"Technology should be our servant, not our master"

- Ludovic Tendron -

Intellectual Output 4

MOTIVATIONAL STRATEGY

MOTIVATIONAL STRATEGY

INFORMATION ABOUT OUTPUT

OUTPUT:

IO4: STEPIN POLICY TOOL KIT: SETTING UP THE SUPPORT CENTRES: OUTREACH CAMPAIGN FROM THE LOCAL TO THE NATIONAL LEVEL

ACTIVITY:

IO4-A4: STEPIN MOTIVATIONAL STRATEGY FOR EXPLOITATION

OUTPUT LEADER:

RIC NOVO MESTO

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:

http://step-in.erasmusplus.space/academy

COORDINATOR:

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PROJECT NO.:

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TABLE OF CONTENT

INTRODUCTION 4

PROJECT RESULTS WITH TRANSFERRABLE POTENTIAL 5

- Competence Framework 5
- Mapping Tool 5
- STEPin Platform 6
- Parental Educational first-aid pack 6
- STEPin Policy toolkit 7

SWOT ANALYSES 8

IMPACT 10

- Plan for further exploitation of results 11

STEPin CAMPAIGN 13

- Infodays 15
- Training activities 16

STEPin MOTIVATIONAL STRATEGY 17

- STEPin Corners and STEPin Role models 19
- STEPin inter-generational initiative among parents and young people 20
- **Get in touch with us!** 21

INTRODUCTION

The STEPin project is all about supporting parents to become role models for their children and motivators for using their time on-line in a sensible and constructive way while promoting the well-being of their children and the healthy lifestyle of their families.

Most parents having school children aged over 10 belong to another less-digital generation themselves, feel powerless to face these dangers, prevent their children's' or even their own excessive exposure on 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).

7 organisations from the UK, Cyprus, Greece, Germany, Macedonia, Slovenia and Croatia works 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.*

The main purpose of the motivational strategy is to create awareness and understanding among individuals and society about the harmful effects of Internet abusive behavior. It aims to motivate and inspire individuals and society to modify their behavior by acting respectfully and responsibly online and by following a healthy lifestyle.

Using the materials, everyone can be empowered with knowledge and skills to recognize and confront internet/screen abusive behavior and find answers for themselves, for their child, or for people in need (depending on the role). The materials can be used, promoted, and disseminated in the home or work environment, and in this way, each individual can have a social impact on tackling screen addiction, by promoting healthier digital habits, fostering better mental health, and creating a more balanced lifestyle for individuals and society as a whole.

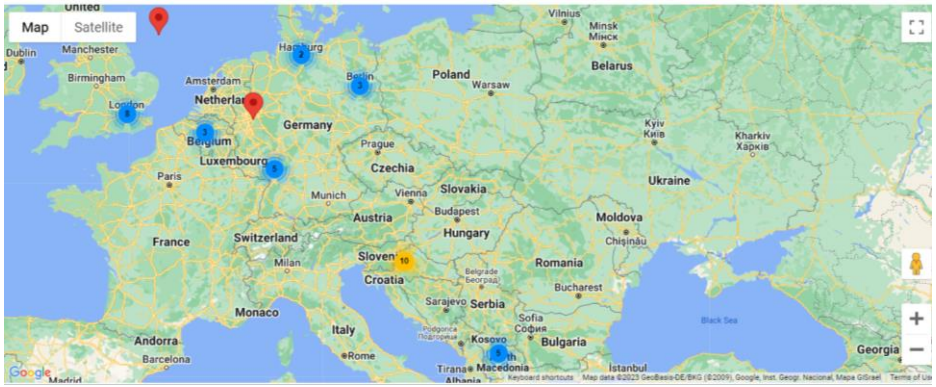
PROJECT RESULTS WITH TRANSFERRABLE POTENTIAL

All project results have the potential for transferability (with the possibility of adaptation), which of course depends on the target group of end users and the type of organisation, the aim of use and learning process. Below is a list of results with options for integration into other environments and methods of implementation.

