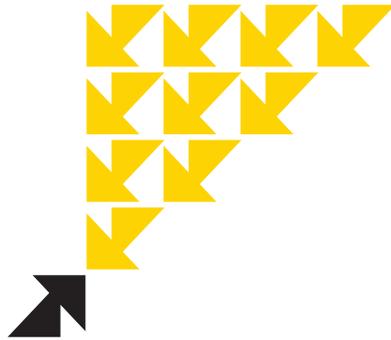


ARAG
**DIGITAL RISKS
SURVEY**



ARAG **DIGITAL RISKS SURVEY**



by Dr. Catarina Katzer,
Institut für Cyberpsychologie und Medienethik Köln,
31.05.2016

Preface



Dear readers,

What you have before you is the first international trend study on the effects of digital risks associated with cyberbullying. We asked the leading scholars in seven countries how they assess this phenomenon and what expectations they have with regard to future developments. Their responses clearly indicate that cyberbullying is progressing rapidly and is no longer an issue of concern to youth alone. Elementary school children are affected, and so are adults in the workplace. It is evident that bullying and cyberbullying in all of their manifest forms pose an increasingly acute danger to the rights of individuals in all regions and all age groups.

The trend study identifies causes and suggests possible approaches to solving the problem. I pledge my full support for one of these proposals: It is young people themselves who have the know-how required to control and defuse digital risks more effectively. Thus their knowledge will be in great demand in the future.

We all share an interest in the developments set in motion by cyberlife. A discussion inspired by fear is no more productive than a raised forefinger. I firmly believe that we need to start talking about these matters as soon as possible, so as to ensure that digitization influences our quality of life in positive, rather than negative ways. The first ARAG Digital Risks Survey should serve as a first impulse in that direction.

Yours sincerely,

Dr. Dr. h.c. Paul-Otto Faßbender

Chapters

Preface ARAG

I.	Introduction: Why do we need this research?	7
.....		
II.	Key issues of change – prevention in the future	15
	II.1. “Smart weapons”: cyberbullying goes mobile – key issues of change	
	II.2. Change in detail: Future prevention management and stakeholder involvement	
.....		
III.	Digital Risks Survey Part One – Qualitative Interview Study	27
	III.1. Method and sample	
	III.2. Findings: Views of experts concerning digital risks, changes in cyberbullying, the current situation and future prevention	
	1. Changes in cyberbullying in recent years and key factors contributing to the increase in cyberbullying	
	2. The current situation in different countries regarding research on cyberbullying, political involvement, the dissemination of knowledge and preventive efforts	
	3. Future considerations and the most important issues involved in implementing a successful cyberbullying prevention system	
.....		
IV.	Digital Risks Survey Part Two – Quantitative Online Study	83
	IV.1. Method and sample	
	IV.2. Findings: Views of experts concerning digital risks, changes in cyberbullying, the current situation and future prevention	
	1. Cyberbullying in general	
	a. Important issues and challenges concerning cyberbullying in general	
	b. Changes in cyberbullying in recent years	
	c. The most important risk factors for potential cyberbullies	
	d. Key factors contributing to the increase in cyberbullying	
	e. Important <i>issues</i> and <i>problems</i> to be discussed in connection with efforts devoted to the prevention of cyberbullying	

2. Focus on your country

- a. Current situation in each country regarding research on cyberbullying, political involvement and the dissemination of knowledge
- b. What is not working with respect to the prevention of cyberbullying?
- c. Successful initiatives in support of prevention which have been currently implemented

3. Future considerations

- a. Who should be involved in efforts to prevent cyberbullying
- b. What should be done in the future to combat cyberbullying
- c. What important topics should be considered in order to create a successful cyberbullying prevention system?
- d. Special strategies or concepts that have been successful in schools
- e. Liability for families concerning education and the influence of new media also on experts' work
- f. How can government be involved in prevention?

V. Conclusion and challenges: Glance into the future 137

- V.1. Cyberbullying is an increasingly global phenomenon. Focus on Germany: What has happened in recent years?
 - V.2. Key suggestions for future prevention management
-

VI. Annex 143

- VI.1. References
- VI.2. Questionnaire Qualitative

I.

Introduction:

Why do **we need** this research?



Cyberpsychology offers new approaches to the prevention of de-individualization, disembodied behavior and lack of empathy. To prevent online hate-mongering, violence and cyberbullying, we need to learn more about what happens when we go online. "... only those are able to act as wise Internet users who know how digitalization influences us and how we think, feel and behave ..." writes Dr. Catarina Katzer in *Die Welt*, 9 Feb. 2016.

"... you ugly, dumb bitch, you only want to lick someone's dick ... nobody wants you here – kill yourself ... hurry up" These messages were sent daily to a 14-year-old girl on Facebook. Who sent them remains unclear – the cyberbully used a fake profile. This is just one example of a new form of virtual aggression that has spread among adolescents in the virtual environment of the Internet in recent years. Cyberbullying is a new form of bullying in a modern world. The word describes intentional aggressive acts using electronic communication devices to attack victims who cannot easily defend themselves. These acts, which take place repeatedly over extended periods of time (Smith et al 2006), may be committed by one or more perpetrators.

Cyberbullying is back in the headlines after two Florida girls – 12 and 14 – were arrested on felony charges for allegedly taunting and bullying a 12-year-old girl who jumped to her death last month from an abandoned cement factory tower. The girl was bullied on sites such as Ask.fm, Kik, Instagram and Voxer with messages as "drink bleach and die."

Compared to traditional school bullying, cyberbullying exhibits several unique characteristics. Cyberbullying is easy for children, because new technological tools and devices, including smartphones and tablets, can be connected directly or via Bluetooth with social media on the Internet, such as Facebook, WhatsApp, YikYak, video or photo Websites including YouTube and Instagram or live-streaming sites such as YouNow (Katzer 2013, 2015; Katzer, Fetchenhauer & Belschak, 2009a,b; Kowalski & Limber 2013; Raskauskas & Stoltz, 2007; Smith et al. 2006, 2008; Ybarra et al 2004, 2007). So it is possible within a few seconds to publish threats, lies or rumors as well as photos or video clips of a person in an embarrassing or intimate situation, which has been filmed by classmates with a mobile phone. In addition, it is more difficult for victims to escape this form of bullying, and it reaches a wider audience (thousands of people can witness the victimization, including friends, teachers and parents). Furthermore, nothing can be deleted from the Internet. Embarrassing messages, photos and video clips stay on the Internet forever. Thus we can reasonably speak of "infinite victimization" (Katzer, 2013). What is more, Internet chatrooms, social network sites such as Facebook, MySpace, Instagram or WhatsApp enable everybody to communicate or share information and photos/videos with thousands of people in real time, but without knowing the identity of the real persons behind these "online friends." In the US, 62% of all "online abuse" happens on Facebook (Lincoln Park Strategies, 2014).

Because of the high level of anonymity they offer, Internet devices are ideal settings for cyberbullying, as perpetrators cannot be identified. Therefore, cyberbullies have no fear of being caught. This also reduces the inhibition threshold for cyberbullying behavior (Katzer, 2013). Moreover, people's actions are disembodied – they act only by "touching" or "swip-

ing” on their touchscreens – always behind the screen and without the involvement of their actual bodies. Consequently, they are unable to sense online that their behavior can harm others. There is a tremendous lack of empathy in cyberspace (Katzner, 2016). Furthermore, the high level of mobility afforded by smartphones (92% of 12–19 Germany between the ages of 12 and 19 had a smartphone in 2015)¹ makes cyberbullying easy for children and adolescents wherever they may be.

A number of studies on the nature of cyberbullying using the Internet or mobile phones among children and adolescents have been conducted worldwide. Research in Great Britain², the US³, Canada (Li 2006), Finland (Salmivalli & Pöyhönen, 2010), Austria (Gradinger, Strohmeier & Spiel 2009), Poland (Pyzalski 2012; Doley et al. 2009), Taiwan⁴ or Germany⁵ has shown that quite a number of students are subject to aggressive acts and psychological pressure through electronic channels on the Internet, such as chatrooms, social networks, and e-mail or from mobile phones. Between 15 to 30% of pupils worldwide claimed to have been victims of virtual forms of aggression through the Internet – now known as cyberbullying – (Hinduja & Patchin, 2012; see also www.cyberbullying.org).

Furthermore, the types of Cyberbullying are multifaceted. The largest study in Germany 2013⁶ shows that most victims noted being insulted or sworn at (60%). 40% stated that they had been victims of rumors and lies, while 30% were pressured, blackmailed or excluded (including denials of contact requests). Private photos were published in 17% of cyberbullying incidents, and embarrassing photos or videos were posted on YouTube or Facebook in 15% of all cases. Most cyberbullying occurs in social networks and chatrooms. Yet smartphones are used to cyberbully others to an increasing extent (51% to 60% of all incidents of cyberbullying). Perpetrators used e-mail, instant messaging or Chat Roulette in between one-fourth and one-third of all cyberbullying incidents.

Most cyberbullies came from the same schools as their victims (44%), and only 11% of the aggressors were known exclusively online. A closer look at the reasons that prompt them to cyberbully others reveals that 50% of all cyberbullies were simply bored or wanted to have fun. 36% of cyberbullies follow others as role models. This underscores the need to educate young people in order to promote greater empathy and a self-critical view of their own online behavior. The desire for revenge is another reason to become a cyberbully, and the Internet also offers victims an opportunity to strike back⁷.

Two peaks in the age of involvement can be identified: nearly one-fifth 14–16-year-olds and 19–20-year-olds stated that they had been cyberbullied. Therefore it appears that the phase of adolescence and the years during which young people leave school to get jobs or enroll at universities are critical periods of transition associated with a higher risk of involvement in cyberbullying.

1 JIM Studie 2015

2 Slonje & Smith 2008; Smith et al. 2006, 2008

3 Bauman, S. (2009). Cyberbullying in a rural intermediate school: An exploratory study. *The Journal of Early Adolescence*, 30, 803–833. Finkelhor et al. 2000; Hinduja & Patchin 2009, 2010, 2012; Kowalski & Limber 2013; Patchin & Hinduja, 2006; Willard 2006; Ybarra & Mitchell 2004, 2007

4 Huang, YY. & Chou, C. (2010). An analysis of multiple factors of cyberbullying among junior high school students in Taiwan. *Computer in Human Behavior*, 26(6), 1581–1590

5 Katzner & Fetchenhauer 2007; Katzner et al. 2009a,b; Riebel et al. 2009; Schneider, Katzner, Leest, 2013; Pfetsch 2012; Schultze-Krumbholtz & Scheithauer, 2009a,b; YouGov for Vodafone 2015

6 Schneider, Katzner and Leest (2013): *Cyberlife-Fascination, Risks and Cyberbullying*. Alliance against Cyberbullying e.V. and ARAG SE.

7 Schneider, Katzner and Leest 2013: *Cyberlife-Fascination, Risks and Cyberbullying*. Alliance against Cyberbullying e.V. and ARAG SE.

The results also showed that “cyber-obsessed” youth who spend extended periods of time online have strong emotional ties to their online community, feel better online than offline and have fewer friends offline show a higher risk of becoming victims of cyberbullying. According to this study, 40% of cyberbullying victims are cyber-obsessed.⁸ This finding conforms to those of earlier studies, which confirm that victims of cyberbullying exhibit lower self-esteem and are less popular (s. Katzer, Fetchenhauer & Belschak 2009a). “Cyber-obsession” may be viewed on the one hand as a result of cyberbullying incidents and as a means of escape from real-life problems. At the same time, however, “cyber-obsession” may also be the reason why certain students are cyberbullied, as others find such behavior peculiar.

Furthermore, cyber victims were also found to exhibit cyberbullying behavior of their own exclusively in the environment in which they were victimized. Thus students cannot always be classified solely as either bullies or victims⁹. It should be noted in this context that one’s own cyberbullying behavior may be a consequence of previous experiences of victimization and might be interpreted as a means of “fighting back” or “letting off steam.” However, the results of research cannot be interpreted in terms of a cause-and-effect relationship: victimization through cyberbullying may also be a consequence of previous bullying behavior. Thus assuming that the phenomenon of bullying encompasses both school and virtual contexts, efforts in support of prevention and intervention in this field should not target either the school or family environment exclusively. Future prevention concepts must also take the Internet into account.

Cyberbullying is not only a problem for youth, however. New studies confirm that cyberbullying is also a significant issue for adults. An average of 20–25% of adults become victims of cyberbullying¹⁰. A study conducted by the PEW Research Internet Project in 2014 shows that 65% of 18–29-year-olds in the US have been “harassed online.”

The various implications cited above offer a first insight into the growing importance of cyberbullying all over the world. Thus we need new concepts to reduce or prevent cyberbullying.

Studies devoted to assessing new strategies and suggestions for work in prevention are rare. Most studies focus on prevalence or distress,¹¹ some on risk factors¹² or the role of bystanders.¹³ Others relate primarily to students¹⁴.

Nevertheless, early investigations provide some indications that the behavior of parents and teachers, in particular, as well as responses of friends and the virtual environment play very important roles in helping children and adolescents improve their strategies for coping with cyberbullying.¹⁵ Above all, we can confirm a lack of teacher training on the issues of cyberbullying and prevention.

8 Schneider, Katzer and Leest 2013: *Cyberlife-Fascination, Risks and Cyberbullying*. Alliance against Cyberbullying e.V. and ARAG SE.

9 Katzer, Fetchenhauer & Belschak (2009a,b).

10 MARCZAK, M and COYNE, I, 2015. Online bullying and derogatory behaviour. In: *Cyberpsychology* Oxford University Press. (In Press.) HEATHERINGTON, WAYNE and COYNE, IAIN, 2014. Understanding individual experiences of cyberbullying encountered through work. *International Journal of Organization Theory and Behavior*. 17(2), 163–192.

11 Gradinger, Strohmeier & Spiel, 2009; Katzer & Fetchenhauer, 2007; Katzer et al. 2009; Beran, Li (2007); Kowalski, Limber and Agatston 2008; Olweus, 2012; Ortega et al 2009; Patchin & Hinduja, 2006; Smith, Mahdavi, Carvalho et al., 2008; Ybarra & Mitchell, 2004

12 Brighi et al. 2012; Erdur-Baker 2010; Floros et al. 2013; Katzer 2007; Katzer et al. 2009a,b; Vandebosch & van Cleemput 2009

13 Pfetsch 2012

14 Beran & Li 2007; Hinduja & Patchin 2009; Katzer 2005a,b; Riebel et al. 2009; Staude-Müller et al. 2009; Ortega et al. 2008

15 See also Agatston 2015; Campbell et al. 2008; Schneider, Katzer and Leest 2013: *Cyberlife-Fascination, Risks and Cyberbullying*. Alliance against Cyberbullying e.V. and ARAG SE.

Especially we can confirm a lack of teacher training concerning Cyberbullying and prevention work.

The largest study in Germany to date (2013, Association against cyberbullying e.V. and ARAG SE), verified that the majority of German teachers (75%) would be in favor of introducing "Media Education" to school curricula.¹⁶ This study also reveals that aggression among youth has intensified significantly in recent years under the influence of the Internet. Consequently, the work of school teachers has become increasingly difficult, and two-thirds of all teachers are fearful of becoming overstressed.

Furthermore, many teachers have a critical view of the influence of new media on children overall, and over 60% feel inadequately informed about the various online risks, including cyberbullying. Teachers also note a lack of support systems and consulting teams in schools. Only 39% of teachers feel confident in counteracting online risks and sufficiently educated to help when cyberbullying incidents occur. Most of them complain that their own schools are not pursuing purposeful prevention efforts.

Teachers also identify different negative psychological consequences of cyberbullying. Many victims exhibit signs of depression and appear extremely unhappy (76.4%). Nearly every second victim has problems with concentration (49.5%) and shows declining performance in school (48.2%). Victims also exhibit extreme introversion (45.1%), fear (44.0%), anger (38.3%) and psychosomatic problems such as headaches or stomach pain (30.6%) as well as increased truancy (43.8%).

What is being done in German schools:¹⁷

The actual status of prevention efforts looks disillusioning: prevention work combined with media education is totally lacking.

Only four out of ten schools train specific peer groups in conflict management. Only 40% of schools have established a special office for adolescents with school problems and hired specially trained teachers. Students in only 44% of schools are given the opportunity to discuss aggression or new media trends in school classes. Furthermore, students in only one-third of all schools have an opportunity to learn coping strategies and effective responses to cyberbullying as victims or as bystanders. Special workshops on cyberbullying are rare (offered at only 16% of schools).

Thus we see an urgent need for action and change.

- **But what would effective prevention efforts entail?**
- **How should schools react?**
- **What kind of help do victims need?**
- **And do we have to address also politics concerning new rules or laws?**

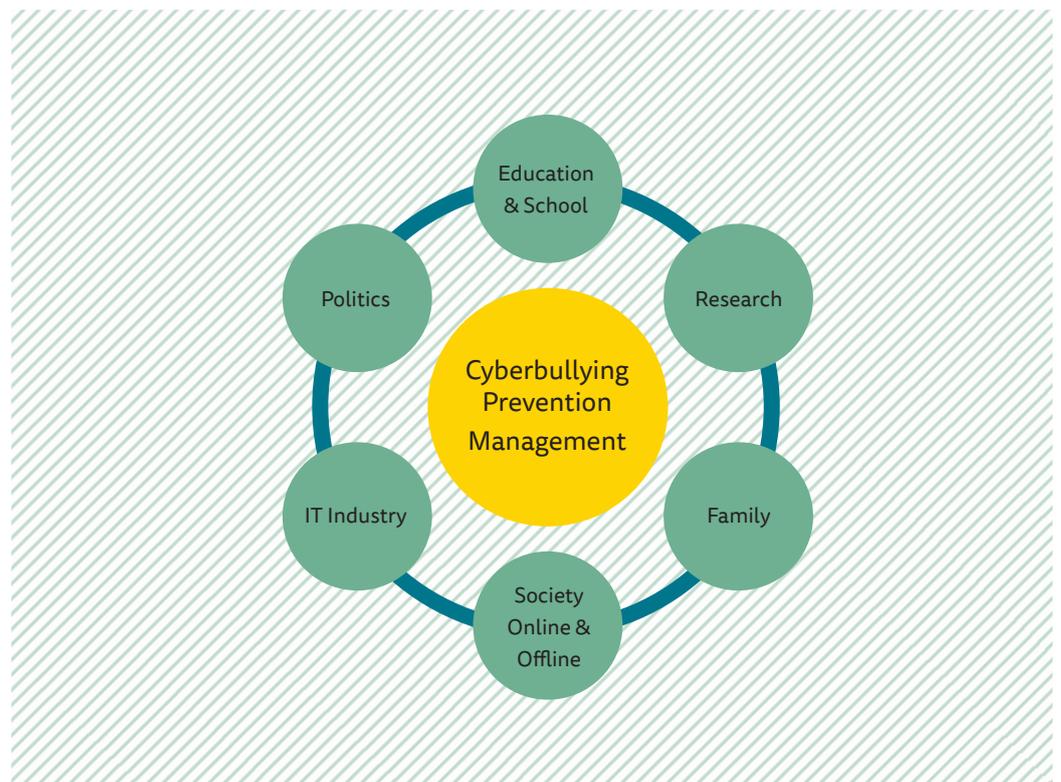
¹⁶ Schneider, Katzer and Leest 2013: Cyberlife-Fascination, Risks and Cyberbullying. Alliance against Cyberbullying e.V. and ARAG SE.

¹⁷ Schneider, Katzer and Leest 2013: Cyberlife-Fascination, Risks and Cyberbullying. Alliance against Cyberbullying e.V. and ARAG SE.

The most important question for the future is What do we need to do to prevent cyberbullying successfully?

Cyberbullying is a phenomenon that affects everybody because it occurs to people of all ages (children, adolescents and adults) and in every environment (at school, at work, at home, etc.).

Thus in order to achieve a better grasp of the requirements of a promising approach to cyberbullying prevention management, we need to connect the different perspectives of family, education and school, research, politics, the IT industry and society in general (on-line and offline).



"... Bullying has come to the global village. Cyberbullying, whilst it may operate locally, is not constrained by boundaries constructed by individuals, schools, governments, cultures or countries," writes Prof. Barbara Spears of Australia.

If we want to tackle cyberbullying in the future, it will be necessary to develop effective prevention concepts. We need to learn more about guidelines for prevention. But that is possible only if we can identify what all stakeholders (e.g. researchers, experts on education, politics and industry as well as providers) know about cyberbullying, determine how they react to it and examine their views on what is needed to combat cyberbullying.

In order to change something for the better, we need to know what is happening in other countries, what we can learn from their experience and which successful ideas can be implemented in support of prevention and within the entire education system.

In keeping with the goal of providing concrete answers and developing a new approach to combating hate and aggression in the Internet, the “ARAG Digital Risk Survey” offers a detailed overview of the current situation as regards cyberbullying in seven different countries as well as progressive ideas on how to deal with it.

The survey focuses on three main questions:

- 1. What changes that have taken place in cyberbullying in recent years do we have to take into account in developing the new prevention management system?**
- 2. What is the current situation in the seven countries regarding cyberbullying research, political engagement, the dissemination of knowledge and preventive activities?**
What is actually being done to combat cyberbullying?
What is helpful?
What can we learn from others?
What is lacking or failing to achieve the desired effect?
- 3. Looking to the future, what are the most important issues we have to consider in order to implement an effective cyberbullying prevention system?**

The decision to choose these seven countries, namely the US, Great Britain, Netherlands, Poland, Norway, Italy and Spain, is based on the following idea:

We wanted to involve the two pioneers, specifically the first countries to sponsor research on cyberbullying (the US and GB), the leading country in the field of bullying prevention (Norway), a central European country that has recently implemented important changes (the Netherlands; see legal obligations imposed on schools), two countries from Southern Europe (Italy and Spain) and one from Eastern Europe (Poland).

This global study – the “Digital Risks Survey” – of different aspects of cyberbullying, with special emphasis of future prevention efforts, is intended as a further step in the campaign against cyberbullying.

At this point I wish to thank all of the friends and colleagues who have made this research possible!

I hope that we can move forward together.

II. Key issues of change – prevention in the future



“Smart weapons”: cyberbullying goes mobile – key issues of change

Our daily life has changed dramatically and in incomparable ways over the past eight years since the first iPhone “arrived” on the market. We live, work, love, shop, play, have fun, find distraction, etc., in two worlds simultaneously – thanks to flat rates and mobile Internet access.

These two worlds are totally different, but closely connected. Offline, our actions involve our entire physical appearance; online, we are disembodied and concealed in front of the screen.

Smart weapons

Cyberbullying goes mobile – Smartphones are the new weapons, as confirmed by this study (three-fourths of the experts surveyed agree).

That changes everything.

Change is the new challenge

The shift in environment – from offline to online – changes the way we think about prevention, the way we develop new concepts and the way we communicate them.

II.1. 10 Key issues for a future approach to prevention

Changes will be required in *preventive work* and *education*, but also in the manner in which *research* is conducted and the *involvement of providers*, as illustrated by the following key issues.

1) New content for education in general:

a) The psychological background of online behavior:

In the future, children will have to learn about the potential causes of poor-decision making, the role played by group processes in cyberbullying or shitstorm behavior, and how these issues relate to the possibilities for harming someone via the Internet. A holistic approach is needed. The Internet is not a one-way street. We also learn behaviors and values online, and thus we need to discuss the relationship between our online and offline worlds.

b) Integrating online and offline worlds in education:

Everything we do online or offline influences behavior, norms and values, etc. The world of the Internet is a place for learning – and it should be used for educational purposes.

c) A new issue for school education must be discussed, namely cyberpsychology.

How does the Internet influence the way we think, feel and behave?

2) What would an effective prevention management system entail?**a) New content:**

It is important to discuss such issues as privacy, empathy and empowerment with youth. It will also be necessary to compensate for a lack of skills. Preventive measures should enable young people to learn socio-emotional skills, gain ethical media competence, acquire communication skills, learn the principles of respectful behavior and familiarize themselves with group dynamics and peer pressure in the Internet. They should also learn about the factors that can escalate online disputes and intensify moral disengagement and de-individuation. They need to understand what lies behind cyberbullying and the reasons why victims of bullying may seek revenge in cyberbullying.

b) Activating resilience factors:

coping strategies, learning how one's own behavior can provoke cyberbullying as self-disclosure, etc.

c) Traditional bullying and cyberbullying must be considered together:

There is a relationship between the two. It is also not always clear where bullying begins – online or offline. It is important to keep the effects of learning through the Internet environment in mind.

d) Early start, age appropriate:

One problem today is the early age at which children start using the Internet without competence. Thus prevention concepts should start in primary schools and should be easy to implement, proactive, adaptable to new situations and new developments such as new Apps used by children, such as YouNow. Prevention should more **research-based (evaluated), age appropriate**, and feedback from successful pilot programs to larger communities should be part of it.

e) Prevention programs need to be evaluated for all types of schools. Primary schools are “neglected” at the moment.**f) Innovative, creative materials and methods should be made available for use (e.g. video clips, online coaching, etc.) and supervision by experts.**

The focus should be on strategies that show how to solve problems, conflicts etc.

3) New ways to implement preventive measures:

a) Youth should be involved in all phases of development

(What do we need in our school? Working with universities and integrating preventive activities into school structures and schedules). Thus the idea of a school-research network/platform seems wise. Projects can be developed by universities or research institutes in cooperation with schools and then tested and implemented directly in the school environment.

b) New ways of learning: Online module for schools/teachers as developed recently in Norway:

Learning through online activities.

c) New structures, organizational models in schools:

Therapy groups or helping angels (see peer to peer help supervision done by experts also from outside school) should be established. Group monitoring and peer-to-peer teaching projects are sustainable for all types of schools. This will require the commitment and cooperation of school faculty members. We all have one aim!

d) Support and training for vulnerable groups; victim support:

In school and Online (learning useful coping strategies through online coaching, etc.). "Best practice strategies" should include self-confidence training and emergency plans (successful coping strategies, who to inform, where to report problems, what to do, where to find help, etc.) in support of immediate response to incidents and aggressors. Preventive measures should distinguish between target groups as victims, bystanders and aggressors – each of which need different types of training.

e) Bystander as agents of change:

Providing motivation to react, help or perform small acts of kindness.

f) New teacher training content (see above)

g) Obligations imposed on schools:

Educational codes (as in California) for schools or laws (as in NL since 2015) on monitoring and inspection by the Ministry of Education

h) School-research networks: Schools and experts should cooperate in developing new concepts.

An important issue for future work will be to create links between universities and schools, so that research and practice are more closely related and knowledge can be shared more effectively (Prof. Ortega, Spain).

i) School networks: Schools of different types should also share knowledge and experience and work together.

"There are some California schools where high school students develop cyberbullying prevention programs for primary or intermediate schools." (Julia Raskauskas)

4) Innovative research:

Focus on adults and workplace cyberbullying: Until now, adults have been largely ignored as a target group for research in the majority of countries. *At the moment, neither concepts nor intervention programs nor help/support measures exist for workplace cyberbullying.*

5) The online society, ethical values and new role models:

The focus should be on moral standards and moral courage. According to Ian Coyne, we need new "Internet norms." It is important to consider who will review and control? Society as a whole! Cultural acceptance of hate and online aggression must stop! Anyone may find himself/herself in the role of a bystander at certain times. People need to learn how to respond in such situations, and technical devices should be developed to provide support for such behavior. Emphasis should also be placed on a new "culture of dialog" – how we talk and argue with one another.

