EDUCATION IN HUMAN RIGHTS: ETHICAL-CIVIC FORMATION OF THE SOCIAL EDUCATORS AS WAY TO ANTICIPATE THE CIBERBULLYING

EDUCACIÓN EN DERECHOS HUMANOS: FORMACIÓN ÉTICA-CÍVICA DE LOS EDUCADORES SOCIALES COMO MEDIO PARA PREVENIR EL CIBERBULLYING

EDUCAÇÃO EM DIREITOS HUMANOS: FORMAÇÃO ÉTICA-CÍVICA DOS EDUCADORES SOCIAIS COMO FORMA DE PREVENIR O CIBERBULLYING

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ABSTRACT: Internet has created a space of exchange of communication and education that has opened the doors for multitude of opportunities in all the facets of the life for any person. Nevertheless, in this work a new form of harassment is analyzed between minors that it is emerging thanks to the possibilities that Internet opens the aggressors: the ciberbullying. The aim is to detect the important aspects on the ciberbullying that they could be an object of an intervention partner educational to propose a plan of ethical - civic formation of the social educators. We analyze the ciberbullying across one systematic review of the literature analyzing the key aspects inside the investigations carried out on this topic: age, level educational and kind, technological tools, motives and reasons, strategies of defense and consequences for the victim and the aggressor.Later we develop a plan of ethical - civic formation for the social educators as relevant agents for the prevention and the elimination of the ciberbullying having in it counts the following types of formation: formation of the autoesteem, empathy and in the individual and social beginning of the human rights, formation in social skills and resolution of conflicts, to educate in not violence, formation in violence of kind, to educate in equality, formation in ethical-virtual literacy and formation in the individual and penal responsibility. This type of ethical-civic formation of the social educators is necessary in order that they could intervene with children and teenagers for the prevention of the ciberbullying and also for the prevention of the violation of the human rights in different social contexts.

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PALABRAS CLAVE:
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RESUMEN: Internet ha creado un espacio de intercambio de comunicación y educación que ha abierto las puertas a multitud de oportunidades en todas las facetas de la vida para cualquier persona. Sin embargo, en este trabajo se analiza una nueva forma de acoso entre menores que está emergiendo gracias a las posibilidades que Internet abre a los agresores: el ciberbullying. El objetivo es detectar los aspectos importantes sobre el ciberbullying que puedan ser objeto de una intervención socio-educativa para proponer un plan de formación ético-cívica de los educadores sociales. Analizamos el ciberbullying a través de la una revisión sistemática de la literatura analizando los aspectos claves dentro de las investigaciones llevadas a cabo sobre este tema: edad, nivel educativo y género, herramientas tecnológicas, motivos y razones, estrategias de defensa y consecuencias para la víctima y el agresor. Posteriormente desarrollamos un plan de formación ética-cívica para los educadores sociales como agentes relevantes para la prevención y la eliminación del ciberbullying teniendo en cuenta los siguientes tipos de formación: formación de la autoestima, empatía y en los principios individuales y sociales de los derechos humanos, formación en habilidades sociales y resolución de conflictos, educar en la no violencia, formación en violencia de género, educar en igualdad, formación en alfabetización ética-virtual y formación en la responsabilidad individual y penal. Este tipo de formación ética-cívica de los educadores sociales es necesaria para que ellos puedan intervenir con niños y adolescentes para la prevención del ciberbullying y también para la prevención de la violación de los derechos humanos en diferentes contextos sociales.

