ASPECTS REGARDING BULLYING, CYBERBULLYING IN THE FUTURE WORK AND DIGITAL EDUCATION

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Abstract

Context: **Digital education is the future of education? The COVID'19 pandemic has certainly affected everyone's lives. Our study started with conceptual definitions like Bullying, Workplace bullying, Cyberbullying.**

Methodology: **Starting from the analysis of the lack of digital skills of trainers and beneficiaries with the help of the SELFIE tool, based on the Framework for digitally competent educational organizations the results are presented. In the first part we have the report with the answers of 87 teachers from Romania, Austria, Poland, Cyprus, Italy and Portugal at SELFIE Questionnaire for Teacher. In the second part we have analyses the answers of 26 leaders, 256 teachers and 1061 students at SELFIE Questionnaire-all levels from Romania and Italy.**

Contributions: **The results of the questionnaires were analyzed and were the basis for writing a Future Work Manual, one Tool Kit and one Mobile App Future Word. How teachers and students will be prepared for the future is essential. Studies have shown that bullying and cyberbullying affect the health of victims.**

Future **As bullying in the workplace or in the classroom is increasingly found in the virtual world in the form of cyberbullying, so are today's students, tomorrow's workers must cope with the changes in digital education.**

Key words: Bullying, Workplace bullying, Cyberbullying, Future Work, Digital education.

INTRODUCTION

The COVID'19 pandemic has certainly affected everyone's lives. If in the past the wars took place on the battlefield, being marked by physical aggression, now we are witnessing new forms of violence. We are increasingly bombarded by the technological explosion that causes us not to change the way we think, the way we work and the way we act. Digital innovation continues to change every business, therefore businesses are facing the challenge to stay ahead of the market.

This is only possible if they are understanding the threats and the opportunities which come with a fast changing business environment. To create smarter, more efficient businesses is therefore the goal for all enterprises and employees play a crucial part for the success of every business.

- But we ask ourselves, what are the consequences of this technological explosion?
- Will employees adapt to this future work?
- We can talk about a digital education that will surely change the world.

- But are the users, physically and mentally, prepared to face this digital world?
- Will bullying in the workplace or in the classroom be accentuated in the form of cyberbullying?

The European Commission launched a digital education action plan 2018–20 that aims to undertake EU-wide cooperation initiatives (i) to scale up the digital readiness of both general and vocational schools, (ii) to develop relevant digital competences and skills for the digital transformation; and (iii) to improve education through better data analysis and foresight. (Brolpito, 2018)

1. Bullying, Workplace bullying, Cyberbullying

Bullying behaviour has always been part of the human condition. Its visibility level is not so obvious in current workplace practices but its existence is in no doubt. (Casimir, 2012). Bullying is a form of youth violence and an adverse childhood experience (ACE), is any unwanted aggressive behavior(s) by another youth or group of youths, who are not siblings or current dating partners, hat involves an observed or perceived power imbalance, and is repeated multiple times or is highly likely to be repeated. 1 in 5 high students reported being bullied at schol and more than 1 in 6 reported being cyberbullied in last year. (Centres for Disease Control and prevention., 2021). Bullying is any unwanted aggressive behavior(s) by another youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. (Casimir, 2012), youths who are experiencing or involved in bullying may be exposed to other forms of violence such as child maltreatment, dating violence, gang violence, other peer violence and delinquent behavior, suicidal behavior, and abuse by adults.

The bullying victimization varies across demographic groups, the youth who was bullied according: Sex; Race; Ethnicity; Age; Current grade level; Disability status; Special education; English proficiency; Religion

(Gladden, p23). But Bullying should not be confused with violent infections.

The notion of violent crime includes homicide, bodily harm, crimes against the family (aggression and aggression against the spouse or children, abandonment of children, upset and hitting the elderly, etc.), violent sexual acts (rape), sexual harassment, robbery, false imprisonment, terrorism. (Delcea & Siserman, 2020)

Workplace bullying within the school context includes a multitude of role players because teachers may be targeted by their colleagues, principals, the members of the management and administrative staff of their school, parents and learners. (de Wet C., 2021). Workplace bullying is recognized as an offense to human dignity in Europe, where the Charter of Fundamental Rights of the European Union states that every worker has the right to working conditions that respect his or her health, safety and dignity. (Barnes, 2017).