6) Inter-agency collaboration: schools, researchers, government and industry.

Public-private partnership should also be considered as a national support/help counselling concept. This can also play an important role in obtaining funding in keeping with the goal of keeping school costs low.

7) New "national collaboration platform":

Based on the concepts of crowdfunding and public-private partnership (see idea for NRW).

8) Industry's responsibility for awareness, detection and counselling:

- a) Focus on online security, developing technical solutions (including community-based filter systems), offering procedures to deal with the impact of cyberbullying
- b) Online hotlines offering help from experts
- c) Platforms can be used to heighten awareness of the consequences of pop-ups, short video clips and info buttons, etc.
- d) **An automatic nationwide "SOS" button which automatically records the messages should be created, thus enabling platform advisors to ban or contact aggressors and put victims in touch with trained counselors.**
- e) A block button that blocks the computer when something upsetting happens should be instituted.

- f) A report button like Meldknop in NL, which can be downloaded to one's own computer, should be implemented.
- g) **Industry should work together with youth to develop ideas for prevention** (see...<https://www.googlesciencefair.com/projects/en/2014/f4b320cc1cedf92035dab51903bd-d95a846ae7de6869ac40c909525efe7c79db>)

"Something to consider: Online communication makes us react too quickly and does not allow us to process information. Perhaps some technical solutions here can help reduce the instant shoot-from-the-hip response." (Ian Coyne)

9) Using psychological research, mechanisms and tricks in new concepts to enhance self-awareness:

e.g. addressing aggressors with their own behavior before taking action.

10) Legislation:

The penal code should be broadened (as in GB and US; see also Austria since 2016). There is also an urgent need to adapt current laws and regulations to the new Internet situation (concerning online markets/providers, etc.)

"The biggest challenge is to reduce the culture of acceptability (freedom of expression) that pervades the online world."

This will be hard to crack, as there is a deep-rooted belief by some people that the Internet is a free-for-all." (Ian Coyne)

On the whole, we need a good balance between protection and learning how to better handle technology.

II.2. Change in detail: future prevention management and stakeholder involvement

What would effective cyberbullying prevention management entail?
How should the different stakeholders, including as education and schools, research, family, politics, the IT industry and society in general (online and offline) be involved?

1. New approaches to cyberbullying prevention management

1.1 A new approach to preventive action:

- New prevention contents (communication skills, digital empathy, etc.)
- Activating resilience factors
- Traditional bullying and cyberbullying must be considered together
- Early, age appropriate implementation; evaluated and supervised by experts
- “Creative” preventive measures/use of media tools (as video clips, online coaching, etc.)

1.2 Use new ways to implement preventive measures:

- Involving youth in all phases of development and implementation (universities and schools)
- Peer-to-peer teaching and guidance
- New ways of learning: online modules/online coaching platforms for schools/students/teachers (agreement by three-fourths of experts)

1.3 Inter-agency collaboration:

- Schools, researchers, the political community, the IT industry (online coaching, smart-phone Apps, counselling concepts)

1.4 A new “national collaboration platform”:

Based on the concepts of crowdfunding and public-private partnership

2. Change in education and schools

2.1 New education content in general

- Psychological background of online behavior
- Integration of online and offline worlds in education
- A new issue for school education: “Cyberpsychology” (52% agreed/totally agreed, one-third agreed at least partially)

2.2 New school structures and organizational models:

- Peer groups for advice and help
- Support teams, counselling and monitoring groups (94%)

2.3 A new school subject in every type of school:

Media Education (52% agreed, one-third agreed partially)

2.4 Support and training for vulnerable/involved groups

2.5 New teacher training contents: bullying/cyberpsychology

2.6 Obligation of schools to implement a system of prevention

- Starting with the youngest in all schools (full agreement)
- Possible adoption of an Educational Code (as in California) for schools or enactment of laws (as in NL since 2015) on monitoring and inspection by the Ministry of Education

2.7 School networks with online platforms:

Schools of different types should share knowledge and experience and work together.

3. New challenge for research

3.1 School-Research networks:

Schools and experts (university) work and develop concepts together.

3.2 Psychological research to develop mechanisms and “tricks”:

to enhance self-awareness online, how to stop actions immediately, etc.

3.3 Research should focus adults and workplace cyberbullying:

At the moment, neither concepts nor intervention programs nor help/support measures exist for workplace cyberbullying

4. New ways to integrate the family in prevention

4.1 Networks for parents in schools (2/3 agreed/totally agreed and 19% agreed at least partially)

4.2 Peer-to-parent education in schools

4.3 Smartphone Apps for parents, developed by experts (how to do), parents (what they need) and youth (show trends and news) (53% agreed/totally agreed, 32% partially)

5. Responsibility of society as a whole: offline and online

5.1 New Internet norms, ethical values and role models

5.2 Bystanders as agents of change

5.3 The workplace environment:

Cyberbullying is an important issue for business enterprises of all kinds, and especially for health care and insurance companies

- Cyberbullying is an issue for business enterprises
- Cyberbullying should also be considered by health care providers
- Cyberbullying should be an issue for insurance companies
- Awareness of cyberbullying should be heightened in the business community, as adults are also involved to an increasing extent.
- New strategies, coaching and support teams should be established by business enterprises in order to combat cyberbullying involving adults.

6. The future role of government

6.1 Legislation:

Laws, framework for providers or guidelines and requests (more than self-regulation, also for counselling concepts) applicable to the special situation in cyberspace

- Government should demand more than mere self-regulation to encourage industry to contribute to reducing cyberbullying (2/3 of all respondents agreed).
- Industry should be involved in making the Internet safer on the basis of guidelines and laws (90% of respondents agreed).

Government should:

6.2 Initiate international solutions (see child protection/child pornography) (80% of respondents agreed)

6.3 Commit to supporting schools, parents and social welfare agencies (conferences, APPs etc.)

6.5 Support online counselling

6.6 Create networks composed of industry representatives/providers, researchers, educational institutions and communities

6.7 Conduct key messaging and online social marketing campaigns on the subjects of cyberbullying/digital risks

7. The future role of the IT industry

7.1 The industry's responsibility for awareness, detection, identification and counselling

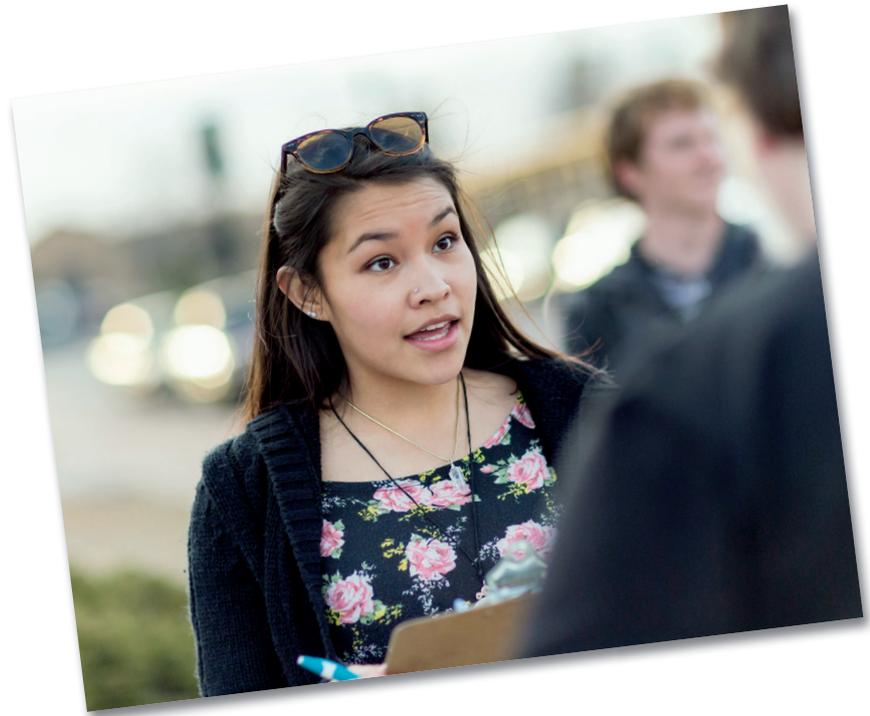
The IT industry should:

- **Install a nationwide automatic "SOS" button**
- Implement systems that make the *identification of cyberbullies* more efficient (technological solution).
- Offer new smartphone Apps that provide information and guidance for parents, teachers and students
- Enhance cooperation with law enforcement
- **Install help buttons at the Websites of all social networks/providers to enable user to obtain immediate psychological help** (three-fourths of respondent agreed totally, 29% agreed partially, no one disagreed!).

7.2 Active participation and involvement in prevention efforts

- Industry should work together with youth to develop ideas for prevention.
- Industry/providers should sponsor educational and prevention programs in schools.
- Psychological research, mechanisms and "tricks" should be used to enhance self-awareness online.
- Industry/providers should sponsor education and prevention activities in schools (two-thirds agreed/totally agreed, 29% agreed partially)

III. Digital Risks Survey Part One – Qualitative Interview Study



III.1. Method and sample

The idea of a global expert study also reflects the aim of choosing countries which differ in with respect to their states of research and experience, but also in terms of their cultural backgrounds. Thus we selected leading countries which have been pioneers in the field of research on cyberbullying and bullying as well as countries located in different regions of Central, Eastern and Southern Europe.

Consequently, we deliberately selected the following seven countries: the first countries to sponsor research on cyberbullying (the US and GB), Norway as the “inventor” of the concept of school bullying (see Dan Olweus), the Netherlands as a Central European country, Spain and Italy representing Southern Europe and Poland from Eastern Europe.

Furthermore, we decided to divide our research project into two phases, a qualitative survey in the form of e-mail interviews followed by a quantitative online survey.

Qualitative Interview Study

In April and May 2015 we contacted a small group of experts from the US, Spain, Netherlands, Norway, Italy, Poland and Great Britain who are closely involved in research or prevention initiatives. But we also approached in IT development, representatives of non-profit organizations and politicians who are familiar with the phenomenon cyberbullying. We were guided in our choice of experts by two research reports: “Global Research Summary Cyberbullying in USA, Netherlands, Spain and Norway – Recent Research, Experts and Activities for Prevention” and “Global Research Summary Cyberbullying in Italy, Great Britain, Poland – Recent Research, Experts and Activities for Prevention.”

The experts contacted by e-mail received 12 questions on the following issues:¹

1. Changes in cyberbullying in recent years (i.e. types of cyberbullying, tools (more smartphones), age, gender, victims, bullies, adults involved) and important factors which support the increase of cyberbullying (i.e. advances in technological devices, personality, lack of empathy, physical anonymity, disinhibition and de-individuation)
2. The current situation in different countries regarding cyberbullying research, government involvement, the dissemination of knowledge and prevention efforts
3. Future prospects and the most important issues to be considered in implementing an effective cyberbullying prevention system: What can be done to stop or help reduce cyberbullying? Who should be involved in cyberbullying prevention activities and in what ways should they be involved. Can industry be part of a comprehensive solution (including hosts and providers)?

¹ Questionnaire in Annex

We received answers from the following 26 international experts:

I. Dr. Michele Ybarra (US)

Michele Ybarra MPH PhD, President and Research Director, Internet Solutions for Kids

President and Research Director, Center for Innovative Public Health Research

CiPHR Center for Innovative Public Health Research

555 N. El Camino Real #A347

San Clemente, CA 92672-6745

Michele Ybarra, MPH PhD michele@innovativepublichealth.com

P: 1 877 302 6858 ext. 801

Internet Solutions for Kids, Inc.

1820 E. Garry Ave. Suite 105

Santa Ana, CA 92705

toll-free: 877.302.6858

fax: 877.362.1629

Dr. Michele Ybarra is President and Research Director of *Internet Solutions for Kids*, a non-profit research organization in the US focused on understanding the impact of new technologies on adolescent health and opportunities in the field of adolescent health. She is well known for her work in the fields of Internet harassment and unwanted sexual solicitation and has published extensively on the psychosocial characteristics related to the experiences of youth.

She is the PI for “*Growing up with Media*”, a national, longitudinal survey of adolescents in the United States devoted to identifying the correlations between violence in new media (e.g., Internet and mobile phones) and serious violent behavior.

Dr. Ybarra is a recognized researcher on technology-related health issues for young people. She has published extensively on the issues of Internet harassment and other types of online victimization, health information seeking, and research methods as they relate to technology. Dr. Ybarra holds a doctorate in child mental health services research and is certified by the department of mental health at the Johns Hopkins Bloomberg School of Public Health.

She was a pre-doctoral fellow at the National Institutes of Mental Health and a joint fellow at the American Schools of Public Health/Centers for Disease Control. She is the recipient of four NIH-funded R01 grants, one for a project devoted to developing and testing an Internet-based HIV prevention program for adolescents in Mbarara, Uganda (R01 MH080662); another which endeavors to gain better understanding of the positive and negative experiences of LGBT and non-LGBT youth online via a national survey (R01HD057191); one which will identify youth characteristics related to the emergence of sexual violence over time (R01 CE001543); and one which develops and tests a text-messaging-based smoking cessation program in Ankara, Turkey (R01TW007918).

Past funding has included a cooperative agreement with the CDC to research the longitudinal links between exposure to violent new media and seriously violent behavior through a national survey called “*Growing up with Media*” (U49 CE000206).

II. Prof. Sameer Hinduja, PhD

Prof. Dr. Sameer Hinduja is an Associate Professor in the School of Criminology and Criminal Justice at Florida Atlantic University and Co-Director of the Cyberbullying Research Center.

Sameer Hinduja
School of Criminology and Criminal Justice
Florida Atlantic University
5353 Parkside Drive
Jupiter, FL 33458-2906
hinduja@cyberbullying.us

He is a member of the Research Advisory Board of Harvard University's Internet Safety Task Force and works nationally and internationally with schools, law enforcement agencies, businesses, parents and adolescents to reduce online victimization and its real-world consequences.

His co-authored book, *Bullying Beyond the Schoolyard: Preventing and Responding to Cyberbullying*, was named Educator Book of the Year by ForeWord reviews. His latest book, *School Climate 2.0: Preventing Cyberbullying and Sexting One Classroom at a Time*, was released in April, 2012.

Dr. Hinduja's interdisciplinary research is also widely published in a number of peer-reviewed academic journals, including the Journal of Adolescence, Youth Violence and Juvenile Justice, the Journal of School Violence, Ethics and Information Technology, CyberPsychology and Behavior and Security Journal. He has also featured in hundreds of print and online articles from around the world as well as on radio and TV.

He received his Ph.D. and M.S. in Criminal Justice from Michigan State University (focus area: computer crime) and his B.S. in Criminal Justice (minor in legal studies) from the University of Central Florida Honors College. At FAU, he has won both the Researcher of the Year and the Teacher of the Year awards, the two highest honors conferred by the university.

<http://www.fau.edu/~hinduja/>

III. Dr. Patricia Agatston (US)

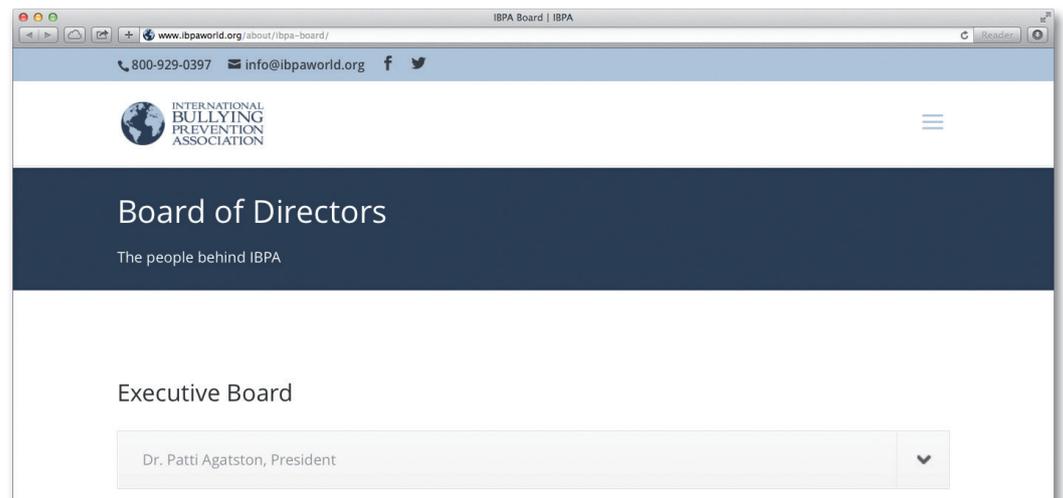
Professional Counselor with the Prevention/Intervention Center

<http://www.cyberbullyhelp.com>
<http://www.stopbullyingworld.org>

International Bullying Prevention Association
P.O. Box 99217

Troy, MI 48099 By Phone or Fax: 800-929-0397, CyberBullyHelp for an interview via email or call Dr. Agatston (770) 655-9744.

She is a Licensed Professional Counselor with the Prevention/Intervention Center, a student assistance program that serves more than 100 schools in the Cobb County School District, a suburb of Atlanta Georgia. She earned her bachelor's degree from Florida State University, her master's degree from the University of North Texas, and her doctorate from The Union Institute and University in Cincinnati, Ohio.



As a counselor and prevention specialist with more than twenty years of experience, Dr. Agatston provides training and technical assistance to schools in the areas of bullying prevention, internet safety, drug-abuse prevention, and suicide prevention. She is a nationally certified trainer and technical assistance consultant for the Olweus Bullying Prevention Program and assisted in gathering data for some of the first national research being conducted on cyberbullying. She co-presented with Dr. Susan Limber and Dr. Robin Kowalski on cyberbullying at the International Bullying Prevention Conferences in November 2006, 2007, and 2009.

Dr. Agatston is co-author of the book entitled *Cyber Bullying: Bullying in the Digital Age*, with Dr. Limber and Dr. Kowalski, the *Cyber Bullying Prevention Curriculum for Grades 3–5* and the *Cyber Bullying Prevention Curriculum for Grades 6–12*.

A two-time recipient of the Coalition for Child Abuse Prevention's VIP award, she has been quoted in articles on cyberbullying in *Time Magazine*, *The Washington Post*, *The Christian Science Monitor*, and *CNET News*, and has appeared on CNN as well as other local and national television segments to discuss cyberbullying.

Dr. Agatston serves on the Boards of Directors of Connect Safely and the International Bullying Prevention Association.

IV. Dr. Julia Raskauskas (US)

Dr. Raskauskas is an associate professor in the Department of Child Development.

Department of Child Development
 California State University, Sacramento
 Office: 230 Brighton Hall
 Office Phone: (916) 278-7029
 Email: jraskauskas@csus.edu

She has been researching bullying for 11 years. While completing her Master's Degree in Child Development and Ph.D. in Educational Psychology at the University of California, Davis, Dr. Raskauskas researched bullying among at-risk and underrepresented populations, including children exposed to domestic violence/child abuse and language minority students. She worked for two years in the Developmental Research laboratory led by Professor Gail S. Goodman on research projects focused on such topics as victims of molestation, survivors of sexual abuse and child involvement in bullying.

Dr. Raskauskas spent three years in New Zealand on invitation from Massey University and the New Zealand Ministry of Education. In New Zealand she conducted large-scale survey research on the prevalence and nature of bullying as well as family and school violence. In cooperation with the New Zealand Police, she conducted an evaluation of their national anti-bullying curriculum, Kia Kaha, in 2006.

Dr. Raskauskas is also involved in a major national intervention project in New Zealand that seeks to reduce bullying through teacher training designed to alter the classroom/school climate.

Dr. Raskauskas has published in the areas of bullying and cyberbullying, and routinely conducts workshops with teachers and educational administrators concerning bullying prevalence and intervention. She is currently an Assistant Professor of Child Development at the College of Education at California State University, Sacramento, where she works with future teachers. She believes that only through collaboration between researchers and educators can programs be designed to make lasting change in schools.

Research interests

My research interests include (1) school safety issues (primarily bullying); (2) environmental and cognitive factors that aid resiliency; (3) motivations for bullying and its relationship to academic problems, conduct disorder, suicide, and depression. I am most interested in the identification of policy, cognitive, and environmental (school, classroom) factors that can mitigate negative effects on both bullies and victims of bullying.

My current research includes designing anti-bullying curricula, investigating how schools can help teachers and students develop adaptive coping responses to bullying, and investigating environments where bullying takes place (i.e. cyberbullying, workplace bullying, etc.).

See also

<http://www.csus.edu/coe/academics/doctorate/about/profiles/raskauskas-juliana.html>

**V. Dr. Iain Coyne, Institute of Work, Health and Organisations,
The University of Nottingham, Associate Professor in Occupational Psychology,
Faculty of Medicine & Health Sciences**

COST Action ISO801 Cyberbullying, Management Committee United Kingdom (MC Member)

Dr. Iain Coyne joined the University of Nottingham in January 2006 as a Lecturer in Occupational Psychology, and is a Registered Occupational Psychologist and Associate Fellow of the British Psychological Society (BPS).

He graduated from the University of Hull with a BSc in Psychology with Occupational Psychology and a Diploma in Occupational Psychology. After graduation he worked as a research assistant with Professor Dave Bartram before leaving academia to become a consultant in Chester.

After a short while, Dr. Coyne realized that his true vocation was in academia and he returned to Hull to undertake a PhD (again with Professor Bartram) on "Factors impacting on the design, development and use of an effective pre-employment integrity test." At Hull he taught on the MSc in Occupational Psychology and was Deputy Head of the Department.

Since joining the University he has been Disability Liaison Officer, Deputy Head of the Research Committee and Chair of the Education Committee. Currently he is Deputy Director for PGT Education in the School of Medicine.

VI. Prof. Sonja Livingstone (GB)

Full professor in the Department of Media and Communications at LSE, The London School of Economics and Political Science. She is *Leading Coordinator of EU Kids Online II: Enhancing Knowledge Regarding European Children's Use, Risk and Safety Online*

She teaches graduate courses in media and communications theory, methods, and audiences and supervises doctoral students researching questions of audiences, publics and youth in the changing digital media landscape. She is the author or editor of nineteen books and many scholarly articles and chapters. She has been visiting professor at the Universities of Bergen, Copenhagen, Harvard, Illinois, Milan, Oslo, Paris II, and Stockholm, and is on the editorial board of several leading journals. She is a fellow of the British Psychological Society, the Royal Society for the Arts and fellow and past President of the International Communication Association, ICA. Sonia has received honorary doctorates from the University of Montreal and the Erasmus University of Rotterdam. She was awarded the title of Officer of the Order of the British Empire (OBE) in 2014 "for services to children and child internet safety."

Taking a comparative, critical and contextualized approach, Sonia's research asks why and how the changing conditions of mediation are reshaping everyday practices and possibili-

ties for action, identity and communication rights. Her empirical work examines the opportunities and risks afforded by digital and online technologies, including those for children and young people at home and school, for developments in media and digital literacies, and for audiences, publics and the public sphere more generally, with a recent focus on children's rights in the digital age.

She heads the Preparing for a Digital Future project, which follows the recently-completed project, The Class, both of which are part of the MacArthur Foundation-funded Connected Learning Research Network. She directed the 33-country EU Kids Online network funded by the EC's Better Internet for Kids program, which impacts on the UK and Europe. She participated in the European COST action Transforming Audiences, Transforming Societies, leads ECREA's Children, Youth and Media group and blogs for the LSE Media Policy Project. She gave a recent TEDX talk on "How children engage with the internet."

She serves on the Executive Board of the UK's Council for Child Internet Safety (UKCCIS), for which she is the Evidence Champion. She has served on the Department of Education's Ministerial Taskforce for Home Access to Technology for Children, the Home Secretary's Taskforce for Child Protection on the Internet and the boards of Voice of the Listener and Viewer and the Internet Watch Foundation. She has advised Ofcom, the Department for Education, the Home Office, the Economic and Social Research Council, the BBC, The Byron Review, UNICEF, ITU, OECD, the European Commission, the Council of Europe, the European Parliament and the Higher Education Funding Council for England, among others.

VII. Dr. Anke Görzig (GB)

Visiting Fellow in the Department of Media and Communications at LSE and Lecturer in Psychology at the University of West London.

EU Kids Online: www.eukidsonline.net
 London School of Economics and Political Science
 Email: a.s.goerzig@lse.ac.uk
 Lecturer in Psychology, University of West London

She is a child and youth care worker (certified in 1998), a psychologist (MSc, 2004; PhD, 2008) and a social science researcher who has worked and taught at a number of institutions, including the Institute of Psychiatry, University College London, University of Birmingham, Northwestern University (USA) and University of Mannheim (Germany). In recent years she has collaborated with scholars and professionals in various disciplines and in transnational networks, employing her expertise in the areas of social, developmental and clinical psychology, while applying her quantitative analyses skills to policy-led research.

Her general research interests revolve around the application of psychological concepts and statistical methods to social policy research with a specific focus on social inequality. She has investigated students' motivation and performance, with a particular interest in the roles of stereotypes, attitudes and self-concept as well as children's risks and opportunities on the Internet with an emphasis on cyberbullying, multiple risk behaviors and disadvantaged groups. Anke has presented research findings at prestigious national and

international conferences. In addition, she has taught classes and given lectures on statistical methods and social, developmental and applied psychology.

Her experience as a quantitative researcher range from experimental lab studies to analyses of large-scale data sets such as the BCS70 (British Birth Cohort Studies 1970), the ILR (Individual Learners Record), and the PLASC (Pupil Level Annual School Census). Most recently her work focuses on the analysis of transnational data and the evaluation of mental health service practices.

VIII. Prof. Davide Diamantini, Professore for Sociologia dell'Innovazione all'Università Milano Bicocca

Davide Dimantini is professor of Innovation Enterprise

His research activity is focused on scientific and technological transfer and the territorial dynamics of development and competition in related entrepreneurial activities; new technologies and the consequences of their diffusion in contemporary society: mobility, e-learning and territorial organization; and socio-cognitive aspects of negotiation interaction.

The screenshot shows a web browser window displaying a news article from the University of Milano-Bicocca. The article is titled "Cyber-bullismo e uso delle tecnologie tra i giovani". The text discusses the prevalence of cyberbullying, mentioning that 18% of the sample declared not having experienced a virtual aggression episode in the last few months, 37% had been attacked once or twice, and 45% had been attacked three or more times. It also notes that girls show greater awareness of the damage they can cause through cyberbullying. The article is attributed to researchers Davide Diamantini and Giulia Mura.

Sei in: Home > Notizie in home

Cyber-bullismo e uso delle tecnologie tra i giovani

Negli episodi di cyber bullismo la linea che separa vittime e persecutori è labile e le parti si invertono con molta più facilità rispetto al bullismo "tradizionale".

Le tipologie di attacco maggiormente in voga sembrano essere la diffusione di **foto** e **video** imbarazzanti, la creazione di **"hate page"**, ed il **furto di identità virtuale**, usate per creare falsi profili sui siti di social network o inviare messaggi compromettenti a nome della vittima.

La ricerca, presentata in occasione del convegno "Digital Learning. Scuola, apprendimento e tecnologie didattiche", è stata realizzata dai ricercatori del Centro QUA_SJ/Univeriscuola **Davide Diamantini** e **Giulia Mura**.

L'**obiettivo** della ricerca è stato quello di ottenere una valutazione non solo della diffusione degli episodi di cyber-bullismo, ma anche della rappresentazione che i ragazzi hanno del fenomeno, delle differenze nella *netiquette* adottata, del peso che gli eventuali attacchi subiti hanno avuto nella loro esperienza personale, della distanza tra quanto i ragazzi ritengono lecito fare in Internet o utilizzando il cellulare e ciò che viene considerato illecito per la legislazione nazionale.