PALAVRAS-CHAVE:
cyberbullying
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RESUMO: A Internet crioumespaço de troca de comunicação e de educação que abriu as portas a múltiplas oportunidades a qualquer pessoa em todas as facetas da vida. No entanto, neste trabalho analisa-se uma forma nova de perseguição a menores que está emergindo graças às possibilidades que a Internet abre aos agressores: o ciberbullying. O objetivo é descobrir os aspectos importantes no ciberbullying que podem ser objeto de uma intervenção sócio-educacional para propor um plano da formação ético-cívica a realizar pelos educadores sociais. Nós analisamos o ciberbullying a través de uma revisão sistemática da literatura que analisa os aspectos fundamentais dentro das investigações levada a cabo neste tópico: idade, nível educacional e gênero, ferramentas tecnológicas, motivação se razões, estratégias de defesa e conseqüências para a vítima e o agressor. Mais tarde desenvolvemos um plano de formação ético-cívica para os educadores sociais como agentes relevantes para a prevenção e a eliminação do ciberbullying tendo em conta os seguintes tipos de formação: formação na autoestima, empatia e nos princípios individuais e sociais dos direitos humanos, formação em habilidades sociais e resolução de conflitos, educar para a não-violência, formação em violência de gênero, para a igualdade, formação em alfabetização ética-virtual e formação na responsabilidade individual e penal. Este tipo da formação ético-cívica dos educadores sociais é necessário de forma a poderem intervir com as crianças e adolescentes para a prevenção do ciberbullying e também para a prevenção da violação dos direitos humanos em diferentes contextos sociais.

1. Introducción

What do we mean by ethical – civic learning? Is there a general agreement on the need for civic behavior in our everyday environment? Is it generally accepted that this ethical – civic behavior brings along values and rules that lead our lives and societies and had become and essential point for the growth and development of human cultures regardless of the location of settlements or the conceptions of good and evil? Do we accept ethical-civic behavior as a group of parameters set by society from which something can be judged as good or evil?

These questions can be addressed from philosophical, moral, political, religious or social perspectives, to name but a few. In this study we will focus on the ethical-civic approach mainly, taking as a starting point a learning process that implies acceptance and interiorisation of a set of values guiding human behavior as an individual and as a member of a social group (Tey et al, 2014). This

behavior should respect human dignity, freedom, life, physical and mental integrity, autonomy, equality, self-esteem, tolerance, justice, solidarity, peace, cooperation, participation and ultimately every value in a dignified life, incorporated into human rights education (Albert, 2011).

A social education based in human rights will lead individuals to belong to a group in which a certain level of civility is reached, and rules are respected. These individuals will demand their rights and fulfill their duties, contribute to the common good and a democratic coexistence based on specific beliefs and ethical and civic rules, which guide the society they live in.

Beliefs and rules of society today result from a mixture of doctrines, ideas and theories that stem from different cultures and ages. Emerging technologies and communications have a significant impact as well; however, its misuse and chance for anonymity might cause unethical behaviors and a subsequent human rights violation. Nonetheless, axiological principles promoting ethical behavior

are reaching global recognition, proggressively becoming societal paradigms for mankind (Albert, 2014; Pérez, 2013).

These moral and societal paradigms must lead education in general, as well as the ethical-civic learning within our socio-cultural and political context, fostering competent individuals in order to share, live together and understand the world we live in, a world where technologies play a significant role in personal and social development of individuals.

Technologies invade everything: daily life, jobs, school, home, free time... Such is the importance of their influence that is essential to use them as tools to transmit and boost ethical behavior practices (Pérez, 2013). Apart from home, school or university environments, this behavior should also be enlivened in other contexts, such as virtual ones: social networks, chats, Internet forums, etc.).

Virtual environments are useful tools to influence learning processes and enable the use of educational and communicative interaction activities, becoming a valuable support to prompt new ways and methods for learning (Castro et al, 2013). Given that these tools impinge on individuals and society, it is logical to use them to promote ethical learning and prevent criminal acts and violations of human rights from happening.

Virtual environments, which are a new communication area and reality, host a struggle for human rights, such as freedom os speech, and attacks by means of technological tools (Hernández & Solano, 2007).

As stated by Albert & García (2011), the misuse of technologies and virtual environments has an adverse and direct impact on civic liberty, shrinking life standards, a fact that indicates a clear attack on human rights and dignity which reaches all society, especially vulnerable groups such as children, youngsters and disadvantaged sectors. It is therefore necessary to spread and promote a correct and responsible use of Internet and technologies by means of an ethical civic learning, with particular emphasis on these underprivileged sectors of society.

2. Ciberbullying

Over the last decades, a growing social concern for violent behaviors has awakened, especially for those perpetrated through technologies, as is the case of cyberbullying. As a result, the recent phenomenon of cyberbullying has become proggressively the object of investigation.