Studies on **workplace aggression** have been conducted for over 20 years. The exploratory study on workplace aggression in higher education and higher education institutions in Wales compared „*perceptions and experiences in six areas: workplace harassment, sexual harassment, racial harassment, sex discrimination, unfair promotion opportunities and opportunities reduced promotion. Structured interviews with 20 key informants, a survey of members of higher education / higher education (NATFHE) members in Wales and in-depth interviews with a small number of victims of bullying showed that respondents hear about harassment at work in the first place. from the media and not through internal communications. Survey respondents experienced higher levels of harassment in the workplace than sex discrimination, harassment, or racial harassment."* (Barnes, 2017).

The study "Workplace violence is prevalent especially among occupations with frequent client contact."*Analyzed data from 45,905 men and women (aged 40 to 65) and without diabetes, and the cohort study has 26,625 women. This are participated in four studies Participants self-reported incidents of workplace Bullying and violence at baseline using questionnaires with similar wording*

in all cohorts." (Xu, 2017). This study showed that the effects of bullying at work are the cause of many diseases: "Researchers assessed incident diabetes during follow-up with national health and drug records and used marginal structural Cox models to examine the associations between workplace harassment and violence and type 2 diabetes. In the cohort, 9% reported workplace, and 12% reported being exposed to workplace violence or threats of violence. Between 2% and 4% of participants reported exposure to harassment and violence at work, although there was little statistical agreement between the two measures in the studies, according to the researchers. Over an average follow-up time of 11.7 years, 1,223 participants developed type 2 diabetes." (Xu, 2017). The researchers found that "participants who reported harassment at work had a *1.46-fold higher risk of developing type 2 diabetes compared with those who did not report harassment at work (95% CI, 1.23-1.74). After further adjustment for BMI (available in three of the four included studies), HR decreased slightly from 1.55 (95% CI, 1.25-1.92) to 1.37 (95% CI, 1, 11-1,69). Further adjustments for alcohol consumption, mental illness and limiting the analysis to the first 4 years of follow-up did not change the results, according to the researchers."* (Xu, 2017).

While often considered an extension of "traditional" forms of schoolyard bullying, **cyberbullying** has attracted additional concern because of the unique affordances of digital technologies. (Carlson & Frazer, 2021)/ in the online context, bullying can be enacted anonymously, producing a "disinhibition effect" on perpetrators (Walker, 2013). Just as studies have shown that bullying has a negative effect on health, so it has been shown in studies that Cyberbullying has been linked to a number of negative health outcomes, most notably depression, anxiety and suicidal ideation. (Shohoudi Mojdehi, Leduc, Shohoudi Mojdehi, & Talwar, 2019)

2. Methods and results of our study-Future Word

"Dimitrie Cantemir" University of Targu Mureş, together with five European partners, started the Erasmus + project FUTURE WORD-. We beguines from the analysis of the

lack of digital skills of trainers and beneficiaries with the help of the SELFIE tool, based on the Framework for digitally competent educational organizations (Digcomorg) developed by the European Commission. (European Commission, 2021).

Until now **35,000** participants from around 150 VET schools and 250 companies in **France, Germany, Hungary, Poland, Romania, Georgia, Montenegro, Republic of Serbia and Turkey** were involved in the piloting (European Commission, 2021).

SELFIE WBL is an extension of the existing SELFIE tool, which was launched in October 2018 and has had more than 1.7 million users. In the report "SELFIE for work-based learning", it is presented the background and context of the version for the WBL sector and show all development steps that it has taken from an initial idea in 2018 to finalisation in 2021. (Hippe, Brolpito, & Broek, 2021).

The SELFIE Questionnaire For Teachers has applicated and the result has structured in two parts. In the first part we have the report with the answers of 87 teachers from Romania, Austria, Poland, Cyprus, Italy and Portugal, P*icture 1. The structure of participants*

In the second part we have analised the answers of 26 leaders, 256 teachers and 1061 students at SELFIE QUESTIONNAIRE-all levels from Romania and Italy, see picture 2.