In **Italia** solo il 18% del campione dichiara di non aver subito nemmeno un episodio di aggressione virtuale negli ultimi sei mesi, il 37% è stato attaccato una o due volte, ed il 45% tre volte o più.

Nel confronto tra maschi e femmine, le **ragazze** dimostrano maggiore consapevolezza dei danni che possono fare con azioni di cyber bullismo.

I ricercatori pongono una particolare attenzione sul ruolo educativo di cui i **genitori** devono riappropriarsi anche in questo contesto:

«I genitori riconoscono nei figli una "autorità" superiore in materia di computer e sono rassicurati dal fatto che i figli restino in casa. Invece l'esperienza di vita deve poter essere trasposta anche nel mondo virtuale e il genitore deve mantenere vivo l'interesse su quello che è un momento di socializzazione importante per i ragazzi. Non farsi rassicurare dai filtri imposti *a priori* all'hardware, ma chiarire il fatto che le regole di buona educazione e convivenza civile vanno estese anche alle relazioni in Internet è l'unica strategia per restituire un ruolo educativo ai genitori e per rendere più sicuri i ragazzi».

Per maggiori **informazioni** si consiglia di leggere il **comunicato stampa**.

Direct link: <http://www.formazione.unimib.it/davide.Diamantini>

Email: davide.Diamantini@unimib.it

IX. Giulia Mura (IT), Researcher at the Università degli Studi di Milano-Bicocca, Group Prof. Diamantini

X. Dr. Jacek Pyzalski,

Cost Action ISO 801 Cyberbullying Management Committee Poland (MC Member) Current job title: Professor

Institution: Adam Mickiewicz University in Poznań, Faculty of Educational Studies, Department of Special Educational Needs, The Pedagogy Academy, Lodz, Poland, Nofer Institute of Occupational Medicine, Lodz, Poland.

Short biography:

Educator, associate professor on the Faculty of Education Studies of the Adam Mickiewicz University in Poznań and at the Occupational Medicine Institute in Łódź – at the Polish National Centre for Promotion of Occupational Health. He is also an author of numerous publications, a trainer in the field of communication and challenging behavior and an expert in media education. His research interests are related to the issues of electronic aggression, new media and mechanisms of adolescents' online behavior, communication at school, health issues and online violence among adolescents (also based on visual clues), etc. He is the author of the first monograph published in Poland on electronic aggression, entitled "Agresja elektroniczna wśród dzieci i młodzieży" ["Electronic aggression among children and adolescents"] (GWP, Sopot 2011), as well as the co-author and author of more than forty scientific publications and manager of over 40 national and international projects, including, among others, ACERISH 2, Adults Mentoring, Dragon Fly, ROBUSD and the European Cyberbullying Intervention Project. He is a representative of Poland in the European Science Foundation COST IS 0801 [European Cooperation in the Field of Scientific and Technical Research] Action ISO801: Cyberbullying: coping with negative and enhancing positive uses of new technologies in relationships in educational settings, and currently - COST IS 1210 Appearance Matters. His most recent book was published in March 2012 under the title *Agresja elektroniczna i cyberbullying jako nowe ryzykowne zachowania młodzieży* [Electronic aggression and cyberbullying and the new risky behavior of adolescents].

XI. Dr. Hildegunn Fandrem (Norway), University of Stavanger

Telefon: 5183 2914

hildegunn.fandrem@uis.no

Avdeling/senter: Det humanistiske fakultet

Institutt/enhet: Avdeling Stavanger

Tlf priv/mob: +47 99773599

Professional experience:

Member of the 4th Management Committee of COST Action ISO801. Cyberbullying: Coping with negative and enhancing positive uses of new technologies, in relationships in educational settings (2010 to date)

Substitute member of Board, Centre for Behavioural Research, University of Stavanger (2011 to the present).

Norsk Forskerforbund at Stavanger University College (FFHiS), Stavanger (2002–2004):

- Trade union representative at Centre for Behavioural Research
- Secretary of the trade union of Norsk Forskerforbund, Stavanger University College.

Reviewer for the following journals:

- Journal of Abnormal Child Psychology
- Journal of Social and Personal Relationships
- Emotional and Behavioural Difficulties
- Aggressive Behaviour
- Norsk Pedagogisk Tidsskrift
- Social Indicators Research

Member of PhD committees:

Ingunn Tollisen Ellingsen, University of Stavanger, Norway (Adolescents in foster care and their families: A Q methodological study on family perception), 2011. (internal coordinator)

Ylva Svensson, Örebro University, Sweden (Embedded in a Context: The adaptation of Immigrant Youth), 2012. (external committee member)

Strohmeier, D., Fandrem, H., Stefanek, E. & Spiel, C. (2012). Acceptance by Friends as Underlying Function of Aggressive Behaviour in Immigrant Adolescents. *Scandinavian Journal of Psychology*, 53, 80–88.

Stefanek, E., Strohmeier, D., Fandrem, H. & Spiel, C. (2012). Depressive Symptoms in Native and Immigrant Adolescents: The Role of Critical Life Events and Daily Hassles. *Anxiety, Stress and Coping*, 25 (2) pp. 201–217.

Strohmeier, D., Fandrem, H., & Spiel, C. (2012). The need for peer acceptance and affiliation as underlying motive for aggressive behavior and bullying others among immigrant youth in Austrian and Norway. *Anales de Psicología*, 28 (3), s. 695–704.

Fandrem, H., Strohmeier, S. Jonsdottir K. A. (2012). Victimization and peer groups among native and immigrant adolescents in Norway. *Emotional and Behavioural Difficulties*, 17, 3–4. Special issue, Editor: Peter Smith.

Books:

- Fandrem, H. (2011) *Mangfold og mestring i barnehage og skole: Migrasjon som risikofaktor og ressurs*. Kristiansand: Høgskoleforlaget.
- Fandrem, H. & Fuglestad, O. L. Eds. (submitted). *Barn i utfordringer. Pedagogisk arbeid i et systemperspektiv*. Bergen: Fagbokforlaget.

XII. Prof. Dr. Simone van der Hof (Universiteit Leiden)

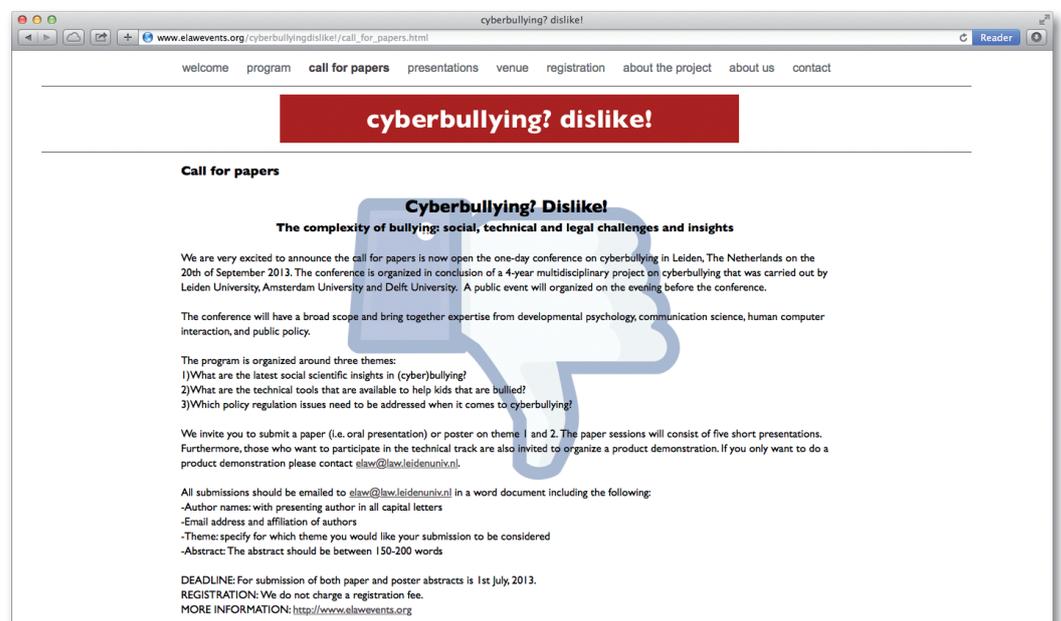
Prof. Dr. Simone van der Hof is professor of *Law and the Information Society at Leiden University*. Her particular academic interests are digital identities, digital children's rights, (legal, social, technological), regulation of online child safety and the empowerment of children, consumers and citizens through technology.

Currently, Simone is the *project leader of a four-year multidisciplinary project titled "Empowering and protecting children and adolescents against cyber-bullying"*, commissioned by *the Netherlands Organization for Scientific Research (NWO)* in collaboration with *Amsterdam University and Delft University*. Simone was previously the project leader of a four-year NOW-commissioned research project on the impact of socio-legal developments on the construction and use of digital identities. Further work on digital identities was completed on behalf of the *Dutch government* and the *Rathenau Institute* www.rathenau.nl/en.html

In 2004, Simone participated in a NWO project "Personalization of online public and private services." This research touched upon issues such as the effect of profiling and stereotyping on fundamental values, including privacy, autonomy, personal freedom and non-discrimination. As a spin-off of the personalization project, Simone served as project leader for 'TAGGED', a NWO-subsidized project in cooperation with the Waag Society, which consisted of workshops and public debate on the social, legal and ethical impact of tracking and tracing children/adolescents and patients by means of novel technologies. Over the years, she has participated in numerous national and European research projects, including PRIME (Privacy and Identity Management for Europe), FIDIS (The Future of Identity in the Information Society), PRIMELIFE (Privacy and Identity Management in Europe for Life) and ENDORSE (Legal Technical Framework for Privacy Preserving Data Management).

For over 15 years Simone has been teaching on legal issues in the field of ICT regulation (e.g. digital identities and virtual worlds).

In spring 2013, she coordinated and taught the course entitled "Regulating Online Child Safety" in the Dutch Youth Law program at Leiden University.



The screenshot shows a web browser window with the URL www.elawevents.org/cyberbullyingdislike/call_for_papers.html. The page has a navigation menu with links: welcome, program, call for papers, presentations, venue, registration, about the project, about us, contact. A prominent red banner at the top reads "cyberbullying? dislike!". Below this, the page is titled "Call for papers" and "Cyberbullying? Dislike!". The main heading is "The complexity of bullying: social, technical and legal challenges and insights". The text states: "We are very excited to announce the call for papers is now open the one-day conference on cyberbullying in Leiden, The Netherlands on the 20th of September 2013. The conference is organized in conclusion of a 4-year multidisciplinary project on cyberbullying that was carried out by Leiden University, Amsterdam University and Delft University. A public event will organized on the evening before the conference." It further details the conference's scope, themes, and submission requirements. A large blue speech bubble graphic is overlaid on the page, containing the text "Cyberbullying? Dislike!".

Call for papers

Cyberbullying? Dislike!

The complexity of bullying: social, technical and legal challenges and insights

We are very excited to announce the call for papers is now open the one-day conference on cyberbullying in Leiden, The Netherlands on the 20th of September 2013. The conference is organized in conclusion of a 4-year multidisciplinary project on cyberbullying that was carried out by Leiden University, Amsterdam University and Delft University. A public event will organized on the evening before the conference.

The conference will have a broad scope and bring together expertise from developmental psychology, communication science, human computer interaction, and public policy.

The program is organized around three themes:

- 1) What are the latest social scientific insights in (cyber)bullying?
- 2) What are the technical tools that are available to help kids that are bullied?
- 3) Which policy regulation issues need to be addressed when it comes to cyberbullying?

We invite you to submit a paper (i.e. oral presentation) or poster on theme 1 and 2. The paper sessions will consist of five short presentations. Furthermore, those who want to participate in the technical track are also invited to organize a product demonstration. If you only want to do a product demonstration please contact elaw@law.leidenuniv.nl.

All submissions should be emailed to elaw@law.leidenuniv.nl in a word document including the following:

- Author names: with presenting author in all capital letters
- Email address and affiliation of authors
- Theme: specify for which theme you would like your submission to be considered
- Abstract: The abstract should be between 150-200 words

DEADLINE: For submission of both paper and poster abstracts is 1st July, 2013.
REGISTRATION: We do not charge a registration fee.
MORE INFORMATION: <http://www.elawevents.org>

XIII. Dr. Trijntje Vollink (NL)

COST Action ISO801 Cyberbullying Management Committee Netherlands (MC Member)

Expertise

- Individuals, societies, cultures and health
- Cyberbullying
- Online tailoring
- Intervention mapping
- Personal characteristics
- Behavior-specific cognition
- Parenting dimensions
- Coping strategies

Open University Netherlands
 Valkenburgerweg177
 2960 Heerlen
 Netherlands
 Tel. 045-5762953
 trijntje.vollink@ou.nl

XIV. Dr. Francine Dehue (Netherlands), Open University Netherlands

Management Committee Netherlands (MC Substitute Member) COST Action ISO801 “Cyberbullying”

Open University
 Faculty of Psychology, Valkenburgerweg 177
 6401 DL Heerlen
 Netherlands
 Tel. 003145 5762101
 francien.dehue@ou.nl

Expertise

- Individuals, societies, cultures and health
- Cyberbullying by youth
- Development of questionnaires

Recent Publications

- T. Völlink, C. A. W. Bolman, F. Dehue, and N. Jacobs, (2013). “Coping with cyberbullying: differences between victims, bully-victims and children not involved in bullying,” *Journal of Community and Applied Social Psychology*, vol. 23, pp. 7–24, 2013.
- Dehue, F., Bolman, C., & Völlink, T. (2008). Cyberbullying: youngsters’ experiences and parental perception. *Cyberpsychology & Behavior*, 11 (2), 217–223.
- Dehue, F., Bolman, C., & Völlink, T. (2008). Cyberpesten: wat doen kinderen en wat weten ouders? *Pedagogische studieën*, 85 (5), 359–370.
- Dehue, F., Bolman, C., Völlink, T, & Pouwelse, M. (2009, submitted). Relation between parenting style and cyberbullying.

- Dehue F., Bolman, C., Völlink, T. and Pouwelse M. (2012). Cyberbullying and traditional bullying in relation with adolescents perception of parenting. *Journal of CyberTherapy and Rehabilitation* 5_1_25-34
- Völlink, T., Dehue, F., & Bolman, C.A.W. (2008). Parenting style and cognitive factors in relation to the intention of parents to prevent cyberbullying. *Psychology & Health*, 23 (suppl. 1), 267.
- Völlink, T., Dehue, F., Bolman, C., Pouwelse, M., & Verboon, P. (2009). Parenting dimensions and parenting practices to prevent cyberbullying.
- Steffgen G., Vandebosch H., Völlink T., Deboutte G. and Dehue F. (2011). Cyberbullying in the Benelux Countries: First findings and ways to address the problem. In MoraMerchan J. and Jäger Th. Eds. *Cyberbullying: A crossnational comparison*. Verlag Empirische Padagogik

XV. Prof. Jos de Haan, Erasmus University of Rotterdam, School of History, Culture and Communication

Jos de Haan (1960) is Professor of ICT, Culture and Knowledge Society at Erasmus University Rotterdam and a senior researcher at the Netherlands Institute for Social Research (SCP) in The Hague. Currently, he chairs the SCP Department of Care, Emancipation and Time Budget Research. He received his PhD from Utrecht University in 1994 with a thesis on Dutch sociology research groups.

Jos de Haan has published widely on developments in cultural participation and media use in the Netherlands and other Western countries. His present research focuses on the diffusion, use and consequences new media. He has published on the digital divide, the rise of e-culture, the acquisition of digital skills and on Internet risks among teenagers. From 2003 to 2007 he also served as an editor of the Dutch Yearbook *ICT en Samenleving (ICT and Society)*.

Some Articles and book chapters (English/German)

- Sonck, N., E. Kuiper and J. de Haan (2012). Digital skills in the context of media literacy. In: S. Livingstone, L. Haddon and A. Görzig, *Children, risk and safety online: Research and policy challenges in comparative perspective*. p.87-98. Bristol: Polity Press.
- Sonck, N., and J. de Haan (2012). How digital skills mediate between online risk and harm. *Journal of Children and Media (JOCAM)* special issue ISSN 1748-2798 DOI:10.1080/17482798.2012.739783
- Sonck, N., P. Nikken and J. de Haan (2012). Determinants of internet mediation: a comparison of the reports by parents and children. *Journal of Children and Media (JOCAM)* special issue ISSN 1748-2798 DOI:10.1080/17482798.2012.739806
- De Haan, J. and N. Sonck (2012). Digital skills in perspective; a critical reflection on research and policy, *Media Studies*, special issue on Critical insights in European media literacy research and policy, 3 (6), pp.125-138.
- Haan, J. de, E. Kuiper and R. Pijpers (2011). Young children and their digital skills in the Netherlands. *International Journal of media and cultural politics*, the commentaries section, Vol. 3, nr. 3, pp. 327-333. ics.leeds.ac.uk/mcp.
- Haan, J. de (2010). Late on the curve; causes and consequences of differences in digital skills. In: E. Ferro, Y.Kumar Dwivedi, J. Ramon Gil-Garcia & M.D. Williams (red.) *Handbook of research on overcoming digital divides: Constructing an equitable and competitive informa-*

- tion society (p. 292–308). Hershey, PA: Information Science Reference.
- Haan, J. de (2010). Massimizzare le opportunita e minimizarre i rischi di internet per i minori. In: *Comunicazioni sociali*, nr 3. p.333–343.
 - Verbeek, D.H.P. en J. de Haan (2010). Leisure activities in Dutch destinations. In: M. Goossen, B. Elands, en R. van Marwijk (red.) *Recreation, tourism and nature in a changing world. Proceedings of the fifth international conference on Monitoring and Management of Visitor flows in recreational and protected areas*, May 30-June 3, 2010, (p.273–276) Wageningen, the Netherlands.
 - Haan, J. de (2009). The Netherlands. In: Alan Finley (red.) *Global Information Society Watch 2009: access to information* (p 164–167). APC/HIVOS en IteM.
 - Haan, J. de (2009). Maximising opportunities and minimising risks for children online. In: S. Livingstone en L. Haddon (red.). *Kids Online; opportunities and risks for children* (p.187–198). Bristol: Polity Press.
 - Huysmans, F. en J. de Haan (2009). Ethnic minorities' newspaper, television and Internet use in the Netherlands. In R.P. Konig, P.W.M. Nelissen en F.J.M. Huysmans (red.), *Meaningful media: Communication research on the social construction of reality* (p. 274–295). Nijmegen: Tandem Felix.
 - Haan, J. de, and Iedeman, J. (2006). Models of access to the information society. *New Media & Society*, 7.

Location: Woudestein, L-Building, Room W-L3-81 (Map)

Department: Media & Communication

Postal Address: Erasmus University, W-L3-33

P.O. Box 1738, NL-3000 DR Rotterdam

Phone: +31 (0)10 408 91 15

Fax: +31 (0)10 408 91 35

E-mail: j.de.haan@scp.nl, j.dehaan@eshcc.eur.nl

Homepage: www.eshcc.eur.nl/dehaan, SCP-homepage

XVI. Dr. Gijs Huitsing (Rijksuniversiteit Groningen)

Expertise

Bullying and victimization, social network analysis, prosocial and antisocial behavior, peer relations, peer acceptance, rejection and popularity, group dynamics

“Targeting the group? A social network perspective on bullying”

Bullying in school classes can be seen as a group process. Besides bullies and victims, there are bystanders who can encourage bullies, ignore victims or intervene (e.g., defending). So far, little is known about underlying group dynamics in classrooms. This project examines the group processes of bullying using models for social network analysis. Research questions deal with (1) the network structure of bullying classrooms and its consequences for children's adjustment, (2) longitudinal issues of (a) selection and influence and (b) the effects of anti-bullying interventions on the social network structure of classrooms, and (3) the influence of teachers. Social network data for this project stem from Finland (KiVa Koulu) and Switzerland (Pathways to Victimization). The overarching aim of the project is to contribute to group-directed anti-bullying interventions, in cooperation with the Educational Service Center Groningen and the Youth Care Bureau. If group processes are recognized, anti-bullying interventions will probably be more successful.

This research contributes to the research line on Social Development of Adolescents.

The project is funded by the Netherlands Organization for Scientific Research (NWO; Top-talent grant 021.002.022).

Supervision

Prof. dr. D.R. (René) Veenstra
Dr. M.A.J. (Marijtje) van Duijn
Prof. dr. T.A.B. (Tom) Snijders

Special Projects

KiVa antipestprogramma – www.kivaschool.nl

KiVa is een succesvol antipestprogramma uit Finland en wordt nu ook in Nederland ingevoerd. KiVa is gebruiksvriendelijk, vernieuwend en als een van de beste antipestprogramma's getest.

KiVa in het kort

Contact information

Faculty of Behavioural and Social Sciences, Sociology, in particular Social Development – Sociology
Grote Kruisstraat 2/1
9712 TS Groningen
The Netherlands
Muntinggebouw
Grote Kruisstraat 2/1
9712 TS Groningen
Room: M.103 , +31 50 363 6197

XVII. Rosario Ortega

She is a Professor of Psychology in the University of Cordoba and Manager of LAECOVI.

Professor Rosario Ortega
Head of Psychology Department
University of Cordoba
Director of PhD program in "Applied Psychology"
Master on "Psychological Intervention and Investigation on Justice, Health and Social Welfare"
San Alberto Magno S/N, 14004 Cordoba, Spain
Tel: (+34)957 212601
Fax: (+34)957 212513
Mobile: (+34)618 579962
e-mail: ortegarui@uco.es

Professor of Psychology in the University of Cordoba, where she manages a research group focused on the study of violence in school and bullying, and their prevention and intervention by means of an educative model based on *convivencia* and the peaceful resolution of conflicts. Founder of the European Observatory of Violence in the School, she is also a member of the National Observatory of *convivencia* in School in Andalusia. She has led national and international research projects devoted to this issue.

Currently she is participating in different European projects on cyberbullying, such as COST ISO801 *Cyberbullying: coping with negative and enhancing positive uses of new technologies, in relationships in educational settings* and the project *CyberTraining – A research-based training manual on cyberbullying*, which it devoted to research on the nature of the phenomenon and the design of materials for the prevention and intervention against cyberbullying.

XVIII. Dr. Maialen Garmendia

UPV/EHU + EU Kids Online

Universidad del País vasco
Apartado 644
48.080 Bilbao
Spain
tel: +34 656 713 384
fax: +34 946 013 073
e-mail: maialen.garmendia@ehu.es

She is Manager of the Spanish team *EU Kids Online II*. Doctor of Sociology and Senior Lecturer in the department of Sociology in the *University of Basque Country – Euskal Herriko Unibertsitatea (UPV/EHU)*.

She holds a doctoral degree in Sociology. She is a Senior Lecturer in the Department of Sociology at the University of Basque Country – Euskal Herriko Unibertsitatea (UPV/EHU), where she teaches subjects related to research as a member of the Faculty of Social and Communicative Sciences. Her research activity has been focused on communicative technologies and issues related to gender.

Since 1997 she has been on the editorial board of ZER Revista de Estudios de Comunicación.

Her areas of expertise include Internet use, teenagers, gender differences, qualitative methods and quantitative methods. Collaborating with *Professor Carmelo Garitaonandia, Gemma Martínez y Miguel Angel Casado*, she also headed the Spanish team for the *EUKidsOnline II project (2009–2011)*.

Nine other industry and government experts asked to remain anonymous.

III.2. Findings:

Views of experts concerning digital risks, changes in cyberbullying, the current situation and future prevention

1. Cyberbullying in general

a. Changes in cyberbullying in recent years

One thing is very clear: awareness of and attention to the phenomenon of cyberbullying in all countries has increased progressively in recent years.

However, awareness of cyberbullying as an important phenomenon has differed from one country to another over time. Thus, for example, cyberbullying was recognized very late in Italy, although it was already recognized as a problem in other countries.

With respect to the prevalence of cyberbullying, there is no evidence of rising rates in the US and Great Britain. Prevalence figures have remained nearly the same over the years. In contrast, the Netherlands and Norway report increasing rates of cyberbullying, but not of bullying in general. Thus it appears that cyberbullying now plays a bigger part in bullying as a whole.

Experts from the US, Norway, Spain and Poland agree that one important change has taken place: More and more younger children are involved in cyberbullying, although children in middle school who have just entered puberty appear to be exposed to the highest risk.

Significant in Great Britain and Norway is the perceived increase in cyberbullying among adults. Thus cyberbullying is not confined exclusively to youth.

One reason for cyberbullying in general as well as for the involvement of younger victims/cyberbullies is the influence of mobile technological equipment, i.e. the development of new devices and tools such as smartphones/social networks (i.e. Facebook/WhatsApp) and their dissemination even in primary schools.

Moreover, cyberbullying in social networks, in particular, is seen as more cruel and harmful than traditional bullying due to their large audience and wide range of influence.

Furthermore, there are new “motives” to become a cyberbully, such as revenge. Consequently, victims often become bullies themselves.

A significant issue is the fact that mobile devices reduced the degree of control parents have over their children’s behavior. Cyberbullying is often not detected and remains a “hidden phenomenon” for parents and teachers. Consequently, parents often overreact due to their lack of knowledge and competence. But since such reactions are not very helpful, the gap between parents’ and children’s knowledge needs to be closed.

Another important indicator is the trend toward recognition of bad manners and some types of aggression as normal behavior. Thus we need to consider the acceptance of bad online norms and new moral standards online.

National characteristics and results

USA

Prevalence rates in the US have *remained essential unchanged* in recent years. Yet because children are introduced to Internet technology and smartphones at a *younger age*, the risk of becoming *victims* of cyberbullying may be rising for the younger age group.

“As technology changes, so too will the ways in which we express aggression towards each other” (Michele Ybarra).

Thus smartphones have *changed cyberbullying in way that are often difficult to distinguish*. New types of cyberbullying and different methods are now in use, such as identity theft and sending viruses.

Furthermore, the issue cyberbullying has gained more *attention*. Although some experts see a *risk of overgeneralization*, it is becoming increasingly clear that not all online aggression is cyberbullying.

“We need to focus more on behaviors”

Juliana Raskauskas

GREAT BRITAIN

Prevalence rates in GB did not change between 2010 and 2014. However, the prevalence of victimization has increased slightly but not significantly.

Cyberbullying devices have changed as well, especially the use of smartphones and tablets.

In Britain, cyberbullying occurs primarily via *social networks* where it seems to be more harmful.

Another noteworthy change is the increase in adult cyberbullying (especially trolls) and the intensity of what is promoted via the Internet (e.g. threats of death)

NORWAY

In Norway there seems to be an *increase in cyberbullying*, i.e. cyberbullying accounts for a larger share of bullying in total and also *starts earlier*. *Cyberbullying behavior* also plays an important role *among adults*.

“With mobile technology parents are even more at a distance.”

Prof. Jos de Haan

NETHERLANDS

Cyberbullying is an ongoing annoyance with hype cycles in specific forms of bullying. For example, “happy slapping” was a “hit” some time ago.

Equipment: New technologies have brought a shift from fixed to mobile platforms and a progressive trend towards visualization. Bullying with the aid of visual images is increasing.

As the use of smartphones and the Internet increases, the prevalence of cyberbullying increases as well (that is not to say that bullying in general increases as well).