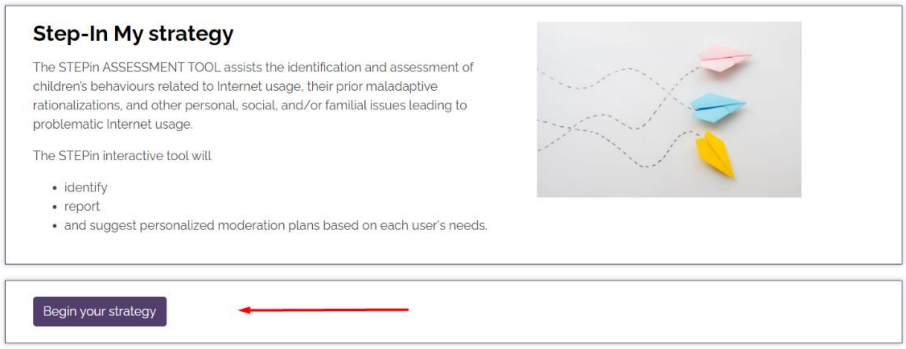
Competence Framework

Project result	**Competence Framework** for Internet Abusive Behaviour (IAB) with all the benchmarks and indicators for the knowledge, skills, and attitudes parents should acquire.
Users	Key stakeholders
Purpose of the result	To give support in the process of evaluation of the competencies of the target group. To help create similar competence frameworks.
Methods of implementation	In-depth reading of the document and related materials. Document available at: https://stepin-project.eu/io1/

Mapping Tool

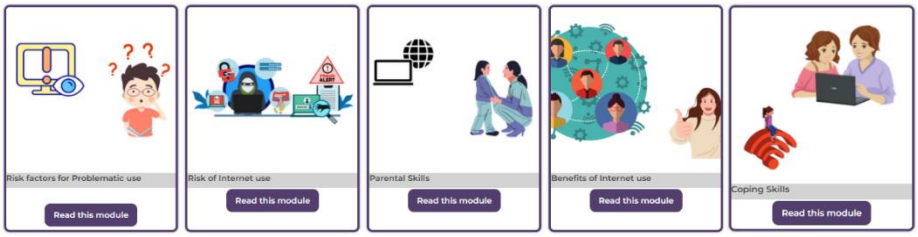
Project result	**Mapping Tool** Interactive of good practices, current initiatives, programmes, and policies in partner countries and across Europe.
Users	Main target group: parents, teachers, and young people.
Purpose of the result	Support end users to find organization that can help them with issues related to Internet Abusive Behavior (IAB) in a sustainable way.
Methods of implementation	Interactive map of a good practices, current initiatives, programmes, and policies in partner countries and across Europe is available online at: https://stepin-project.eu/mapping-tool
	

STEPin Platform

Project result	**STEPin Platform** (Cloud-based platform, STEPin Assessment Tool, and Mobile App) Tools to support parents, teachers, and experts to deal with IAB.
Users	Key stakeholders, parents, teachers, experts, and young people.
Purpose of the result	Online platform functions as a helpdesk for parents and a comprehensive educational pack with learning material. Assess knowledge and develop a plan for upgrading.
Methods of implementation	Use of the platform can be guided by trained mentor or self-directed (depending on your prior knowledge). All materials are accessible once you have created a user account. On the platform, you can access the e-Academy, e-Library, e-Community, Assessment tool and download the Mobile app for easy access from your mobile phone.
	

Parental Educational first-aid pack

Project result	**Parental Educational first-aid pack** Educational and learning material and programme connected to IAB.
Users	Main target group: parents, teachers, adult educators, and young people.
Purpose of the result	Support end users to prevent and deal with the dangers of Internet Abusive Behaviour (IAB) of children. The **STEPin Parental Educational** pack is divided into 5 modules: • Benefits of Internet Use • Risks of Internet Use • Risk Factors for Problematic Use • Parental Skills • Coping Skills Created **Upskilling pathway programme** used in C1 to sustain the project results.

