Original Paper

Mapping Counseling and Preventive Options for Cyber Aggression in Visegrad Group Countries: A Comparative Analysis

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Abstract

In an era replete with technological and digital conveniences, it is imperative not to overlook the potential risks associated with technology and digitization. The risk under scrutiny in our paper is cyber aggression, encompassing cyberbullying, online harassment, and other online risks, that can pose formidable challenges for individuals. Therefore, the primary objective of our review is to delineate the preventive options in the form of preventive programs and projects used in Slovakia, the Czech Republic, Poland, and Hungary for effectively dealing with cyber aggression. Through a comprehensive literature review, analysis, synthesis, and comparison, this study will furnish an overview of the projects and programs currently in place in these countries. By mapping these options, we aim to provide a comprehensive overview of available counseling tools while also at the same time, we clarify the areas warranting improvement. This study highlights the paramount importance of establishing an inclusive digital environment and offering support to those affected by this phenomenon.

Keywords

cyber aggression, prevention, preventive programs, preventive projects, counselling tools, Visegrad group countries, V4

1. Introduction

Our fast-paced world has spurred a 'revolution' in the way we communicate, interact, and navigate various aspects of our lives. Many individuals, particularly the younger generations, can scarcely envision life without internet and digital technologies. These advancements have seamlessly merged

virtual connectivity and convenience. The swift integration of the Internet into our daily routines has presented several challenges in our modes of communication. As people increasingly rely on digital platforms for communication, socialization, and self-expression, the potential for online risk behavior has grown. The concept of cyber aggression encompasses a wide range of negative online behaviors, which we will explore theoretically in our review. Cyber aggression engenders numerous adverse consequences, thereby escalating the demand for counseling and preventive interventions. In our research paper, we will endeavor to provide a comprehensive overview of the available counseling and preventive options and their correlation with the phenomenon under investigation. Counseling, prevention, and therapy can be particularly effective in supporting individuals who have experienced cyber aggression, helping to develop skills and strategies for coping with the effective effects of these experiences. Preventive and counseling options aimed at cyber aggression can take different forms, from traditional personal counseling to intervention approaches to prevention programs. Counseling and prevention activities can be effective in helping to cope with the ineffective effects of cyber aggression. In this paper, we present an analysis of counseling and prevention tools for dealing with cyber aggression in Slovakia, the Czech Republic, Poland, and Hungary as they all belong to Visegrad Group countries (V4). The countries of the Visegrad Group consider themselves part of the same society, share similar cultural and intellectual beliefs, and have a common history of religious traditions that they strive to protect and strengthen. This study aims to map and analyse programs/projects that are used for the prevention of cyber aggression in V4 countries. The research analysis methodology includes descriptive data.

2. Method

As online platforms play a significant role in the lives of children, students, and young people, it is imperative to address the harmful effects of cyber aggression. With the constant development of digital technologies, the issue of cyber aggression is becoming an increasing problem in many countries. We focused on researching Visegrad Group countries and set the research problem as follows: ***What are the programs and projects that are used for the prevention of cyber aggression in V4 countries?*** The survey methodology includes descriptive data analysis. We selected programs and projects through the National Institute for the Accreditation of Educational Programs of the Ministry of Education, Culture, Sports and Science of the Slovak Republic, and the Ministry of Education of Hungary, and we selected the platforms based on keywords in available internet databases with open access for the countries of Poland, the Czech Republic, Slovakia and Hungary. The analysis of the selection data of preventive programs and projects lasted approximately six months.

2.1 Definition of Cyber Aggression

A wide range of negative manifestations of behavior in the online space is covered by the concept of cyber aggression, which we will theoretically address in our review. Understanding the meaning of this term is key to recognizing and addressing negative impacts. Cyber aggression is a widely discussed