In order to analyse this concept of cyberbullying, which has been applied in schools worldwide,

it is essential to understand the meaning of the term. The word bullying describes mistreatments performed by and perpetrated on students, from verbal aggression to psychological or physical abuse. Intimidation and aggression in schools, that is to say, bullying, has always existed; however, nowadays this kind of abuse is spreading with the aid of Internet. Teasing behaviors have increased in frequency and severity in the past few decades, even reaching suicide of victims in many cases. Garaigordobil, M. (2011, 247) explains that bullying and cyberbullying are, due to their length and effects (such as anxiety, depression, somatic symptons, academic problems, violence and suicides), a serious problem which must be confronted.

Wong-Lo & Bullock (2011) stated that cyberbullying is a subcategory of bullying, performed within virtual environments. Thus, when bullying takes place in the digital arena we can talk about cyberbullying, defined as a kind of harassment caused against someone who becomes a victim on the Internet networks (Walrave & Heirman). In this regard, Garaigordobil (2011, 235) defines this term as "dissemination of detrimental or defamatory information made through electronic means of communication such as e-mail, instant messaging, social networks, text messaging via mobile phones or other devices or posting of videos or pictures in electronic platforms for content broadcast". This situation has risen as a pressing concern nowadays, given that, as stated by Oliver & Santos (2014, 87), "more than 40% of minors in the world have felt stalked through information and communications technologies (ICT) at any given time. This state of affairs is worsening in Spain, since up to 86% of children between 8 and 12 admitted to felt this way".

3. Research objectives

The aims of this article are: to conduct a systematic review of the relevant literature to get to know the main aspects in this specific field of knowledge, identifying significant points about cyberbullying which may be addressed through socio-educational intervention and to propose a plan on ethical-civic learning of social educators in order to respect human rights in every social context and strive to prevent transgressions from happening by means of technologies.

4. Methodology. Systematic Review Of The Literature

The methodology used in this study consists in a systematic review of the literature, and as Ortega Reyes & González-Bañales (2015,6) explain, "it is

a detailed, selective and critical examination intended to analyse and gather essential information from primary research studies. In this way, systematic reviews of literature are considered secondary research, given that their study population comes from primary research".

In order to conduct an accurate review of the current literature in this field, the methodology has operated in different phases. For the present investigation, and as a first phase, we have used ISI Web of Science (WoS) and SCOPUS, two of the most important databases of scientific literature with international recognition. The search was delimited to scientific articles written between 2005 and 2015, given that publications of research papers have become an essential tool for communication in the scientific community and this ten-year period shows a precise evolution of cyberbullying. The generated results found 646 papers.

During the second phase it was essential to identify potentially relevant articles and choose the specific selection criteria in order to assure reproducibility in the research and reduce possible bias. Afterwards, achieved results are analysed, dismissing those not refering directly to the object of study and excluding duplicates, reducing the eligibles references to 327.

Third phase begins with the review of the summaries of every article. Many researches voice the increasing number of victims, psychological or medical disorders, judicial or legal measures or differences between bullying and cyberbullying. These topics do not suit the aim of this paper, so they have been left behind, shrinking the number of eligible papers to 102.

Fourth step consists in the selection of scientific articles focused on key elements to design training plans that can prevent these situations from happening and identify the specific factors which make certain sectors of population especially vulnerable. These factors are:
- Age / education level and gender
- Technological tools
- Reasons
- Current defense strategies
- Socio-educational consequences for the victim and the aggressor.

These particular criteria narrow the search to 28 final articles, which can be found at the bibliography below. These selected documents will be analised in order to identify the factors aforementioned and achieve the target of this study.

4.1. Age / Education level and gender

4.1.1. Age and education level

Age and education level are key variables for the planification of preventive training. Buelga & Pons (2012) indicate early adolescence as the most critical age for victimisation, with a decreasing tendency towards mid-adolescence. Álvarez García *et al.* (2011) claim a greater frequency of incidents of cyberbullying in 2º E.S.O. (compulsory secondary education), being more likely to happen in urban schools centres rather than in rural areas. Results of the studies by Buelga *et al.* (2010) state a higher incidence in harassments by technological means in the first two years of compulsory secondary education, with a lowering of cyberbullying in subsequent years.