Methods of implementation	Use of the educational pack can be guided by trained mentor or self-directed (depending on your prior knowledge). Presentation of the result and how to use it is available at: https://stepin-project.eu/io3-parental-educational-first-aid-pack-for-the-stepin-ambassadors-on-and-off-line/
	

STEPin Policy toolkit

Project result	**STEPin Policy toolkit**
Users	Educators (primary and secondary school teachers, adult educators), professionals (psychologists, sociologists ...)
Purpose of the result	It includes a road map with identifiable stages, actions to be taken and decisions to be made with all necessary templates, letters, time schedules, teaching material, teaching guides, etc. Step-by-step guide on how to do a **STEPIN campaign** and how to set up a **STEPin Support center.**
Methods of implementation	An in-depth reading of the document with links to all the key results and instructions on how to implement. The document and all related content can be found at: https://stepin-project.eu/io4-tool-kit-for-setting-up-stepin-support-centres-outreach-campaign-from-the-local-to-the-national-level/

SWOT ANALYSES

To find out where and how different project results can be useful for different key stakeholders and end users, it is crucial to be aware of internal barriers and positive aspects, as well as external opportunities and threats. A SWOT analysis (STRENGTHS, WEAKNESSES, THREATS, OPPORTUNITIES) based on the responses of the pilot test participants, MEs participants, and other stakeholders involved in the project.

The SWOT analysis showed that the STEPin project and its results have several strengths, such as the relevance of the topic and the research-based results, a skilled team that takes its role very seriously and the support of external experts. The resources have proved to be very useful, interactive and give ideas for upskilling, especially parenting skills. The international exchange of knowledge and practice is also an important contribution, and the assessment tool is an effective support. However, there are some weaknesses, such as the rapid change of technologies, the platform is a bit less user-friendly, and it is hard to find. More people need to be reached with the results.

To address the weaknesses, we have set up additional STEPin Corners that will continue to exist after the completion of the project and trained STEPin Role models who will spread the knowledge throughout their networks. We have adapted the language of the results, and for users who have no prior knowledge, we are on hand in the partner organisations to help.

The SWOT analysis showed that we still have some opportunities to further enhance the platform and disseminate it more widely. We engage with schools through presentations and raise awareness of the importance of the topic among the wider public. It would also make sense to translate it into other languages. These opportunities could further enhance the resource's impact and effectiveness, particularly by encouraging schools, adult education centres, and relevant stakeholders to raise awareness and participate in project activities by promoting the importance of a healthy lifestyle and well-being.

According to the SWOT analysis, the biggest threats to the project are the results that the progress of technologies could have an impact on the outdatedness of the results and the competition for more interactive tools and materials. Another risk is the reach of the key target group, as working parents often do not have time for the activities. To mitigate these threats, more emphasis could be placed on awareness-raising and prevention. Users could be targeted to meet their needs, the relevance of the results could be monitored and, where necessary, more relevant content could be provided.

In summary, the topic is very relevant and, given the trends, will become more so every day. It is important that we use and disseminate the results and reach as many people as possible. It is also important to follow current trends and to update the content or to direct it towards more topical content.

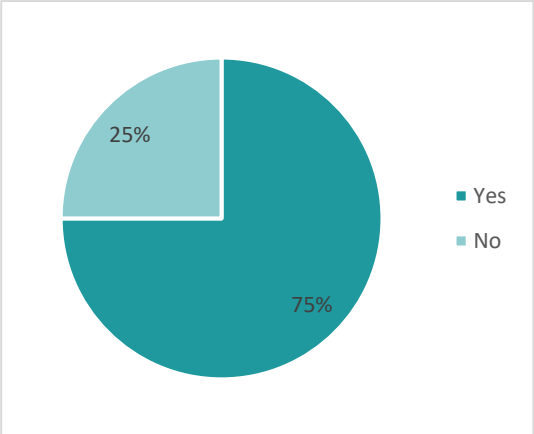
IMPACT

The developed materials are in accordance with the needs of children and parents. Today, the subject of IAB is indispensable and we should work on its prevention from the earliest childhood. More resources and tools like the one offered by the STEPin project is needed as the technology keeps evolving, along with the new challenges that are rising. The materials are very useful for all professionals who work with children and parents, and some of them can be used independently by parents.

We asked pilot test participants, MEs participants and key stakeholders about the potential impact of the project for the future. It has been assessed that the biggest impact of the project can be at local level, followed by regional and national level, mostly in the countries where the partners are located and it's less likely to have influence on EU level.