negative phenomenon associated with the use of technology. It consists of intentional malicious behavior through information and communication technologies (ICT). Cyber aggression can target individuals as well as groups of people. However, cyberaggression is an umbrella term for many types and forms of aggressive behavior through ICT (Bedrosová 2022). The term cyber aggression describes aggressive behavior (such as rumour-mongering, slander, etc.) through a wide variety of information and communication technologies, including social networking sites, e-mail, chat programs, and text messages. Cyber aggression includes cyberbullying, and other aggressive behavior that cannot happen face-to-face, such as hacking into someone's account and sending harassing messages to that person's friends, family, etc. Cyber aggression can be defined as behavior that takes place in cyberspace. It consists of one-time or occasionally occurring incidents. Aggression through electronic devices can be even more serious than face-to-face aggression. It can occur at any time of the day and spread immediately. Because it occurs at a distance, perpetrators do not see the negative effects of aggression on the victim and this in turn prevents empathy and supports relapse (Álvarez-García, Dobarro, & Núñez, 2015; Hollá & Kudlová 2022). Cyberaggression includes a wide range of negative behaviors that occur in the internet environment. This includes e.g. posting offensive, private images or videos, posting or sending messages to harm the victim (Grigg, 2010; Levy & Sela-Shayovitz, 2020).

2.2 Counseling and Prevention Tools in Dealing with Cyber Aggression

The definition of counseling tools is key to understanding how professionals can provide support to individuals affected by phenomena such as cyberbullying. Since the professional literature does not have a definition of the full-term counseling tool, we often come across synonyms such as methods, techniques, interventions, and preventive programs. We consider these terms equivalent to terminology counseling tools in the issue of cyber aggression that we are investigating, as we consider them all related. Consulting tools refer to areas that experts from various fields use in the problem-solving process. In connection with the counseling tools aimed at cyber aggression, in addition to the above-mentioned preventive interventions, preventive programs, and preventive projects will be given priority. In general, prevention programs and prevention projects are similar. In our study issue, the main goal of both is to prevent the consequences of online risky behaviour. However, there may be differences between these terms (program and project). A preventive program is usually more complex and requires more continuous effort. It can include a range of methods, interventions, and strategies implemented over a longer period of time. According to the author M. Miovský (2015; Kunčáková, 2021.), the preventive program should combine several basic requirements: clearly, distinctly, openly, and directly expressed relationship to a specific form of risky behavior and the topics associated with it; clear temporal and spatial boundaries of implementation (needs mapping, program plan and its preparation, implementation, evaluation and its follow-up); The relevant target group and the related justification of compliance (the so-called assignment of individual groups or individuals to the relevant group corresponding to the needs and needs of the targets); respect the specific problems and needs of the target group, part of it must be the way the provider obtains this information; the program must be accessible and must respect the

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fundamental rights of its participants; basic organizational, personnel, economic and material-technical security; evaluation of its quality and effectiveness (Kunčáková, 2021). On the other hand, a preventive project is more time-limited in preventing consequences or threats. It can be a smaller-scale initiative that focuses on a specific problem or population. A preventive project can be, for example, a one-time workshop or an event aimed at preventing a specific problem, such as bullying or other drugs. Overall, the main difference between a prevention program and a prevention project is the scope and duration. While a prevention program is usually a more comprehensive and permanent approach, a prevention project is usually a more routine and temporary intervention. For example, the author Dulovics states that in the planning of prevention and the creation of a preventive program, in addition to important important goals. The goals should be clearly and distinctly formulated in the preventive program. They can be long-term or short-term and should refer to a specific target group of pupils. When creating a preventive program, it is necessary **to** also pay attention to the time requirement (Dulovics, 2020). We agree that the issue of cyber aggression and all the online risky behaviour is wide. In order to avoid misunderesting, we include term counseling tool in preventive programs and preventive projects for dealing with cyber aggression. In the next chapters, we will map and analyse programs/projects that are used for the prevention of cyber aggression in V4 countries. Since we include cyberbullying as a form of cyber aggression, we wanted to bring attention to the research that also investigated this phenomenon in Visegrad group countries. The next table shows the prevalence of cyberbullying in V4 countries.

Table 1. Youth Violence Profiles among Adolescents in the Czech Republic, Hungary, Poland, and Slovakia (Várnai, et al., 2022); By Kudlová (2023).