2.1. The stage of Infrastructure and Equipment

In each country the situation is good, school has an extensive, reliable and secure digital infrastructure that facilitates innovative teaching and learning: classroom equipment, software, internet connection, access to adequate learning resources and programmers, the digital devices for teaching are available: whiteboards, video projectors, laptops, tablets, printers, scanners. The digital devices are functional, are up-to-date and meet the teaching needs, must be improve in Italy. The internet access and connection is fast and reliable and teachers have access to Wi-Fi throughout the school for teaching. About *data protection* can considerate that are security

systems in place (ex: email scanning and filtering, secure hosted applications, regular assessment of vulnerabilities or encrypted user auth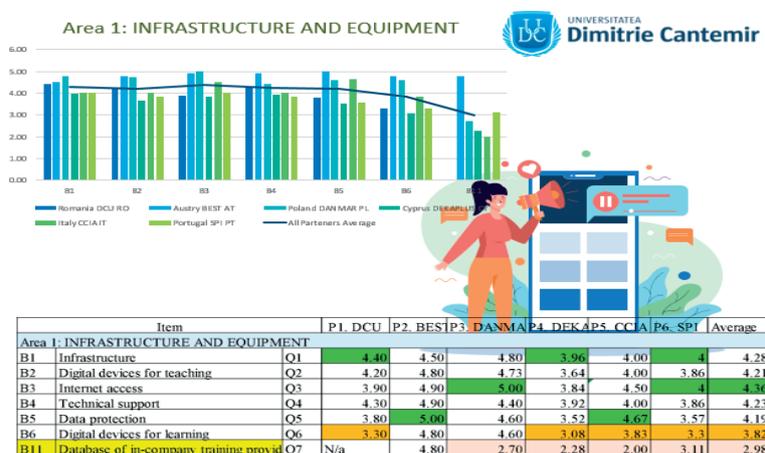entication) to ensure the security of staff and student data. School provides students with devices, laptops or tablets, that are adequate, up-to-date and appropriate to the learning needs of students (picture 3).

Picture 1. First report participants. S.M. Bălan

Picture 2. Second report participants. S.M. Bălan

Item			P1. DCU	P2. BEST	P3. DANMAR	P4. DEKAP	P5. CCIA	P6. SPI	Average
Area 1: INFRASTRUCTURE AND EQUIPMENT									
B1	Infrastructure	Q1	4.40	4.50	4.80	3.96	4.00	4	4.28
B2	Digital devices for teaching	Q2	4.20	4.80	4.73	3.64	4.00	3.86	4.21
B3	Internet access	Q3	3.90	4.90	5.00	3.84	4.50	4	4.36
B4	Technical support	Q4	4.30	4.90	4.40	3.92	4.00	3.86	4.23
B5	Data protection	Q5	3.80	5.00	4.60	3.52	4.67	3.57	4.19
B6	Digital devices for learning	Q6	3.30	4.80	4.60	3.08	3.83	3.3	3.82
B11	Database of in-company training provid	Q7	N/a	4.80	2.70	2.28	2.00	3.11	2.98

Picture 3. Infrastructure and Equipment. S.M. Bălan

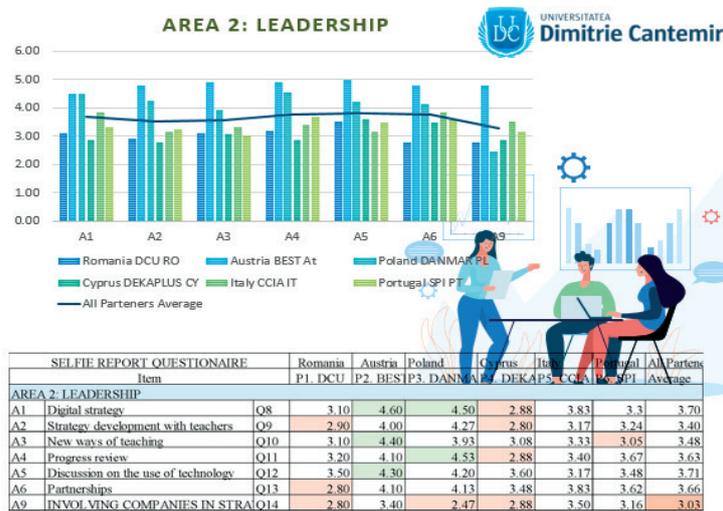## 2.2. About Leadership in Education

About Digital strategy can say that we have good resolts but can be develop a action plan, as a list of priorities or as part of a wider school strategy or improvement plan. School leaders must involve the teachers in the development of the school's digital strategy, school leaders involve us the teachers in the development of the school's digital strategy by recommending specific tools, content, pedagogical approaches and objectives, see *Picture 4. Leadership in Education.*