The project results are innovative, user-friendly, and applicable to the target group. The results can be easily adapted to the level of knowledge and understand depending on the target group and the context of the activity/program. Respondents suggested translating the results into other languages to increase their reach.

75% of respondents will continue to use the results of the project. Some in their daily work (teachers, counsellors), others in their daily communication with their children aiming to support their personal and social development.



When we asked if respondents would recommend the project results with others, they all said that they will share them because the project consortium produced a high-quality resource that are easy to understand and applicable to the target group. Finally, most parents have the same problem, and results are very useful for modern parenting.

Plan for further exploitation of results

Plan of project activities to be implement after the end of the project to ensure the use of project results even after the end of the project. All activities will be interactive and will take place either in person or online.

Activities	Target Group	Implementation	Project Partner & County
PA SBS has a good collaboration with kindergartens, primary and secondary schools, and other NGOs'. Materials will be used and shared with them on seminars and workshops. PA SBS organise workshops for children and one of the topics can be IAB. This topic is extremely important since the target group of the Association are children and parents. All the resources developed under this project will be used.	Parents, children, teachers, and school staff	Workshops organised for parents and children. Seminars for teachers and school staff.	Step by Step, Croatia
KMOP Skopje has established collaboration with primary schools, as well as a high school for students with intellectual disability, for better outreach and direct collaboration with the target group. The events will further promote the project and the process of creating healthy habits and help parents and adult educators deal with internet/screen abusive behaviors. Furthermore, we will continue to conduct the social media campaign to promote the project activities and develop resources, outreach, and engagement with the target group.	Parents and professionals	Offline and online events for further promotion of the project and its results, Enlarging the number of parents. children/youth and professionals that could benefit from the developed project materials.	KMOP Skopje, North Macedonia
Emphasys runs 'THE LEARNING HUB' (https://emphasyscentre.com/learninghub/) in cooperation with CitizensACT, a NfP organisation that aims to empower, engage, and connect EU citizens for sustainable development. Through the Learning Hub, Emphasys offers workshops and training opportunities for parents, which can be used to promote the resources developed as part of the STEPin project.	Parents and Related Professionals	Workshops organized through the Learning Hub initiative	Emphasys Center, Cyprus
EMPHASYS CENTRE is an Erasmus+ KA1 Learning Mobility Courses Provider offering a wide range of training courses to educators, VET teachers, youth workers and adult trainers in various fields and sectors. The materials and resources developed as part of the project will be promoted during courses for parents/ youth workers etc.	Parents Youth Workers	KA1 Training Course	Emphasys Center, Cyprus

Activities	Target Group	Implementation	Project Partner & County
AKNOW has a wide network of various technological partners through the EU as well as connections with schools. The materials, tools and resources created within the project will be disseminated among the interested parties and will be hosted in relevant activities in the future.	Relevant stakeholders	Social media, offline and online events	AKNOW, Greece
Through means of cooperation with key institutions in Hanover, we plan on spreading STEPin online tools and available resources through the multiplication of that information via the websites and social media channels of local community colleges, youth centers and youth associations. Further on we will focus on the multiplication through interpersonal exchange and discussions about STEPin within the named local institutions.	Parents, children, teenager, and social workers in youth centers	Social media, online websites, and local institutions such as youth centers and community colleges	LUH, Germany
The results of the project will be used in the daily activities of the organisation. We will integrate them into activities of Guidance Centre Novo Mesto and Self-Directed Learning Center Novo mesto.	Parents and children.	Workshops organized through the Self-Directed Learning Center Novo mesto and use of the materials within counseling service.	RIC Novo mesto, Slovenia
RIC Novo mesto a public body work closely with a wide network of local, regional, and national partners, such as: municipalities, ministries, regional development agencies, primary and secondary schools, NGOs, etc. Materials will be used and shared with them on seminars and workshops.	Relevant stakeholders	Social media, offline and online events	RIC Novo mesto, Slovenia
Publication of project results on EPALE platform.	Professionals	web-platform	RIC Novo mesto, Slovenia
Publication of all materials on the RIC Novo mesto e-classroom to make it even easier for participants to access the results and links. Sharing them on the organisation's social networks.	Parents, children, educators, topic related professionals, key stakeholders.	Social media, website, e-classroom.	RIC Novo mesto, Slovenia

