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

TECPC PROJECT
Together Everyone can Prevent Cyberbullying
KA2 Erasmus+ Strategic partnership Digital Education Readiness
2020-1-RO01-KA226-SCH-095269

Study on the national situation of cyberbullying in TURKEY

Authors: Rezzan GİZİR, Ayşe SARPKAYA

Abstract:*The present report is a study of the impact of the cyberbullying and the intervention strategies at national level, with the aim to establish the profiles of the cyberbullying aggressor-victim, for a better identification of the signs of cyberbullying per age category and distribution channels. The report is analysing statistics, support strategies, issues faced and needs of the teachers in the new digital teaching era, selection of cases of cyberbullying, best practices actions. This report is part of the TECPC project - Together Everyone can Prevent Cyberbullying, funded by the European Commission under the KA2 Erasmus+ Strategic partnership Digital Education Readiness Programme, ref.no. 2020-1-RO01-KA226-SCH-095269.*

Part 1 – Literature online review

1. The current situation of cyberbullying in TURKEY

The internet has become an indispensable part of life because it provides an environment for easy and fast access to information and expressing feelings and thoughts. Especially after the Covid-19 pandemic, the restriction of many living spaces and lifestyles such as social environments, face-to-face communication, and the fact that even school classes are conducted with online education have made the internet indispensable. According to the research of the Turkish Statistical Institute (TUIK), it has been determined that 90.7% of the households in Turkey have internet access from home, and 79.0% of the population uses the internet. It is reported that the age group with the highest computer and internet usage rates is adolescents and young adults (16-24 and 25-34 age groups).
The excessive and problematic use of information technologies and the transfer of relationships to virtual environments can bring along some negative situations such as internet addiction and cyber bullying in adolescents.
Cyberbullying, sometimes called electronicbullying ,cyber harassment, online violence, is a new form of classical bullying.
In the research conducted by Smith et al., cyberbullying is a deliberately aggressive behaviour that is carried out repeatedly and over time, by individuals and communities, using electronic communication forms, against victims who cannot defend themselves.

Cyberbullying, which is the deliberate and regular use of digital technology such as computers, mobile phones, and the internet, to disturb others, includes concepts such as cyberbullying and cyber victimization. Studies conducted at the national and international level show that cyberbullying and victimization are a common problem among adolescents. Studies show that cyberbullying varies between 6.3-59.4%, and cyberbullying varies between 8.7% and 63.3%.

The concept of cyberbullying has been the subject of theses and articles in Turkey since 2011 (for the last 10 years). However, since 2019, cyberbullying has been extensively covered in both theses and articles. This shows us that cyberbullying has started to become widespread and ways to solve it have been sought more intensively in recent years (https://tez.yok.gov.tr).

There are studies on cyberbullying on adolescents and university students. These studies show that cyberbullying is related to depression (Özel, 2013), empathy (Çolakoğlu, 2019), students' personality type (Tanrikulu, 2015), perceived social support (Topçu 2014), loneliness (Yılmaz 2020), psychological well-being (Güler, 2019).

In his studies, 'cyber bullying awareness training' was developed for parents (Duman, 2019). He reported that when cyberbullying is combined with stressful living conditions, it causes individuals to display behaviours that can even lead to suicide. Eroğlu, Çetin, Güler, Peker, and Pepsoy in 2011 found that girls exposed to cyberbullying try to cope with cyberbullying by being submissive.

In a study examining the relationship between parental attitudes and cyberbullying behaviours on secondary school students in Turkey, it was determined that 22.3% of high school students do cyberbullying (Yalçınkaya & Belliici, 2021).

This rate was higher than the findings of previous studies (Özdemir & Akar, 2011). The fact that our research is more up-to-date shows that cyberbullying rates have increased since 2011.

References:

Tanrıkulu, İ. (2015). Siber zorbalık yapma motivleri ile kişilik özellikleri arasındaki ilişkiler: Kullanımlar ve doyumlar kuramını test etme. Orta Doğu Teknik Üniversitesi. İstanbul.

Duman, E.(2019),Velilere yönelik geliştirilen siber zorbalık farkındalık eğitiminin etkisinin incelenmesi. Yüksek Lisans Tezi. Bursa Uludağ Teknik Üniversitesi.

Topçu, Ç. (2014). Baş etme yöntemleri, duygu düzenleme, ruminasyon ve algılanan sosyal desteğin geleneksel ve siber zorbalık mağduriyeti ile ilişkilerinin modellenmesi.Orta Doğu Teknik Üniversiteis. İstanbul

Çolakoğlu, İ. B. (2019).Üniversite öğrencilerinde siber zorbalık ve siber mağduriyetin empati ve psikolojik yardım arama tutumuyla ilişkisi. Üsküdar Üniversitesi. İstanbul.

Özel, S. (2013).Lise öğrencileri arasında siber zorbalık, siber mağduriyet, depresyon ve benlik saygısı ilişkisi. Fatih Üniversitesi. İstanbul.

Eroğlu, Y., Çetin, B., Güler, N., Peker, A. & Pepsoy, S. (2011). From cybervictimization to coping ways of stress: Gender as moderator. Chova, L.G., Belenguer, D.M. & Martinez, A.L. (Eds.) Proceeding of EDULEARN11 Confence (pp.2699-2707). Barcelona, Spain

Özdemir, M. & Akar F. (2011) Lise Öğrencilerinin Siber- Zorbalığa İlişkin Görüşlerinin Bazı Değişkenler Bakımından İncelenmesi

Yalçınkaya E, Bellici N. (2021). ortaöğretim öğrencilerinin siber zorba davranışların anne baba tutumları arasındaki ilişkinin incelemesi.

2. The impact of the COVID-19 rapid shift to digital education on students and teachers at national level

In this context, the Ministry of National Education (MEB) in Turkey adapted faster than in other countries during the days of the fight against Covid-19. After the closure of schools, it immediately offered distance education support via television for students who had difficulties in both internet and internet access.

The course contents needed in distance education were rapidly produced for all levels and moved to distance education platforms. While education at all levels continued with distance education, the diversity in distance education continued to be increased every week. Television broadcasts spread over the weekends in the following days and started broadcasting on weekends to support students preparing for the central exam within the scope of high school transition system and higher education institutions exam within the scope of transition to university. It was decided to continue these broadcasts in the summer months.
In the field of special education and guidance, many psycho-social support packages were developed and quickly implemented to support students, parents and citizens.

On the other hand, vocational high schools produced all the products needed by the society, from disinfectants to masks, from face shields to disposable aprons and overalls, and quickly delivered them to the points of need. Considering the size of the student scale in Turkey, for the first time, the value of the services produced in this context will be better understood despite all their shortcomings.
As a result, the Covid-19 outbreak affects and reshapes education deeply, as it affects all sectors. However, the impact of reshaped education methods is not equal for everyone. The Ministry of National Education has been very active and dynamic in education, research and community service dimensions in sync with all its units in this process. However, as in all countries, the size of the differences in achievement between schools in our country is a well-known fact. With distance education, it is aimed to increase the readiness at the school so that students do not break away from education and when face-to-face education starts, make-up education can be done quickly. Therefore, the preparations for the compensation program continue so that the distance education process does not increase these differences even more. Support and training courses are planned to be the main centre of make-up education, especially for students in disadvantaged schools and students who cannot have an efficient distance education process due to various impossibilities.