New ways of teaching must provide devices or appropriate learning spaces, allowing flexible class schedules, or setting incentives or rewards.
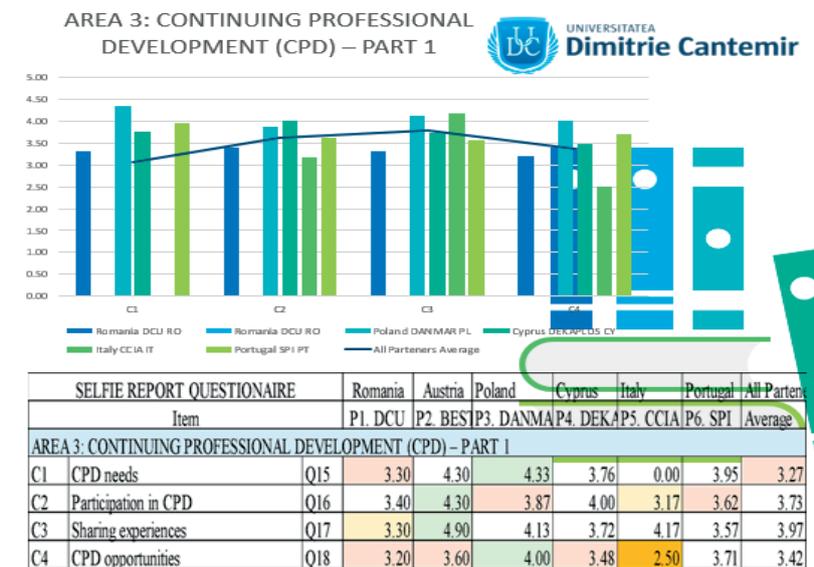
Discussion on the use of technology can be improve with systematic exchange of experiences and opinions among teachers, students and school leaders on teaching and learning with digital technologies.

2.3. What about Continuing Professional Development (CPD)?

In general, the school's leaders give good opportunities and workspaces for teachers to share with colleagues tips and support on teaching with digital technologies through, for instance, mentoring, observing others teaching or team teaching. See *Picture 5. Continuing Professional Development.*

SELFIE REPORT QUESTIONAIRE		Romania	Austria	Poland	Cyprus	Italy	Portugal	All Partens
Item		P1. DCU	P2. BEST	P3. DANMAR	P4. DEKAP	P5. CCIA	P6. SPI	Average
AREA 2: LEADERSHIP								
A1	Digital strategy	Q8	3.10	4.60	4.50	2.88	3.83	3.3	3.70
A2	Strategy development with teachers	Q9	2.90	4.00	4.27	2.80	3.17	3.24	3.40
A3	New ways of teaching	Q10	3.10	4.40	3.93	3.08	3.33	3.05	3.48
A4	Progress review	Q11	3.20	4.10	4.53	2.88	3.40	3.67	3.63
A5	Discussion on the use of technology	Q12	3.50	4.30	4.20	3.60	3.17	3.48	3.71
A6	Partnerships	Q13	2.80	4.10	4.13	3.48	3.83	3.62	3.66
A9	INVOLVING COMPANIES IN STRA	Q14	2.80	3.40	2.47	2.88	3.50	3.16	3.03

Picture 4. Leadership in Education. S.M. Bălan

SELFIE REPORT QUESTIONAIRE		Romania	Austria	Poland	Cyprus	Italy	Portugal	All Partens
Item		P1. DCU	P2. BEST	P3. DANMA	P4. DEKA	P5. CCIA	P6. SPI	Average
AREA 3: CONTINUING PROFESSIONAL DEVELOPMENT (CPD) – PART 1								
C1	CPD needs	Q15	3.30	4.30	4.33	3.76	0.00	3.95	3.27
C2	Participation in CPD	Q16	3.40	4.30	3.87	4.00	3.17	3.62	3.73
C3	Sharing experiences	Q17	3.30	4.90	4.13	3.72	4.17	3.57	3.97
C4	CPD opportunities	Q18	3.20	3.60	4.00	3.48	2.50	3.71	3.42

Picture 5. Continuing Professional Development. S.M. Bălan

About CPD needs teachers slightly agree that the school leaders discuss with teachers about CPD needs for teaching with digital technologies. Leaders must made dedicated meetings or surveys for discussing and identifying CPD needs, about training on subject-specific teaching with digital technologies, at individual level and school level.