It is necessary and important to promote studies focusing on early ages, given that bullying and cyberbullying are estimated to begin increasingly at a younger ages (Li, 2006).

4.1.2. Gender

Researches by Li (2006), Wang *et al.* (2009) and Calvete *et al.* (2010) concluded that boys are more predisposed to be online aggressors while girls are more likely to be cyber victims (the increase of gender-based violence might be one of the main causes). However, other researches have not found major differences on the basis of gender, being boys and girls both perpetrators and victims of cyberbullying (Slonje et Smith, 2008; Tokunaga, 2010; Álvarez García *et al.*, 2011).

4.2. Technological tools

As stated before, the application of information and communications technologies it is essential to education. Nowadays, the implementation within this area is unstoppable, and a proper use of technologies represents an advance for education and training. Making use of new technologies, teachers can stimulate and encourage students. However, a responsible use on their behalf does not always happen, and that is why these new tools are considered a double-edged sword. Smith *et al.* (2008) assert that cyberbullying makes use of a myriad of technological tools to spread, such as e-mails, instant messaging, text messages or digital images sent via mobile phones, web pages, weblogs or chat rooms, to name but a few. Given the importance of electronic means in this kind of virtual assault, educators consider them a focus of attention: which methods are the most common? Furthermore, technological tools display unique

features which make them a potential danger, given that they facilitate harassment and expedite negative thoughts, stress and anxiety of teen victims (Kowalski et Limber, 2007; Juvonen et Gross, 2008).

According to Schneider *et al.* (2012), virtual networks are the key for these situations to happen, whereas other researchers also point out online games (Sourander *et al.*, 2010). The study by Slonje et Smith (2008) claims that the means and applications used are manifold and simultaneous and finds differences between boys and girls.

In a nutshell, virtual networks are one of the many means used to perform cyberbullying. Nonetheless, and attending to results of the last study mentioned above, there is not a unique way; instead, tools for cyberbullying are being diversified.

4.3. Reason for the aggression

The reasons why students commit aggressions are one of the top priorities in investigation about cyberbullying; however, many researchers allege a lack of information on this topic (Varjas *et al.*, 2010).

Dinamuro *et al.* (2008), as well as Mason (2008), refer anonimity as the main reason for aggressors to choose this kind of technologies to perpetrate assaults. Moreover, these means bring the possibility to get to strangers, and situations where aggressors do not know who the victim is also enable the lack of inhibition. In this regard, Mason (2008) noted a close connection between anonimity and the lack of inhibition. As stated by Aricak *et al.* (2008), aggressors experience feelings of freedom using technologies, which encourage them to perform acts that they would never do otherwise.

Ultimately, most of the sources consulted on this topic listed a number of reasons given by aggressors:

- Reprisal or revenge for an inappropriate comment in person or online (Jones *et al.*, 2011; Aricak *et al.*, 2008; Kowalski et Limber, 2007; Varjas *et al.*, 2010).
- Provocation inflicted on them by the victim (Diamanduros *et al.*, 2008).
- Boredom (Varjas *et al.*, 2010; Jones, Manstead & Livingstone, 2011).
- A perceived weakness or inferiority of the victims (Garaigordobil, 2011; Juvonen et Gross, 2008).
- No specific reason / no reason at all: the aggressor confess that he / she did not know the reason (Varjas *et al.*, 2010).

- Internal motivations: rage, guilt, jelousy, just to feel better (Jones *et al.*, 2011).
- Acceptance in a group (Jones *et al.*, 2011; Juvonen et Gross, 2008).
- Pleasure or enjoyment in the suffering of their victims (Diamanduros *et al.*, 2008; Sourander *et al.*, 2010).
- Other researches, for instance the one by Diamanduros *et al.* (2008), also noted other reasons as homophobia, intolerance to disability or racism.