Severe fights that used to take place in the “private” sphere during recess (“only” at school) can now be witnessed by a larger audience online.

Cyberbullying is a hidden phenomenon:

Increasing acceptance of cyberbullying by “victims” – bad manners are becoming the norm. Certain forms of bullying, such as name-calling, spreading rumors, shouting and insulting, are perceived by young people as normal behavior.

And whether behavior is perceived as bullying depends on the context. Situational aspects determine whether behavior is labeled as cyberbullying. Furthermore, we recognize different perceptions of what cyberbullying is between adults and victims/perpetrators. It may be true that awareness of cyberbullying is greater among youngsters.

SPAIN

The most significant changes are the development of new tools and devices – the widespread use of smartphones – and the involvement of primary school children (ages eight and above).

The prevalence of cyberbullying has grown along with the increasing use of mobile technologies such as smartphones and tablets. Experts see a decline in traditional bullying and an increase in cyberbullying.

Among teenagers it is very common to insult siblings using these technologies. Those offended very often seek revenge, and thus victims quite often become perpetrators.

The phenomenon is also constantly changing in responses to changes in media. First, it was perpetrated via SMS or e-mail, and later in social networks such as Facebook or Tuenti (Spanish Social Network). Nowadays, the most common applications used by adolescents are Instagram and WhatsApp. Each of them has different features which necessarily change the nature of the phenomenon.

But in Spain we are also noting increased attention on the part of adults (parents and teachers) to the cyber-activities of children and adolescents.

ITALY

Cyberbullying was just appearing in Italy at a time when it was already a widespread problem in other countries. We observe a spread of cyberbullying that correlates with the wider diffusion of smartphone and internet connections within the population, and especially among its youngest members.

Other phenomena which may or may not be included in the definition of cyberbullying appear to be on the rise as well, including especially sexting.

Unfortunately, we don't have first-hand longitudinal data. However, in our latest study (late 2013) we interviewed 1034 primary, middle and secondary school teachers and found that 50% had to deal with issues connected with improper use of ICT among students. The risk appears to be highest in middle school (ages 10 to 13 in Italy), and these data confirm our previous findings.

POLAND

In Poland we see more involvement of very young users in cyberbullying, as Internet use generally begins at a younger age than in earlier years. We also see increasing *involvement and awareness among adults* (teachers and parents), although adults often see the phenomenon of cyberbullying through the “*spectacles of high risks*” (Pyzalski). Thus parents often overreact, which is not helpful.

b. Key factors which contribute to the increase in cyberbullying

First of all, the broad availability of mobile devices, new tools and Apps (WhatsApp, Instagram, YouNow), the ease of use and widespread access to the Internet at a very young age are important factors which promote the increase of cyberbullying.

Moreover, the characteristics and circumstances of the cyberspace environment promote anonymity and support such psychological processes as disinhibition and de-individualization. These conditions also support the lack of empathy.

Furthermore, risk factors which facilitate cyberbullying include the lack of personal skills as they apply to conflict resolution and personnel stress management, impulse control problems, lack of awareness, moral disengagement and peer pressure.

Besides, time spent online and deficient mental well-being (e.g. low self-esteem, depressive feelings) increase the risk for victimization. Self-disclosure and inappropriate coping behavior also promote cyberbullying. Furthermore, experience with traditional bullying behavior enhances the risk of becoming a victim of cyberbullying as well. Thus bullying and cyberbullying are closely connected from the perspective of both perpetrators and victims.

Providers also play an important role. Many current sites indirectly promote abusive behavior via the ethos and culture promoted by their users. The acceptance of bad manners, aggression and cyberbullying encourages such behavior and also increases the number of observers who take part in cyberbullying, such as copycats or bystanders who see what is

going on but don't act to help. The lack of digital norms and moral standards for online behavior also promotes cyberbullying. Thus greater moral courage could help prevent the rise of cyberbullying.

On the whole we must recognize that cyberbullying is also deeply rooted in the culture of peers and society. And the more online life is accepted as an important part of our daily life, the more closely the online and offline worlds are connected and likely to influence each other as we learn online norms and behavior as well.

National characteristics and results

USA

In addition to *impulse control problems*, moral disengagement and *peer pressure*, the *narcissistic belief* that you can do anything you want online (Juliana Raskauskas) is another major risk factor. There has been considerable discussion in the US about the rise of narcissism among the younger generations and unwillingness of many young people to assume responsibility for their own behavior. Other key concerns include a *lack of empathy*, the *absence of conflict resolution and personal stress management skills*, inadequate instruction on *appropriate behavior* as well as *increasing anonymity, disinhibition and deindividuation* (Sameer Hinduja).

GREAT BRITAIN

Important factors include the increasing use of mobile devices, *such as smartphones and tablets*, and *social networks, disinhibition and the lack of acceptable norms* for online behavior. The latter have simply not emerged yet, which means that, at the moment, anything goes. It appears that current sites indirectly promote abusive behavior via their *ethos and culture*.

NORWAY

The increasing availability of advanced *devices and tools* contributes to the spread of cyberbullying. But the fact that children start using the Internet and smartphones at an *earlier age*, couples with the *anonymity* afforded by these channels also promote cyberbullying.

NETHERLANDS

First of all, new mobile devices makes cyberbullying easier, as in the case of smartphones.

Factors contributing to the risk of becoming a perpetrator include disinhibition and de-individuation in combination with a lack of empathy, physical anonymity and insufficient awareness. Moreover, previous traditional bullying experiences, time spent online, deficient mental well-being (e.g. low self-esteem/depressive feelings) increase the risk of victimization. Known factors contributing to the risk of becoming a victim are self-disclosure and inappropriate coping behavior.

Online and offline risk factors are also connected: Given that most cyber-victims are also victimized offline, the risk factors for online victimization and online bullying are likely to be quite similar to the risk factors for offline victimization and bullying. In keeping with this line of reasoning, it is also helpful to know that the KiVa anti-bullying program focused on the general group processes involved in bullying (and marginally in cyberbullying as well) resulted in the greatest reduction in digital forms of victimization (see Salmivalli, Kärnä, & Poskiparta 2011)

SPAIN

Technological progress enables such behavior, while *lack of empathy and physical anonymity* increase the number of observers who take part in harassment as well.

Relationships based on virtuality: The most important factor is the fact that technologies now offer some of the most important contexts for establishing and maintaining interpersonal relationships among young people. As their importance increases, the prevalence of cyberbullying rises as well.

ITALY

Along with the impact of the *online disinhibition effect*, experts in Italy regard cyberbullying as a phenomenon that is deeply rooted in the *general culture of the peer group*, which is in turn rooted in the culture of society itself.

When a cyberbullying act occurs in a group that strongly objects to such behavior, victims feel less threatened, receive support from friends and find it is easier to stop the bullying.

Reasons why cyberbullying has the worst impact:

- Prejudice are not addressed by school and family.
- The dialog between adults and youth is not open.
- The environment is highly competitive.
- ...

Cyberbullying appears to have the most severe impact. Cyberbullies often target girls with the accusation that they are “sluts,” and boys are accused of being “gay.” It is impossible to combat cyberbullying without addressing the issues about which children and adolescents are bullied at the same time.

POLAND

In the view of the Polish expert, the most important factors are the *widespread accessibility* of the Internet and a shift of many aspects of young people’s lives online.

c. Future considerations and the most important issues involved in implementing a successful cyberbullying prevention system

Many experts describe the wrong emphasis on awareness as an important issue.

The primary focus of prevention efforts has been on telling youth what's wrong, but not on conveying a grasp of the background and reasons why cyberbullying occurs or discussing such significant factors as peer pressure. Because cyberbullying is embedded in social processes that take place both online and offline, there is an urgent need for a better understanding of this relationship and the dynamics of bullying behavior in general, e.g. the mechanisms of provocation and escalation.

Thus children need to learn about bullying in general, including such aspects as group processes, participant roles, group pressure, the importance of status and popularity, and so on. Moreover, children have to learn how to behave online (i.e. to be wise social media users), just as they have to learn how to behave offline. They should be introduced to more alternative modes of behavior and made more keenly aware of their responsibility for their own behavior.

Furthermore, children need to acquire new skills, such as knowing what privacy means online, recognizing the possible consequences of overexposing themselves and demonstrating greater empathy. Experts from Spain emphasize the need for a holistic and ecological perspective as well as more emphasis on communication skills (impersonal communication through devices is ultimately communication between people!). The entire contents of training/prevention programs must be reviewed and complemented.

When we look at the victims, instruction on "best practice strategies" often does not show how they can develop the confidence to enact them. Many victims select wrong or unhelpful coping strategies. That must change. They need to know above all how to use technology to help themselves. They often avoid blocking someone out or changing their user names because they fear losing contact with friends. In short, children need to learn effective coping strategies.

All in all, we need a good balance between protection and learning how to better handle technology.

With respect to prevention programs in general, experts from the US, Great Britain and the Netherlands, in particular, argue that bullying and cyberbullying have to be considered together, which means that new concepts linking the two must be developed. Effective/evaluated prevention programs are lacking on the whole, say the experts from the Netherlands.

Furthermore, the entire school environment needs to be changed as well, to include new teacher training. Experts from Norway and Italy express the need for better school-home collaboration, i.e. schools and families working more closely together (one possible approach would involve more peer to parent education). Teachers and parents should know how to approach online issues and how to discuss them with children. Thus we need new strategies to help teachers and parents monitor Internet use in a way that is acceptable for young people.

Another significant issue is the need to consider the views and ideas/interpretations of youth when developing new prevention concepts. Young people have to be involved in the whole process. Only then will they be willing to accept and to commit themselves.

All experts agree on the need to start preventive measures at an early age – in primary school at the latest. But we shouldn't forget that cyberbullying is also a phenomenon that occurs among adults. So we need to focus more research on adult cyberbullying.

Furthermore, many experts point to the responsibility of the society as a whole – both on-line and offline. All stakeholders should be involved in intervention and prevention work. In other words, better collaboration and communication with all stakeholders, more effective use and dissemination of available knowledge as well as enhanced personnel and financial resources are needed.

On this note, we also have to think about how we can encourage bystanders who witness cyberbullying to offer help.

“Everybody can be an agent of change”

Prof. Hinduja, USA

This also includes improving visibility and the issue of ethical media competence. Many users think that the Internet is open to all kinds of behavior – including bad manners. We must put an end to the cultural acceptance of online aggression.

One question for the future will be how to balance protection against (mental) violence and the rights of freedom of information and privacy?

In the end, the role of industry/providers has to change: New filter systems designed to remove harmful content must be discussed. Online security must be improved on the whole (Spain and the Netherlands).

National characteristics and results

USA

One big problem in prevention work is the *emphasis on awareness*. A lot of programs focus on teaching youth about all the different ways they can cyberbully and show how cyberbullying can hurt people's feelings – yet research indicates that they know that already (which is ultimately why adolescents, in particular, use it). *The implication is that they don't know it's wrong and that telling them will discourage them from doing it. These approaches do not take into account the social pressure to participate, the obligation to take personal responsibility for one's own actions, or alternate behaviors.*

Young people are acquainted with “*best practice*” strategies for dealing with cyberbullying when it occurs, but such approaches *do not address the confidence of victims to enact them*. Telling them to confront a bully when they don't think they would be successful or the tactic would work does not solve the problem. More research is needed to explain *why cyber-victims choose different coping strategies*. For example, technological solutions such as blocking or changing user name are rated as the most effective ways to stop cyberbullying, but smaller percentages of victims use this strategy than other coping strategies. Is this because they don't know how to do these things (i.e. *lack the skill to use technology in this way*)? Is it because they are concerned about disrupting their ongoing social interactions by changing names? Or is the threat of severing the relationship with the aggressor greater than that of tolerating the bullying? Explaining the processes by which strategies are

selected is an important – and often overlooked – component of prevention/intervention programs.

On this point Prof. Sameer Hinduja emphasizes the need to encourage, equip and empower youth to be “agents of change.”

Two other issues must be considered with respect to prevention and intervention. The first is the need to remove objectionable content by means of *filter systems*, and the second is the need to place more emphasis on *college students and adults* in research, as the problem of cyberbullying is not confined to youth.

For Michele Ybarra, the biggest issue is the need to stop “*siloing*” *different types of bullying*. When we focus on cyberbullying as a separate phenomenon from bullying that occurs in other spaces and places, we miss opportunities to fully grasp the magnitude of the problem and to develop prevention programs that can address the problem of bullying holistically across multiple communication channels.

GREAT BRITAIN

There is an urgent need to take a *multiple stakeholder approach* in which the industry, users, *political parties, charities, etc.*, get together to develop a *coherent action plan* for reducing cyberbullying.

“The biggest challenge is to reduce the culture of acceptability (freedom of expression) that pervades the online world. This will be hard to crack as there is a deep rooted belief by some people that the Internet is a free-for-all.” (Prof. Iain Coyne)

Therefore, training in *ethical media competence and social self-efficacy* is essential.

Moreover, *integrated prevention/intervention* efforts with respect to *bullying and cyberbullying* should be developed.

More effective *communication and collaboration* are needed among different agencies/stakeholders involved in those activities in order to *effectively pool available knowledge as well as personnel and financial resources*.

NORWAY

The most important issues cited by the experts from Norway are the role of parents and increased school-home collaboration.

This also raises the question of whether schools are responsible for what happens outside school.

The Norwegian experts also see the need for more awareness of the fact that pupils/peers need to tell to grownups if they see something that is not acceptable (since grownups are not present to the same degree in the virtual space)

NETHERLANDS

One important issue is the *social embeddedness of bullying* – and the fact that it cannot be seen exclusively as a problem of our offline or online worlds. We need to understand how the *dynamics of bullying* provide clues for prevention.

Another problem is the *lack of visibility* of (cyber)bullying. Schools are often (legally) obligated to deal with bullying, including cyberbullying, but in the latter case, activities may very well *take place outside of schools*.

Moreover, only a *very small number of anti-bullying programs have proven to be effective* or at least satisfy some criteria of effectiveness. More work is needed here. It is also important to *determine the extent to which anti-bullying programs can also be used in cases of cyberbullying* (which may differ in certain ways from traditional bullying) or *bullying/cyberbullying (both often go together)*.

We also see problems with removing embarrassing, harmful or illegal information from the internet. Despite notice-and-takedown procedures in practice, it is still difficult, and often even impossible, to have information removed efficiently, swiftly or at all.

Important issues concerning knowledge, competence and online behavior.

1. Children need to *learn about bullying in general*, to include group processes, participant roles, group pressure, the importance of status and popularity, etc.
2. Children need to *learn how to behave online* (to be wise social media users), just as they have to learn how to behave offline.
3. *Teachers and parents should know how to approach online issues* and how to discuss them with children.
4. How do we gain *insights into the dynamics of cyberbullying*, e.g. the social network, the mechanisms of *provocation and escalation*, the *relationship to traditional bullying*?
5. How can we help teachers and parents monitor Internet use in a way that is *acceptable* for young people?
6. How can we *encourage bystanders* who witness cyberbullying to offer help?
7. How can we *advise victims*? How much advice do they want? *Effective “coping behavior”*
8. *Balancing protection against (mental) violence and the rights of freedom of information and privacy*

SPAIN

Privacy is a very important issue, as many young people tend to *overexpose* themselves online, which contributes to make them more vulnerable to inappropriate use of technologies.

Empathy is also a very important issue which should be dealt with at schools and among families also.

New skills: As in face-to-face bullying, prevention should be conducted from the ecological, communitarian and holistic perspective. No simple solutions are possible for these issues. Within this ecological perspective, we should pay special attention to increasing *empathy and improving emotional and communication skills*. (Relationships maintained

through electronic media seem impersonal, but there are always “real people” on the other side of the screen.)

There is also a need for *increased online security* and *teacher training*.

ITALY

Experts in Italy think that the main issues to be clarified are:

- When should young people be introduced to cyberbullying and online risk prevention? Prevention should start earlier than it’s happening now – possibly in primary school.
- Who should do it? How can schools and family work together to prevent cyberbullying?
- Which strategies are more effective? Should young people be protected by “walls” that keep danger away? Or should they be taught how to better handle technology?

POLAND

1. User privacy (protection against technical measures that scan the Web)
2. Overlap with traditional bullying.
3. Taking young people’s views and interpretations into account (rather than only the adult’s point of view)

2. Focus on your own country – current status

a. Current situation in each country regarding research on cyberbullying, political involvement, the dissemination of knowledge and prevention efforts

Awareness of the issue of cyberbullying has increased in nearly every country in recent years. Naturally, however, important differences in the approach to this phenomenon can be identified.

First of all, we recognize a strong tendency to focus on cyberbullying among children and adolescents. Research on adult or workplace cyberbullying is lacking in nearly all countries. Great Britain is the only country (besides Germany) in which first studies on this topic have been published (see Iain Coyne).

Some states in the US have an educational code, which means that schools can be held responsible for bullying/cyberbullying to the extent that it is connected with school. Some countries have enacted new laws and expanded their penal codes. We see similar developments in Great Britain, where new laws concerning online harassment, stalking and trolls have been passed (see the Communication Act of 2003 and the Protection from Harassment Act of 1997). A closer look at the school environment reveals some important changes. Schools in California schools are required to conduct X number of training units on cyberbullying, and there are also programs designed to enhance online safety and socio-emotional skills (see Hazelton).

But in many countries (such as the Netherlands), bullying is seen as the main focus of prevention efforts, which means that cyberbullying often is relegated to the fringes or viewed only as a secondary phenomenon. Although an evaluated intervention program called “Stop the bully now!” has been launched in the Netherlands, it is not ready for broad-based dissemination. It is currently suffering from “attrition,” according to Trijntje Völlink. In addition, government involvement in educational matters is often minimal.

In Poland, research on cyberbullying is also treated in combination with work on other issues and funded by grants from the *national Office of Drug prevention (2015) – a far-sighted policy, as we can assume a relationship between addiction and aggressive behavior or bad manners online*. Furthermore, the Ministry of Education pursues national policies devoted to cooperation between the police and schools (including police training programs for children).

A unique innovation in the Netherlands:

A new law passed by the Dutch parliament in 2015 states that schools are obligated to prevent and eliminate bullying. In order to do that, schools must make structural changes. They are required today to appoint an anti-bullying officer or coordinator (and a supporting group of teachers and students), and establish an effective program and a monitoring system for students with problems. The Ministry of Education also periodically inspects schools. There is only one remaining problematic issue: Schools can choose their own programs and are not required to use programs that have proven effective. This has to change!

Another unique innovation in Norway:

The government/Directorate of Education is designing an online module on coping behavior for teachers and schools

Many experts emphasize that one of the main problems is poor coordination between actors and stakeholders (GB). Attempts often remain isolated, and there is no collaboration in the areas of child protection and crime prevention (Spain). The Spanish government is trying to develop policies to cope with the issue of cyberbullying, but education policies are decentralized, and the lack of coordination makes action difficult. A very similar situation can be seen in Italy, where cooperation is very poor (but not because of the decentralization of communities). Everyone works primarily in isolation, and broad-based action is lacking.

Thus although awareness and the dissemination of knowledge about the phenomenon of cyberbullying is rising, many of the recommendations issued in some countries (such as the 2008 Byron Report in Great Britain), have not been implemented.

An innovative idea:

An important issue for future work will be to create links between universities and schools, so that research and practice are more closely related and knowledge can be shared more effectively. (so Prof. Ortega, Spain)

National characteristics and results

USA

Awareness appears to be increasing in the US, due in part to high-profile suicides. The President launched a government website that provides information about bullying and cyberbullying for children, parents and teachers (stopcyberbullying.gov) and disseminates relevant knowledge about best practices. According to the California Educational Code, schools can be held responsible for bullying/cyberbullying that is connected to school. A new law also imposes stricter penalties on people who use pictures and information to harm others by posting them online. (See sexting pictures.) *Schools in California are also required to offer X number of hours of training on cyberbullying.* There are also programs which can be used by schools (see Hazelton) to enhance online safety or build socio-emotional skills

Many organizations, pop singers and TV commercials – as well as Miss America – have also contributed to increased awareness in recent years.

GREAT BRITAIN

There is a lot of *interest in combatting the problem in Great Britain.*

A great deal of *research on cyberbullying is focused specifically on children and adolescents, whereas very little has been published on adult/workplace cyberbullying.* Goldsmith's research has certainly paved the way for others, but we really do not yet have a full understanding of why it goes on and what theoretical approaches can be used to explain it.

There is some concern about this at the *political level*, and several *new laws* have been enacted recently (including one on online stalking, for example). However, although there is a certain amount of pressure to act, other priorities take precedence at the moment. The Byron report (issued in 2008, I think) contained a number of recommendations, *some of which have been implemented, while others have not.*

Yet attempts often remain restricted to specific individual stakeholders (e.g., child protection, crime prevention agencies). Thus *more collaborative work could be beneficial.*

NORWAY

The government/Directorate of Education is currently designing an *online module for schools/teachers* for use in coping with cyberbullying in schools.

NETHERLANDS

Some experts from the Netherlands mentioned that cyberbullying is perceived as a form of bullying. *Thus less attention is payed to cyberbullying, while bullying in general has attracted considerable political attention.* Consequently, *little attention is paid specifically to cyberbully-*

ing in research. The University of Groningen is currently conducting a large-scale project on bullying in general.

An intervention program called “Stop the bully now!” has also been developed and evaluated, but it is not ready for broad-based dissemination. The Netherlands has suffered from attrition.

However, more and more grants are being made available for scientific research on bullying prevention programs and safe internet use. The dissemination of knowledge on safe internet (including cyberbullying) is increasing. But prevention efforts consist mainly of anti-bullying programs in schools.

Political involvement in educational matters very low. However, the Dutch Ministry of Education and the Children’s Ombudsman launched a plan to combat and prevent bullying, mainly in response to several tragic suicides related to bullying/victimization in recent years. Thus bullying has entered the sphere of national debate, as evidence by frequent reports in newspapers and on television.

But the situation has led to a policy statement by the Ministry of Education and the Children’s Ombudsman, which has resulted in turn in a law now pending in parliament.

Prevention by laws: A new law was passed by the parliament in 2015. The law states that schools have the obligation to prevent and eliminate bullying. In order to do so, they are required to appoint an “anti-bullying officer,” establish an effective program and monitor students with problems.

This will impose a heavier obligation (than they currently already have) to deal with (cyber) bullying on schools. They will have to assign an anti-bullying coordinator to act as a confidant to students, teachers, etc. The coordinator will be involved in developing and monitoring anti-bullying policy at the school, monitoring social safety at the school and establishing an anti-bullying program to prevent and address bullying that has proven empirically effective.

Moreover, the Educational Inspection Office of the Ministry of Education, which periodically inspects schools, will be required to actively monitor anti-bullying activities and social safety at schools. Thus schools are obliged to implement an anti-bullying program, although they are free to choose their own programs and are not required to use those that have already proven effective. See the research conducted by Sindy Sumter and the Cybersafety Research Group (<http://cyren-jeugd.nl/?sLang=en>).

SPAIN

Social concern with cyberbullying is quite widespread in Spain, but the lack of coordination among actors trying to prevent or cope with it is a major obstacle.

The Spanish government is trying to develop policies designed to deal with the issue, but as education policies are decentralized among the autonomous communities, the lack of coordination makes it difficult to take action.

Cyberbullying research is progressing rapidly, and now includes descriptive studies as well as intervention programs. It will be necessary to *continue with this line* of development and, above all, to *establish links between universities and schools*.

ITALY

At the moment, news media and the government are just beginning to focus attention on the risks of ICT, *but a broad-based, grass-roots effort has not yet emerged in Italy*.

Many small initiatives are being promoted, and many laws have been studied, proposed and discharged or forgotten.

A huge problem is the fact that *everybody is working mainly in isolation*. This means that even interesting initiatives have *less impact* than they could have, and *cooperation between of different areas* is lacking.

POLAND

Polish researchers have conducted numerous studies based on their own original theoretical frameworks (e.g. Pyżalski, 2010; 2012) and *taken part in international comparative research*.

Issues relating to cyberbullying have also been addressed in research on other issues (see EU Net – ADP (Internet abuse) (2013), grants from the National Office of Drug Prevention (2015) and the broad-based national assessment of school evaluation). Poland is also a participant in the *EU Kids Online Network*. This means that the diagnosis of the situation is in-depth and based on various new data obtained using different methodologies.

Prevention is managed on the basis of *national policies* (primarily by the Ministry of Education). At the practical level, a few *leading NGOs produce materials for different actors and offer training* (e.g. the Nobody's Children Foundation, NASK).

The *police also conduct training programs* for children and adolescents.

b. What is not working with respect to the prevention of cyberbullying?

One demand postulated by nearly all experts is that youth must be involved in the project phase, during which new concepts are developed. Theirs are the most important voices to which we should listen. Naturally, we also need better mechanisms to get parents and teachers engaged, especially because lack of competence leads to over-reaction, which is of no help in prevention. We should keep in mind that the situation in many schools is not easy and that many teachers are overstressed, realizing at the same time that this is also the result of non-existent training and coaching and a lack of competence. (Spain)

The level of cooperation among researchers is very unsatisfactory at the moment. One reason is excessive competition! Experts from the Netherlands made a special point of emphasizing this issue: Competition inhibits dissemination and progress.

With respect to the content of prevention programs, bullying and cyberbullying are still viewed as separate phenomena at the moment. Future concepts need to focus on them together – without ignoring the differences between them, such as the special online situation affecting victims and aggressors (anonymity, lack of empathy, etc.). We also need more evaluated prevention projects for both primary and secondary schools.

One important request is that bystanders be mobilized. Several early studies indicate that people who witness cyberbullying or are aware of it can play a very important role in helping victims develop new self-confidence and self-esteem following cyberbullying incidents. Often, very little engagement is necessary – small acts of kindness are often a very good beginning requiring relatively little effort (see Prof. Brad Bushman, University of Ohio).

Thus the factor of time plays an important role: People act too late! (Norway). We need to act in time. Victims searching for help need to report harmful incidents, and society – in the form of bystanders – needs to offer timely help in order to prevent the worst. The industry is particularly slow in taking action against cyberbullying (although some providers, such as Twitter, are banning and blocking certain users). This has to change.

In this context we need to consider new mechanisms that will enable us to reach victims quickly when they need help. (Buttons on every social media site?)

The experts from the Netherlands also emphasize that it is very difficult to get the target group to volunteer for tests of intervention programs. Thus researchers need more cooperation from schools.

Experts point out that campaigns against cyberbullying often fail to show solutions (Poland). It would be psychologically advantageous to convey a sense of the favorable aspects of technology and the positive possibilities offered by the Internet. This would lead the way in showing how to behave by focusing on positive impact and de-emphasizing negative role models, while offering options for better behavior.

Furthermore, the processes of prevention and elucidation do not include all stakeholders, as they focus primarily on the bullies and victims. All partners/actors should be involved, as well as the entire environment composed of schools, families, workplaces, providers and the industry.

We have to think about who should be addressed outside the school environment and involved in prevention/intervention concepts. Society as a whole should be addressed, both online and offline!

Finally, we should mention that the financial resources available for research and used by school in prevention programs are woefully inadequate (Spain).

We have to think about new funding concepts. Are providers and the industry a possibility?

“At some California schools, high school students are developing cyberbullying prevention programs for primary or intermediate schools.”

Julia Raskauskas

National characteristics and results

USA

Prevention programs do not include socio-cognitive factors. Many youth regard such “boxed” programs as unrealistic. Therefore youth need to be involved in the process of developing new prevention concepts. (Julia Raskauskas).