The rapid transition to digital education with COVID-19 caused the adaptation process to take a lot of time for both students, teachers and administrators. As a result of the interviews done with the teachers in the schools in Çukurova District ;it is observed that the financial impossibilities of students can be seen as the biggest problem of adaptation to this rapid change in education. The reasons such as the lack of computers and internet in the homes of the students caused the students to stay away from the education process and be off schools.
Moreover, we have seen that our teachers' digital skills are quite weak and they have difficulty in using the internet effectively. For example, not knowing what to do about it when the internet connection is lost, having difficulty in taking the student to the course in the online programs they use, and not

knowing how to create the connection link have affected the flow of online courses and slowed down the digital education process.
Also, teachers had huge difficulties in finding solutions to the problems that students experienced in online environment. Teachers had difficulties in expressing themselves, especially in the lessons about using the body, such as physical education. It has been observed that teachers could not get spiritual satisfaction because they do not know how much of what they teach reaches the students.

3. The current situation on the National Policies and Strategies to support the prevention of / to fight against cyberbullying.

The Ministry of National Education Department of Special Education brought together experts on cyberbullying. They organized workshops on how to develop a policy on cyberbullying in schools in Turkey. Implementation and follow-up of the cyberbullying program they developed after the workshop in schools can be counted among the policies developed in the fight against cyberbullying.

3.1 The existent national policies and strategies *(1 page maximum)*

Regulations have been made in domestic and foreign legislation in the dimension of intervention with cybercrimes.
Apart from the regulations in the Turkish Penal Code, the Council of Europe Cybercrime Convention, the measures taken by the General Directorate of Security and the legislation of the Ministry of National Education concerning students will be mentioned.

General Directorate of Security

Law enforcement officers have a great responsibility in preventing cybercrimes and clarifying the crime. Intervention in cybercrime was established under the Department of Information Processing for the first time in 1997 under the General Directorate of Security (EGM). It started with the establishment of the Cyber Crimes Bureau (Taşcı and Can, 2015).
The unit developed from year to year, and in 2004, it was affiliated to the Anti-Smuggling and Organized Crime Department, operated as ‘administrative office’ in the same branch in 2006 and in 2007, it was established as Turkey's first Department of Combating Information Crimes under the name "Information Systems and Crimes Branch Directorate" .
With the establishment of the "Department of Combating Cybercrime" in 2012,the name changed to "Department of Combating Cybercrime" and it was separated from the Anti-Smuggling and Organized Crime Department and started to work under the newly established Department. The Cyber Crimes Department which serves under the service of the General Directorate of Security has missions as to combat cybercrime among and raise awareness against cyber threats, cooperate in the international arena, provide, assess and combat threats, to train relevant expert personnel, and follow the technological developments .

Turkish Penal Code (TCK)

Cybercrimes were first introduced in the Turkish Penal Code No. 765 (TCK) with Law No. 3756 on 06.06.1991, and took their place in the legislation with the regulations in Articles 525/a, b, c and d of the TCK under the "Crimes in the Field of Information Division".These crimes are edited as ; seizure of data use (525a/1), transfer or reproduction of data to harm others (525a/2), damage to data or data processing (525b/1), obtaining unlawful benefit by using a system that has automatically processed information (525b/2), fraudulent data (525c).

In 2005, it was regulated under the sections of "crimes in the field of informatics" and "crimes against the privacy of private life" with the law numbered 5237 in the new Turkish Penal Code. In the section of crimes in the field of informatics; illegally entering and staying in the information system (article 243), preventing or corrupting the functioning of the information system, destroying or changing the data (article 244/1-2), illegal benefit (article 244/4), misuse of bank or credit cards (article 245). In the section of crimes against private life and the secret sphere of life it was organised as; recording of personal data (article 135), giving or obtaining personal data unlawfully (article 136), destruction of data (article 138).

Apart from this, the types of crimes that can be committed with cybercrimes are not specified separately, they are interpreted in the relevant law article. Therefore, we do not come across a separate article of the Turkish Penal Code in which the subject of cyber bullying is mentioned.

For this reason, the subject of cyber bullying will be discussed within the scope of other crimes that can be committed with cybercrime.

The crimes that can be committed in the IT environment are mentioned in the sections ; crimes against humanity in the Turkish Penal Code are (crimes related to sexuality), crimes against public health (supply of substances dangerous to health), crimes against public morality, (gambling, begging), crimes against the family order (family obligation to provide care, education or support arising from the law,crimes against freedom (disturbing the peace and tranquility, unlawful prevention of communicationbetween people), crimes against honor (insult), crimes against property (theft by computer, abuse of trust, by means of informatics) fraud, purchase or acceptance of criminal goods), crimes against the courthouse (hiding evidence of crime). Among these, the sections related to our subject will be explained.

Küçük, S., İnanıcı, M. A., & Ziyalar, N. (2017). Siber zorbalık ölçeği Türkçe uyarlaması. *Adli Tıp Bülteni*, *22*(3), 172-176.

3.2 The alignment of national policies at European level

Council of Europe Convention on Cybercrime

The convention, which is called “Convention on Cybercrime” and translated as “Crimes Committed in the Virtual Environment” in our language, was prepared by the Council of Europe (EC) on 23 November 2001 and opened for signature in Budapest.The convention, which entered into force on 1 July 2004, allowed countries other than the EC to become parties. 33 countries, including 32 EC members and the USA, have signed the convention.14 countries have signed but not ratified. In our country; it was signed in Strasbourg on 10 November 2010 following the domestic legal arrangements.

The proposal, which was brought to the Grand National Assembly of Turkey on 03.09.2012, was approved by the Grand National Assembly of Turkey with the law numbered 6533 on the date of 22 April 2014, which approved the ratification of the crimes committed in the virtual environment. It became effective with its publication in the Official Gazette on May 2, 2014.
The Council of Europe Cybercrime Convention is the first international convention on crimes committed in the cyber environment.The law includes topics such as child pornography,
copyright infringement, computer-related forgery, and breach of safety nets.These topics are arranged as illegal access, illegal interception, datatampering, system tampering, device misuse, computer-related forgery,computer-related fraud, crimes related to child pornography,as offenses relating to infringement of copyright and related rights. (Eralp, 2014, Taşçı and Can, 2015, TBMM).

As of mid-2015, countries in the European Union such as the United Kingdom are in the process of creating laws specifically regarding cyberbullying. Because the process takes time, the government supports school programs to improve internet safety with the help of teachers and parents. This will allow the government to take the time it needs to create cyberbullying laws while helping to protect students from cyberbullying as much as possible.