4.4. Defense strategies for victims

Other studies focused on strategies used for victims in order to avoid cyberbullying, and the results were:

- Avoidance (Parris *et al.*, 2012; Šlegová & Černá, 2011).
- Removed messages and blocked harasser (Smith *et al.*, 2008; Šlegová & Černá, 2011; Mishna *et al.*, 2011; Parris *et al.*, 2012).
- Response and retaliation, becoming aggressive victims (Sourander *et al.*, 2010).
- Denial of their inner negative emotions and feelings by pretending to be untroubled (Tokunaga, 2010; Parris *et al.* 2012).
- Chat with friends (Slonje et Smith, 2008; Parris *et al.*, 2012; Mishna *et al.*, 2011; Šlegová & Černá, 2011).
- Revelation of their problem to adults, although it does not happen frequently in cases of cyberbullying (Smith *et al.*, 2008; Parris *et al.*, 2012; Šlegová & Černá, 2011).

According to different studies, many minors do not refer these intimidations to adults, despite the constant efforts and awareness campaings aimed at preventing cyberbullying claiming revelation to be a fundamental point in order to put an end to harassment (Slonje et Smith, 2008). Reasons given by victims not to talk to adults about cyberbullying are fear of recurrence of the incidents and lack of confidence in the capacity of adults to resolve the problem (Parris *et al.*, 2012).

4.5. Consequences for the victim, the aggressor and the bystander

After innumerable investigations on cyberbullying in the last years, it has been stated that one of the main factors directly involved in training plans are the consequences of these situations for both victims and aggressors. The table below shows an overview of the consequences that cyberbullying can cause, according to the researches consulted:

Table 1. Overview of the consequences for the victim and the aggressor	
Consequences	
Victims	Aggressors
Suicide among minors (Hinduja & Patchin, 2010; Litwiller& Brausch, 2013; Bonanno & Hymel, 2013; Starcevic & Aboujaoude, 2015)	
Anorexia (Yen et al, 2013; Schneider et al, 2012).	
Depression, anxiety and academic failure or dropouts (Hinduja & Patchin, 2010; Garaigordobil, 2011; Bonanno & Hymel, 2013).	
Lack of self-esteem that generates fears and guilt (Litwiller & Brausch, 2013; Yen et al, 2013; Bonanno & Hymel, 2013; Starcevic & Aboujaoude, 2015).	
Modifications in moral, social and personal development (Tokunaga, 2010; Jose et al, 2012; Bonanno&Hymel, 2013)	Modifications in moral, social and personal development (Jose et al, 2012)
Educational and social exclusion (Schneider et al, 2012)	Educational and social exclusion (Schneider et al, 2012)
Source: Own elaboration from the data provided by bibliography consulted.	

Victims and aggressors are key roles in researches on bullying and cyberbullying; however, bystanders or witnesses also play an important part, given that they are considered allies of perpetrators when they fail to help victims.

Aggressors are actual perpetrators of the abuse, but modification of behaviors of witnesses into supporters of the victims would lead to the elimination of incidents by generating a collective protection against a single abuser or a minority. Nonetheless, their socio-personal and moral development is also affected, since they fear that getting involved and helping out could well make them potential victims.

According to Hinduja & Patchin (2010), cyberbullying is the painful result of the union between bullying and electronic means of communication, and its late spread is a current source of concern. Once analysed all factors, the subsequent question tackles the possible solution and how to accomplish it. We agree with Mora (2008, 69) in pointing out cyberbullying as a "problem that must be addressed, and educational centres and families must not look away; otherwise its potential dangers on lives of students might unfortunately rise".

5. Proposal of ethical civic training forsocial educators

Based on the results obtained by the review of the literature and the socio-affective method, we formulate a proposal of ethical civic training for social educators by means of technologies, in which key aspects of cyberbullying, as well as training stages and proper techniques to develop them, are detailed. The socio-affective method focus on the internalisation of what has been learned, analysing environment in a critical and creative way (Albert Gómez, 2014).

May a social educator properly trained in technologies prevent cyberbullying? How could social educators acquire an ethical-civic learning online? Who should teach a befitting ethical-civic behavior?

5.1. Method, training stages and techniques

In order to acquire an ethical-civic training by means of virtual spaces for interaction and learning we propose the use of the socio-affective method of internalisation by combining real simulations and pooling experience based on real cases of cyberbullying. We will divide this method in three stages with their specific techniques.