Main focus	CZ	HU	PL	SK
They bullied others at school	1504	1158	1422	1088
	(13. 28 %)	(31.00 %)	(27.37 %)	(25.76 %)
They were bullied by others at school (victims)	2082	1217	1221	868
	(18.48 %)	(32.65 %)	(23.49 %)	(20.61 %)
They cyberbullied others (aggressors)	824	478	845	399
	(7.36 %)	(12.82 %)	(16.25 %)	(9.52 %)
They were cyberbullied by others (victims)	1168	676	974	469
	(10.44 %)	(18.13 %)	(18.72 %)	(11.15 %)

As an example subject to the issue we are investigating, we describe the research of the authors Várnai, Malinowska-Cieślik et al. (2022). The collective of authors investigated the prevalence of cyberbullying and cyber victimization in the countries of the Visegrad Group (Slovakia, the Czech Republic, Poland, and Hungary). The total study sample consisted of 24,501 adolescents aged 11-15. In their study, the authors focused on the prevalence of bullying and cyberbullying in the given countries. The table shows

the countries of V4, i.e. Slovakia, Hungary, Poland, and the Czech Republic. Considering the evaluation (in percentage) of the rate of bullying and cyberbullying in these countries, we are interested in what preventive options these countries offer.

2.3 Preventive Programs and Projects Dealing with Cyber Aggression in V4 Countries

In an era marked by rapid technological development and advanced digital connectivity, the threat of cyber violence has become an urgent concern for countries worldwide. Understanding the implementation of preventive options by V4 countries is important to understand mainly for experts involved in work with children, students, and young people. This chapter will examine the preventive options in the form of preventive programs and preventive projects in each Visegrad group country. We selected prevention programs and prevention projects based on our keywords from available internet databases with open access. For the best understanding, we present our findings in tables which we describe individually.

2.3.1 Preventive Programs and Projects Dealing with Cyber Aggression in Slovakia

In this subchapter, we will describe preventive programs and projects that we include for our main issue dealing with cyber aggression. In Slovakia, attention is paid to the prevention of cyber aggression in both formal and informal education, where various organizations and civic associations play an important role. Programs and projects aimed at the prevention of cyber aggression, which preferably also includes cyberbullying, are relatively well mapped out in Slovakia, e.g. by the authors: K. Hollá (2017); M. Niklova and K. Zošáková (2021); Ľ. Sejčová (2021); L. Cintulová and Z. Budayová (2022) and others. As we mentioned, cyber aggression also includes forms such as cyberbullying and other aggressive behavior, so we will attempt to link these with the subject of our research. From the individual programs and projects, we have primarily selected those that are focused on online threats. Preventive programs and preventive projects were a *key sign* and *principle* for us. Based on this, we created two overview tables - one with preventive programs focused on online threats and the other with preventive projects focused on online threats. By online threats, we also understand the types/forms of cyber aggression that programs and projects focus on. In the tables below, we present an overview of these preventive programs and projects, indicating at which online threats they are individually targeted, and for whom they are intended.

Table 2. Analysis of Preventive Programs in Slovakia (Kudlová, 2023)

PROGRAM TITLE	FORM OF CYBERAGGRESSION (ONLINE THREAT)	FOCUS OF THE PROGRAM	TARGET GROUPS	INTERNET CONNECTION IN THE FORM OF A LINK
Preventive program "MED"	Cyberbullying	media education with a focus on selected risk factors resulting from everyday	**fourth grade**	**https://psychologickeporadenstvo.sk/wp-content/uploads/2020/09/ponuka-2**

		media events (topics such as media, media reality and violence in the media, internet, social networks, cyberbullying, advertising, advertising tricks and techniques)	**(9-10y)**	**0202021.pdf**
Preventive program STEREO	Cyberbullying	prevention of risky behavior (bullying/cyberbullying, human trafficking, discrimination, etc.)	elementary school students high school students	https://www.zdruzeniestorm.sk/programy/stereo
e-Schools for future	Cyberbullying, cybergrooming, trolling	**safe and responsible use of digital technologies;development of digital security in the online space, prevention of digital world risks, development of critical thinking and character traits**	elementary school students high school students	https://www.nadaciaorange.sk/e-skoly-pre-buducnost/
Beznastrah. online	Cyberbullying, cybergrooming, sexting, online pornography	**safe and responsible use of digital technologies, online risk behaviour, recommendations for their elimination; free workshops and informational and educational activities**	**children, students, yound adults, parents, teachers**	**https://www.beznastrah.online**
Cyber4Kids (DigiQ)	Cyberbullying	**to provide students with the most up-to-date information in the field of cyber security; topics such as misuse of personal data, infecting a computer with a virus, spreading misinformation and hoaxes, phishing, scams, spam, gaming**	elementary school students high school students	https://digiq.sk