Reference - https://abcdef.wiki/wiki/Cyberbullying#Legislation

4. Support strategies in the education sector

Preventive Legislation Research
Researchers recommend implementing programs to prevent cyberbullying. These programs will be included in the school curriculum and include online safety and instructions on how to use the Internet properly. This can teach the victim appropriate methods of potentially avoiding cyberbullying, such as blocking messages or improving the security of their computer. Even in a perfect world, no crime can be completely stopped. Therefore, it is recommended to introduce and adopt effective coping strategies within this prevention method. People can adopt coping strategies to combat future cyberbullying. Coping strategies may include social support groups made up of victims of cyberbullying, allowing students to share their stories and eliminating the feeling of loneliness.
Teachers should be involved in all prevention education models, as they are essentially the "police" of the classroom. Most cyberbullying is often not reported as the victim feels that nothing can be done to help their current situation. However, teachers can help if there are appropriate tools with preventive measures and more empowerment in the classroom; If the parent, teacher and victim can work together, solutions can be found.
Many legal attempts have been made to facilitate the control of bullying and cyberbullying. Some existing legislation is incorrectly considered to be linked to bullying and cyberbullying (including terms such as "slander" and "slander").
The problem is that current legislation does not directly apply to bullying and does not define it as its own criminal behavior. Cyberbullying advocates have even expressed concern about the broad scope of some of the bills that are being passed.
Reference - https://abcdef.wiki/wiki/Cyberbullying#Legislation

4.1 At formal level – school education sector

All school counselors in schools were given training within the scope of TBM (Combating Addiction in Turkey). As a result of these trainings, support was provided to both students and parents when school counselors explained 'safe internet use' within the scope of Turkey's Addiction Fighting programs. Thus, safe internet use has been tried to be widespread by preventing internet addiction. In addition, studies have been started to prevent cyberbullying that students may experience in the future.

WHAT IS IN THE NATIONAL EDUCATION LEGISLATION?

One of the places where cybercrime is experienced to a large extent is undoubtedly schools. Ministry of National Education has given place to sanctions related to cybercrimes,Secondary Education Institutions Award and Discipline Regulationin the Disciplinary Penalties section,the 12th article also includes the behaviors that require punishment. These are;

a) Behaviours that require reprimand; 18). Using information tools in a way that negatively affects education by speaking, taking audio and video, sending messages and e-mails, and sharing them with a friend, without the knowledge and permission of the school administration and the teacher; regulated as behaviour that requires reprimand.
b) Behaviours that require a short-term suspension from school; 8). Engaging administrators, teachers, educational personnel, civil servants, other officials, visitors and students with information tools; regulated as behaviours that require a short-term suspension from school.
c) Behaviours that require suspension from school with a certificate of approval; 14). Engaging in harmful behaviours with unethical sounds, words and images to administrators, teachers, educational personnel, students, civil servants, other officials and visitors with information tools; It is stated as behaviours that require suspension from school with a certificate of approval.
d) Behaviours that require exclusion from formal education; By keeping harmful, divisive, destructive, immoral and violent broadcasts that are contrary to the values of society by means of informatics, receiving and multiplying related sounds, words and images for individuals and institutions, listening to, listening to, watching, watching, disseminating and trading in the virtual environment is formal education. regulated as behaviours that require expulsion punishment.

In the legislation of the Ministry of National Education, we see that cybercrimes have serious sanctions ranging from reprimand to expulsion from school. School management, teachers and families need to raise awareness of students about cybercrimes and trainings for prevention should be increased.

WHAT IS THE MINISTRY OF NATIONAL EDUCATION DOING ABOUT THIS?

The Ministry of National Education, together with its previous studies and publications, has started a more tidy and systematic study on this subject.

Ministry of Education; Psychoeducation in Challenging Life Events Project (ZOYOP), prepared by the General Directorate of Special Education and Guidance Services; In the new normalization process with the COVID-19 epidemic, structured psychoeducation programs have been prepared in order to

increase the psychological resilience of students, teachers and parents in the face of the difficulties they experience, to cope with the traumatic effects of the Pandemic and to facilitate their adaptation to the normalization process, The programs are adapted to distance education and serve the purpose of application and dissemination.

Under this umbrella project; Projects such as Psychological First Aid, Teacher Training during the Epidemic, Peer Bullying and Cyber Bullying Training, Intervention to Trauma, Psychological Resilience. There are projects such as Psychological First Aid, Teacher Training in the Epidemic Period, Peer Bullying and Cyber Bullying Education, Intervention to Trauma, and Psychological Resilience under this umbrella project.

Under the coordination of our General Directorate of Special Education and Guidance Services and in cooperation with UNICEF, Peer Bullying and Cyber Bullying Training was given for five days, starting on 31 August 2021, for guidance counselors/psychological counselors within the scope of the Psychoeducation in Challenging Life Events Project (ZOYOP). The general manager, heads of departments and UNICEF representatives also attended. 9 academics from different universities took part in the training. Awareness programs for peer bullying and cyber bullying based on school levels, and psychoeducational programs aimed at improving coping skills have been prepared.

As of October 2021, Peer Bullying and Cyber Bullying Training will provide training to guidance teachers/psychological counselors working in kindergartens, primary schools, secondary schools and high schools throughout Turkey, with the program structured in such a way that the content is ready and activities at every school/class level are created. Guidance teachers/psychological counselors will provide training to teachers, administrators and parents. In addition, individual/group guidance studies will be conducted with students who have been bullied, have been bullied or have been a spectator to bullying.

WHAT HAS THE MINISTRY OF NATIONAL EDUCATION DONE IN CLASSES FOR STUDENT LEARNING OUTCOMES?

Ministry; published a table under the title of Classroom Counseling Program Outcomes, Annex 5 of the Learning Outcomes at the address http://orgm.meb.gov.tr/www/2020-2021-rehberlik-ve-lojik-danisma-programi/icerik/1413 and at the grade level and determined goals and achievements. These are studied as a guidance activity at school with ready content and are given to students.

In the title of ENSURING PERSONAL SECURITY;

- Knows bullying and its types.
- Uses ways to deal with bullying.
- Manages himself in the use of information technologies.
- Realizes the effects of cyberbullying on his life.
- Knows from whom, where, when and how to ask for help.
- Makes it a habit to follow the instructions to protect personal rights and ensure personal safety.

It aims to inform and raise awareness of students with such learning outcomes.

It plans to gain these learning outcomes with the activities included in the Classroom Guidance Activities Book, which can be accessed from the link below.

Reference:
https://orgm.meb.gov.tr/meb_iys_dosyalar/2021_09/03012045_ORTAOKUL_SINIF_REHBERLYKETKYNLYKLERYYYY.pdf

In addition, there are schools that choose the Cyberbullying as a 'Special Goal' to cover one Academic Year at school level and conduct teacher/student/parent activities related to this subject throughout the year.

