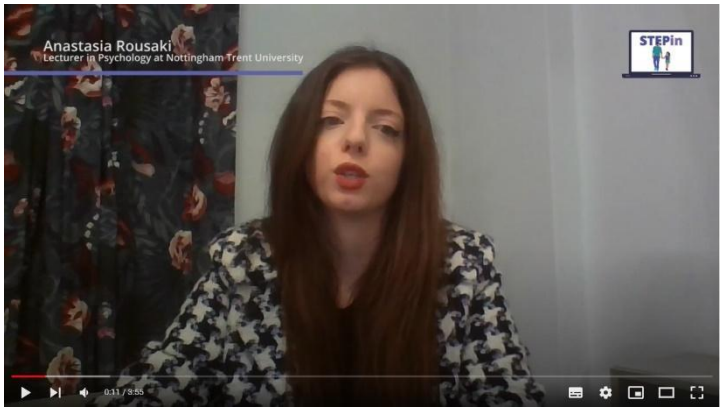
Become a Role Model video is available:

DE | HR | EN | SI | MK | EL

Parents are the first to perceive changes in their children's lives, and the STEPin project is all about supporting parents to become Role models for their children and motivators for using their time online sensibly and constructively while promoting the well-being of their children and the healthy lifestyle of their families.

What do experts say about excessive screen exposure?

We asked a Lecturer in Psychology at Nottingham Trent University when acceptable becomes excessive.



Watch the video for tips on **recognizing and avoiding** excessive use of the Internet, which **signs of addiction** to look for and **where to get help**. Expert advice videos are available with subtitles in all partners' languages (DE, HR, EN, SI, MK, EL).

Follow the promotional campaign on the STEPin YouTube channel to learn more about the topic and tips for the well-being of all.

Get in touch with us!

Explore our results, find answers to your questions, and get in touch with us.

Follow us on the project Website, Facebook or Instagram.

ANNEXES

1) Certificate Template

2) Evaluation form

STEPin – Program evaluation form

1. Which country are you from?

Croatia

Cyprus

Germany

North Macedonia

Slovenia

2. How old are you?

3. What is your gender?

Male

Female

I prefer not to say

4. What is your role?

Parent

Adult educator

Other:

5. Has the training met your expectations?

Yes

No

6. Please explain your choice.

7. The training followed its Agenda.

1 I completely agree

2

3

4

5 I completely disagree

8. The Agenda was well structured.

1 I completely agree

2

3

4

5 I completely disagree

9. We are interested in their impression of the individual programme items.

How would you rate the input on "**Overview of the STEPIN Project**" and "**Parental Educational First Aid Pack and Assessment Tool/ Mobile App**"?

Please indicate answers on the scale.

	1	2	3	4	5
Interesting	◯	◯	◯	◯	◯
Useful	◯	◯	◯	◯	◯
Appropriate use of methods	◯	◯	◯	◯	◯

10. We are interested in their impression of the individual programme items.

How would you rate the input by Guest speaker? Please indicate answers on the scale.

	1	2	3	4	5
Interesting	◯	◯	◯	◯	◯
Useful	◯	◯	◯	◯	◯
Appropriate use of methods	◯	◯	◯	◯	◯

11. How would you rate the input on "**Parents in the Digital Era – Digital Natives and Digital Immigrants"**? Please indicate answers on the scale.

	1	2	3	4	5
Interesting	◯	◯	◯	◯	◯
Useful	◯	◯	◯	◯	◯
Appropriate use of methods	◯	◯	◯	◯	◯

12. How would you rate the input on "**Risks of Internet Use**"?

Please indicate answers on the scale.

	1	2	3	4	5
Interesting	◯	◯	◯	◯	◯
Useful	◯	◯	◯	◯	◯
Appropriate use of methods	◯	◯	◯	◯	◯

13. How would you rate the input on the topic "**Parental Skills – Prevention**"?

Please indicate answers on the scale.

	1	2	3	4	5
Interesting	◯	◯	◯	◯	◯
Useful	◯	◯	◯	◯	◯
Appropriate use of methods	◯	◯	◯	◯	◯

14. How would you rate the input on the topic "**Parental Skills – Intervention"?**

Please indicate answers on the scale.

	1	2	3	4	5
Interesting	◯	◯	◯	◯	◯
Useful	◯	◯	◯	◯	◯
Appropriate use of methods	◯	◯	◯	◯	◯

15. Has the training met your learning goals?

Yes ( )

No ( )

16. Please explain your choice...

17. Which content was the most useful to you? Why?

18. Which content was the least useful for you? Why?

19. How important is this course for you, and why?

20. Did you receive enough support during the program? Explain your answer.

21. The venue was well fit to hold the training.

1 I completely agree

2

3

4

5 I completely disagree

22. What recommendations are you for improving the venue for future meetings?

23. What recommendations do you have for improving future meetings?