We have also asked our pilot test participants, MEs participants, and key stakeholders if they will share the results. When we asked our respondents if they are willing to share and how they will disseminate the results of the project, they answered: The materials will be used in the daily work of partner consortium with the target group. They will be used by social workers, psychologists, teachers, and all other professionals who work on this or similar topics. The project materials are valuable for the further professional development of the psychologist, psychotherapist, social workers, special educators, etc., on recognizing the signs of IAB and supporting the parents and children.

STEPIN CAMPAIGN

Today's prevalence of technologies in our everyday life has forced us to follow and adapt to the digital age. Despite our effort to follow-up the digital skills, especially of parents, are often not enough. 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.

Figure 1: 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 in a sensible and constructive way 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 does acceptable becomes excessive.

Watch the video for tips on **how to recognise** and **avoid** 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).

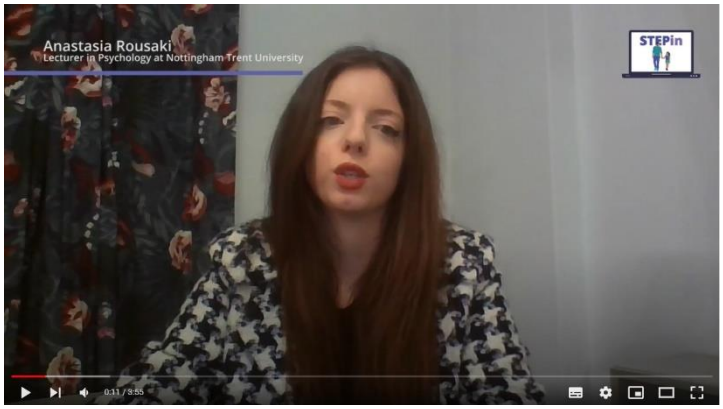


Figure 2: Video What do experts say about excessive screen exposure? Is available on the YouTube channel.

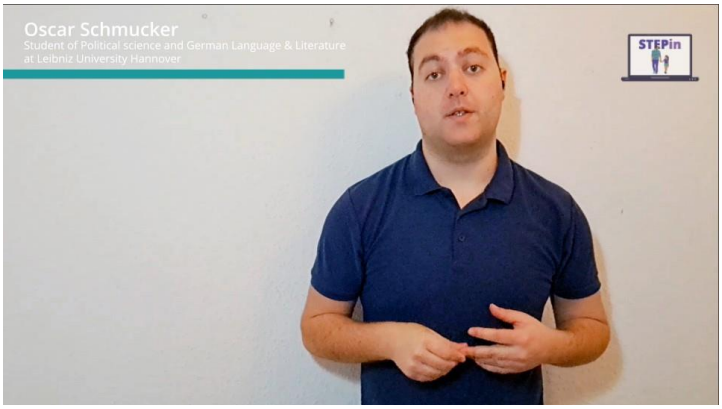


Figure 3: Video Do you think you spend too much time in front of the screen? Is available on the YouTube channel.

We also asked a student at Leibniz University Hannover if he thinks that he spends too much time in front of the screen. He said that it was quite shocking to realise that he was spending so much time in front of screens.

Watch the video about **his experience**, what **he wanted to change** and **where he found the answers.**

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

Infodays

To spread the word about our project, the importance of the topic and where to find help, we organised InfoDAYs for parents, educators, psychologists, youth workers, professionals etc. InfoDAYs were a good opportunity to raise awareness about the project goals and objectives, and for inviting participants to join us in the pilot testing activities. We have also tried to attract participants to take part in the STEPin upskilling programme for parents / educators to be trained for the implementation of the STEPin SUPPORT CENTRES and the STEPin ASSESSMENT TOOL.

Figure 4: InfoDAY in Cyprus organised by Emphasys Centre.