At non-formal level – extracurricular **activities**

WHAT ARE THE GUIDANCE AND RESEARCH CENTERS (RAM) DOING ABOUT THAT?
What can RAMs do in the field of Cyberbullying;
1. Give informative seminars to teacher/student/parent groups in line with requests from schools at all levels or by taking action on their own,
2. If there are situations and events that are difficult to cope with in schools, they are directed to RAM. In this case, RAM officers work with teachers/students/parents at the school or institution to develop solutions,
3. In case of a problem, he can make interviews with the institutions he is interested in and refer them.
4. Carry out collaborative studies on the problem area encountered during research at schools,
5.Prepare a project related to the problem area that they think exists in the education region they are responsible for in the project works assigned as a task by the legislation. They work with their stakeholders and disseminate it.
As Çukurova Guidance and Research Center in the 2019-2020 Academic Year;
With our project titled "TALK – LISTEN – FEEL "ÇUKUROVA IS TALKING, LISTENING AND AGREEING.", we handled Peer Bullying for secondary schools in Çukurova, Karaisalı and Pozantı districts, which are our responsibility areas. Within the scope of the project, we held seminars and workshops with school administrators, guidance teachers, Turkish teachers and art teachers. Studies were carried out on pictures, cartoons, poems, slogans and posters.

5. Cases of cyberbullying

Title of the case	Cyberbullying (Taking His Social Media Account And Threatening over it)
Country	Turkey
Actors Involved	Same Grade Level High School Students
When happened?	2020-2021 Academic Year End of 2nd Term Pandemic Period
Brief description of the case	During the distance education period, the female student, who attended the lesson in virtual environment and talked to her classmates on social media, was blackmailed by her classmate by taking over her social media account.
Mention the interventions done, if the case	A lawsuit was filed by the victim's parent in court and is ongoing. (The family said that he would give up the case because he was afraid of the other side)

	Since it is the pandemic period, the meeting with the school guidance service has not yet taken place. The family wants a school change.
Impact, results achieved	There has been no school change yet.
Link, if the case was public	The litigation is open to all; dissemination of images and information obtained through social media for the victim, It can cause stress for the parties as the work done by the perpetrator is an illegal and illegal transaction and requires punishment.

Title of the case	Become a phenomenon on Instagram
Country	Turkey
Actors involved	Student-Adult
When happened?	25.03.2019
Brief description of the case	Student giving her Instagram password to someone she doesn't know in order to increase the number of Instagram followers.
Mention the interventions done, if the case	Interviews were held with the student and their parents. There was talk about the dimensions of giving his password to someone he didn't know.
Impact, results achieved	As a result of this incident, the student realized the importance of focusing on his lessons by closing his Instagram account. It was said that it is not so important to increase the number of people on Instagram not to meet with anyone he does not know again.
Link, if the case was public	-

Title of the case	Tik Tok Bullying
Country	Turkey
Actors involved	Students
When happened?	14.09.2021
Brief description of the case	The student posting the video of another student in her class on tiktok and putting her in a difficult situation about the video she took.
Mention the interventions done, if the case	The victim student came to the guidance service and asked for help from a psychological counselor. The counselor interviewed both victim and bully students. It has been stated that it is bullying to shoot and broadcast this video without notice. The families of the students were called and informed about the situation. He talked about the importance of following students on the internet.
Impact, results achieved	When the bully boy realized that what he was doing was bullying, he said that he deleted this video and that he would delete it with the influence of his friends and put it somewhere else. Realizing that this was bullying, she regretted it. As a result, the student did not take a video of his friend in the classroom without permission again.
Link, if the case was public	If this case was open to everyone, it would set an example for other

	students, and it would be a deterrent for those who think of taking a video of their friend without permission.

Title of the case	Being bullied by friends via Whatts App, imposing opinions
Country	Turkey
Actors involved	7th grade students
When happened?	20.12.2020
Brief description of the case	A female student shared a video with her other friends in the Whatts App group. This video is a video defending the rights of lesbians. Some of the male friends of this student said to the female student that you are gay and went against the female student. This situation was learned when the parents of the female student called the school guidance service. Afterwards, students were interviewed one by one by the guidance service on the phone and they were informed about freedom of thought.
Mention the interventions done, if the case	Since they were in the online education process, the students mentioned in the watsupp group were called one by one by phone. Afterwards, a telephone interview was held with the parents.
Impact, results achieved	Students know that they will be more careful about the language they use in the WhatsApp group, that the school is aware of the posts made, and that they are more careful about the language they use in whats app.
Link, if the case was public	-

6. Best practices actions to support the prevention of / to fight against cyberbullying

Title of the practice 1	Say "stop" to Cyberbullying in Secondary School
Country	Turkey
Actors involved	Police Officers
Link	https://youtu.be/7rMEQtZGtR4
Brief description of the best practice	The students were given a seminar on cyberbullying by the police.
Why it is a successful intervention?	The fact that this seminar is given to students by the police is quite successful in that it shows that cyberbullying is an issue that should be taken seriously.

Title of the practice 2	Turkey Anti-Addiction Program
Country	Adana-Turkey
Actors involved	Parents
Link	http://ebeveyn.tbm.org.tr/Sayfa/Teknoloji%20Ba%C4%9F%C4%B1ml%C4%B1l%C4%B1%C4%9F%C4%B1/546

Brief description of the best practice	A presentation was made to the parents on safe internet use and how to follow their children securely on the internet.
Why it is a successful intervention?	During the seminar, it was observed that most parents do not know how to use the internet safely, so it is seen as a successful intervention.

Title of the practice 3	Department of Combating Cybercrime
Country	Turkey
Actors involved	Users and citizens for safe internet use.
Link	https://youtu.be/AoW8COv3fikTo Say Stop Cyber Bullying Together: SİBERAY! If you think you are being cyberbullied https://youtu.be/ocT583Xmtkg if your child is being cyberbullied https://youtu.be/5cI5lg4yGqU
Brief description of the best practice	The main purpose of the SİBERAY program is to guide users and citizens for safe internet use. By raising awareness on issues such as cyber security, technology use, social media use, cyber bullying and technology addiction on national and international platforms; is to fight against habits such as internet, screen, technology addiction that harm the person and society, cyberbullying and all kinds of cybercrime before the action occurs. The aim of the program is to contribute to raising generations connected to customs, traditions and national culture by developing activities, contents, workshops, online and offline conferences, products to ensure that each member of the society uses the internet and technology in a safe, beneficial and effective way.
Why it is a successful intervention?	Resource full of materials for parents, teachers and students : You can find information about the development of the internet from past to present, what needs to be done by individuals and institutions regarding cyber security, cybercrime, the importance of personal data and the duties of parents,Info on social media platforms, time spent on social media, personal data and cyberbullying and Information about games on digital platforms, choosing the right game, numerical data in the digital world and duties for parents.

Title of the practice 4	UNICEF To the Parents for the Continuation of the Children's Education at Home 5 Suggestions:
Country	Turkey
Actors involved	support for parents
Link	https://www.unicef.org/turkey/hikayeler/covid-19-nedeniyle-evde-kald%C4%B1%C4%9F%C4%B1n%C4%B1z-s%C3%BCre%C3%A7te-%C3%A7ocu%C4%9Funuzun-%C3%A7evrimi%C3%A7i-g%C3%BCvenli%C4%9Fini-nas%C4%B1l

Brief description of the best practice	If your family has had to stay at home during the coronavirus (COVID-19) pandemic, your kids are probably spending a lot more time online. School, conversations with friends, grandparents, and even music lessons now take place online. Staying in touch with people helps children and young people mitigate the effects of this new (temporary) order and encourages them to move on with their lives. But this also brings with it a new set of challenges for every parent. How can you minimize the potential harm of the Internet and maximize its benefits? How can we balance our lives when facing a health crisis like COVID-19, when balancing is not easy even on a normal day?
Why it is a successful intervention?	