Teachers agree that they have CPD opportunities on the use of digital technologies, specific to the courses teach. Can be organised by third parties: online courses, workshops or mentoring.

2.4. Teaching and Learning | Teacher's Digital Competence

Most of teachers agree that they search online for digital educational resources quizzes, games, lesson plans, simulations, mind maps, texts, images, audio, video or software. Teacher slightly agree that they create digital resources to support teaching. The suggestion is to create a variety of resources for teaching, such as mind maps, slideshows, videos or online tests and quizzes; including presentations or the movie making.

One recommendation for teachers is to use digital technologies, such as content management systems, blogs, wikis or social media platforms, that allow students to access, create and share content online. Must be considerate in the context of COVID 19. Teachers must be focused in using effective protection methods, such as strong passwords, antivirus software, encryption or offline backups, for the handling or transfer of sensitive data such as names and addresses of students or exam results.

Requesting equipment, software, platform, resource same example of a digital technology funded particularly useful for teaching are: Quiz lets; E-logbook, Multimedia boards; Educational website of publishing houses; Kahoot; Quizizz; Learning Apps; Projector; Tablet; Lego Mindstorms robots; Other software. The provided answers show that teachers are aware of and are using various digital technology and that they find it useful particularly for teaching. Can use olso Google suite: Google classroom, Resources like BBC bites, British council, ISL collective, Tablet with internet connection; Microsoft Teams; Office 365; Moodle Platform; Geogebra; Social Media (Youtube, Vimeo, Facebook; Instagram, etc.)

Teachers agree that use digital technologies to tailor teaching to students' individual needs must be improve to use digital technologies, design and implement personalised interventions by differentiating lesson content and enabling students to work at their own pace.

Teachers use digital technologies to foster students' creativity; must stimulated students to use technologies: coding tools, or image, audio- or video-editing software, in new ways to develop and demonstrate their personal or collective creativity. Students use digital technologies for activities that engage them all, such as open-ended investigations to be presented in a variety of media involving online research, citing sources and reflecting on the learning that has taken place. Can improve by engaging students in activities that require group or team work through collaborative tools, such as interactive whiteboards, wikis, blogs, discussion forums or video conferencing.

2.5. Assessment Practices

For supporting teachers can use guidelines, training or incentives in using technology-enabled assessment practices. Classroom response systems, quizzes, games, simulations or e-portfolios can be used to provide students with personalised feedback during and after a learning process. Recommendations for teachers are to use technologies, such as serious games, simulations or log files, to assess student skills, for instance communication, collaboration or problem solving. Using digital technologies can be considerate to provide students with continuous and timely feedback during or just after the learning process: classroom response systems, pop-ups with the correct answer in quizzes or serious games.

It is important to enabling students to use technologies, such as comment features in apps, virtual learning environments or discussion forums, to view and comment on each other's work. Can enabling students to use technologies comment features in

virtual learning environments or e-portfolios, identifying and recording strengths and weaknesses and setting themselves goals for improvement. Most problematic issue is using digital technologies to enable students to provide feedback on other students' work.

2.6. Student Digital Competence

Must take in reconsideration methods and tools for students to improve their skills in collating and managing online information, creating digital resources, communicating and collaborating with others in almost all subjects, not just in ICT-related ones. Students have opportunities to learn about online safety, e.g. not to share personal information or using strong passwords, and what to do if they have a problem, e.g. an unwanted contact.

Students must learn how to behave responsibly when they are online, must think at opportunities to learn how to behave properly when they go online, e.g. not sending malicious messages, not participating in cyberbullying and not posting rumors:. Must know what to do in the event of unacceptable behavior by others.