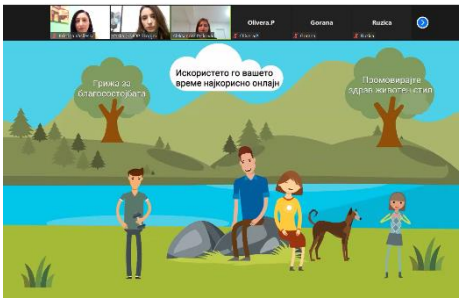


Figure 5: InfoDAY in North Macedonia organised by KMOP Skopje.

Figure 6: InfoDAY in Germany organised by Leibniz University Hannover.

Figure 7: InfoDAY in Croatia organised by PA Step by Step.

Figure 8: InfoDAY in Slovenia organised by RIC Novo mesto.

Training activities

After all the promotional activities and pilot testing, parents, and educators from four partner countries (Germany, Croatia, Slovenia, and North Macedonia) took part in a training session organised from 17th to 19th January 2023 at the Emphasys Centre in Nicosia, Cyprus.

The participants had the opportunity to learn more about the results of the STEPin project, in particular:

- Parenting in the digital age
- Risks and challenges of excessive internet/screen use
- Prevention and intervention measures for parents

Guest speaker Elena Odysseos, from EPA - European Parents' Association, presented her expertise and experience on the impact of technology on parents and children. You can find the content of our training on our website.

Figure 9: Group picture of trainees.

Figure 10: Active participation in training.

Figure 11: Guest speaker Elena Odysseos, from EPA - European Parents' Association.

STEPIN MOTIVATIONAL STRATEGY

To ensure sustainability, continuity, and further exploitation of the project's results, we have published everything on the website, linked up with different organisations, set up STEPin Corners and collected and recorded testimonials from participants who have taken on an active role as ROLE MODELS.

Figure 12: Video Parents' mutual challenges is available on the YouTube channel.

Our participants in the Cyprus training had an open discussion on IAB-related issues. They talked about what they had learnt, how much the exchange of experiences and knowledge meant to them, what they could change about the guidance of their children and where they would share the information they had received.

Watch the testimonials and find out more about our training and what the participants shared with us after the training.

> *I think it's important to be a role model but it's also difficult to be one and how can I be a role model for children if I have no self-control in this kind of situation.*
>
> *- Patrick Bredl, Germany -*

> *Internet is a tool as any other tool and with every tool you must be careful with children. You must teach the child how to use a knife or how to engage in traffic for example, but you don't give a three-year-old to drive a car first they'll have to walk with us holding hands, then they can walk by themselves then later they can ride a bike and when they go 18, they can drive a car. It's step by step in a traffic and I believe something similar could or should be done also with the devices and the internet.*
>
> *- Miha Gorenc, Slovenia –*

Figure 13: Video Awareness is a necessary step towards knowledge is available on the YouTube channel.

> *"We are all facing challenges no matter of country we are coming from no matter of the age of our children we are facing a lot of challenges of digital digitalization, so parts of the training related to some risks of screen time and using the internet, part of the training related to parental skills and how, to improve it and how to be a better parent for our children was extremely useful for me."*
>
> *- Sivija Stanić, Croatia -*

> *I loved the first that I was able to communicate with parents and find out that the problems are the same in every country, regardless of that we come from different countries, that our children are at a different age, that we have different social backgrounds, cultural backgrounds, the problems are the same.*
>
> *- Divna Michova Gavrilova, North Macedonia -*

In the end, we realised that the most important thing is to be a good role model. Each of the participants strives to become a role model for their children and beyond, promoting the importance of self-awareness, our own behaviour in front of screens, and how this affects children and people around us.

STEPin Corners and STEPin Role models

STEPin Corners was set up to raise awareness about the issue connected to Internet Abusive Behaviour. The STEPin Corners provides all the information about the project, its activities, materials, and support.

Figure 14: STEPin Corner in the Parents' Association "Step by Step", Croatia.

Figure 15: STEPin Corner in RIC Novo mesto, Slovenia.

Figure 16: STEPin Corner in Development Research Centre RRC Ormož, Slovenia.

Figure 17: STEPin project in front of members of Hannover's youth parliament, Germany.