Many prevention programs do not include technology as a partial solution! Technology can be a tool in prevention, and can be used to solve problems through such mechanisms as online help and support groups. Finally, prevention needs to start with younger age groups!

Another problem is that many parents are not providing extended education to their children when they buy them new devices or provide them access to new technologies.

Inappropriate behavior on the part of educators and parents (freaking out, criminalizing or labeling problematic behaviors), leads to reduced trust and a greater sense of shame, which is why many victims avoid talking about their experiences.

We are also still too focused on the “cyber” aspect as opposed to the element of “bullying.” Aggression is aggression, regardless of whether it is communicated online or face to face. Understanding the underlying dynamics, while also acknowledging that there may be some critical differences that should be acknowledged in prevention programs, would appear to be a crucially important next step.

GREAT BRITAIN

There is a lack of *evaluated prevention projects*. Thus not much evidence-based work has been done. *We could learn from successful projects in other countries* (e.g. Germany and Austria: Medienhelden, ViSC)

The attempt to *approach cyberbullying apart from bullying* is equally unproductive. The two should be viewed together.

Another deficiency is the *failure to include all stakeholders in the process*. It is often focused exclusively on the victims/perpetrators, but all parties involved must be educated (*schools, parents, employers, the industry, etc.*). *The industry has been slow to account for cyberbullying* although there are indications that more consideration is now being given to the problem (e.g. see Twitter’s new approach to blocking and banning).

NORWAY

A big problem is that people/victims react too late. People need to action in a timely manner; action is needed as soon as the first episode occurs.

NETHERLANDS

There is a risk of *forgetting the more traditional forms of bullying*. They are not the focus of attention at the moment. But we know that there is a strong connection between bullying and cyberbullying and that they cannot be viewed separately.

The close relationship between cyberbullying and traditional bullying makes it difficult to develop an intervention program focused on cyberbullying alone.

It will be important for future prevention efforts to see the two forms together but also to *consider the characteristics of cyberbullying that distinguish it from traditional bullying due to the technical features offered by the Internet (persistence, scalability, searchability, anonymity, etc.)*.

Collaboration among researchers is also unsatisfactory; there is too much competition. Most researchers stand behind their own prevention program. And it is difficult to motivate the target group to volunteer for tests of intervention programs.

“On the whole, coordination efforts are lacking.”

Prof. Jos de Haan

Furthermore, we tend to *overestimate the phenomenon of cyberbullying and think that we can't do anything about it* because “it happens online – so we can't see it,” or “children know so much more about it than we do as adults; it's not possible to keep track of all developments.”

A huge problem is that *we are not able to reach the target population* at the exact moment in which they are in need of help.

There is also *a need to mobilize bystanders and explain how bystanders can help victims and how they actually promote cyberbullying with simple behaviors, such as doing nothing or applauding negative behavior.*

We also need to think about who should be addressed outside schools and involved in prevention/intervention concepts!

SPAIN

Educators and parents should be involved in efforts to prevent cyberbullying. Schools are setting for prevention, but teachers are overstressed.

On the one hand, the crisis has made the situation of teachers worse. On the other, many parents still think they know very little about technology and that digital education should be the responsibility of schools

Another important problem is the current *economic situation*. Teaching hours have been increased, funding for research is very scarce and many young researchers are unemployed (or migrating to different countries). Thus, although we have many initiatives for prevention, *not much can be done.*

ITALY

When it comes to what is not working, three key issues were mentioned most often by experts from Italy:

- Initiatives are too isolated; coordination is lacking.
- The student voice: Kids are insufficiently involved in the various project phases.
- Families and teachers are not involved

POLAND

A huge problem is that prevention programs don't involve the views of young people – and thus young people don't take them seriously. In addition, some campaigns against cyberbullying offer no solutions or suggestions for combating it, but focus instead on negative role models and examples of mean and hostile behavior. We should also avoid focusing exclusively on the dark side of the Internet. It is important to mention its positive effects in order to encourage young people to behave better.

c. Successful initiatives in support of prevention which have been currently implemented. Do you see any important changes?

On the whole, the increasing awareness of cyberbullying as an issue of concern for the global society in recent years must be regarded as a step in the right direction.

Yet it must be emphasized that major changes are not evident at the moment, as evaluated prevention concepts are lacking in nearly every country, and where they do exist, anti-bullying programs are focused primarily on traditional bullying (see the 13 programs in the Netherlands, which are being evaluated for effectiveness at the moment). Nevertheless, we can see a hugely successful campaign against bullying in one country: In Norway, every school has been required to establish a bullying prevention program since 2000 (see Dan Olweus), and that has also impacted on cyberbullying, which is now less prevalent there than in other countries. But prevention programs need new content: resilience factors, conflict resolution, socio-emotional skills, empathy, peer monitoring, school climate enhancement and social norming must be included in such programs.

Nearly every country has Websites for information, and some also have help lines that assist people in finding support. But that is not enough.

An innovative tool has been developed in the Netherlands: a reporting button for browsers. (Meldknop).

An important issue for the future is the need to determine whether concepts or intervention programs or help/support programs exist for workplace cyberbullying.

National characteristics and results

USA

Key aspects of any prevention program must be efforts to heighten awareness and educator training. But guidance in learning online preventive behavior is also lacking.

Finally, in some parts the US, attempts are being made to enhance resilience factors such as “conflict resolution, socio-emotional skills at a young age, to include empathy, peer monitoring, social norming and create cultures of kindness” (Hinduja)

Information Websites do exist (e.g., <http://www.stopbullying.gov/cyberbullying/>), but current programs that have been rigorously evaluated are lacking.

GREAT BRITAIN

Various agencies provide tools, support and information in aid of efforts to combat cyberbullying via their Websites (e.g. childnet, CEOP). *But nothing focused on the workplace is currently available.*

NORWAY

No cyberbullying prevention work has been carried out thus far in Norway except for the translation of the COST Report (Guidelines for the prevention of cyberbullying in school) into Norwegian. Since 2001, however, all schools are required to apply the anti-bullying program conceived by Dan Olweus – and successful efforts have been made to reduce bullying in general. Cyberbullying is not as prevalent in Norway as in other countries.

NETHERLANDS

In the Netherlands we see that *more attention is being paid to evidence-based intervention. Greater emphasis is being placed on funding for intervention development and evaluation as well as school climate monitoring.*

During the next several years, for example, research groups will be developing new elements of the *KiVa program* (Anti-bullying programs 2.0, VICI program conceived by René Veenstra). In addition, the *theoretically promising programs in the Netherlands (13 in all)* will be assessed in randomized, controlled trials to see if they are also empirically effective.

But it is *too early* to identify any changes.

Online help: Other initiatives include Pestweb.nl (Website where children can go to talk about being bullied, or children, parents and teachers, etc. can get advice on bullying).

A so-called reporting button for browsers has been developed: the “Meldknop” (<http://www.meldknop.nl/>), a button that can be installed on browsers and provides a quick way of reporting

problems, like bullying, encountered on the Internet. The “Meldknop” has been developed by the “Digiveilig, digivaardig” program, a platform for *cooperation among private and public partners on issues related to cyber-safety*.

SPAIN

Although several successful prevention programs have been implemented within the context of research projects, *too many actors* (administrative agencies, industry, NGOs) have set up Websites intended to provide the public with useful advice. This may result in an *information overload for society as a whole*.

No important changes have taken place, however.

ITALY

Although awareness is increasing in general, prevention concepts are lacking.

POLAND

1. Materials for teachers and young people of different ages, media campaigns – the Nobody’s Children Foundation (<http://dzieckowsieci.fdn.pl/kampanie-programu-dws>)
2. ROBUSD project – practical materials on bullying and cyberbullying (www.robusedproject.wsp.lodz.pl)
3. Numerous regional and local initiatives – including several under the umbrella of the government program Bezpieczna Szkoła (“Safe School”)

d. What can be done better?

The majority of experts identify the following issues as focal points of required changes:

- Early start of prevention programs – training in primary school
- Youth as researchers, developers and adopters: involving youth in the design and implementation of prevention/intervention programs
- Longitudinal research and evaluated prevention programs for all school types (primary and secondary), with new content, including aspects and background of cyberbullying
- An integrative, holistic approach across online/offline boundaries; both worlds must be considered together. Thus the different levels of social systems in which we are embedded as adults and children must be included.
- In general, new content of school subjects: Digital Education, Cyberpsychology
- Collaboration and cooperation among experts and between the research community and the education system (school). “Research and Practice” need to work together to support efforts (research/experts, the education system, police, parliament, etc.)
- Cooperation between schools! A sharing network!
- Government and the judicial system: Enacting policies and laws that provide for the prosecution of cyberbullying and give schools avenues for addressing the problem
- The role of providers/the industry: Developing technology to prevent and intervene in cyberbullying incidents and providing funding for research and prevention

National characteristics and results

USA

- Starting prevention training – “netizen” etiquette – in primary school
- Identifying ways to use technology to prevent and intervene in cyberbullying.
- Involving youth in the design and implementation of prevention/intervention programs
- Enacting policies and laws that provide for the prosecution of cyberbullying and give schools avenues for addressing the problem (Juliana Raskauskas)
- Longitudinal research: formal evaluation of more curricula, to include even assemblies and other efforts
- A focus on developing and rigorously testing bullying prevention programs that integrate cyberbullying components would be an improvement on the current state of affairs.

GREAT BRITAIN

Agencies should work together to pool their support efforts and initiate sound evaluations of the tools provided. A plethora of support offers that might confuse those seeking support should be avoided.

More integrative/holistic approaches across online/offline boundaries and different levels of the social system in which children are embedded (e.g. family, friends, schools, the wider local community, national policies) are needed.

NORWAY

More prevention efforts that take the issue of cyberbullying into account are needed.

NETHERLANDS

A long- term prevention plan based on evaluation and research: schools should work with anti-bullying intervention measures that are theoretically sound and empirically effective – and not, as is common in many Dutch schools, with ad hoc programs that are developed by well-meaning but unskilled school “advisors.” Parental involvement is needed.

Collaboration and networking between experts/researchers and field researchers should be improved.

SPAIN

Educational institutions should become more involved with “digital education” in its broadest sense.

“Coordination between schools should also be improved.”

Jos de Haan

Parents should also be more active regarding this issue. They should be aware that digital technologies play a very important role in their children's everyday lives and consequently assume they need to educate their children for the virtual environment as well.

There is also a need for closer links between *science and practice* (universities-schools) and more *funding*.

ITALY

- Less sensationalism
- More collaboration among involved parties (education system, police, parliament, etc.)
- More attention to what the research actually says
- Focus on younger children

POLAND

It would be very useful to link the *content of the program to research findings* more closely and to make use of *content created by young people*.

3. Looking ahead to the future

a. What measures are capable of stopping or reducing cyberbullying?

Nearly all experts agree that the approach to prevention has to change:

There is an urgent need for new content. Resilience and risk factors such as moral disengagement and deindividuation online play a very important role, and empathy, privacy, better problem-solving, the dynamics of peer pressure, self-efficacy in the use of coping strategies and empowerment impact on life skills and self-protection. Awareness of the consequences and dynamics of cyberbullying must be heightened. Special emphasis should be placed on increasing children's insights into the group dynamics of (cyber)bullying behavior, participants' roles and the importance of status and popularity. Another important aspect is the motivation of bystanders, who must learn how they can help.

Attention should also be given to ethical media competence, technological consequences for personality, behavior and emotions (cyberpsychology), reputation and image online. Thus social norms, online social skills and respectful behavior must be considered within the context of prevention efforts.

Prevention efforts should also focus on online and offline behavior. Peer relations in physical space should be seen in relation to peer relation online.

Innovative idea concerning help and therapy: We should consider new concepts, such as forms of "group therapy" for bullying/cyberbullying victims and aggressors.

Social role models: all of us should act as new role models, by behaving better, helping others immediately when needed and showing moral courage.

We also need to initiate prevention programs earlier with age-appropriate concepts, techniques and sensitization measures.

Thus we need to enhance the skills and expertise of teachers and actors involved in the prevention of cyberbullying (including parents and social workers).

In this context, research-evaluated programs are needed.

Furthermore, involvement should not be confined to schools but should also include other venues and organizations, such as sports clubs, youth social service providers, etc.

Legislation: Laws should be adapted to actual online circumstances and new online market situations (legal framework, international negotiations – the EU, etc.).

A last very innovative idea: We have to consider technical solutions that will enable us to think about our behavior before we send a message and exercise self-control.

Online communication makes us react too quickly and does not allow us to process the information. Perhaps some technical solutions here can help reduce the instant shoot-from-the-hip response.” (Prof. Iain Coyne)

National characteristics and results

USA

“Resilience factors and risk factors”

We need to learn about resilience factors and risk factors. They need to be discussed and involved in prevention efforts. Such factors include moral disengagement, deindividuation online, better problem-solving, peer pressure and self- efficacy in the use of coping strategies. (Juliana Raskauskas).

Thus new role models for online behavior need to be put in place: It must be clear that it is “completely uncool, inappropriate and lame to be mean, and cool to be kind” (Hinduja).

“Early start of prevention”

Prevention programs that start early (e.g., elementary school) and are comprehensive (i.e., target aggressive behavior generally, as opposed to specific types and modes) would have a positive impact in decreasing cyberbullying as well as other forms of aggression (e.g., face-to-face bullying, dating abuse).

“Moreover, we need to modify the perceived acceptability of cyberbullying behavior in the eyes of youth.”

Prof. Sameer Hinduja

“Also, I think online communication makes us react too quickly as does not allow us to process the information. Perhaps some technical solutions here can help reduce the instant shoot-from-the-hip response.”

Prof. Ian Coyne

GREAT BRITAIN

It will be important to provide training on *ethical media competence*, *social self-efficacy*, the *use of technology* and how to act/be safe online. Therefore we need:

Integrated prevention/intervention efforts of bullying and cyberbullying.

Support/training for teachers and parents.

Risk factors: Targeted efforts towards particularly vulnerable groups (e.g. low SES, discrimination against groups, those with psychological difficulties, etc.)

Whole school approaches; embedding of ethical (media) competence and ethical values within the culture of the school and the local environment.

NORWAY

People need to know what cyberbullying is and what its *consequences* are. Moreover, they should learn to take action as soon as they see something unacceptable. And we need to consider peer relations in *physical space in relation to peer relations online*.

NETHERLANDS

First of all, total prevention is not a realistic possibility. But many significant improvements can be made.

The most important objective is to heighten *awareness of the consequences and dynamics of cyberbullying*. This includes increasing *children's insights* into the *group dynamics* of (cyber-) bullying behavior.

Awareness of the effects of bullying among perpetrators should be improved. *This will also contribute to increased resilience among (potential) victims.*

Thus *knowledge* about bullying in general, such as group processes, participant roles, group pressure and the importance of status and popularity, should be disseminated.

Thus *attention to prevention in schools is important*. Prevention programs should focus on online dos and don'ts, *social norms*, *online social skills and respectful behavior* and encompass both *online and offline behavior*.

New types of therapy: forms of "group therapy" for bullying.

“Prevention of (cyber)bullying is ultimately about learning people to be respectful of each other (even when you don't like each other) and how to develop positive peer relations.”
(Prof. van der Hof)

Therefore, accurate, accessible and age-appropriate information on cyberbullying, specific risks (including those relating to ICTs) and empowerment in support of life skills and self-protection is needed.

Schools can play an important role here, but so can parents and other venues at which children socialize (e.g. sports clubs). See also general comment No. 13 by the UN Committee on Children's Rights, which offers very sensible suggestions in support of an approach to children's rights that takes into account a comprehensive (social, technical, legal) perspective and integrates various children's rights – http://www2.ohchr.org/english/bodies/crc/docs/CRC.C.GC.13_en.pdf

Accordingly, teachers and parents should have more input. In addition, people who are nearby when such incidents occur, i.e. "bystanders," also play a very important role in this process.

SPAIN

More research and intervention/prevention programs.

The very important issues of *privacy and empathy* are vital aspects of cyberbullying prevention efforts.

ITALY

We need a major change in our attitude towards reputation and image management. WE NEED MORE ROLE MODELS. WE should also CONSIDER the concept of privacy and improve the level of technological awareness and its consequences.

POLAND

- *Legislation* taking into account computer-mediated communication
- *Early education* (primary school children as well as adolescents)
- *Activation of bystanders* who witness hostile online acts

b. Who should be involved in cyberbullying prevention efforts and in what ways should they be involved?

The role of youth (student voice): Adolescents should act as young researchers and work directly with universities. Furthermore, they should learn how the peer group can activate group dynamics to help victims (bystanders). New studies from the US show that small acts of kindness are often sufficient to heighten victims' self-confidence (see Prof. Brad Bushman, Ohio State University).

The role of schools (the whole school approach): Changes in school structures and school climate, etc. are needed. Schools can also be a setting for parents' education based on new concepts, such as peer-to-parent education.

The role of new knowledge (cyberpsychology): How does the Internet influence us and our personalities, identities, ways of thinking, behavior and emotions?

The role of cooperation (new prevention structure and organization): Cooperation is needed among all stakeholders (researchers, charities, educational institutions, the technological industry, police investigators and cybercrime intervention teams, developers of new devices, etc.).

Role of the research-school network: Research institutes and schools should work together, developing and sharing concepts.

The role of society-at-large (responsibility inside and outside the Internet): Everybody should be aware of his/her responsibility to intervene, to help and to act as better role models

The role of Industry: Industry should develop new tools for online security and effective, immediate strategies for removing harmful or violent content. It should also offer an effective reporting system and hotlines providing individual psychological help.

The role of government: Government should enact policies for schools, establish a legal framework and system for the punishment of offenders, and establish *platforms for inter-agency collaboration* (see idea for NRW).

National characteristics and results

USA

Student Voice: Peer-to-peer education and research: Youth should be involved in designing and implementing prevention concepts.

Cyberpsychology: How does the Internet influence the way we feel, think and behave? Teaching more global skills and helping youth to generalize them online as well.

Peer-to-parent education: Parents need to take responsibility for their children and their behavior. They need to be better informed about how to help their children address and solve problems.

A legal system to punish offenders: Legislators should enact laws and policies that hold people responsible/accountable for their actions.

Everyone - the whole society, inside and outside of the Internet: Ideally, everyone would be involved: parents, teachers, mental health professionals, pediatricians, researchers and other professionals who work with youth. This would allow for a community-based approach in which youth can hear and have anti-bullying messages reinforced in all of the environments through which they navigate daily.

GREAT BRITAIN

Cyberbullying prevention requires the *commitment of a whole range of stakeholders: targets/perpetrators, parents/teachers, social workers, trainers and providers, organizational managers, professional bodies/charities, the technology industry, etc.* Researchers/scholars should develop evidence-based design and evaluation concepts.

Government can provide the policy/legal framework within which the other groups work and provide policies, guidelines and platforms for inter-agency collaboration.

Thus all stakeholders need to devise an appropriate *approach to online behavior supported by educational tools and technical solutions.*

NORWAY

The whole school approach in cooperation with school administrators at the local community level.

NETHERLANDS

Involvement of society-at-large: Intervention and prevention should not be confined exclusively to schools, however, although it is important that they have the knowledge and skills to address (cyber)bullying and work with parents and students/pupils to combat bullying problems.

Most importantly, everyone involved or in any way affected by cyberbullying should be involved in prevention efforts. These include *perpetrators, victims and bystanders from the target group, teachers and parents as monitors, researchers as well as developers and investigators.*

The *industry* (tech companies, social media, etc.) also needs to be involved in the development and implementation of intervention and prevention strategies, because cyberbullying takes place on their platforms. *Thus problems relating to notification and take-down should be eliminated* (such procedures could be more transparent, standardized, etc.). The reach of online safety organizations, hotlines, etc. (see earlier: Pestweb, Meldknop) must be broadened.

SPAIN

Researchers and all members of school communities (teachers, parents and students). Programs should be implemented by the *teachers with the help and support of the researchers. Providers of Internet services and society as a whole should be involved.*

Environment/society: Every adult involved in children's and young people's activities (*family, school, leisure, sports, etc.*) should play an *active role in preventing and coping* with these problematic behaviors.

ITALY

- *School is the best place to start a cyberbullying prevention program, because it where children interact (which means that, sooner or later, what happens online arrives in school).*
- *The peer group can become a fantastic tool for prevention.*
- *It is also a great starting point for a program of information for families, who should be more aware of the online life of their kids, at least until the digital divide that nowadays separate kids and grown-ups disappears.*
- *Student voice: Children should be more involved in program planning and implementation.*

POLAND

It is most important that *young people, teachers and parents* be involved in prevention efforts. In most cases, this “triangle” is sufficient to manage prevention and intervention in a way that is also effective in traditional bullying cases.

c. How can the industry (including hosts and providers) be part of a comprehensive solution?

First of all, the industry could play an important part in the field of online security (technological solutions such as detection software and improvements in privacy as it relates to personal data), online support, reporting systems that are easy to use and provide for immediate response. Also helpful would be *community-based*, automatic detection tools and *online coaching*. *All tools should be easily adaptable to change (e.g. when new Apps are introduced to the online market, such as YouNow, etc.).*

Filter systems to be used in removing hateful content and banning aggressors should heighten awareness of the harmful consequences of cyberbullying and *motivate bystanders* to act/help. *But we also have to consider ethical issues relating to automatic detection – such as freedom of opinion.*

New concepts to enhance self-awareness: addressing the aggressors with own behavior before acting

(<https://www.googleusercontent.com/projects/en/2014/f4b320cc1cedf92035dab51903bd95a846ae7de6869ac40c909525efe7c79db>)

Coping advice for victims would also be effective for victims: strategies for what to do as a kind of emergency plan.

Positive examples or hints on how to behave better should also be posted at social network sites.

Furthermore, tools should be adapted for individual skills (primary vs. secondary students).

Online support should also offer concrete, individual psychological help.

Software for an SOS button (like the one introduced by the New Zealand Online Safety Commission) could also be developed. When pressed, the button locks the computer until

parents or adults arrive to intervene. Also useful would be an SOS button for network sites which, when pressed, automatically initiates an incident recording and reporting process, makes copies and removes aggressors.

National characteristics and results

USA

The industry (including hosts and providers) should be part of a comprehensive solution, in which a distinctive *reporting system as well as online help, online coaching and or automatic cyberbullying detection features* would also be helpful. How this might look is not entirely clear at this time. To answer that question we must *rely on input from the current generation* of young people and those who know the best ways to reach them. This that is constantly changing, it will important to ensure that whatever solutions are developed are responsive and adaptable to *changing trends*.

Community-based reporting systems would be useful in support of automatic cyberbullying detection.

An SOS button/filter system to ban aggressors and copy messages automatically would be useful as well.

This question made me think of Hector – a program developed by the New Zealand Online Safety Commission to help protect young children from inappropriate material online. A cartoon watched by kids told them about online safety and how to use Hector, after which a parent downloaded the program and Hector (a dolphin) swam around in the edge of the screen while the child was online. Children who saw something upsetting or were contacted by someone they didn't know were instructed to click on Hector. Hector then did a fun dance on the screen and locked the computer until an adult could come and fix whatever the issue was. *Perhaps providers need to install some sort of built-in "SOS" button that people can click if they are being bullied, in order to have the messages recorded and the aggressor removed from the site?* (Juliana Raskauskas)

Another important point to consider is that those motivated to hurt others are likely to find ways to circumvent detection systems. Thus *providers* should make it *easier to report and respond to reports ASAP*. Mostly, however, it's all about education from a very early age about what is acceptable, what isn't and WHY.

GREAT BRITAIN

The *industry* should do something in terms of *technical solutions* (e.g. Twitter's new approach to this is evidence). More could be done, however.

"There needs to be a balance between too much restriction and ensuring that the positive side of online communication and the Internet are not inhibited." (Prof. Iain Coyne)

Automated approaches could be the way as they would reduce the need for individual monitors (which are simply not feasible), but such approaches would need to show that *they are sufficiently robust and do not produce high false positive rates*.

We need more *user-friendly support tools, reporting and parental control tools* that are accessible to *individuals of all skill levels*.

NORWAY

A distinctive reporting system and online help, a place pupils can seek help online, are needed.

NETHERLANDS

Filter systems to block harmful and hateful attacks. The industry should be *more active in removing embarrassing pictures/movies* and harmful messages or develop an automatic detection system.

The industry should also more active in *banning users* that do not behave appropriately online.

A reporting system would also be helpful, not only in preventing cyberbullying but also in *increasing awareness and strengthening social norms and online social skills*. The characteristics of such a system need to be carefully considered.

Alarm buttons might be a way forward. Simply adding a HELP button at social media sites would provide just-in-time help when a child is in need.

Online advice for coping (not really an industry task, however). An *automatic cyberbullying detection system* would be helpful, if possible.

SPAIN

Providers should help increase online security (i.e. by providing information on security settings and setting accounts securely by default). They should *act immediately* when inappropriate online behavior is reported.

The industry should provide *reporting, help and online coaching support*. Automatic cyberbullying *detection devices* should be developed by service providers.

ITALY

More effort should be invested in educating children, i.e. teaching them not to bully and how to cope if bullied, than in outside safety nets.

But of course an *abuse reporting system* has to be active, but it should be accompanied by *positive examples*.

Social networks and Websites should, for example, *stop peering so much into the private life of their users and teach children to value their privacy*.

New concepts: A clever project by a high school girl is a good example of cyberbullying prevention system. <https://www.googlesciencefair.com/projects/en/2014/f4b320cc1cedf-92035dab51903bdd95a846ae7de6869ac40c909525efe7c79db>

POLAND

Automatic detection is tempting but can raise a lot of ethical issues that should be considered. (Jazek Pyzalski is currently involved in a project on this subject with the Kitami Institute of Technology in Japan). The most promising solutions are *reporting systems* that are *easy to use* and effective.

d. How can government be involved in prevention?

Government involvement is regarded as critical in all countries. Some experts emphasize that politicians are not generally regarded as good role models, especially in view of their behavior in parliament, etc. Thus all political stakeholders are called upon to act as better role models.

The majority of experts attribute the most important influence to the national education system. Government should develop educational initiatives as action plans, establish a framework for schools and education content and require schools to engage in prevention work/programs devoted to creating new structures, such as support and monitoring teams and educational peer groups, etc.

In addition, some experts emphasize that the school curriculum needs to be changed. The introduction of ICT Education as a school subject (which would also include information about field of cyberpsychology) is seen as a very important issue for the future.

In this context, teacher training in general must change as well. Elements of cyberpsychology elements should be complemented (by emphasis on ICT and its importance to personality and group processes, etc.). The holistic approach to creative prevention efforts work would encompass both traditional bullying and cyberbullying (including coping approaches for each).

Government should increase funding for research at universities (and for cooperative projects with schools) and for school prevention activities.

Another issue is the need to heighten awareness through campaigns in cooperation with the industry and other NGO's (see the idea proposed by ARAG/the NRW Ministry of Schools and Education and YouTube/Google)

Government can also encourage the development of user-friendly tools for online security, counselling hotlines, reporting button systems and parental control.

Finally, experts see an important role for government in leading the way to new approaches in the field of law and legislation. A number of current laws are in urgent need of revision, as they no longer adequately reflect the new online situation and the online market, etc. The criminal code is also in need of improvement.

National characteristics and results

USA

Some experts don't really see any way for government to be involved. They focus on articulating a suitable *criminal code*, but it is not evident that criminalizing the behavior in question would be a positive approach to progress. *Supporting more educational initiatives*: Another possibility would be to mandate the kind of prevention programs schools are required to implement.