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Table 2 provides an overview of preventive programs in Slovakia. We have included five preventive programs in the overview. For a better understanding of the researched issue, we have divided the preventive programs and projects into three categories according to 1) online threat (a type/form of cyberaggression); 2) focus of the program; and 3) target group of the program. From the overview, we can describe that the most common online threat and type of cyberaggression in the analysis of Slovak preventive programs is cyberbullying. Cyberbullying as one of the forms of cyberaggression occurs in each of the listed programs. Other online threats such as trolling, sexting, and online pornography, are only mentioned in the preventive program "Beznastrah.online". Trolling as a type of online threat is also the least likely to occur. The focus of the programs is somewhat different. The most common focus in preventive programs is the prevention of online risky behavior and the safe use of technology. The most frequently occurring focus was media education - Preventive program MED. Media education was not covered in other treatment programs. The most frequently occurring target group was primary and secondary school students. Most of the given preventive programs did not specify the age range of the students in more detail. The least common target group was parents and teachers. We consider these programs to be suitable considering our selected categories.

Table 3. Analysis of Preventive Projects in Slovakia (Kudlová, 2023)

PROJECT TITLE	FORM OF CYBERAGGRESSION (ONLINE THREAT)	FOCUS OF THE PROJECT	TARGET GROUPS	INTERNET CONNECTION IN THE FORM OF A LINK
Stopline.sk	Sexual exploitation grooming	prevention against child abuse (child pornography/prostitution, sexual exploitation, child trafficking, grooming, etc.)	children and students, wide professional and public audience	https://stopline.sk/sk/uvod/
"Kyberšikanovanie.sk" (Cyberbullying)	Cyberbullying	prevention of cyberbullying	elementary students (10-14y), high school students	https://www.kybersikanovanie.sk
"Kto je ďalší?" (Who is	Cyberbullying, online sexuálne vydieranie, grooming	prevention form: films tackling the topics of bullying, cyberbullying,	students from 12years old	https://www.ktojedalsi.sk

next?)		self-harm, neo-fascism, hate speech, influence of social networks, online sexual blackmail, grooming, helpline support		
"Bezpečne na nete" (Safe on the internet)	Cyberbullying, sexting, online predators, internet hate, hoaxes online games	**safe and responsible use of digital technologies**, prevention of online risky behavior	children and students, wide professional and public audience	https://bezpecnena nete.eset.com/sk/
"Trieda bez šikanovania" (Class without bullying)	Cyberbullying, sexting, cybersex, grooming, cybermisogyny	handbook intended primarily for teachers and school employees; topics such as cyberbullying, grooming, sexting, cyber-sexism, cyber-misogyny	children, students, professionals working with children and pupils	http://www.ldi.sk/d ata/File/Sikana%20 Bulhar/MANUAL_ SLOVAKIA_BOD Y_PRINT.pdf
"Stalo sa to.sk" (It happened)	Sexting, cybergrooming, sexual exploitation, online gaming, gambling, live streaming	prevention of grooming, sexual predators, sexual abuse and exploitation of children and young people in the online space, safe use of the Internet	children, students, young people, parents, wide professional and public audience	https://www.stalosa to.sk
"Zodpovedne. sk" (Responsible)	Cyberbullying, cyberstalking, gambling, sexting, cybersex,	prevention, raising awareness and enlightenment	children from 3 years, preschoolers, elementary students, high school students,	https://www.zodpo vedne.sk/index.php /sk/

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	pornography, happy slapping, phishing	regarding online risky behavior and safe use of ICT	parents, grandparents, legal representatives; caregivers; teachers, educators, adults, and seniors	
"Ovce.sk" (Sheeplive)	Cyberbullying, cyberstalking, grooming, phishing, happy slapping	**safe and responsible use of the Internet**, prevention of online risky behavior by animated cartoon	-children between 5 and 11 years old	http://sk.sheeplive.eu
"Buď safe online" Be safe online	Internet hate, online gaming, addictions, live stream, posts	**safe and responsible use of the Internet**, prevention of online risky behavior	-elementary school students	https://digitalnakoalicia.sk/good-practice/projekt-bud-safe-online/

In Table 3 we present an overview of ***preventive projects*** in Slovakia. We divided the projects according to the same categories as in Table 2. The most frequent online threats were: cyberbullying; gaming and gambling; grooming; sexting; sexual abuse and/or extortion; internet hate; cyber stalking; live streaming; happy slapping; phishing and cybersex. The least frequent online threats were cyber-misogyny, pornography, and online addictions. The most common categories that preventive projects focused on were prevention of online risky behavior and safe use of the internet. The most frequently occurring target group was children, students, and the general professional and public audience. The least frequent target group was children aged 3 and older, preschoolers, caregivers, educators, adults, seniors, and private, public and third-sector companies. We consider the preventive projects selected to be competent/suitable with a high possibility of preventing various forms of cyber aggression.

