

PROJECT DEVELOPMENT OF SPRINT 1:

Most of the cyber safety literature has been dominated by studies on cyberbullying and online sexual exploitation of children rather than on what works, and on immediate rather than long term outcomes. 58 The needs of children have not been a priority in the literature. 59 In response to these challenges, a different approach to cyber safety has emerged which seeks to understand the reasons that make children and young people vulnerable to risks and to develop strategies accordingly. This new body of research on cyber safety has moved away from a fear-driven discourse to a well-informed, multi-dimensional discourse where the interplay between online and offline worlds is being documented and investigated. Emerging research is also documenting children and young people's skills, perspectives, and vocabulary about the cyber world. Such an approach is strengths-based, recognises and respects children's agency, and advocates for digital literacy of all stakeholders to help them navigate through the cyber world. Child rights and strengths-based approach: Earlier literature on cyber practices and digital citizenship framed children and young people in a limited, moralistic, and risk-dominated approach. More recent studies advocate the use of a child-rights approach, where children and young people have the right to access accurate and age-appropriate knowledge about the online world with equitable access to safe reporting pathways and legal processes.

In order to study child safety in cars, international literature was reviewed with respect to road vehicle transportation for children, with the focus being on the age up to 12 years. The review included literature in English and Swedish. Furthermore, the review was limited to focus on results from Australia, the U.K., the USA and Sweden. To ensure that all children are protected as passengers in cars, several aspects needed to be considered. Within this study, the focus was, hence, on legal aspects and recommendations, traffic fatalities and serious injuries, the safety consequences for children due to the car development (airbags (SRS) and installation systems), use and misuse of child restraint systems (CRS) regarding medical, technical and user aspects, measurements for improvements, e.g. campaigns and, finally, children with disabilities. The review focused

The good news is that child maltreatment can be prevented through interventions that support parents and caregivers, promote non-violent norms and values, provide education and life skills training, strengthen families' income and economic security, offer high quality response and support services, create and sustain . Security. Kids must feel safe and sound, with their basic survival needs met: shelter, food, clothing, medical care and protection from harm. Documenting grave abuses against children (such as killings, sexual violence, abduction and recruitment) committed by parties in the conflict and police; advocating for the release of children in armed groups and national armed force, referring children who escape to appropriated support resources, referring victims . A key dimension of the growth of online activity is that children and young people are participating in, learning from, and creating an environment that, in many parts of the world, still remains unknown and unfamiliar to their parents. Growing numbers of children are now creating and exploring their own virtual social networks. Through online advertising, through exposure to knowledge and information, and to political, religious, cultural or sexual ideas that may be profoundly at odds with those of their parents, their worlds today are significantly more complex. There are also concerns that greater access and exposure to electronic media can have harmful implications, including proximity. The many mechanisms that have been developed to safeguard children in the offline environment do not yet exist in the online world.

An entire generation of children has now seen its education interrupted. At their peak, nationwide closures disrupted the learning of 1.57 billion students – or 91 per cent of schoolchildren worldwide – with devastating consequences.

Talk to a trusted friend, family member, or even a counselor about what you are experiencing. Take time away from the abusive person as much as possible and spend time with people who love and support you