Students must be teaching to learn how to check that the information find online, if the information is reliable and accurate, must critically evaluate the credibility and reliability of digital resources they find online, e.g. social media posts, photos or videos; comparing them with legitimate sources. Also, must learn more how to give credit to others' work they have found online. Teachers can create opportunities to teach students to show correctly where the text, images, audio or videos come from that they have found online and used for their assignments.

Can give to student's opportunities to remix, edit or create digital resources such as photos, videos, audio files, and slideshows or mind maps because students learn to communicate using digital technologies. Thy use a variety of technologies: email, a website, a blog, video conferencing or social media, with other students or teachers.

3. FUTURE WORK- Manual and toolkit

The project consortium has developed a Future Work Manual and a toolkit for instructors, which includes exercises based on the analised of the needs, including recommendations for Future Work skills. To ensure adequate access to future work skills for beneficiaries, the project consortium has also developed a mobile application for beneficiaries "FUTURE WORK Mobile App", *see picture 6*.

The target groups are teachers, trainers and coaches who deliver digital skills to young adult learners (16-25) in educational settings, including non/formal (like work-based

Picture 6. FUTURE WORK Mobile App. S.M. Bălan

learning), volunteering and other informal learning.

The manual was developed theoretical aspects in six differents chapters selected from partner. Future work might affect some sectors and jobs/ qualifications more now than other. To consider this, the project will also refer in the TOOLBOX's assignments and real-life cases/ examples to specific work sectors in partnering countries. The ones where future/ agile work gaps are higher/ future work trained human ressources more needed than others.

To understand the needs and gaps in competences, the project partnership spent some preparation time contacting experts and tools like the SELFIE survey. Results are highlighted in the Needs Analysis Report. With the project description, they form the basis for the selection of the following chapters explored further in this manual – and toolbox.

The manual have 6 chapters:

1st Chapter *"Agile and eduScrum framework"* designed by CCIAA Umbria, Italy and eduScrum team, describes the eduScrum method agile in teaching, how does eduScrum works and some suggested further readings, the examples are destinated to the sector trade.

The second chapter „*Using Virtual Learning Environments"*, by SPI Portugal invite the teachers to find information's about learning outcomes, types of Virtual Learning Environments and how to prepare/ organise a virtual learning session, exempleficated in the Financial, Banking And Insurance Activities.

The next chapter, *"Creating Digital Resources"*, designed by Dekaplus, Cyprus indicate rules for developing a compelling presentation, how to use a presentation application effectively and the structure of a Presentation, with examples in trade work sector.

In chapter four *"Assessment And Reacting Online"*, can find point of view about skills and competences needed from learning and examples for difficult clients/customers/guests in Tourism, Hotels, Restaurants.

Chapter five *"Keeping Data Secure"* designed by BEST, Austry, decribe what means data security, how to keep data secure at a workplace and same recommended further reading exemplificated in information, communication, mail.
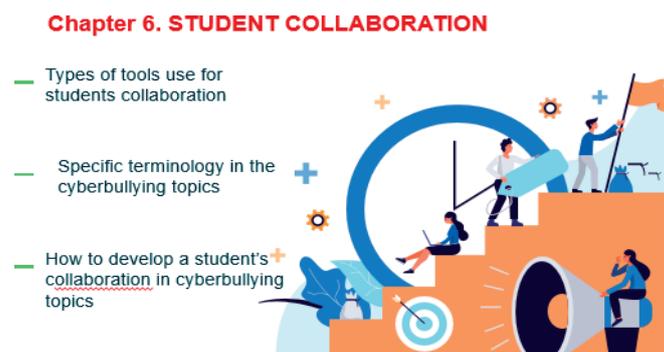
Last chapter *"Student Collaboration"*.has developed by Balan S.M. from "Dimitrie Cantemir" University of Tg. Mures, and describe types of tools use for students collaboration, give same specifical terminology about *cyberbulling* and show how to develop a *student's collaboration in cyberbullying topics*, also recommended further reading, the examples are in Education and Training, Research Design Word.

At the end of each chapter there is a reflection section, where critical thinking exercises are recommended. The manual is still connected to Toolkitt, stuctureted also in six chapters, where you will be able to find exercises with content related to this manual.