2.3.2 Preventive Programs and Projects Dealing with Cyber Aggression in Czech Republic

The Czech Republic is another country that we subjected to mapping, analysis, and comparison.

As a country with which Slovakia, Poland, and Hungary have a lot in common, in addition to our common aspirations to inspire and cooperate with each other in many areas, we are interested in what possibilities of preventive programs and projects the Czech Republic offers in dealing with cyber aggression and its forms. In the following table, we present an overview of preventive programs and projects with a focus on the type of online threat, the content framework of the program/project, and the target group for which the program/project is intended.

Table 4. Analysis of Preventive Programs in the Czech Republic (Kudlová, 2023)

PROGRAM TITLE	FORM OF CYBERAGGRESSION (ONLINE THREAT)	FOCUS OF THE PROGRAM	TARGET GROUPS	INTERNET CONNECTION IN THE FORM OF A LINK
"Program" Rebecca – prevence kyberšikany" (prevention of cyberbullying)	Cyberbullying	prevention of risky behaviour in the field of cyberbullying, personal growth, protection of mental health	students from 12 to 15 years	http://dramacentrumbezejmena.cz/program-rebecca-prevence-kybersikany/
Program "Král snů – prevence závislosti na on-line světě" (Dream King - prevention from addiction in the online world)	Addiction on the Internet	Internet addiction prevention, personal growth, health protection	students aged 10 to 12	http://dramacentrumbezejmena.cz/program-kral-snu-prevence-zavislosti-na-on-line-svete/
Program "Digitální výchova – Replug me" (Digital education)	Addiction on the Internet	prevention of addictions and digital awareness, prevention of threats and pitfalls of the online space	students aged 12 to 15	https://www.replug.me/digitalni-vychova/
Program "Nebuď oběť" (Don't be a victim)	Cyberbullying, sexting, stalking, happy slapping, cybergrooming, hoaxes, netholism, digital demention	prevention against the risks of the virtual world and modern communication technologies, active minimization of these risks	elementary students, high school students, parents, experts working in education	http://www.nebudobet.cz
Program "Jules a Jim"	Cyberbullying	prevention of risky behavior on the Internet, active solution of possible psychosocial consequences, strengthening of healthy relationships in the group, effective solutions in the role of victim or witness	students aged 10 to 15	https://julesajim.cz

In Table 4 we present preventive programs in the Czech Republic. As we can see from the table, we selected five programs for the review that had key features. The most common online threat was cyberbullying and Internet addiction. Only one program – "Don't be a victim" had online threats such as sexting, stalking, happy slapping, hoaxes, etc. The target group in the programs focused most often on the second "degree" of elementary schools (meaning grades 5-9), and secondary school students. Programs such as "Dream King" and "Jules and Jim" also targeted 4th graders, which represented the lowest age target group in this review. The least common target groups were parents, teachers, and senior staff in education. This target group appeared in only one of the programs - "Don't be a victim". All programs had a common focus - prevention. They differed by preventing specific types of online risks – 1) internet addiction and 2) online risky behaviour. In addition to prevention, programs such as "Rebecca" and "Krá snů" focused on personal growth and mental health protection.