Title of the practice 5	The Awareness Project Against Cyberbullying
Country	Turkey
Actors involved	The project is formed by 75 people coming together through social media, aims to raise awareness in different fields
Link	https://www.bbc.com/turkce/haberler-turkiye-51614553
Brief description of the best practice	Teacher Ulaş Remzi Koralay explained that the group was formed by those who responded to a call message sent on Twitter: Koralay said, "Later, we came together and talked about 'what can we do' in a brainstorming style. After that, we formed sub-teams, thinking that everyone should be interested in their own area of expertise." The project currently has sub-teams of law, psychology, graphic-design, communication-support, education-training, art-editing, software and video-audio. According to the information given by Ulaş Remzi Koralay, psychology and education sub-teams are working on three different e-books for children, youth and adults, graphic-design and communication-support teams work together for awareness campaigns in social media, art-fiction and the audio-video teams are making short films about victims, and the software team is working on the development of a filter against cyberbullying.
Why it is a successful intervention?	Koralay, in the following stages, legal teams; He also stated that the psychology team could also provide psychological support to the victims.

Title of the practice 6	Siber Zorba Olma #farkınavar
Country	Turkey
Actors involved	Samsung Electronics Turkey, in cooperation with the Information Technologies and Communications Authority (BTK), against cyberbullying "Don't be a cyberbully! #farkinavar" is starting the movement. In addition to the trainings to be given throughout the year in order to raise awareness of children, youth and families against cyberbullying, a social media movement is launched on 13 December.
Link	https://www.guvenliweb.org.tr/dokuman-detay/siber-zorbalik

	https://youtu.be/CcLCBmA8FEY http://tbv.org.tr/siber-zorba-olma-farkinavar/
Brief description of the best practice	Acting with the vision of "Good Future Together", Samsung Electronics Turkey, in cooperation with the Information Technologies and Communications Authority (BTK), aims to raise the awareness of children, young people, families and teachers about cyberbullying. #farkinavar" is starting the movement. The concept of "cyberbullying", which refers to disturbing acts such as humiliation, slander, gossip, harassment, threats, embarrassment and exclusion, deliberately carried out by an individual or group against others in the electronic environment, causes physical and psychological harm to thousands of children and young people every day. "Don't Be a Cyberbully! Within the scope of the "#farkinavar" campaign, it is aimed to increase the awareness of children, young people, families and teachers against the misuse of technology and their sensitivity to the protection of their personal rights in the trainings that will start with 20 pilot schools.

Title of the practice 7	How you can contribute to your child's future ?
Country	Turkey
Actors involved	Parents,students
Link	https://orgm.meb.gov.tr/meb_iys_dosyalar/2019_12/26113055_SYBER_ZORBALIK.pdf
Brief description of the best practice	Brochure with practical advice suitable for students of all ages, from elementary to high school, for families to support and protect their children from cyberbullying by Ministry of National Education, General Directorate of Special Education and Guidance Services

7. Relevant links (resources)

Kaygısız, E. G. (2020). Şiddetin E-Hali: Siber Zorbalık . Türkiye İnsan Hakları ve Eşitlik Kurumu Akademik Dergisi , TİHEK Akademik Dergisi / Şiddetin Önlenmesi Özel Sayısı , 161-174 . Retrieved from https://dergipark.org.tr/en/pub/tihek/issue/59385/852553

Routine Activities Theory in cyber victimization and cyberbullying experiences of Turkish adolescents. 1 October 2021 / International Journal of School & Educational Psychology,Vol.119

Tamer, N. & Vatanartıran, S. (2014). Ergenlerin Teknolojik Zorbalık Algıları . Online Journal of Technology Addiction and Cyberbullying , 1 (2) , 1-20 . Retrieved from https://dergipark.org.tr/en/pub/ojtac/issue/28472/303449

Özer, N. & Şad, S. N. (2021). LİSE ÖĞRENCİLERİNDE SİBER ZORBALIK, SİBER MAĞDURİYET VE OKUL TÜKENMİŞLİĞİ . Milli Eğitim Dergisi , 50 (229) , 393-417 . Retrieved from https://dergipark.org.tr/en/pub/milliegitim/issue/60215/637465

Sezer Efe Y. , Erdem E. , Vural B. Lise Öğrencilerinde Siber Zorbalık ve İnternet Bağımlılığı. Bağımlılık Dergisi. 2021; 22(4): 465-473.

Tunca, G. & Geleri, G. (2020). Okul Türleri Açısından Ergenlerde Siber Zorbalık ve Mağduriyet Durumlarının Araştırılması . Sosyal Bilimler Araştırma Dergisi , 9 (1) , 10-18 . Retrieved from https://dergipark.org.tr/en/pub/ssrj/issue/52042/661794

Karaca, M. , Mutlu, T. & Gencer, G. (2021). SİBER MAĞDURİYET: KAVRAMSAL BİR ÇALIŞMA . Anadolu Akademi Sosyal Bilimler Dergisi , 3 (1) , 177-191 . Retrieved from https://dergipark.org.tr/en/pub/anadoluakademi/issue/60142/872105

Çiftçi, H. (2018). Siber Zorbalık Davranışları ve Siber Mağduriyet Düzeylerinin Karşılaştırılması . Anemon Muş Alparslan Üniversitesi Sosyal Bilimler Dergisi , 6 (6) , 887-897 . Retrieved from https://dergipark.org.tr/en/pub/anemon/issue/39085/414560

Küçük, S., İnanıcı, M. A., & Ziyalar, N. (2017). Siber zorbalık ölçeği Türkçe uyarlaması. *Adli Tıp Bülteni*, *22*(3), 172-176.

DİNÇ, E. S. (2020). SOSYAL MEDYA ORTAMLARINDA SİBER ZORBALIK: LİSE ÖĞRENCİLERİNİN SİBER ZORBALIK DENEYİMLERİNİN İNCELENMESİ. *Yeni Medya Elektronik Dergisi*, *4*(1), 24-39.

Uluçay, D. M., & Melek, G. (2017). Türkiye'deki Okullarda Siber Zorbalık: Bir Literatür Değerlendirmesi. *AJIT-e: Bilişim Teknolojileri Online Dergisi*, *8*(30), 91-106.

Part 2 – Practical review

Methodology applied in the interview questionnaires research

In Turkey, the first step of the practical survey started just as the schools opened in the mid of September2021 .Being the highest educational authority in Çukurova District ;we organised an introductory meeting with all the school principals (116 in number)and gave a presentation about the project.Then we continued with communicating with potential associated partners–starting from main authorities related to the project.