We also encourage our C1 participants to pass on their knowledge. They have taken an active role as Role models, and we have actively involved them in Multiplier Events and other dissemination activities. In this way they spread their knowledge and experience further within their own circle of people and beyond.

Figure 18: Presentation of C1 participant at the 1st ME organized by RIC Novo mesto, Slovenia

Figure 19: Presentation of C1 participant at the 3rd ME organized by RIC Novo mesto, Slovenia

With STEPin Corners and our Role models, we will be able to disseminate the results even more effectively after the end of the project.

STEPin inter-generational initiative among parents and young people

Initiatives and competitions were organised among parents and their children with an aim to showcase the impact and potential of the STEPin initiative to, not only deal with excessive use of the internet but most important identify the factors-causes triggering this behavior and review them to healthy on-line use habits. The idea was to encourage healthy activities for quality time and well-being.

The idea of this activity was exploiting the role of parents as AMBASSADORS/ ROLE MODELS catering to the well-being of their children while introducing healthy lifestyles within their families and preventing internet/screen abusive behaviours and promoting using online time in a sensible and constructive way while promoting the well-being of their children.

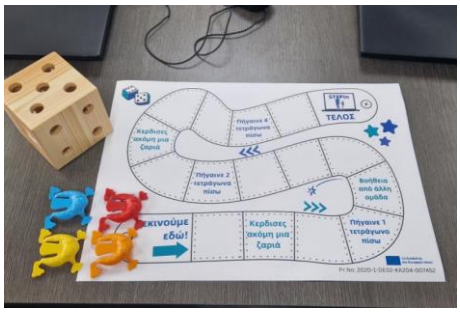


Figure 20: Board game for parents and children.

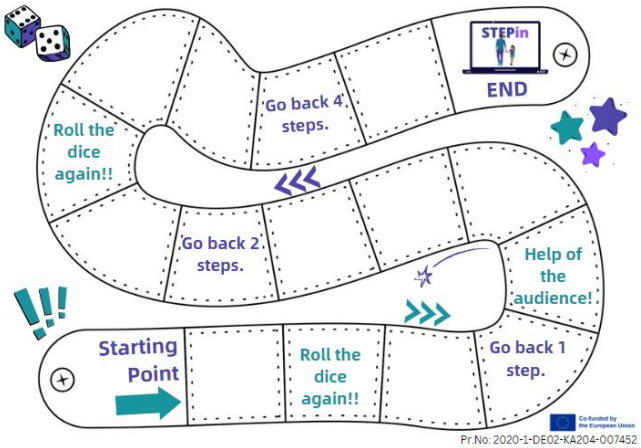
Figure 21: Opportunity to promote digital well-being and practice a healthy lifestyle.

Figure 22: Quiz about healthy screen time, online terminology, and parenting skills.

Useful materials for inter-generational activities that everyone can do by themselves. Take some time and find ideas to learn new skills in an exciting way.

STEPin Board game

Participants are divided into 4 teams – each team is composed of adults and children. Teams must first spin the digital wheel to see which team will start first. Players then roll a dice to progress through the squares - after rolling the dice, they must choose a question card - if they answer correctly, they keep the card, which means 1 point. The team that reaches the end first and collect the highest score becomes the STEPin Champion.



The game is available at: https://bit.ly/47jeLon

STEPin Poster

The focus is healthy lifestyle and how to spend quality time with children.

The main aim of this activity is to discuss between parents and children how to spend quality time together without the use of electronic devices. To highlight the positive and negative effects on our health and how to achieve a balance in the use of technology in everyday life.

As a result, a poster on healthy lifestyles should be thought about and produced. The main objective is for parents and children to work together, learn from each other and reach an agreement on what a healthy lifestyle is and how to make the best use of technology when spending time together with children.

The poster template is available at: https://bit.ly/47diiVn

STEPin Quiz

A quiz on internet knowledge, rules, behaviour, skills, and the limits of "healthy" screen use. The quiz includes questions related to terminology used online, communication and parenting styles, assessing the appropriate amount of time spent in front of screens, and content that enriches the web and does us good.

STEPin Quiz is available at: https://forms.office.com/e/MvK3yGyfjt

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.