[María José ALBERT GÓMEZ, Isabel ORTEGA SÁNCHEZ & María GARCÍA PÉREZ]

| Table 2. Method, training stages and techniques for social educators		
SOCIO-AFFECTIVE METHOD	TRAINING STAGES	TECHNIQUES
FIRST PHASE A real or simulated experience is required.	**COGNITIVE** Acquisition of knowledge on cyberbullying and human rights according to age and educational stage. Development of related concepts, attitudes and new values through internalisation process.	— Real cases of cyberbullying through virtual simulations
SECOND PHASE Description and analysis of the experience	**EMOTIONAL** Empathy for emotions caused by cyberbullying and felt by victims, aggressors and bystanders. True stories, different cases and reactions, decisions and consequences are analysed	— Practical workshops developing reflection and understanding of behaviors and emotions of aggressors, victims and bystanders. — Virtual role playing to promote knowledge and empathy. — Virtual activities encouraging respect for others and understanding
THIRD PHASE Description and analysis of decisión-making procedures and relationship with daily life.	**ACTIVE** Application of what they have learned: knowledge and ethical-civic formation	— Use of reflective dialogue on cyberbullying experiences by creating reasoned decision arguments — Activities promoting the development of strategies of consensus in order to resolve a specific experience through shared values guiding resolution of conflicts — Guided participation. Resolution of conflictive experiences and real life situations. — Activities for the joint creation of preventive measures or interventions — Contribution to the building of ethical-civic standards in different scenarios and virtual contexts.
Source: Own elaboration.		

5.2. Context and actors involved in cyberbullying

The achievement of an ethical-civic training based on respect for human rights is essential for social educators in order to create socio-educational and community support networks which can lead to the reduction or elimination of cases of cyberbullying. Educational centres, families and society as a whole are the three pillars supporting the required direct intervention on children and adolescents. We must face problems and seek solutions for an issue affecting physical, psychological and social integrity of minors (victims, aggressors and bystanders).

Figure 1. Actors and action contexts facing cyberbullying
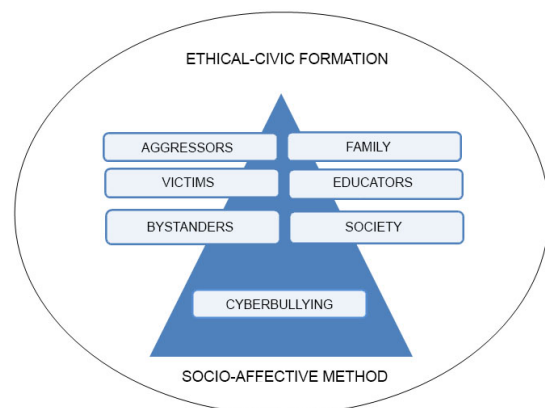
Source: Own elaboration.

5.3. Factors, skills and types of training

Subsequently, the next step is to define the specific skills that social educators need to acquire, as well as types of training required for the prevention and elimination of cyberbullying. Factors previously analysed such as age / education level and gender, technological tools, reasons given, current defense strategies and consequences for the victim and the aggressor will be taken into account.

Our cornerstone will be human rights leading to a dignified life: human dignity, respect for life and physical and psychological integrity, autonomy and personal responsibility, equality and individual differences, self-esteem and integrity. Principles on which human rights for social area are founded will be our benchmark: respect and tolerance, justice, solidarity, civic courage, dialogue, honesty, cooperation, participation and sharing (Albert Gómez, 2014).

Table 3. Factors, skills and types of training		
FACTORS	**SKILLS**	**TYPES OF TRAINING**
AGE/EDUCATION LEVEL/ GENDER	**FIRST COMPETENCES** Understanding of the importance of the respect for human rights. Development and application of social and individual principles supporting human rights Acquisition of knowledge on bullying and cyberbullying by children and teenagers Promotion and development of self-esteem and empathy Acquirement and implementation of social and communicative skills. Reflection on gender-based violence, inequalities and possible ways to promote equality and respect. Stimulation of the importance of educating children in non-violence.	a) Training in self-esteem, empathy and social and individual principles based on human rights b) Training in social skills and conflict resolution. Teaching in non-violence c) Training in gender-based violence. Teaching equality values d) Training in ethical virtual literacy e) Training in individual, social and criminal responsibility
TECHNOLOGICAL TOOLS	**SECOND COMPETENCES** Acquisition of knowledge on technologies and their potential Development of an appropriate use of technological tools andnew mobile devices Identify cyberbullying situations and a suitable management of crime situations online.	
REASONS	**THIRD COMPETENCES:** They imply the existence of the first and second competences as well as the further development of principles supporting human rights INDIVIDUAL PRINCIPLES OF HUMAN RIGHTS Appreciation of the value of human dignity Respect for life and physical and mental integrity of individuals. Appreciation and respect for freedom Identification of situations of autonomy and personal responsibility. Promotion of equality and respect for personal differences. Respect for physical, mental and moral integrity of individuals. SOCIAL PRINCIPLES OF HUMAN RIGHTS Learning of a respectful and tolerant attitude. Knowledge and respect for justice Knowledge and application of solidarity Eradication of violence Development of civic courage Promotion of dialogue Appreciation of honesty Development of cooperation, participation and sharing	