GREAT BRITAIN

There is no explicit consensus of opinion regarding government involvement in prevention. Some experts think that *politics should be kept out of the picture because it tends to have a counterproductive impact*. Prevention cannot be a political football to be kicked around by various parties to show how well they have done in this area. *British politicians do not set a good example in their dealings with each other in Parliament*.

On the other hand, some experts believe that government *should promote the development of user-friendly support, reporting and parental control tools that would be accessible to individuals of all skill levels*.

NORWAY

Government can be helpful in developing *action plans* at the local community level as a framework for what should be done at schools.

NETHERLANDS

Government should *support more opportunities to develop and assess prevention programs by demanding standardized research before and after the use of prevention programs in schools*. In addition, government should ...

1. ... play a role in *supporting and monitoring the establishment of policies and programs devoted to heightening awareness, empowering young people and preventing bullying* – in order to make *schools, parents and society as a whole aware* of the serious issue of bullying and its tremendous short-term and long-term consequences;

2. ... *change teacher training* and revise the curriculum for future teachers to include online social skills, principles of respectful and tolerant behavior and approaches to the prevention of (cyber)bullying;
3. ... make *funding* available for *researchers* and the development and assessment of innovative approaches to intervention;
4. ... make *funding available for schools*, thus enabling them to buy these innovative interventions.
5. The government also needs to ensure *that laws are up to date* in light of digital technologies in order to deal with harmful or extreme cases of physical or mental violence directed to children.
6. *(Stronger) regulation may be necessary if current laws and/or industry self-regulation do not adequately address the specific risks of digital technologies.*

SPAIN

The main task of government should be to *establish laws and means* for their enforcement. Thus government should implement rules and supervise prevention activities through the national education system.

ITALY

Politicians should be better role models and behave more appropriately. We have seen too many cases of politicians misbehaving and actually cyberbullying other users at social network sites.

Prevention programs should receive more official support, and ICT education should be included in national school curricula.

POLAND

Government is useful only in providing *organizational and financial support for professional initiatives* and preparing *legislation* that can be enforced in serious cases.

- e. What do you think are the six most important issues to consider when implementing an effective cyberbullying prevention system?**
- 1. New educational content in general:**
 - a. The psychological background of online behavior:** In the future, children will need to learn about the causes of poor decision-making, the role group processes play in cyberbullying and shitstorm behavior and the relevance of possibilities available to children to harm others via the Internet, etc. Furthermore, a holistic approach is needed. The Internet is not a one-way street. We also learn behavior and values online, which means that we need to discuss the relationship between our online and offline worlds.
 - b. New innovative, creative materials and approaches (e.g. video clips, online coaching, etc.) for use by and supervision of experts** should focus on strategies that show how to solve problems and conflicts, etc.

2. **Social and ethical values:** moral standards, moral courage. We need new “Internet norms” according to Iain Coyne. It is important to consider who will be reviewing and controlling progress: Society as a whole!
3. **Principles of an effective prevention concept:**
 - a. **New content of prevention programs:** Important are such issues as privacy, empathy, empowerment, socio-emotional skills, respectful behavior, knowledge about group dynamics on the Internet and factors that may escalate online disputes. Resilience factors should also be addressed.
 - b. **The need to start early:** Prevention concepts should start in primary schools and be easy to implement, proactive, adaptable to new situations, new developments and new Apps used by children, such as YouNow. Prevention should be more *research-based (evaluated)* and *age-appropriate*, and feedback from successful pilots programs to larger communities should be part of it
 - c. **Applying new approaches to prevention efforts:** Youth should be involved in all phases of development (What do we need in our school? Working with universities and integration of prevention into school structures and curricula). Thus the idea of a school-research network/platform seems wise. Projects can be developed by universities or research institutes in collaboration with schools and then tested and implemented directly in the school environment. Research should have a sustainable impact on youth and adults!
 - d. **New structures and organization in schools:** Therapy groups and helping angels should be established (see peer-to-peer help supervision by experts from outside school) as well as Monitor monitoring groups, peer-to-peer education, ongoing projects sustainable in all school types. The willingness and commitment of school staff are needed in this context. We all have one aim!
 - e. **Supporting vulnerable groups and empowering victims** both in school and online (learning useful coping strategies, also through online coaching, etc.)
 - f. **New teacher training content (see above)**
 - g. **Introduction of a new school subject needs to be discussed: “Cyberpsychology.”**
4. **Inter-agency collaboration: schools, researchers, government and industry, etc.** This can play an important role in efforts to obtain funding in keeping with the need to keep school costs low.
5. **Industry’s responsibility:** The industry must focus on online security, develop technical solutions (filter systems, including community-based systems), offer procedures for dealing with the impact of cyberbullying, heighten awareness of what can happen on platforms (pop-ups, short video clips, info buttons).
6. **Legislation:** The scope of the penal code should be expanded; current laws and regulations should be adapted to the needs of the online market/providers, etc.

National characteristics and results

USA

The psychological background of online behavior: It is important to address the different levels of social information processing – encoding, causal attributions, available responses, the selection of pro-social responses and feedback from those responses.

We should focus less on behaviors and more on thinking that leads to poor decision-making, either by the aggressor, who chooses to use technology in this way, or the victim, who selects ineffective coping strategies that encourage bullying to continue after the initial contact. (Juliana Raskauskas)

Principles of an effective prevention system: Prof. Hinduja argues that a successful cyberbullying prevention system must be:

- easy to use and implement
- scalable – to cover the newest Apps, sites, devices – whatever they may be
- relatable and relevant to all parties involved
- measurable, in order to identify whether it is working
- proactive and not reactive, and involve EDUCATION, awareness, and skills training
- positive and hopeful in its tone and message (Hinduja)

Program developers should:

- start from an evidence base;
- develop the program with ongoing feedback from the target audience;
- make sure that the program is developmentally appropriate (understanding that a program that works for 10-year-olds will look different from one that works for 16-year-olds);
- design the program to be sustainable and require only small changes to keep it relevant (e.g. if the entire program is focused on Facebook, then it becomes less relevant when other sites gain in popularity. If instead, the program talks about posting positive messages generally, it is more generally applicable to different network sites);
- evaluate the program rigorously before it is widely disseminated;
- ensure buy-in by key stakeholders (e.g. if you're going to implement a program at a school, make sure that it can be reasonably integrated into the school's culture and curriculum).

GREAT BRITAIN

Ensuring *education for individuals/parents* on appropriate online behavior and ways to keep safe.

Technical solutions to allow an instant fix even if this is a short-term option

Address ethical values: A real sense of Internet norms to develop (I think this is a nirvana which will not be achieved)

The industry should realize the impact on their bottom-line and corporate social responsibility of cyberbullying. For example, some high-profile people have recently left Twitter because of the abuse. This is not good news for the Twitter brand.

A whole-stakeholder approach to the prevention of cyberbullying.

- A holistic/integrative approach
- Inter-agency collaboration
- Evidence-based tools, evaluation of practice
- Support for particularly vulnerable groups
- Facilitating government policies and support

NORWAY

1. Increased awareness of what cyberbullying is
2. Cyberbullying *should not be viewed as a separate thing*, but must be seen in relation to what is happening in the physical world – *focus on norms* (what one is not allowed to say offline should not be said/written online, either)
3. Parents' awareness of what it is happening online and their importance as *role models*
4. Increased *self-confidence* among pupils enabling them to tell their peers that their behavior is inappropriate (when something bad happens)
5. Collective responsibility among grown-ups at school
6. These issues must also be addressed in *teacher education*

NETHERLANDS

1. *Willingness of the school team to implement the program/intervention*. Support by the principal
2. *Concrete and practical materials for use under supervision of experts*. Materials that *focus on prevention as well as a good plan for dealing with bullying when it occurs* (curation).
3. *Establishing therapy groups or "helping angels" within existing structures such as schools/therapy*; integration with other interventions in support of school safety
4. *Whole behavior approach*: focus not only on cyberbullying, but on the *group-related processes* as well
5. *The student voice*: making use of children's knowledge; they know best what is going on online!
6. *Ease of accessibility for private use*
7. *Low cost and time for users of the intervention*
8. *Include many actors* (teachers, parents, peers, youth professionals, etc.)
9. Better coordination of efforts, based on *timely information from research*
10. Learning from *experience and organizing feedback from successful pilots to larger communities*
11. Developing *life skills focused on being respectful of each other and developing positive peer relations*; extra attention may be *needed for vulnerable children* (e.g. children who are less self-confident, have been victimized themselves, are less skillful in maintaining social relations, etc.). More attention to *online behavioral rules/explaining how and why a joke can easily escalate into cyberbullying*
12. Ensuring that *programs can be developed and are in place to effectively deal with (cyber) bullying* in places where children socialize (also being aware that some anti-bullying programs might actually be not only ineffective but harmful as well). *Developing an evidence-based, accessible data base of effective interventions for schools/parents*.
13. Ensuring that *laws are up to date*, so that severe cases can be adequately dealt with
14. Ensuring that the *industry assumes responsibility for heightening awareness* of what happens or can happen on their platforms and how problems can be prevented, and *offers adequate procedures to deal with the impact of cyberbullying*
15. *Supporting child-safety initiatives and organizations that specialize in online risks for children and teens, including cyberbullying*
16. *Funding research on (cyber)bullying* in order to keep up with new developments and gain more *insight into the long-term impact of cyberbullying on children and teens*

SPAIN

The following are the six most important issues to be considered in combatting cyberbullying and digital risks as identified by Spanish experts:

1. *Research* (evidence-based programs)
2. *The ecological perspective: such issues as privacy, empathy and empowerment should be discussed.*
3. The involvement and commitment of *societies and schools*
4. *Funding*
5. *Online security measures*
6. *Education: competencies of teachers, students and parents* (training on cyberbullying)

ITALY

1. *Digital ethics/moral issues: the need to address technical AND ethical issues*
2. Students, teachers and families should be involved.
3. Programs must start early (*primary school*).
4. *The student voice: involvement – attention to children and adolescents* (What do they think? What do they want?)
5. *Ongoing projects should be open-ended* (not restricted to single lessons but something that can come up again and again).

POLAND

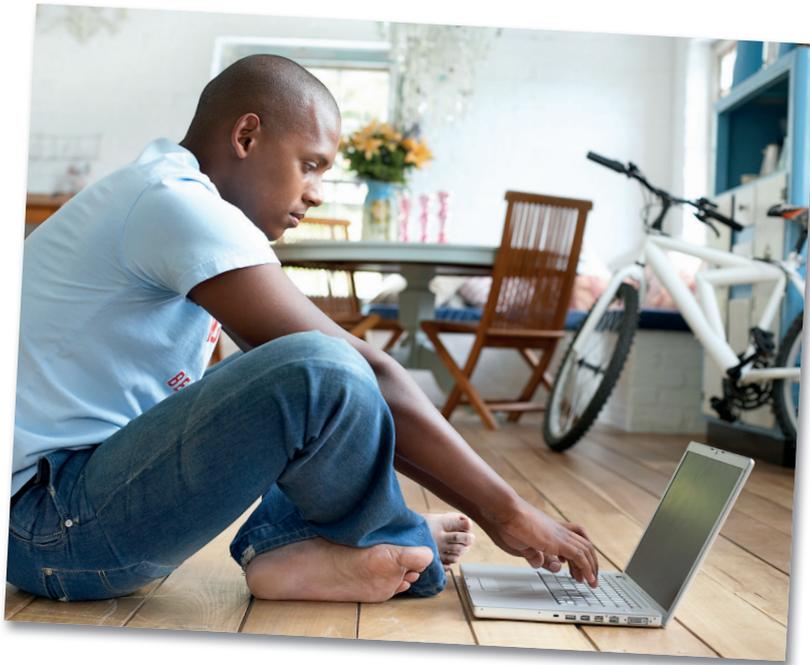
1. Involvement of *young people* in designing the system
2. Actions focused on all *directly involved parties* (bullies, bystanders, victims)
3. *Practical approach* (based on everyday experiences)
4. Long-term *funding*
5. *Prevention programs should be more clearly based on research results*
6. Involvement of *parents and teachers*.

As we have seen in this part of our research, cyberbullying is the primary focus of attention in a number of studies concerning the nature of cyberbullying among children and adolescents in all seven countries (see Patchin & Hinduja, 2006; Smith, Mahdavi, Carvalho et al., 2008; Ybarra & Mitchell, 2004, etc.).

Studies concerning cyberbullying in the “adult world” (known as “business cyberbullying”) are quite scarce.

Furthermore, the findings for the different countries, especially those regarding the current status of prevention efforts, are not at all consistent, but instead reveal specific cultural idiosyncrasies. The following section, the Online Study, provides further insights into these first impressions.

IV. Digital Risks Survey Part Two – Quantitative **Online Study**



IV.1. Method and sample

The second phase of this survey involved the Online Study. 100 experts from education and research sectors, the IT Industry and government were invited via e-mail to participate in the study between November 2015 and February 2016. We contacted experts in the US, Spain, the Netherlands, Norway, Italy, Poland and Great Britain who are closely involved in research or prevention initiatives, experts in IT-Development as well as representatives of non-profit organizations and politicians who are familiar with the phenomenon of cyberbullying. We were guided in our choice of experts by two research reports: "Global Research Summary Cyberbullying in the USA, Netherlands, Spain and Norway – Recent Research, Experts and Activities for Prevention" and "Global Research Summary Cyberbullying in Italy, Great Britain, Poland – Recent Research, Experts and Activities for Prevention."

The online questionnaire comprises three major sections:

1. Cyberbullying in general: important issues and challenges, changes in cyberbullying, important risk factors for bullying behavior, issues that promote the increase of cyberbullying
2. The current situation in different countries regarding cyberbullying research, political involvement, the dissemination of knowledge and prevention efforts and what is now working with respect to prevention
3. A look ahead to the future and the most important issues to be considered in implementing an effective cyberbullying prevention system: What can stop or help reduce cyberbullying? Who should be involved in cyberbullying prevention efforts, and how should they be involved (including the industry as part of a comprehensive solution)?

The questions were constructed mainly as items to be answered on a five-point scale: Totally agree, Agree, Partially agree, Hardly agree, Do not agree. We also included the questions "What do you think are important topics to be considered in creating an effective cyberbullying prevention system?" and "What can stop or help reduce cyberbullying? Please answer with 6 keywords".

We invited the following experts, among others:

- Prof. Dan Olweus (NO), University of Bergen, (Olweus Prevention)
- Oystein Samnoen (NO), kids and media
- Tom Thoresen, Director General, Norwegian Media Authority
- Prof. Sigrun Erstevag, University of Stavanger
- Dr Petter Bae Brandtzaeg, SINTEF and Department of Media and Communication, University of Oslo (NO)
- Christian Helleven (NO), vice president National Parents committee for primary and secondary education Norway and eparents (Austria)
- Maurice Mittelmark (NO), Research Center for Health Promotion (HEMIL), University of Bergen
- Prof. Rosario Ortega (Spain), University of Cordoba, COST Action ISO801 Cyberbullying
- Prof. Rosario del Rey (Spain), University of Seville, COST Action ISO801 Cyberbullying
- Dr. Maialen Garmendia (Spain), EU Kids Online II, University Bilbao
- Prof. Carmela Garitaonandia (Spain), University of the Basque Country, Member EU Kids Spain

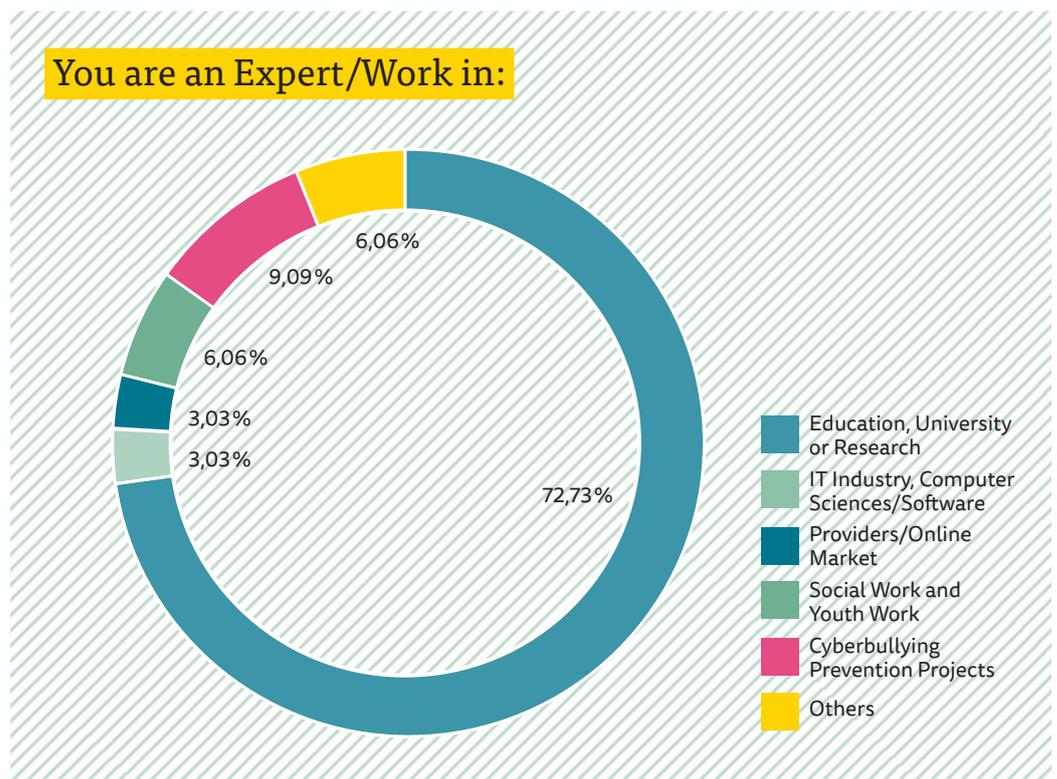
- Prof. Dr. Virginia Sanchez Jimenez, University of Seville
 - Jorge Flores, Founder Pantallas Amigas
 - Prof. Sofia Buelga (Spain), University of Valencia
 - Prof. Joaquin Mora-Merchan, University of Seville
-
- Prof. Jacek Pyzalski, University of Lodz, Cost Action ISO801 Cyberbullying
 - Professor Bassam Aouil, University in Bydgoszcz, Cost Action ISO801 Cyberbullying
 - Dr. Ryszarda Czerniachowska, University of Lodz, Faculty of Educational Sciences, Department of Social Pedagogy
 - Prof. Dr. Leslaw Pytko, INSTITUTE OF SOCIAL PREVENTION AND RESOCIALISATION FACULTY OF APPLIED SOCIAL SCIENCES AND RESOCIALISATION, University of Warsaw
 - Dr. LUCYNA KIRWIL, Institute for Social Studies and the Department of Applied Social Sciences and Socialization, Warsaw University Ikirwil
 - Julia Gursztyn, nask poland
 - Prof. Barbara Giza (PL), University of Warsaw
-
- Prof. Peter Smith Professor in Psychology and director of “Unit for School and Family Studies” at Goldsmiths College (University of London). Founder COST Action ISO801, Team leader of the English team in the DAPHNE project.
 - Prof. Robert Slonje Goldsmiths, University of London, UK
 - Prof. Claire Monks (GB), University of Greenwich, UK Department of Psychology and Counselling, University of Greenwich, London, SE9 2UG, UK
 - Professor Helen Cowie, University of Surrey
 - Alison Preston, Ofcom.uk
 - John Carr (GB), Secretary of the UK Children’s Charities’ Coalition on Internet Safety (CHIS), comprising all the major professional child welfare organizations in Great Britain. He is an Executive Board Member of the European NGO Alliance for Child Safety Online (eNACSO) and on the Advisory Council of FOSI.
 - Will Gardner, Chief Executive Officer, Childnet International GB)
-
- Prof. Maria Luisa Genta (IT), Universita Bologna, Coordinator of National Cyberbullying Project, granted by DAPHNE II.
 - Prof. Antonella Brighi (IT), MC Member Italy Cost Action ISO 801 Cyberbullying, Universita Bologna
 - Prof. Piermarco Aroldi (IT), Universita Milan, Director of Osscom, academic center for media & communication
 - Dr. Luigi Bonetti (IT), Universita Bologna,
 - Dr. Giovanna Mascheroni (IT), Universita del Sacro Cuore Milan and EU kids Online, national contact since 2007
-
- Remco Pijpers (NL), Stiftung Kennisnet/Mijn Kind Online
 - Maaïke Pekelharing (NL), director helpline Meldpunt and Kinderporno
 - Prof. Franciska de Jong (NL), University of Twente Human media Interaction Group
 - Prof. Patti Valkenburg, Amsterdam School of Communication Research
 - Ingen Housz, Ministry Education
 - Laura Mol (NL), Pestweb
 - Drs. Hein de Graaf (NL), ECP-EPN
 - Dr. Mireille Gemmekke (NL), Netherlands Youth Institute
 - Prof. Jessica Piotrowski (NL), Center Research for Children, Adolescents and the Media

- Prof. David Finkelhor (US), Director Crimes Against Children Research Center, Prof. of Sociology, New Hampshire
- Prof. Justin Patchin (US), Professor of Criminal Justice Department of Political Science, Wisconsin, and founder of www.cyberbullying.us
- Prof. Dr. Susan Limber (US), Director of the Center on Youth Participation and Human Rights, Clemson University
- Prof. Catherine Bradshaw(US), Deputy Director Johns Hopkins Center for the Prevention of Youth Violence
- Nancy Willard (US), Director of Embrace Civility in the Digital Age
- Dr. Amanda Lenhart (US), PEW Internet & American Life Project
- Prof. Janis Wolak (US), Crime Against Children Research Center, New Hampshire
- Arne Duncan(US), US Secretary of Education

All in all, more than 40% invited experts (N=36) answered the Online Questionnaire.

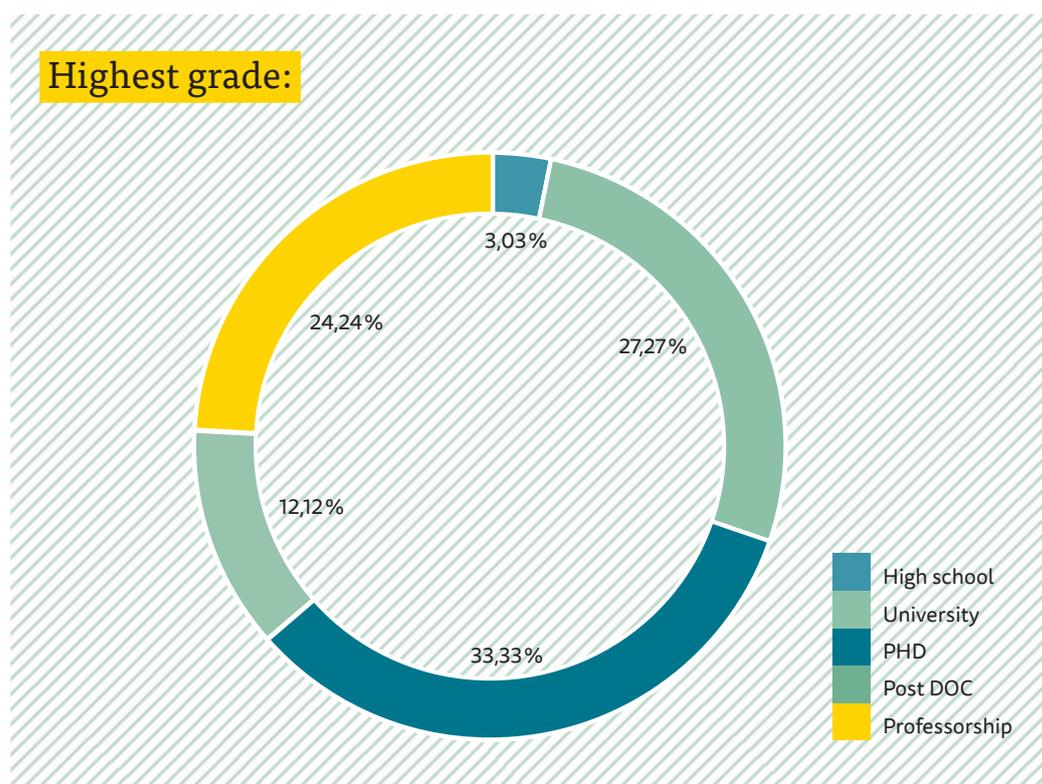
We are very happy to note that such well-known experts from every country as John Carr (GB), Secretary of the UK Children’s Charities’ Coalition on Internet Safety (CHIS); Will Gardner (GB), Chief Executive Office, Childnet International; Oystein Samnoen (Norway), Director,kids and media; Maaik Pekelharing (NL), Kinderporno; Prof. Rosario Ortega (Spain), Cost Action ISO801 Cyberbullying; Prof. Joaquin Mora, University of Seville; Prof. Prof. Barbara Giza (PL); Dr. Giovanna Mascheroni (IT), EU kids Online; Julia Gursztyn (PL), nask Poland; and Dr. Julia Barlińska, University of Warsaw, participated in our study.

In our sample, 75% of respondents are women, 25% are men; 22% are single, 72% married and 6% divorced. Only half of those in the sample disclosed their age. The experts who did so are between 28 and 54 years old; 75% of them are younger than 46 years of age.

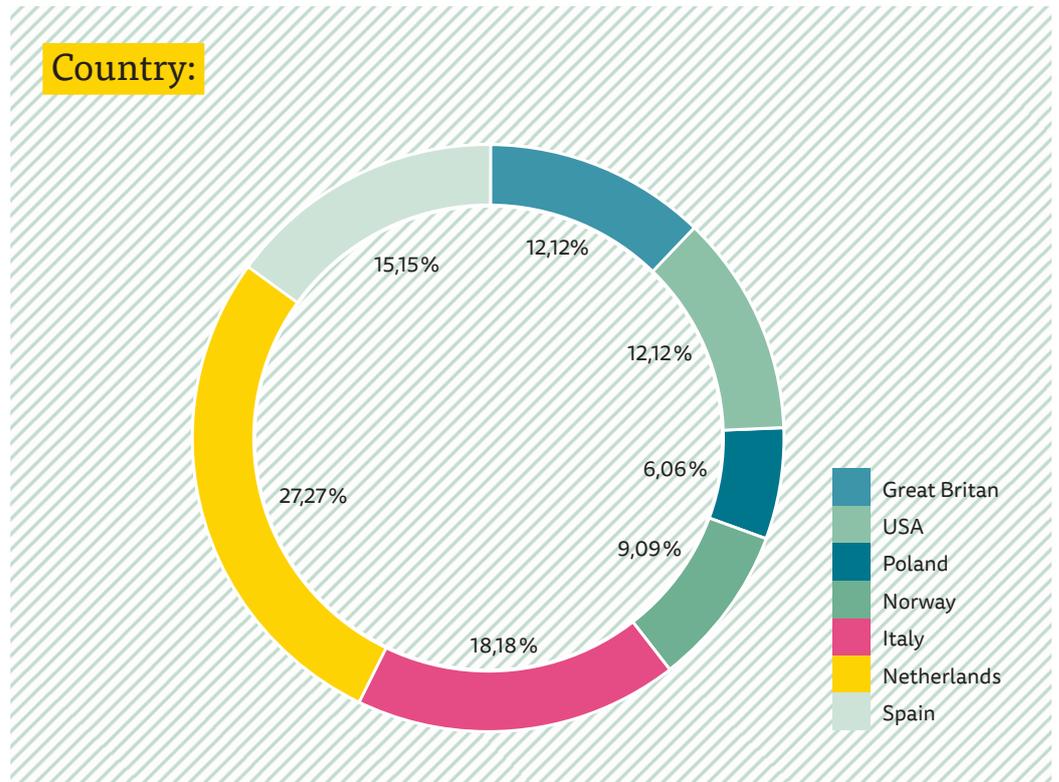


The majority (72%) work in education and research, 10% in cyberbullying prevention projects, 6% in the field of social and youth work, and 3% are employed by providers, in the online market, the IT industry, the software industry or the computer science sector.