4. Chapter Student Collaboration

An effective team will be one that will allow members to develop as professionals and learn from each other ("team learning").

• Teaching in collaborative teams can be implemented by all teachers in the classroom, but what is the situation with online teaching?

Picture 7. Chapter Student Collaboration. S.M. Bălan

- What tools can be used?
- How can the teacher manage the crisis situations that arise?
- Are we ready to deal with cyberbullying?

In introduction we say that the best collaboration tools for students combine productivity and creativity, motivating students to share and collaborate on projects, give and receive feedback, create brainstorming. Second point is about types of tools use for student's collaboration. Specific terminology in the cyberbullying topics has presented and how to develop a student's collaboration in cyberbullying topics. In the end of the chapter are *Examples in Education and Training, Research Design Word.*

5. Training course for teachers

In September 2021, 14 teachers from the consortium are participated at Terni, in Italy at a training course, for analyzing and discussing the intellectual products made. Also, practical activities were carried out, thus preparing the piloting stage of the courses and the application. DCU presented the chapter dedicated to student collaboration. At the beginning of the training sessions, we defined specific terms for cyberbullying, with each participant writing his / her own definitions on the posts, which were then presented to the others.

After this stage, the participants were divided into three groups and received a ticket with a specific deadline and a case study. Each team had to present the case study as ingeniously as possible. Using their ingenuity, they mimicked, played a role play or even simulated a TV News. The purpose of this activity is has to raise awareness and propose solutions.

First group: Cyberstalking.

"Cyberstalking" is the prolonged and repeated use of abusive behaviors online (a "course of conduct") intended "to kill, injure, harass, intimidate, or place under surveillance with intent to kill, injure, harass, or intimidate" a target [See: 18 U.S. Code § 2261A].

Example: Over a 15-year period, a freelance journalist at Scientific American was the target of cyberstalking from a man who would go on to steal her identity and threaten her career. Read her story at Wired.

What to do: Cyberstalking is a federal offense, and many states have cyberstalking laws on the books. If you're comfortable contacting law enforcement or seeking the advice of a lawyer, you might wish to take legal action against a cyberstalked. Other strategies include blocking your stalker on social media, documenting every harassing incident that occurs in relation to cyberstalking, making sure your online accounts are protected if you anticipate identity fraud, and enlisting your support community.

Second group: Cyberbullying.

Cyberbullying encompasses many harassing behaviors, but boils down to "willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices" [Source: Cyberbullying Research Center].

Example: *"In a tragic and now infamous episode of cyberbullying, a twelve-year-old girl took her own life in New Jersey."*

What to do: Visit Cyberbullying.org for the best resources and information related to cyberbullying.

The third Group: Doxing (aka Doxxing).

The publishing of sensitive personal information online—including home address, email, phone number, social security number, photos, etc.—to harass, intimidate, extort, stalk, or steal the identity of a target. Short for "dropping docs," doxing was a revenge tactic among '90s computer hackers, according to HTML.com.

Example: „*After reporting on the police officer involved in the shooting of Michael Brown in Ferguson, Missouri, two reporters for The New York Times were forced to flee their homes when their personal addresses were posted online in retaliation for their coverage.*

What to do: Check out the Protecting Information from Doxing section of this Field Manual for tips on preparing for and preventing doxing. If you've already been subjected to doxing, immediately report the dox to the platform on which it appears, and do your best to assess the threat level to your safety. If you believe that the doxed information could fall into the hands of someone intent on harming

you, please consider involving your local law enforcement immediately.

7. Toolkit for teachers

In toolkit for teachers he have proposed exercises for collaborative work.

Exercise 1. Both children and adults spend more and more time using the internet. Therefore, the risk of becoming a victim also increases. Thus, cyberbullying is occurring more and more frequently and refers to any act of harassment on the internet, which negatively affects a person or a group. The gives situation is:*"Ann and Jon have been friends for a while. But Ann quarreled with Jon, and in order to take revenge on Ann, he created a fake account on a social network with his ex-girlfriend's name, using her picture and personal data. This situation lasts for a long time and Ann is desperate, she does not know how to get rid of that account. In this case, Ann is the victim of the repeated behavior of the aggressor. In order to scare, infuriate or humiliate her, Ben is using her identity and to send mischievous messages on her behalf. What do you think Ann should do?"*

Purpose of the activity. At the end of the activity, learners will be able: to critically evaluate a cyberbullying, situation which can have unpleasant consequences for several people; to argue the importance of support for victims of cyberbullying; to propose actions to solve cases of cyberbullying.