FACTORES	COMPETENCIAS	TIPOS DE FORMACIÓN
DEFENSE STRATEGIES	**FOURTH COMPETENCES** Identification of cyberbullying situations Recognition of the need for help to deal with the situation. Proposition of defense options and solutions to cyberbullying Promotion of mutual understanding and empathy of bystanders in order to help the victims Involvement of educational centres, victims, bystanders and families in defense of the victims Encourage attention of victims and their recovery Recognition of the need to deal with this problema and eradicate every kind of abuse by the awareness of responsibilities of teachers, students, parents, families, security forces, doctors, psychologists and ultimately society as a whole	
CONSEQUENCES FOR VICTIMS, AGGRESSORS AND BYSTANDERS	**FIFTH COMPETENCES** Acquisition of knowledge on crimes and its consequences Display of informed and reasoned judgements on cyberbullying Knowledge of educational and social inclusion / exclusion	
Source: Own elaboration.		

Ethical-civic training must be accomplished by educational centres and social and family contexts. Therefore, a previous training of social educators and people responsible for children and teenagers in every context is crucial to lead their learning and comprehensive development as individuals.

5.4. Types of ethical-civic training

Cyberbullying situations may arise due to many factors: lack of self-esteem and empathy, inappropriate social relationships, conflict, gender-based violence, inequality, misuse of technologies, etc. It is imperative to promote an ethical-civic training for social educators so as to eradicate violent behavior via specific plans in line with human rights. Social educators accurately qualified will be able to educate children and teenagers and erase violent behaviors.

a) Training in self-esteem, empathy and social and individual principles of human rights.

Social educators must demonstrate knowledge on self-esteem, socialisation and individual principles of human rights.

Formation of self-worth, that is to say, to learn how to love and value ourselves, is pivotal for emotional development, which enables to value human dignity and to acquire the needed skills to respect oneself and the others. Self-esteem must be built in the childhood via socialisation.

Currently, socialisation is developed by means of technologies, and teenagers establish relationships through social networks. For this reason, there is a need to control their use of technologies and the way that they manage relations in virtual environtments.

Only after learning to value ourselves can we develop empathy and value those around us. Empathy encourages respect for others regardless of their situations. It is also necessary to encourage respect via Internet in order not to cause situations of abuse as cyberbullying.

b) Training in social skills and conflict resolution. Educating in non-violence.

Conflicts are generated due to many factors. It is equally important for social educators to learn how to manage and resolve conflicts while respecting individuals and how do these conflicts arise online in order to educate children and teenagers. Anonimity offered by virtual technologies enables generation and persistence of conflicts, which would not be possible in other environments. This permissiveness empowers the misuse of technologies for youngsters who are not properly instructed in conflict resolution and an appropriate behavior which could avoid felony and violation of human rights of partners, friends or equals.

There is a need to spread training in social skills and conflict resolution so as to learn how to interact, communicate and resolve problems without resorting to violence asking for help to social educators and being taught specific strategies, that can provide training in autonomy, personal responsibility and healthy relationships using dialogue to manage conflicts, respect equality and solve personal differences via Internet.

Educate children on the value of non-violence through new relational models will prevent cyberbullying from happening

c) Training in gender-based violence. Educating in equality.

Social educators must be aware of the increasing gender-based violence by means of virtual technologies. Specific training in this issue will help the development of equality in education and the reduction and ultimate elimination of gender-based violence.