Of all experts, the majority work in the public sector (63%) (universities, government agencies, etc.). 25% work in the not-for-profit sector and 12% in the private sector. Nearly 70% of all respondents have at least a Ph.D. 24% have professorial appointments. 3% have only a high school diploma.



The largest number of those who answered the online questionnaire are from the Netherlands (27%), followed by Italy (18%), Spain (15%), Great Britain (12%) and the USA (12%), Norway (9%) and Poland (6%).



Asked about the length of their familiarity with the phenomenon of cyberbullying, only 25% of respondents noted that their first contact with this phenomenon was after 2008. As we can see, the majority have many years of experience with cyberbullying in general – 7% since 2000.

IV.2. Results:

Experts' views concerning digital risks and changes in cyberbullying, the current situation and future prevention

1. Cyberbullying in general

a. What do you see as important issues and challenges concerning cyberbullying in general?

The phenomenon of cyberbullying was first identified over a decade ago. Yet prevention efforts have changed very little since then. Furthermore, the Internet world has changed completely – and the dissemination of and access to technology has increased significantly.

Thus we need to discuss important challenges concerning cyberbullying in general.

One important challenge identified by the majority of the experts is the fact that cyberbullying is increasing due to the implementation of new possibilities to cyberbully others: i.e. the widespread dissemination of smartphones, tablets, WiFi, social networks such as Facebook, Myspace, Sharing and communication tools such as Instagram, WhatsApp and so on (39.2% agree/totally agree, and one-third of all experts at least partially, totaling 72% in all).

The second important issue is the huge gap between the media awareness of cyberbullying (i.e. reporting of suicides or research findings), which in some countries is very high, and the actual status of implemented prevention measures, the level of which is rather low in most countries (45% agree/totally agree, and 33% partially agree).

Another alarming trend is the declining average age of cyberbullies and victims. Only 6.5% of the experts surveyed did not agree at all with this statement. One important reason for this trend is the spread of wireless Internet technology. In some countries, nearly 95% of all children under the age of 18 have a smartphone¹.

We also face the psychological consequences of cyberbullying, especially for very young victims, which are often more harmful than those of traditional bullying (e.g. fear, depression, increasing suicide rates).

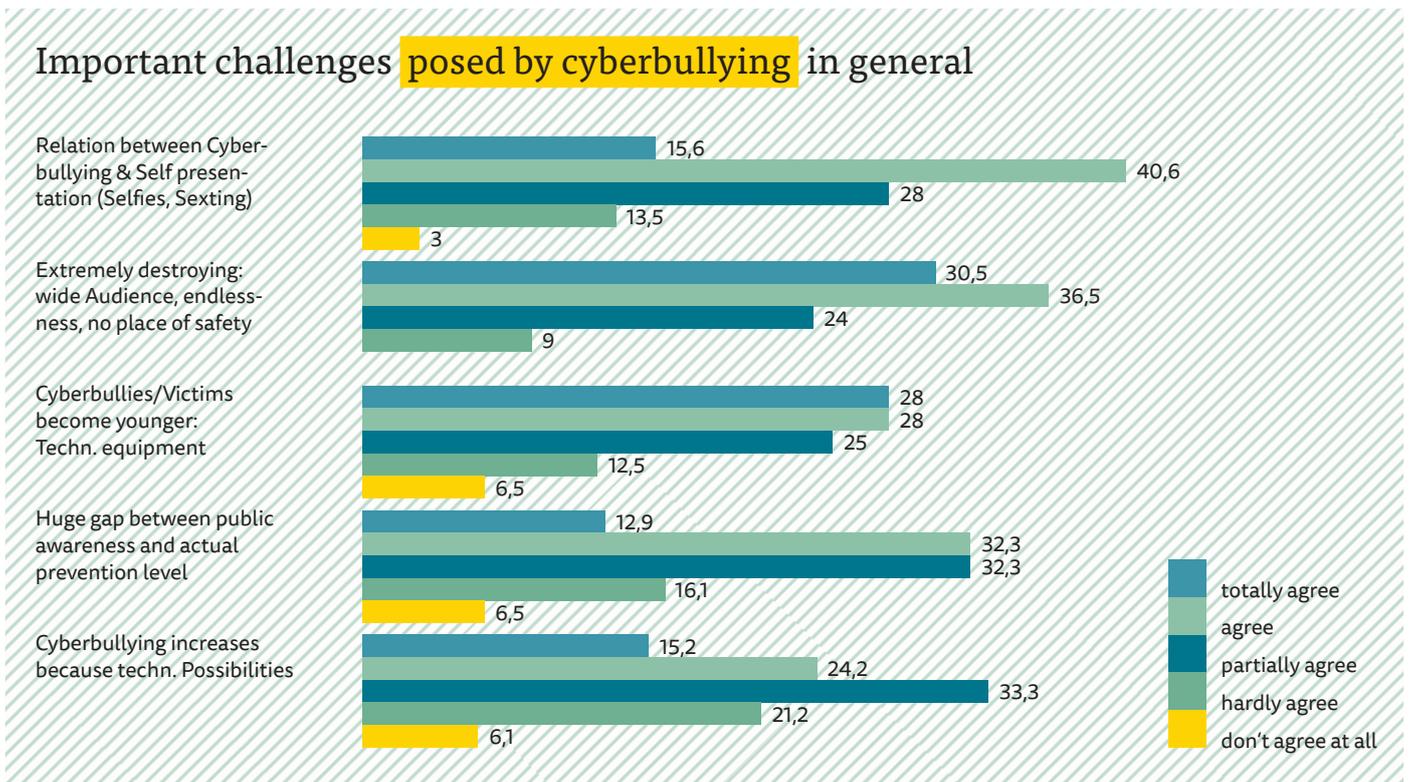
Three reasons why cyberbullying is extremely destroying are 1. the wide audience (thousands of people can see embarrassing acts); 2. permanence (nothing can really be deleted); and 3. the fact that victims no longer have a safe refuge (cyberbullying also happens at home and in children's rooms) (67% agree/totally agree, and 24% partially agree).

A rather new challenge is reflected in the relationship between cyberbullying and "new" forms of online self-representation, such as posting selfies or sexting (nearly 84% agree, very few agree partially, and only don't agree or hardly agree). Today, one's own behavior may

¹ For Germany see JIM 2015

prompt others to act as cyberbullies. Therefore, we need to include new online trends and youth behavior in the discussion of future approaches to the prevention of cyberbullying.

It is interesting to note that we identified differences in responses depending on the level of education ($F=4, 121, p=.010$). People who have a high school education only see a much closer correlation between self-representation and cyberbullying risks than people with university degrees (high school = agree; university degrees = partially agree). The degree of agreement increases again within the university environment itself, as experts with Ph.D degrees and professorships a stronger correlation. One reason may be that experts at universities are confronted directly with such new issues and possible causes and are thus more aware of the problem. The high level of agreement by people with high school educations may be the result of their day-to-day work: Those involved in social work are confronted with such behaviors as sexting every day.



We also need to discuss new standards of online behavior in general. Online aggression is becoming increasingly acceptable. It appears that new forms of aggression in the Internet, such as cyberbullying, hate-mongering or shitstorm behavior have become more and more common in recent years (62.5% agree/totally agree, while only 18% have doubts about this statement). In this context, the majority of experts confirm that it is quite alarming that “having fun” or “being bored” are cited increasingly by cyberbullies as reasons for cyberbullying (no one denied this).

Moreover, it appears that many adolescents use the Internet to test their own behavior, i.e. their ability to be “bad” or harmful or to hurt others and therefore become cyberbullies. In this context we need to discuss the increasing number of online copycats: When cyberbullies are observed and rewarded with many likes or followers, others want to attract such

admiration and “fame” themselves. Thus cyberbullies become role models. More as one-third of all experts consider this a very important issue.

We must also note that adults are increasingly involved in cyberbullying, namely at their workplaces in what is now referred to as “business cyberbullying” (nearly 55% agreed and 40% agreed partially). Although this is a relatively new phenomenon, the present study confirms the findings of other research from the UK², the US³, Hong Kong and Germany⁴ which document the increasing involvement of adults cyberbullying. A study done by the Hong Kong Baptist University focused on cyberbullying between adults and showed that 43.8% of victimization involves the posting of private/intimate information and photos/videos online (Bo Sophia Xiao und Yee Man Wong 2013).⁵ In such cases, however, one’s own behavior often plays an important role: Findings from a study released by McAfee (“2014 Love, Relationships & Technology survey”⁶), showed that 54% of adults send or receive intimate content, including video, photos, e-mails and messages. And of those who have sent intimate or private content, 77% have sent it to their significant other, while one out of ten individuals has sent similar content to a total stranger⁷.

And the prevalence of cyberbullying among adults is not negligible. In the US, fully 73% of adult Internet users have witnessed someone being harassed in some way online, and 40% have experienced harassment personally, according to a survey by the Pew Research Center 2014.⁸ Studies from Nottingham University and the University of Sheffield by Sam Farley show that 14 to 20% of university employees become victims of cyberbullying at least once a week⁹. Own studies could show that the self-awareness of adults who became victims of cyberbullying differs radically from the perceptions of bystanders. In 2014, only 8% of adults in Germany confirmed that they had been victimized online, while nearly 22% of all respondents have observed cyberbullying targeting adults in social networks, etc.¹⁰. The main reason for the discrepancy is that victims are unwilling to admit that they have been victimized because it is too humiliating. What makes this worse is the fact that the level of recognition in society is very low. Business enterprises do not recognize cyberbullying as a highly destructive, damaging phenomenon, which also generates monetary costs for the whole organization. This has to change.

It is interesting to note that we found significant differences in responses depending on the level of education ($F=2.36$, $p=.077$).

People who have a high school education only agree more strongly that adults are increasingly involved in cyberbullying, e.g. at the workplace, than those with university degrees (high school =agree, university degree=partially agree). Furthermore, the level of agreement declines even further within the university environment. Experts with professorships see the lowest degree importance. One reason may be that experiences with cyberbullying are less typical in the university environment as far as we know, although studies in UK

2 Farley Sam (2013). Cyberbullying in the workplace. Working paper. University of Sheffield.

3 <http://www.pewinternet.org/2014/10/22/online-harassment/>

4 Schneider,C. Katzer,C. Leest,U. (2014). Mobbing und Cybermobbing bei Erwachsenen. Eine empirische Bestandsaufnahme bei Erwachsenen in Deutschland

5 Bo Sophia Xiao und Yee Man Wong (2013). Cyber-Bullying Among University Students: An Empirical Investigation from the Social Cognitive Perspective, International Journal of Business and Information, Volume 8, Number 1, June 2013.

6 www.mcafee.com/loveandtech

7 www.mcafee.com/loveandtech

8 <http://www.pewinternet.org/2014/10/22/online-harassment/>

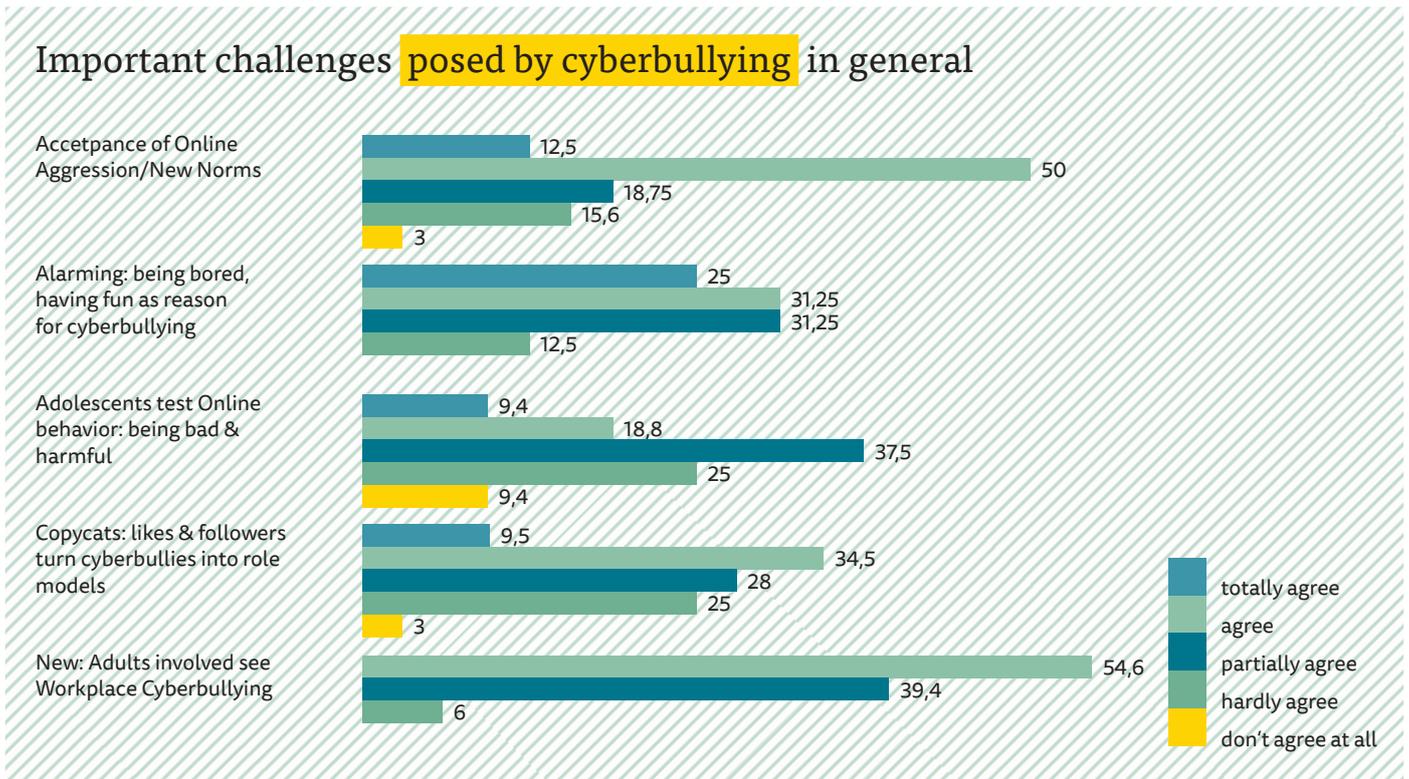
9 Farley Sam (2013). Cyberbullying in the workplace. Working paper. University of Sheffield.

10 Schneider,C. Katzer,C. Leest,U. (2014). Mobbing und Cybermobbing bei Erwachsenen. Eine empirische Bestandsaufnahme bei Erwachsenen in Deutschland. Bündnis gegen Cybermobbing e.V. mit ARAG SE.

show also a high level involvement of people at the university. There seems to be a huge gap between awareness and actual experience.

The strong agreement by people with high school educations may be the result of their work experience. Those involved in social work care more often confronted with such behavior, although this does not appear to be a matter of social distinctions.

We need further research in this area.



Perception of one's own behavior and counselling

All of the findings documented above indicate that, in order to develop concepts for effective prevention programs, we need to focus on teaching young people to develop digital empathy and recognize the sustained negative effects harmful behavior can have. Nearly all experts agree on this point (94%).

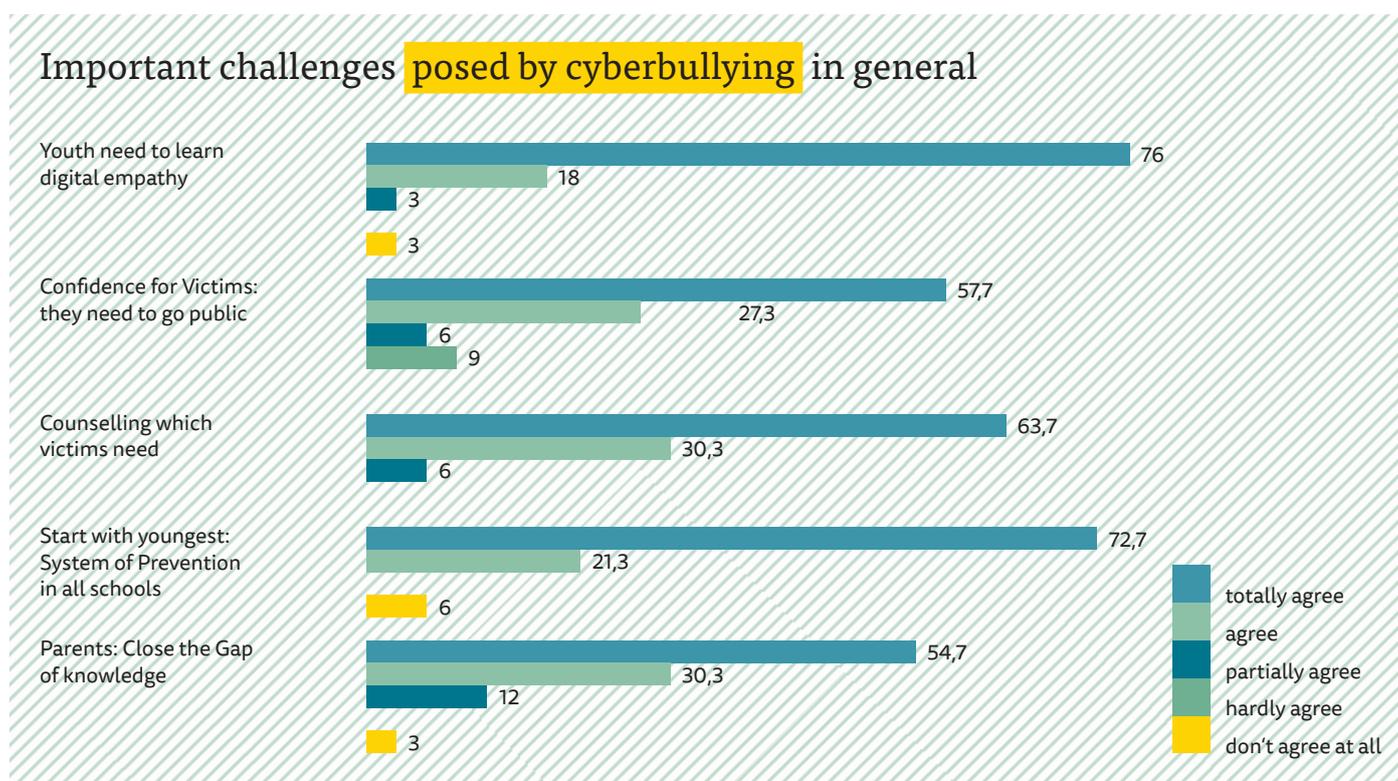
Furthermore, victims have to be convinced that they need to go public. They should be encouraged to inform providers, adults and friends (including those in cyberspace) of incidents and look for help (over 80% agreed/totally agreed; at all nearly 58%). Cyberbullying should not remain in the dark!

With regard to this matter, it is very important to establish better system of online counselling (64% agreed totally, and 30% agreed). Victims need help but are currently not getting the help they need. Reporting systems do not include individual assistance, psychological "first aid" or counselling.

School & family

When we focus the school and family environment, the results reveal an urgent need for a system of prevention management in all schools – beginning with the lowest grades. Nearly all experts totally agreed (94%).

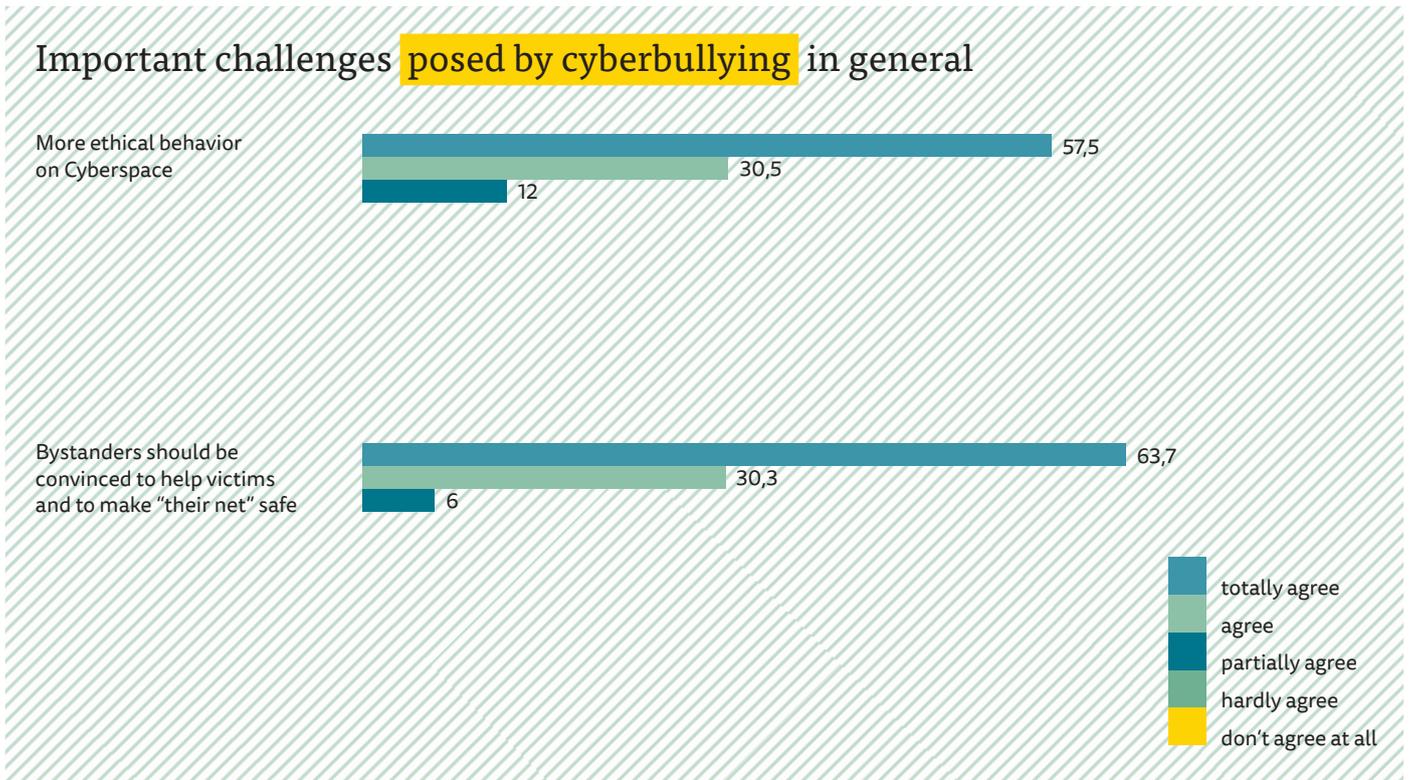
Furthermore, the huge knowledge gap many parents exhibit with respect to the risks associated with cyberspace must be closed. New approaches to parental involvement and motivation through schools and students themselves need to be discussed (see “peer-to-parent education”) (90%).



Responsibility of society – offline and online

As the findings clearly indicate, moral and ethical behavior is lacking in the Internet (57.5% agreed totally, 89% agreed in all, and no one denied this statement). This has to change. New digital norms must be applied to cyberspace.

In this regard, people in our environment – online and offline – have a responsibility to make the Internet safer. A special effort should be made to persuade bystanders who experience the victimization of others to help the victims (nearly 64% totally agreed, and 30% agreed). Schools need suitable training support and strategies in order to educate people. But such behavior can also be learned via the Internet itself (see Web-coaching). New concepts are being developed in Norway.



Industry

The role of in industry/providers is viewed as very critical. They have a huge responsibility to protect children and adolescents in the Internet. 82% of all experts agreed/totally agreed on this matter, and no one denied this statement.

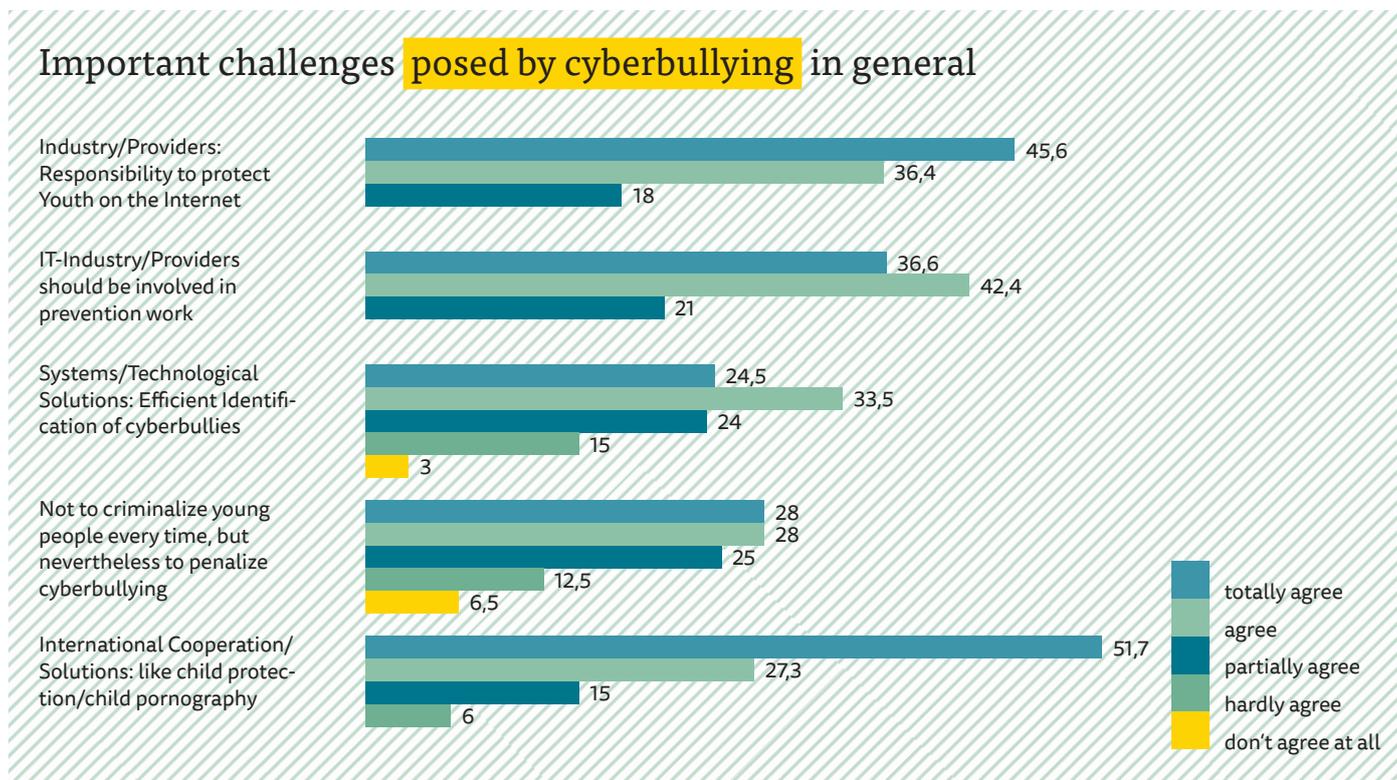
Two-thirds of all experts indicated the need to involve Industry/providers directly in prevention efforts. Funding, Web-coaching, information, guidelines and help are possible effective approaches, as our findings will show later on.