Step 1: Group formation - Collaborative work. Learner's are divided into four groups, in cooperative structures. Within these groups, each member of the group becomes an expert in the specific assigned topic:
• Topic 1: I know about cyberbullying;
• Topic 2: How to prevent cyberbullying;
• Topic 3: I can intervene in case of cyberbullying situations;
• Topic 4: How to ask for help, if I am a victim of cyberbullying.

Step 2. Learners are divided into 4 groups, they will discuss the assigned topics and make a poster. After the posters are put up, each group will appoint a representative, who will present the poster in front of everyone. Group 1 will focus on personal perceptions and opinions. Group 2 will propose general solutions for the prevention of cyberbullying. Group 3 will propose solutions in which they themselves would be the victims. Group 4 will indicate who they can ask for help and will propose specific ways to solve cyberbullying situations.

Step 3. The four posters will be displayed, one representative from each group will present the main solutions. Following the gallery tour method, each group will analyses the posters and complete their own ideas. Each group will use a different marker color. Finally, the solutions will be synthesized. The teacher / trainer proposes a first solution: contact the service provider to report the harassment.

Implementation and Recommendations for Future Work Skills. Learners are able to propose solutions that concern themselves and the aggressor as well as the victim. A list of actions is distributed to deal with cyberbullying situations:
• Have you been the victim of similar situations?
• If the answer is yes, have you taken steps to demonstrate offensive materials?
• If the answer is yes, did you tell your friends or did you take steps to stop these harassments?
• If the answer is no, do you think you need advice?
• Have you witnessed cyberbullying?
• If the answer is yes, how did you take action or were you a passive observer?

CONCLUSIONS

The Coronavirus pandemic has resulted in school and university closures in almost all countries, affecting up to 91 % of learners worldwide. (Hippe R, 2021).

Only with a strategic foresight in education it will be possible to create an impact on the education and training systems so that they are better aligned to the needs of and opportunities offered by the labour market and closer links businesses and the community so that future skills gap and mismatches can be avoided. Through appropriate measures educational stakeholders can proactively plan for and lead the necessary change.

The statistical implication of study *Keeping youth safe from Cyberbullying*, shows that the more young people agree to a pact of silence about what is happening online, the greater the risk of becoming a victim, aggressor or spectator in -a cyberbullying situation. (Balas, 2020)

Certainly the consequences of this technological explosion cannot be estimated. The employees must to adapting at this future work. A digital education will surely change the world.

But how are the users, physically and mentally, prepared to face this digital world, remain to discover. The bullying in the workplace or in the classroom still be accentuated in the form of cyberbullying, But at the global level, efforts are being made to educate young people for future work, and special attention is paid to the health of employees by reducing bullying or cyberbullying.

The PISA 2025 Learning in the Digital World assessment presents innovations for PISA the tests unit are designed as a digital learning environment where students will find resources to fill their knowledge gaps. PISA will provide international comparisons of students self-regulated learning processes, including measures of motivation and emotion regulation. (OECD, 2021).

Not only at the macro level, efforts are being made to improve life and reduce the phenomenon of cyberbullying, skiing and micro. Our Future Word project is just a route in a system as are other projects implemented in the educational field. For example, in this school year 2021-2022 at county level, the County Center for Resources and Educational Assistance has carried out a wide-ranging action to prevent Cyberbullying, involving more than 450 psychologists and teachers.

We must pay special attention to today's young people, tomorrow's future adults. Today's young people - teenagers - are going through a period of change, when "they are trying to shape a new identity, changes that increase the level of stress felt by adolescents, generating many physiological and emotional imbalances."

The digital future is a reality and the power will be of those who will know how to adopt new technologies in work processes. Today's students will be the future workforce. There is only one boundary between good and evil - the cyberbully can be defeated by joint efforts. By educating today's youth, we can secure a better future for them.

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