Currently, the cultural dominance of one gender over the other is deeply settled in relationships established by children and teenagers. Boys and girls, women and men, we all are equals capable of carrying out the same activities with equal competence. Power relationships generate inequalities and mistreatment, leading to damage to the victim.

The non-use of gender-neutral language and unequal treatment create the acceptance of behaviors that imply significant gender-based differences and specific roles for men and women.

In order to avoid gender violence, we must identify gender-based violence situations and how to avoid them, educating in the concept of equality.

Relationships produced online vary and depend on specific technological means; in any case, they must respect gender equality, otherwise relations degenerate into violent behaviors exerting psychological abuse through social networks, where anonimity and lack of control and proper training on gender equality encourage aggressors to perpetrate their acts.

Bullying and cyberbullying may entail situations of gender-based violence when aggressors use technologies to abuse their partners through harassments previously planned by them along with several classmates.

From the Ministry of Health, Social Services and Equality, Torres, Robles & De Marco (2013) claimed cyberbullying to be another way for adolescents to suffer from gender-based violence through emotional blackmail, insults and threats conducted online, which adversely affect social inclusion and sense of freedom.

Currently, equality in education is one of the major challenges in order to avoid gender-based violence and power relationships.

d) Training in digital literacy

The appropriate use of technologies is fundamental to avoid criminal conducts such as cyberbullying.

Relationships established online do not meet ethical principles based on respect and equality.

For this reason, it is crucial to train social educators in a proper use of technologies to prevent children from using them as a tool for online abuse and teach them to respect human rights.

Rules of online behavior must stop cyberbullying, and social educators, faculty, schoolchildren and citizens as a whole must know its consequences. While using information and communication technologies we must take into account an accurate training in human rights such as the right to privacy or image and honor rights as a base for preventing cyberbullying.

It is also necessary to acquire digital competence without simplifying it to an instrumental dimension, forgetting attitudes and values (Martín & Tyner, 2012, 38).

e) Training in individual and criminal responsibility.

Awareness of responsibility over every act committed online and its consequences is decisive to eliminate cyberbullying.

Knowledge over the possible penal consequences of these acts will restrict potential performances of aggressors and bystanders.

Responsibilities of educational community, families and society are essential to the achievement of the eradication of this kind of aggressions.

6. Discussion and conclusions

Ethical - civic learning and training in human rights define a lifelong learning which implies the development of individual and social responsibility. According to Burguete & Buzarais (2013), it is a learning process which can not be considered as a finished result, given that the individual must acquire qualities, abilities and attitudes and add them to values and social rules so as to be capable of an ethical judgement to discern a suitable behavior for every possible situation, either virtually or in person, in all walks of life.

Internet provides the chance to get to many people and convey values and ethical-civic training. Technological, information and media literacy is essential nowadays; however, we all should learn to build healthy relationships online through a universal ethics code which ban violent conducts as cyberbullying.

Technologies must be used as tools to generate information and knowledge and empower healthy relationships based on respect. Sevillano & Quicios (2012, 181) highlight that "educators, teachers, pedagogues, parents and all people concerned

about social stability will have to focus on proper self-training and appropriate education for consumers of ITCs in order to use software tools respectfully".

Cyberbullying undermines integrity, freedom and equality and constitutes a social educational problem which must be solved through the plan and implementation of ethical rules designed by a multidisciplinary team of experts: educators, psychologists, safety officers and experts on conflict resolution, gender-based violence and equality.

Media literacy offers the necessary skills to get informed and learn; this is why social educators must include in their training an ethical virtual literacy which governs behaviors online and generates respectful relationships, encouraging equality and virtual coexistence.

To conclude, this ethical virtual literacy of social educators and society as a whole must take root in the Universal Declaration of Human Rights, fostering self-esteem and empathy, relationships and conflict resolution, gender-based violence and equality in virtual networks and the rest of means of online communications (Pessoa, 2011).

Ethical-civic learning in social educators is crucial in order to acquire the required ethical virtual skills and create spaces for positive training for children, teenagers and society as a whole for the purpose of eradicate violence, as with cyberbullying, and teach respect for human rights.

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