Table 5. Analysis of Preventive Projects in Czech Republic (Kudlová, 2023)

PROJECT TITLE	FORM OF CYBERAGGRESSION (ONLINE THREAT)	FOCUS OF THE PROJECT	TARGET GROUPS	INTERNET CONNECTION IN THE FORM OF A LINK
"E-bezpečí" (E-safety)	cyberbullying cybergrooming, sexting, cyberstalking, risks of social networks, hoaxes, spam, fake news, online addiction	prevention, education, intervention research, and education with an impact on the entire territory of the Czech Republic	elementary students, high school students, college students, teachers, parents, experts	https://www.e-bez peci.cz
"Bezpečně online.cz" (Safety online)	Cyberbullying, cybergrooming, cyberstalking, risks of social networks	prevention of online risks and safe internet use	-children, adolescents, teachers, parents	https://bezpecne-o nline.ncbi.cz
Internetembez pecne.cz (Safely on the Internet)	Cyberbullying, sexting, cybergrooming, cyberstalking, social networks, phishing, spam	prevention and raising awareness of risks in the online environment, the project responds to new threats in the field of security in the online environment	children, adolescents, teachers, parents, experts	https://www.inter netembezpecne.cz
STOP online,cz	cybergroming, child pornography, child abuse	the project is intended to report illegal content on the Internet, and protect children and youth, the project cooperates with the Police of the Czech Republic	*children and students, wide professional and public audience*	*https://www.stopo nline.cz/cs/*

There are many projects that the Czech Republic has at its disposal. During the data collection, we often encountered projects focused on providing education, seminars, and lectures on the topic of safety on the Internet and social networks. In the analysis, we included only projects that met the key features mentioned above, which significantly narrowed their number. We subjected the projects to analysis through the O2 Smart School database and the National Centre for Safe Internet. The following table lists the selected projects. Table number 5 presented by us provides an overview of preventive projects in the Czech Republic. The total number of preventive projects that we have included in the overview is four. As we can see, there are many more types of online threats compared to the preventive programs from the previous table. The most common online threat was cybergrooming and cyberbullying. Cyberbullying as one of the types of cyberaggression and online threat is not only found in one of the projects, specifically "STOPonline.cz". The other most common online threats are: cyberstalking, sexting, risks of online networks, spam, phishing, fake news, online addictions, child pornography, and child abuse. The content framework of the projects presents prevention as the most common focus. The "STOPonline.cz" project is the only one focused on reporting illegal content on the Internet. The E-safety project is the only one that also focuses on research and interventions of given online risks. The most common target groups were children, youth, parents, teachers, and experts. The least frequent groups were university students and the general and professional public. We consider the selected preventive projects to be satisfactory with a wide range of different types of online threats.

2.3.3 Preventive Programs Dealing with Cyber Aggression in Hungary

Another member country of Visegrad group that we subjected to mapping, analysis, and comparison is Hungary. In this chapter, we analyse preventive measures aimed at cyberspace. Our aim was to map the programs/projects used in dealing with cyber aggression (and its forms) in this country as well. To facilitate this understanding, we have carefully compiled a table of information that provides a prospective summary of available preventive programs in Hungary and its efforts to combat emerging digital threats. The following table provides an overview of the available preventive programs and projects.

Table 6. Analysis of Preventive Programs in Hungary (Kudlová, 2023)

PROGRAM TITLE	FORM OF CYBERAGGRESSION (ONLINE THREAT)	FOCUS OF THE PROGRAM	TARGET GROUPS	INTERNET CONNECTION IN THE FORM OF A LINK
"Megfélemlítés Elleni Program" *(Anti-Bullying Program)*	Cyberbullying	*prevention of bullying and cyberbullying*	*children, students, teachers, schools, and school*	*http://www.megfelemlites.hu*

		environment		
"Internetes bántalmazás megelőzését támogató programok" *(Programs supporting the prevention of Internet abuse)*	Cyberbullying	*prevention of cyberbullying, prevention of online risky behaviour*	*children, young people, parents, teachers*	*https://efopszolno kitkk.hu/wp-conte nt/uploads/2021/ 02/03_az_iskolai _zaklatas_web.pd f*
DGYS *"Magyarország Digitális Gyermekvédelmi Stratégiája"* *(Hungary's Digital Child Protection Strategy)*	Cyberbullying	*safe use of the Internet, prevention of online risky behaviour*	*children, students, teachers, parents, other experts*	*https://digitalisjo letprogram.hu/hu /tartalom/dgys-m agyarorszag-digit alis-gyermekvede lmi-strategiaja*
Saferinternet.hu *(Safer Internet Program of the European Union)*	Cyberbullying, sexting	*safe use of the Internet, prevention of online risky behaviour*	*children and adolescents, parents, teachers*	*https://saferinter net.hu*
TABBY. eu	Cyberbullying	*prevention of cyberbullying and online risky behaviour*	*elementary and high school students*	*http://tabby-hun. weebly.com*