1) Guidance and Research Center in Çukurova ; an institution that work under the Ministry of National Education, where families can receive free support for special education and guidance and psychological counseling.

2) Adana Provincial Police Department (department of combating cybercrime); department that works hand in hand with schools giving seminars about cyberbullying at schools

3) Green Crescent : an institution that's among the 'Public Beneficial Socities' and serves the public with its efforts to protect the youth from all harmful habits.

4) Provincial Directorate of Family and Social Policies:an institution that provides all kinds of material, moral and social support to the members of the broken families in need of protection, assistance and care, and to their children; for this purpose, to make the necessary plans, to carry out training activities.

5)Provincial Directorate of National Education:the authority that is responsible for managing, directing, supervising and coordinating the education policies and strategic plans of the Ministry in line with the legislation and programs in an effective and efficient manner.

These institutions were so enthusiactic about the project and accepted to help us all throughout the project perod.When we received the final versions of the survey questionnaires in mid-November, we did the translations immediately and send them to our secondary school principals .They immediately shared it with their teachers and councellors and the teachers helped us do the questionnaires of students as well.The survey period lasted until January (the end of first term), 651 students and 215 teachers replied to the questionnaires.

2. Target group

In Turkey , as mentioned above, the questionnaires were distributed via the communication line the National Directorate has been using, so the schools listed below were involved in the project activities as associated partners:

Urban Area : Adana Genç İşadamları Ortaokulu,Şehit Enver Buğur Ortaokulu,Vakıfbank Ortaokulu ,Şehit Yılmaz Bozkurt Ortaokulu,Recep Birsin Özen Ortaokulu,Buhara Ortaokulu,Mithat Topal Ortaokulu,Kenan Çetinel Ortaokulu,Meryem Mehmet Kayhan Ortaokulu,Öğretmen Zeynep Erdoğdu Ortaokulu,Akşemsettin Ortaokulu,Alparslan Türkeş OrtaokuluDSİ Baraj Ortaokulu,

Rural Area: Salbaş Ortaokulu,Şambayadı Ortaokulu,Semiha Yücel Akdeğirmen Ortaokulu,İbn-i Sina Ortaokulu,Şehit Ebubekir Durmuş Ortaokulu,Sıtkı Kulak Ortaokulu,Oğuzhan Ortaokulu,Toki Şehit Bahattin Kalaycı Ortaokulu,Kabasakal Ortaokulu,Sehit Muhammed Ali Demir Ortaokulu

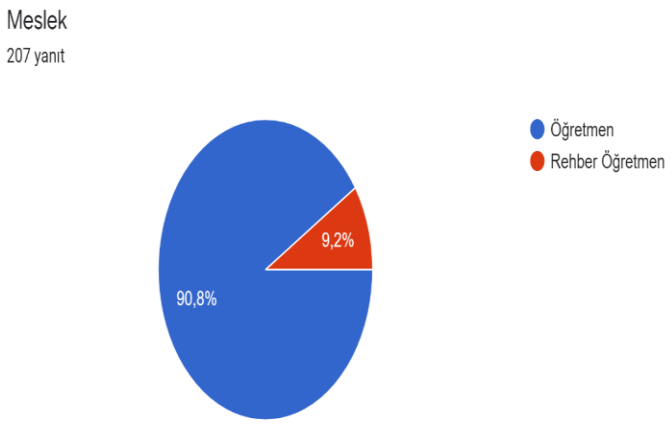
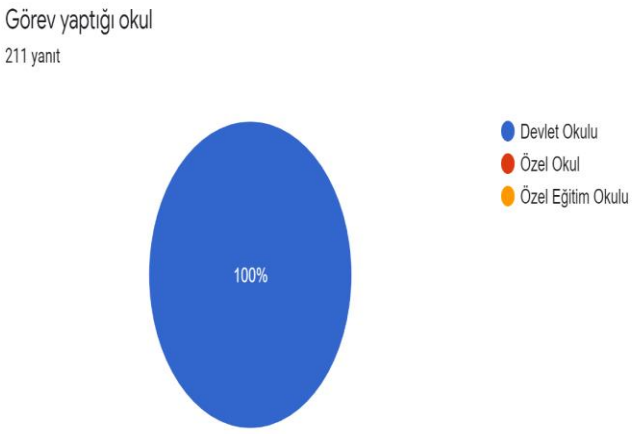
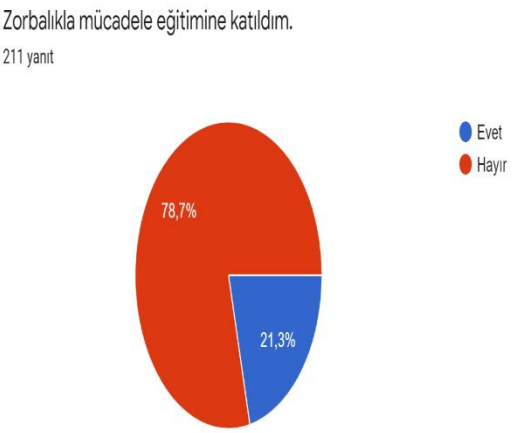
Mixed Religious: Selahaddin Eyyübi İmam Hatip OrtaokuluFazilet Kibritoğlu İmam Hatip Ortaokulu, Şehit Aytekin Kuru İmam Hatip Ortaokulu

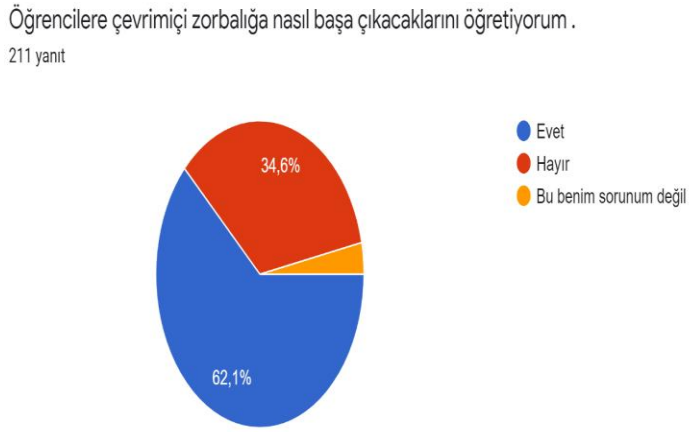
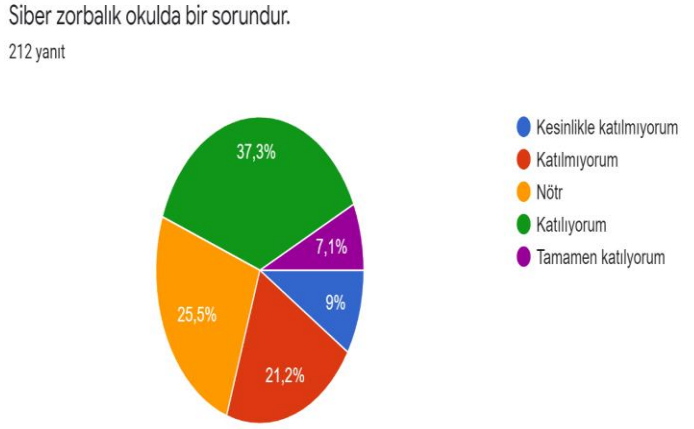
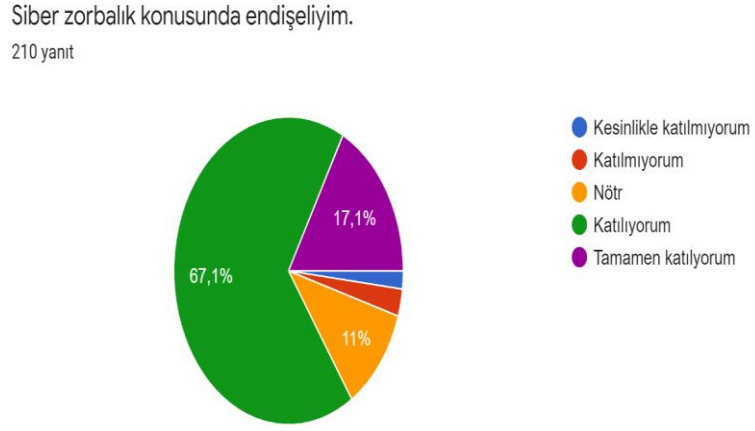
From the feedbacks we had taken with the teachers who answered the questionnaires, we had the same answers saying that the questions were quite a lot and so similar to each other that they hardly finished.Thanks to the the class teachers ,the students were able to answer on the supervision of them.

3. Summary of the results of the questionnaires:

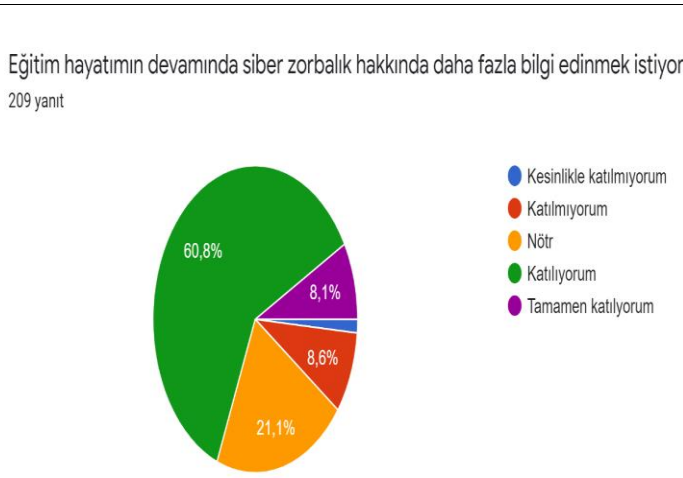
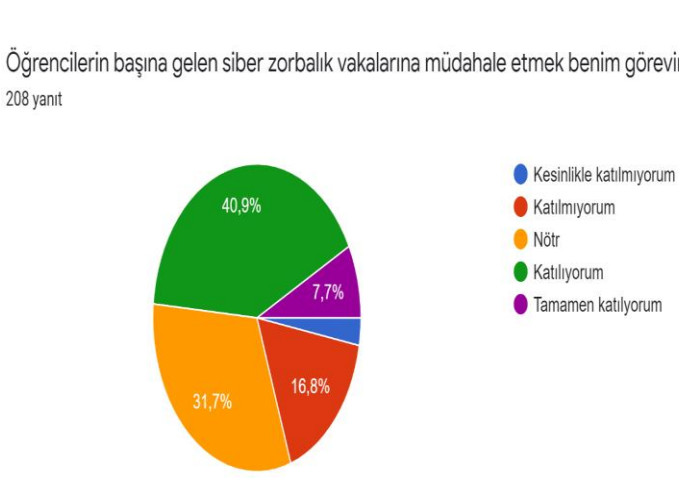
The following is an overview of the results of the questionnaires collected in Turkey.

Teachers:

Profession : Profession: • Counsellors 9.2% • Teachers 90.8%	
I teach in a • State (public) school100%	
I have attended antibullying training: • Yes21.3% • No78.7%	

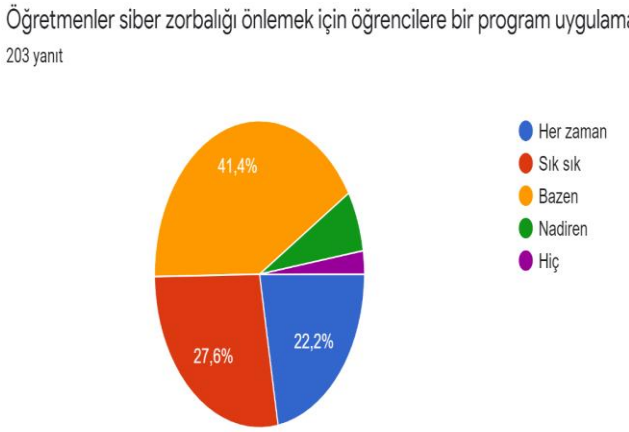
I teach students how to handle being bullied online: • Yes 62.1% • No 34.6% • Not my problem3.3%	
SCPT1. Cyberbullying is a problem in my school: • Strongly disagree 9% • Disagree21.2% • Neutral 25.5 % • Agree 37.3% • Strongly agree7,1%	
SCPT3. I am concerned about cyberbullying: • Strongly disagree 0% • Disagree 8.3% • Neutral 11 % • Agree 67.1% • Strongly agree 17.1%	

SCPT4. I feel confident in identifying cyberbullying: • Strongly disagree 0% • Disagree6.6% • Neutral 24.5 % • Agree 58.5% • Strongly agree10.4%	
SCPT5. I feel confident in managing cyberbullying: • Strongly disagree 0.9% • Disagree10% • Neutral 39.3 % • Agree 41.7% • Strongly agree8.1%	
SCPT7. Schools should develop policies on cyberbullying: • Strongly disagree 1.4% • Disagree 0% • Neutral 8 % • Agree 68.9% • Strongly agree21.7%	

SCPT16. Schools should link with community resources to deal with cyberbullying: • Agree 71% • Strongly agree13.3%	
SCPT21. I want to learn more about cyberbullying in my continuing education: • Disagree8.6% • Neutral 46.7 % • Agree 60.8% • Strongly agree8.1%	
It is my duty to intervene in cyberbullying incidences happening to students: • Disagree16.8% • Neutral 31.7 % • Agree 40.9% • Strongly agree7.7%	

TCPS4. Teachers should implement a program for students in order to prevent cyberbullying:

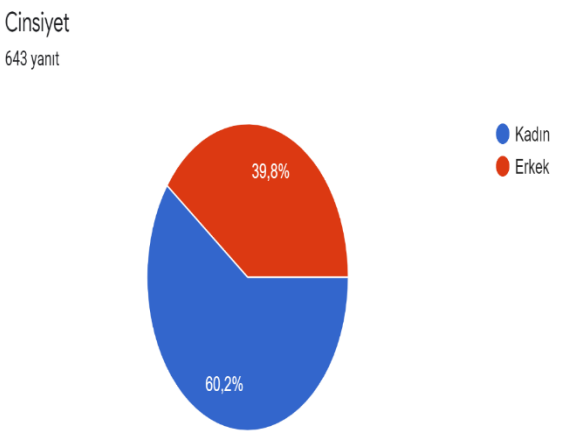
- Always 22.2%
- Often27.6%
- Sometimes41.4%