Table 6 presents an overview of only preventive programs in Hungary. Our aim was to map the available preventive programs and projects in dealing with cyber aggression. In Hungary, preventive projects are absent, on the contrary, we present five preventive programs that primarily focus on cyberbullying as a type of cyberaggression. This form of cyber aggression is represented in all the described preventive programs. The "Safer Internet" program also deals with online threats such as sexting. The content framework of the programs is primarily the preventive activity of online risky behavior and safe use of the Internet. The most frequent target groups were children, students, young people, parents, and teachers. A closer age range was not given. Considering the categories we have chosen, we consider these programs to be competent/suitable for our study issue.

2.4 Preventive Programs and Projects Dealing with Cyber Aggression in Poland

Poland is the last country we analysed. Before we examined what preventive options this country has, we were interested in how often students in Poland encountered online threats. As a country, Poland is interested in whether individuals have encountered a phenomenon such as cyberbullying, as evidenced by a survey by Amnesty International, which conducted a public opinion survey in early February 2023 with the aim of better knowing and understanding the phenomenon of cyberbullying. At that time, 1088 individuals participated in this survey. From that survey, they found that in Poland every tenth person

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(9.5%) has personally encountered cyberbullying. Young women aged 18-24 experience cyberbullying almost twice as often (17.8%). More than 25% of young people (26.7%) encounter this phenomenon regularly - at least twice a month. 88.3% of respondents agreed that any Internet user can become a victim of cyberbullying (Amnesty International, 2023). What options Poland has to combat this phenomenon are shown in Tables 7 and 8.

Table 7. Analysis of Preventive Programs in Poland

PROGRAM TITLE	FORM OF CYBER AGGRESSION (ONLINE THREAT)	FOCUS OF THE PROGRAM	TARGET GROUPS	INTERNET CONNECTION IN THE FORM OF A LINK
Program IMPACT (Interdisciplinary Model for Counteracting Aggression and Technological Cyberbullying)	*Cyberbullying*	*prevention of cyberbullying*	*students from 13 to 16 years*	*1)https://impact.fdds.pl/* *2)https://www.praesterno.pl/programy-biezace/cyberprzemoc/*
Program "STOP CYBERPRZEMOCY"	*Cyberbullying*	*prevention of cyberbullying (education materials)*	*students from 11 to 14 years*	*https://edukacja.fdds.pl/course/view.php?id=343*
PREVENT ŃNY PROGRAM "W SIECI"	*Cyberbullying, cybergrooming, online threats*	*prevention of cyberbullying, cybergrooming, safe use of the Internet*	*elementary students, high school students*	*https://www.profilaktyk.info/wsieci.html*
Program „OSWOIĆ STRES –	*Cyberbullying*	*awareness of what stress is and how to deal with it, participants will learn the causes, symptoms, and methods of minimizing stress*	*11- 13*	*https://www.profilaktyk.info/program-profilaktyczny-oswoic-stres.html*
TABBY. eu	Cyberbullying	*prevention of cyberbullying and online risky behaviour*	*elementary and high school students*	*http://tabby-pl.weebly.com*

In Table 7 we present four preventive programs with a focus on online threats in Poland. The most frequent form of cyber aggression was cyberbullying. Cyberbullying as one of the forms of cyberaggression occurs in each of the listed programs. Only the program "W Sieci" had besides cyberbullying other forms of cyber aggression (cybergrooming and online threats). The content framework of the programs is primarily the preventive activity of online risky behavior, spreading awareness, and safe use of the Internet. The most frequent target groups were students aged 13 on average. Considering the categories we have chosen, we consider these programs to be competent/suitable for our study issue.