Students:

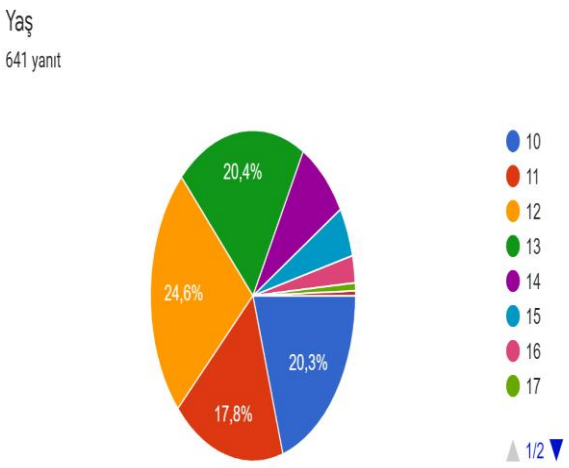
Sex:

- Female 60.2%
- Male 39.8%



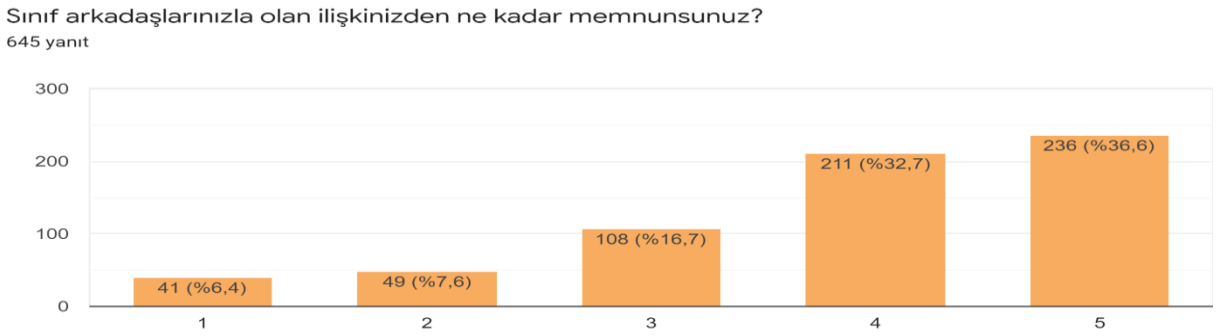
Age:

- 11 – 17,8%
- 12 – 24,6%
- 13 – 20.4%
- 15 – 20.3%



How satisfied are you with the relationship with your classmates?:

1 Very insatisfied 2 Insatisfied 3 Neutral 4 Satisfied 5 Very satisfied

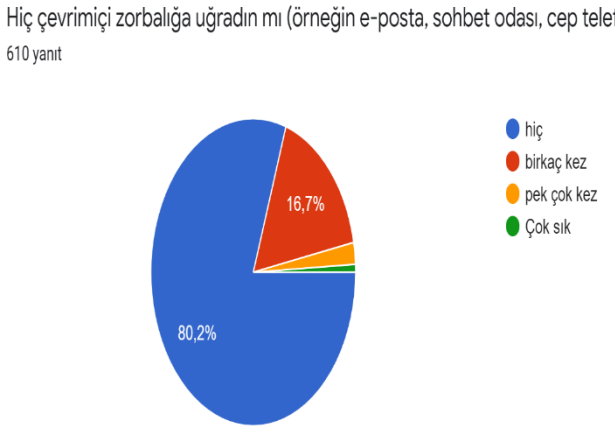


Do you have classmates that cyberbullied other colleagues?

- Yes 22%
- No 78%

Who are the most frequent victims of cyberbullying?:

- Boys 31.2%
- Girls 68.8%

Have you ever been bullied online (e.g. via email, chatroom, cellphone)? • Never 80.2% • A few times 16.7%	
Have you ever bullied others while online? • Never 95.4%	
Have you ever seen other kids being bullied online? • Yes 66.2% No 33.8%	

Have you ever report to an adult when you sow a kid being bullied online (messages, social media, email, chatrooms etc)?

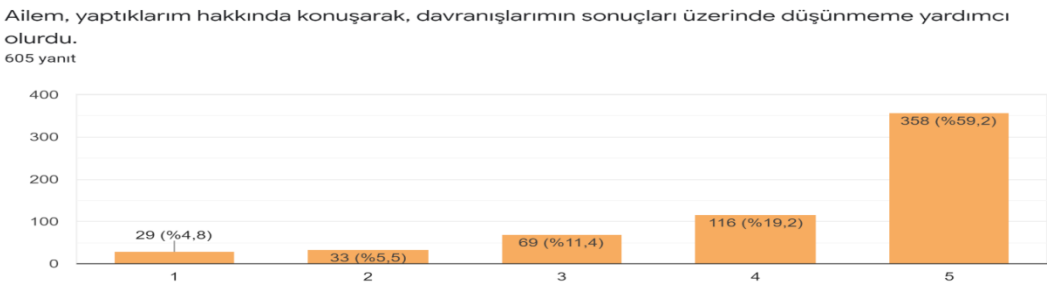
. No,I haven't because I didn't see any. 69.9%

- Yes 7.9%

. No,I haven't seen any.14.1%

PSDQ18. My parents helped me reflecting on the consequences of my actions by inviting me to talk about them:

1- Never, 2- Occasionally, 3 – Sometimes, 4 – Often, 5- Always



Conclusions. Key findings after the survey in Turkey:

- 21.3% of teachers and counselors reported that they have attended antibullying training, and 62.1 % teach their students how to handle being bullied online;
- 37.3% consider cyberbullying to be a problem in their schools, at the sametime25.5% feels neutral about it yet 7.1% strongly agree .
- More than half of teachers and counselors are confident in identifying cyberbullying, however only 41.7% feel confident in managing it;
- 68.9% of the teachers and counselors agree that schools should develop policies on cyberbullying and 71% agree that schools should link with community resources;
- 60.8% of the teachers want to learn more about cyberbullying in their continuing education whereas 46.7% feels neutral about it.

- 40.9% feels it is their duty to intervene in cyberbullying incidences happening to students.
- 27.6% of the teachers think they should often implement a program for students in order to prevent cyberbullying .
- Out of the students who replied to the questionnaires 60.2% are girls, mostly aged 12.
- 36.6% of the students are very satisfied with the relationship with their parents.
- 22% of students had been cyberbullied. 16.7% of these students had been victims of cyberbullying a few times, girls are the most frequent victims rather than boys .
- Even 16.7% reported that they have seen other kids being bullied online a few times, however only 7.9% confirmed reporting it to an adult.
- 59.2% confirmed that they are having conversations about cyberbullying with their parents, who were always helping to reflect on the consequences of their actions.