Table 8. Analysis of Preventive Projects in Poland

PROJECT TITLE	FORM OF CYBERAGGRESSION (ONLINE THREAT)	FOCUS OF THE PROJECT	TARGET GROUPS	INTERNET CONNECTION IN THE FORM OF A LINK
saferinternet.pl	*Online threats*	*Prevention of online threats, raising awareness of the threats posed by the latest communication techniques, safe use of the Internet*	*children, students, parents, and experts*	*https://www.saferinternet.pl/*
Necio.pl	*Online threats*	*Prevention of online Internet threats, safe use of the Internet*	*children from 4 to 6 years*	*https://necio.pl/o-projekcie*
Piekło Internetu	*Cyberbullying*	*Prevention of cyberbullying and virtual violence*	*elementary students, high school students*	*https://pieklointernetu.wixsite.com/website*
UWAGA - CYBERPRZEMOC!	*Cyberbullying*	*Prevention of cyberbullying, electronic aggression, safe use of the Internet*	*elementary students, high school students*	*https://www.miasto.zgierz.pl/pl/page/projekt-uwaga-cyberprzemoc*
„Powiedz NIE przemocy" (Say NO to violence)	*Violence on the Internet*	*Prevention of violence and violent behaviour on the Internet*	*students from 9 – 13 years*	*https://zsp9.krakow.pl/szkola/index.php/nieprzemocy/*
Sieciaki.pl	*Online threats*	*Prevention of online Internet threats, safe use of the Internet*	*students from 6 to 12 years*	*https://sieciaki.pl/*

This table presented by us describes preventive projects in Poland. Poland has six preventive projects. It was not definitive with the preventive programs, that the given programs were referred to as projects (e.g. saferinternet). From the available information, we found that many projects were financed by the Digital Europe program, the Orange Foundation, and the Empowering Children Foundation. As we can see from the table, we selected six projects for the review that had key features. The most frequently occurring online threat was cyberbullying. It was followed by online threats and internet violence. Violence on the Internet as one of the online risks occurred only once, and that was in the project "Powiedz NIE przemocy". The most common focus of the projects was prevention, which occurs in each of the mentioned projects. Other focuses were: safe use of the Internet, increasing awareness, involvement, and elimination of online risks. The target group was mostly primary and secondary school students. The smallest age range has the project "Necio", which focuses on the target group of children from 4 to 6 years old, which represents the lowest age category in our review. The projects selected by us have key features and are competent/suitable for our study issue.

3. Result

In this part of the study, we come to its conclusions. The aim of this study was to map the preventive programs and projects for dealing with cyber aggression that are available in Slovakia, the Czech Republic, Poland, and Hungary. During the data collection process, we initially asked ourselves a research question in the wording: *What are the programs and projects that are used for the prevention of cyber aggression in V4 countries?* We believe that with our mapping with a visualized overview in the form of tables, we have sufficiently fulfilled the research question.

Table 9. Table Comparison of Preventive Programs and Projects in V4 Countries (Kudlová, 2023)

Country (V4)	SR	CZ	HU	PL
Preventive programs	5	5	5	5
Preventive projects	9	4	0	6

As we can see from the last table, each of the countries has remarkably the same number of preventive programs (5). As for preventive projects, the numbers differ slightly. Slovakia has the most preventive projects with 9. Poland is second in order with six preventive projects. The Czech Republic has four preventive projects, while Hungary has no preventive projects compared to other countries. The most common form of online risky behavior was cyberbullying in both cases (projects and programs). The primary purpose of the programs and projects was preventive. The most frequent target group was students of primary and secondary schools. Slovakia, the Czech Republic, Poland, and Hungary have options that fit our key needs. These results indicate that V4 countries are open to solving problems related to online threats.

4. Discussion

Cyber aggression takes many forms, including cyberbullying, cybergrooming, online harassment, online hate speech, cyberstalking etc. The aim of our review was to map the counseling and preventive tools used in the countries of the Visegrad group to deal with cyber aggression. Considering the purpose of the issue we were researching, we focused mainly on preventive programs and projects as options for solving cyber aggression in the given countries. By mapping and creating this study, we wanted to provide a brief overview of the options available for V4 countries to combat online risks. We agree that with this review we can contribute to future research, or point to increased attention and the need for preventive programs and projects. We believe that similar programs and projects will only increase, as the topics of cyberaggression, cyberbullying, and other online risks are constantly relevant. It is important to note that our review may have certain limitations, including a focus on a limited set of programs and projects and the possibility of missing data or incomplete information. Nevertheless, our study provides valuable insight into the prevention environment in the countries of Slovakia, the Czech Republic, Poland, and Hungary and highlights potential areas for future research and collaboration. Overall, our review indicates that the V4 countries are taking important steps in prevention. We agree that by implementing preventive programs and projects, we can contribute to the creation of a safer and more positive online environment in various countries, not only in the V4 countries. Ultimately, we believe that our work will inspire other authors and further research.

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