The experts also confirmed that one way in which the industry could play a very important part would be to develop an efficient system for use in identifying and banning cyberbullies and haters immediately, possibly with the aid of a technological solution.

Although we need to identify and discipline aggressors/cyberbullies, half of the experts emphasized the need to find an approach that does not necessarily criminalize young people on every occasion but does penalize cyberbullying behavior nonetheless.

International cooperation is lacking

Internet providers are global players. Facebook, WhatsApp and Instagram have users all over the world, but they are companies based in the US. Frameworks, laws and guidelines differ from country to country. One thing is very clear when it comes to keeping our children safe: Nearly 80% of our experts confirmed the existence of an urgent need to develop international solutions for the issues of child protection and child pornography. The EU could lead the way in this context.

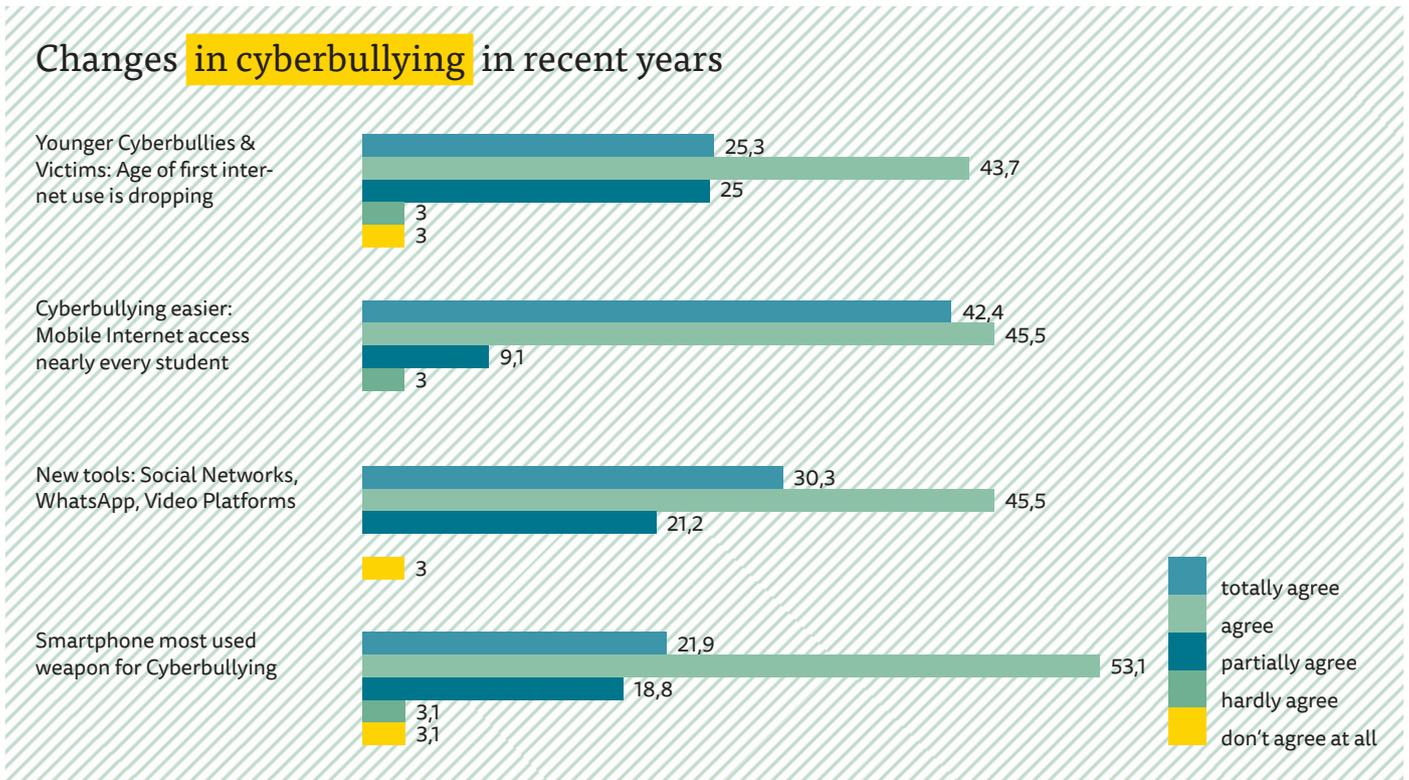


b. Have you witnessed any changes in cyberbullying in recent years?

The dramatic changes in our everyday life that have taken place in eight years since the first i-Phone “arrived” on the market cannot be compared to those associated with other technological revolutions. Many of these changes involve aspects of cyberbullying.

First of all, the majority of our experts confirm that cyberbullies and victims are becoming younger and younger. One reason for this trend is that the average age of first Internet use has fallen dramatically (more than 70% agreed/ totally agreed). Cyberbullying has also become easier, as nearly every student has a smartphone and uses it to go online (87% agreed/ agreed totally). Another point to consider is that new tools, such as social networks, online platforms (WhatsApp, Instagram) and online games introduced to the market are used for purposes of cyberbullying (75% agreed/totally agreed).

“New Smart-Weapon”: Currently, smartphones are regarded as the most commonly used weapon (75% and a minimum of 94% agreed partially).



Cyberbullying is mobile and even more harmful today.

Nearly all experts confirmed that cyberbullying became more and more harmful and humiliating in recent years, especially because more photos/videos are involved today. This confirms the results of previous studies by Peter Smith et al (2007), which show that victims of cyberbullying most commonly report feelings of frustration, anger and sadness. They also feel worried, threatened and distressed. But Smith et al also asked participants to rate the harm caused by differing cyberbullying media in comparison to the effects of traditional bullying. Although most forms of cyberbullying were rated as having a similar impact, video clips were perceived as much more harmful than traditional bullying¹¹

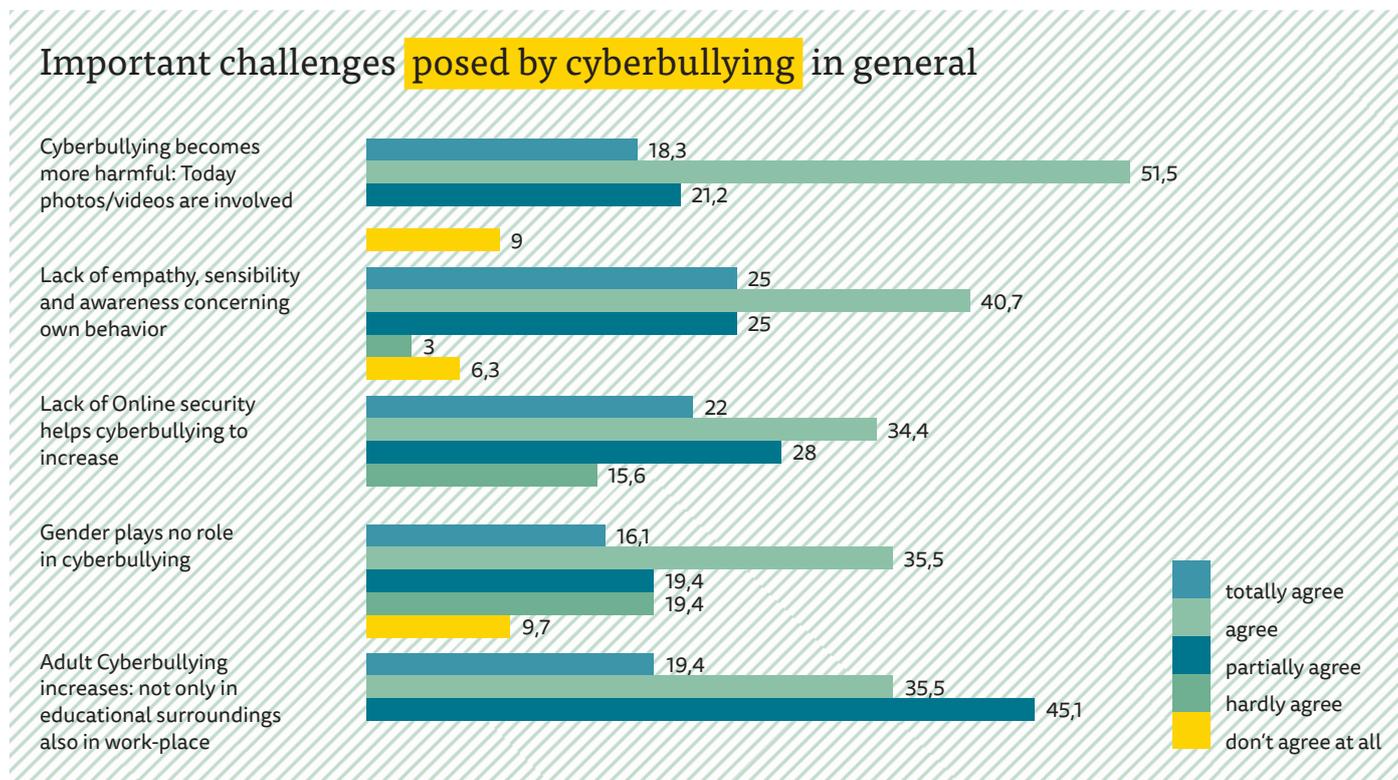
Thus we see a change in cyberbullying behavior: When victims see themselves as individuals in private or embarrassing situations today, they are much more keenly aware of the nature of the situation, which means that the negative psychological effect is more powerful. Almost none of the experts denied this statement.

On the other hand, an important role in the escalation of cyberbullying in recent years is attributed to the general lack of sensitivity to and awareness of one’s own behavior and its consequences in cyberspace. This is reflected in the frequent occurrence of cyberbullying incidents: Aggressors do not empathize with their victims (72% agreed/totally agreed).

Finally, the lack of online security also contributes to the increase in cyberbullying. Only 15% of respondents only “hardly agreed”.

¹¹ Smith, P.K., Mahdavi, J., Carvalho, M., Fisher, S., Russell, S. & Tippett, N. (2007). Cyberbullying, its forms and impact in secondary school pupils. *Journal of Child Psychology and Psychiatry*.

One recommendation is to develop new systems designed to make the Internet safer in the future.



The importance of gender and the role of adults

The role of gender is not so clear. Generally speaking, less research has been devoted to gender differences in cyberbullying, and the findings are inconsistent. No differences have been identified in the US, but some data from the UK suggest that girls may be involved in cyberbullying more often than boys. Although the technological aspect of cyberbullying might appeal more to boys, the indirect, non-physical aspect might appeal more to girls¹². The first studies in Germany indicated showed that more boys were involved than girls.¹³ But the results of the last representative study conducted in 2013 the results indicate that German boys and girls have been to a nearly similar extent (see Schneider, Katzer, Leest, 2013).

The present study confirms those findings. Nearly 50% of the experts stated that gender plays no role in cyberbullying. The other half is not convinced. As we can see, this issue is a focus of controversy and requires further in-depth research.

Yet as indicated above, cyberbullying is not exclusively a problem among adolescents. It is also an increasingly common problem among adults.

¹² Neil Tippet, Fran Thompson, Peter K Smith (2014). Research on Cyberbullying: Key findings and practical suggestions. Bullying Special Edition Contributor.

¹³ Katzer, C. (2011). What we know about victims of Cyberbullying in Germany. In: Psychology of Victimization, Nova Science Publishers, Inc. (Hrsg.). Katzer, C. (2011). Das Phänomen Cyberbullying – Genderspekte und medienethische Konsequenzen. In: Petra Grimm & Heinrich Badura (Hrsg.): Medien-Ethik-Gewalt, Neue Perspektiven, Franz Steiner Verlag, Stuttgart.

The experts emphasize that the victimization takes place not only in educational environments such as universities but also in workplace situations (see table). All experts agreed at least partially, and no one denied the existence of this new problem. Knowledge is currently in very short supply, and prevention concepts are nearly non-existent. That must change, and quickly – especially in view of the potential costs of harmful psychological effects – for both individuals and businesses¹⁴. According to estimates published in earlier studies, the annual costs for the German economy resulting from traditional bullying incidents range between 15 and 50 billion euros¹⁵. At the moment, the full extent of potential consequences and costs of cyberbullying are not known.

Some experts also call for the expansion of research on “business cyberbullying.”

The role of mass media is not negligible.

The majority of our experts think that reports in the mass media reports are often very biased (78% agreed/totally agreed). They focus primarily on rare incidents and generate excessive and unhelpful fear and panic. That is counterproductive to efforts to sensitize society to the profound impact of cyberbullying

Another problem is the increasing tendency to criminalize cyberbullying incidents through media exposure. This can also be counterproductive, as half of all experts confirmed. Although many offenses are covered by the penal code, we have to distinguish between relatively harmless minor early incidents and brutal cyberbullying attacks.

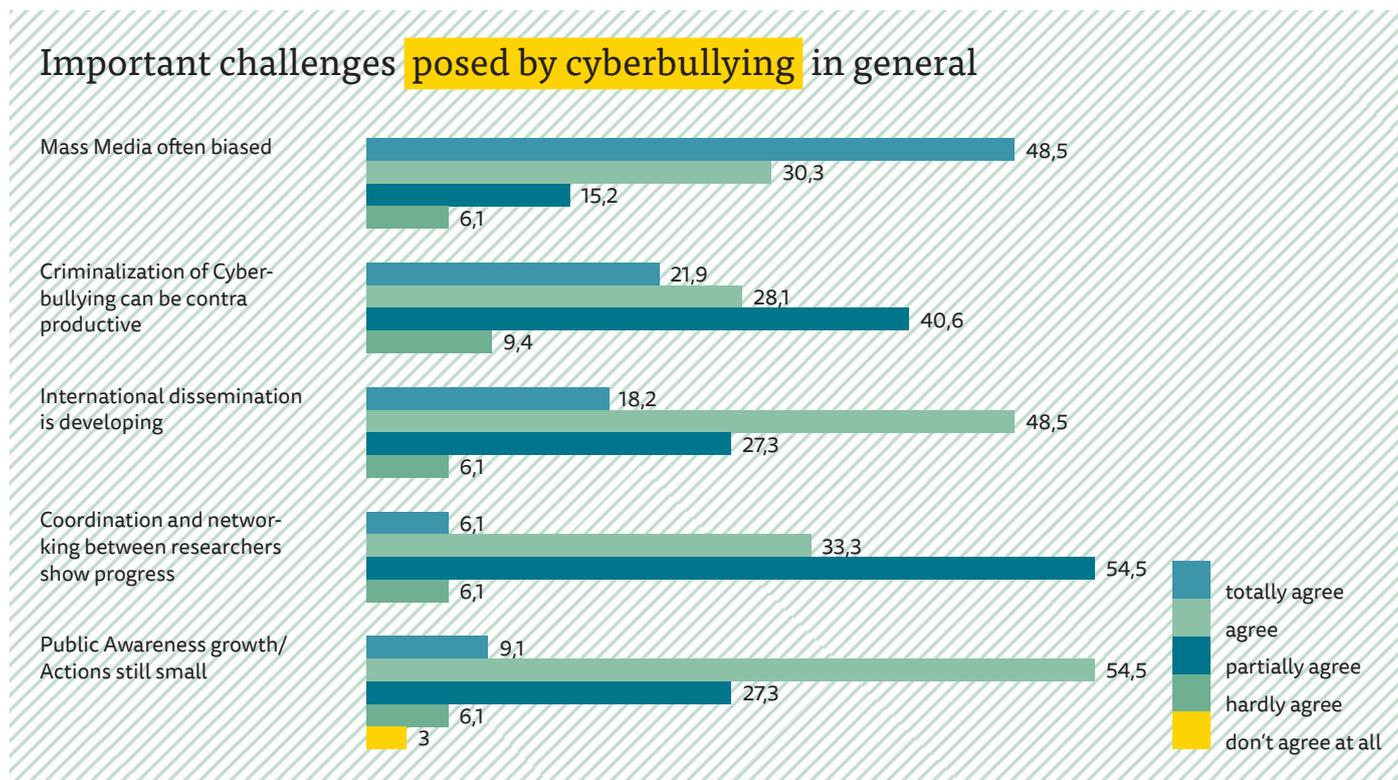
Mismatch between awareness and action

Important progress has been made in recent years through an international discussion of methodological differences in the operationalization of key constructs and the conceptual and operational definition of cyberbullying (nearly 60% agreed/totally agreed). But most respondents see only slight success with respect to coordination and networking among researchers show. This has to be improved.

However, public awareness appears to be growing, although active efforts to reduce cyberbullying have been relatively insignificant thus far (63% agreed/totally agreed). This mismatch has to change.

¹⁴ Schneider,C. Katzer,C. Leest,U. (2014). Mobbing und Cybermobbing bei Erwachsenen. Eine empirische Bestandsaufnahme bei Erwachsenen in Deutschland

¹⁵ Lohro/Hilp 2001



c. What do you think are the most important risk factors associated with becoming a cyberbully?

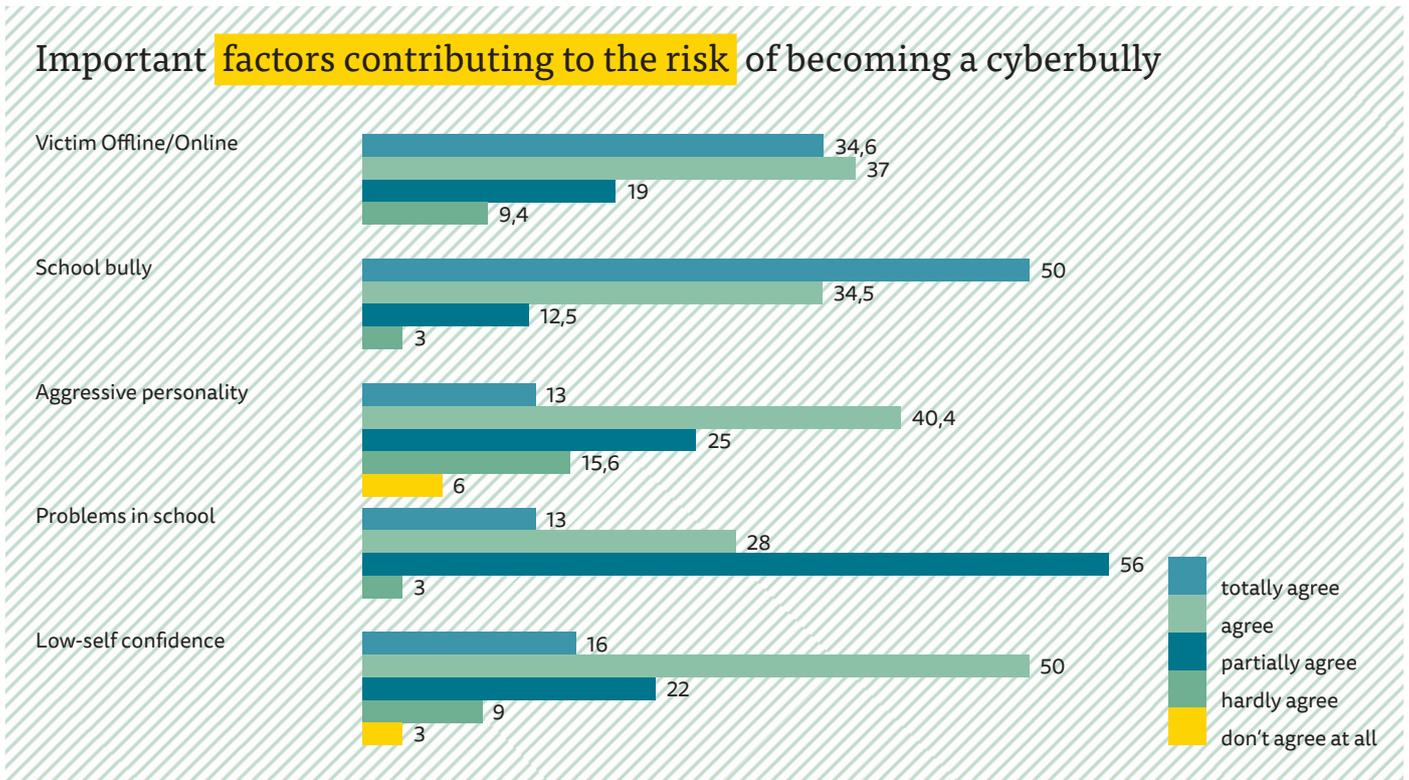
Cyberbullying does not occur without a reason, and not every adolescent is equally at risk of becoming a cyberbully. Previous studies cited various risk factors, including self-victimization, bullying behavior in school, reduced self-confidence and risky online behavior, such as visiting Websites with aggressive or “radical right-wing” content.¹⁶

Personal factors

The present study confirmed personal offline and/or online victimization and experiences of being bullied as key risk factors. On the one hand, the Internet is used a place for revenge or self-defense; on the other hand, we may say “Once a bully, always a bully.” Viewed in this context, a hateful and aggressive personality is seen as an important risk factor by 78% of the experts surveyed (minimum response: partially agree). Problems in school, low scores and truancy are also regarded as predictors of cyberbullying behavior (over 90% agreed at least partially). Low self-confidence also an important role in becoming a cyberbully (66% agreed totally, 86% agreed at least partially).

Thus we need strategies for teaching resilience factors in order to help young people who are at risk of becoming cyberbullies. Experts also call for the use of a differentiated approach to educating the different risk groups.

¹⁶ Katzer, C., Fetschenhauer, D. & Belschak, F. (2009). Einmal Bully, immer Bully? Ein Vergleich von Chatbullying und Schulbullying aus der Täterperspektive. *Zeitschrift für Entwicklungspsychologie und Pädagogische Psychologie*, 41 (1), 33–44.



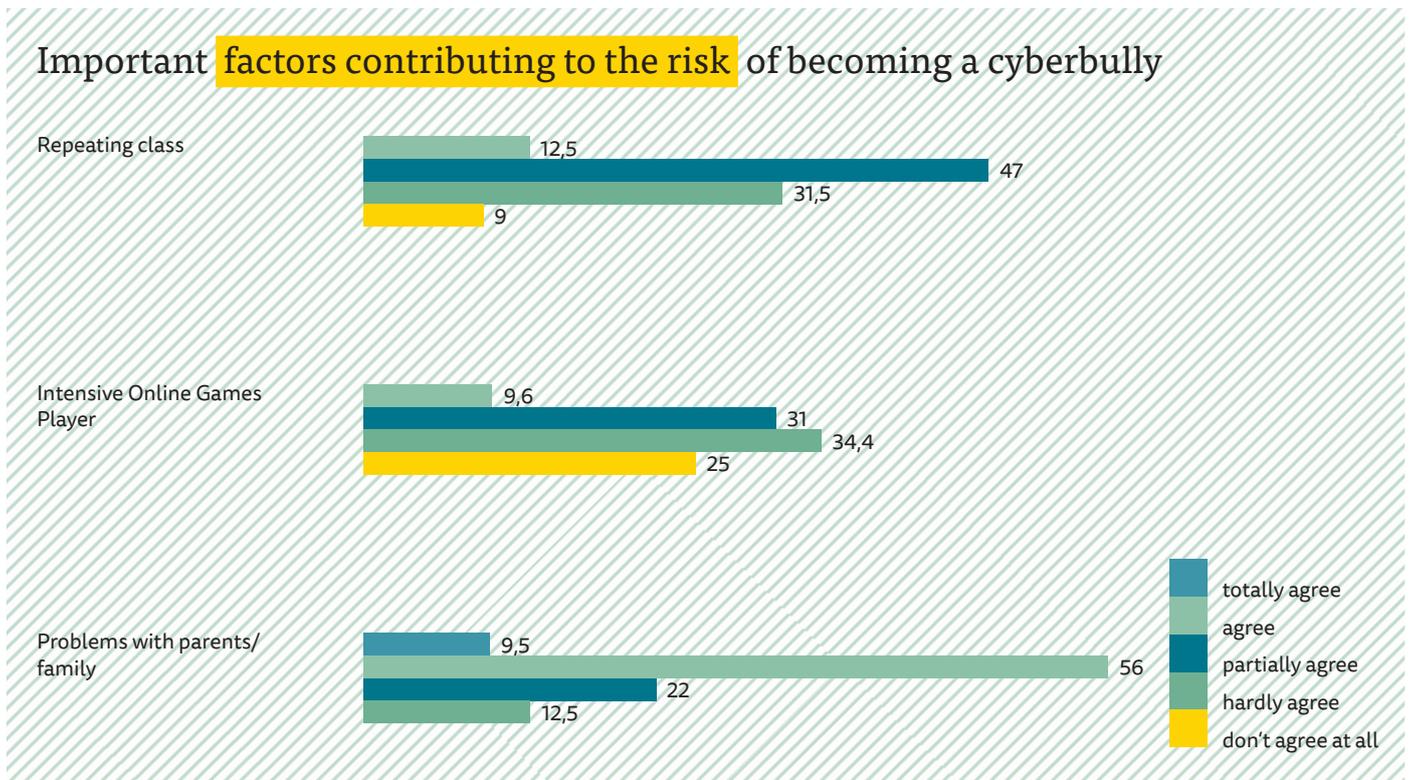
Experts do not regard the variable “repeating a grade” as a significant risk factor. Only 12% of all respondents state that it plays a significant role in the development of cyberbullying behavior.

On the whole, personal factors such as character, etc. (see above) and the following aspects of the family situation must be regarded as critical influences.

The family situation

When we look at the personal family situation, we recognize a strong consensus of agreement regarding the emotional relationships between adolescents and their parents. A problematic parent-child relationship is regarded as a significant risk factor for cyberbullying. Nearly 87% of the experts agreed, and no one denied this statement, thereby confirming the results of other studies¹⁷. Thus the family plays an important role in ensuring that children do not become aggressive bullies. Parents need to find a balance between surveillance and free use of the Internet, and they also need to discuss all of the issues related to digital risks with their children regularly. They should be regarded by their children as trustworthy individuals.

¹⁷ Katzer, C., Fetschenhauer, D. & Belschak, F. (2009). Einmal Bully, immer Bully? Ein Vergleich von Chatbullying und Schulbullying aus der Täterperspektive. Zeitschrift für Entwicklungspsychologie und Pädagogische Psychologie, 41 (1), 33–44.



Gaming behavior

When we focus on adolescents' online gaming behavior, we recognize the existence of a very strong controversy regarding the relationship between computer games and cyberbullying behavior. On 40% of respondents in the resent study are convinced that frequent playing of online games is associated with a higher level of cyberbullying behavior. The fact that online gaming does play an important role is confirmed by several studies on aggression, empathy and the duration of online gaming activity. The short-term time consequences are relatively clear: a higher level of aggression and a lower level of empathy.¹⁸

The special situation in cyberspace:

Anonymity, lack of empathy and disembodied behavior

Cyberbullying has changed people's views on bullying behavior in general. Several key characteristics distinguish cyberbullying from other forms of bullying:¹⁹

- "Students who cyberbully others are relatively well protected by the anonymity of electronic forms of contact, which can safeguard them from punishment or retaliation.
- As with some cases of indirect traditional bullying, students who cyberbully do not usually see the response of the victim. This affects the sense of satisfaction or inhibition normally generated by bullying."²⁰

Thus the extraordinary situation in cyberspace can be seen as an especially important risk factor that "promotes" cyberbullying behavior. The high level of anonymity we enjoy online

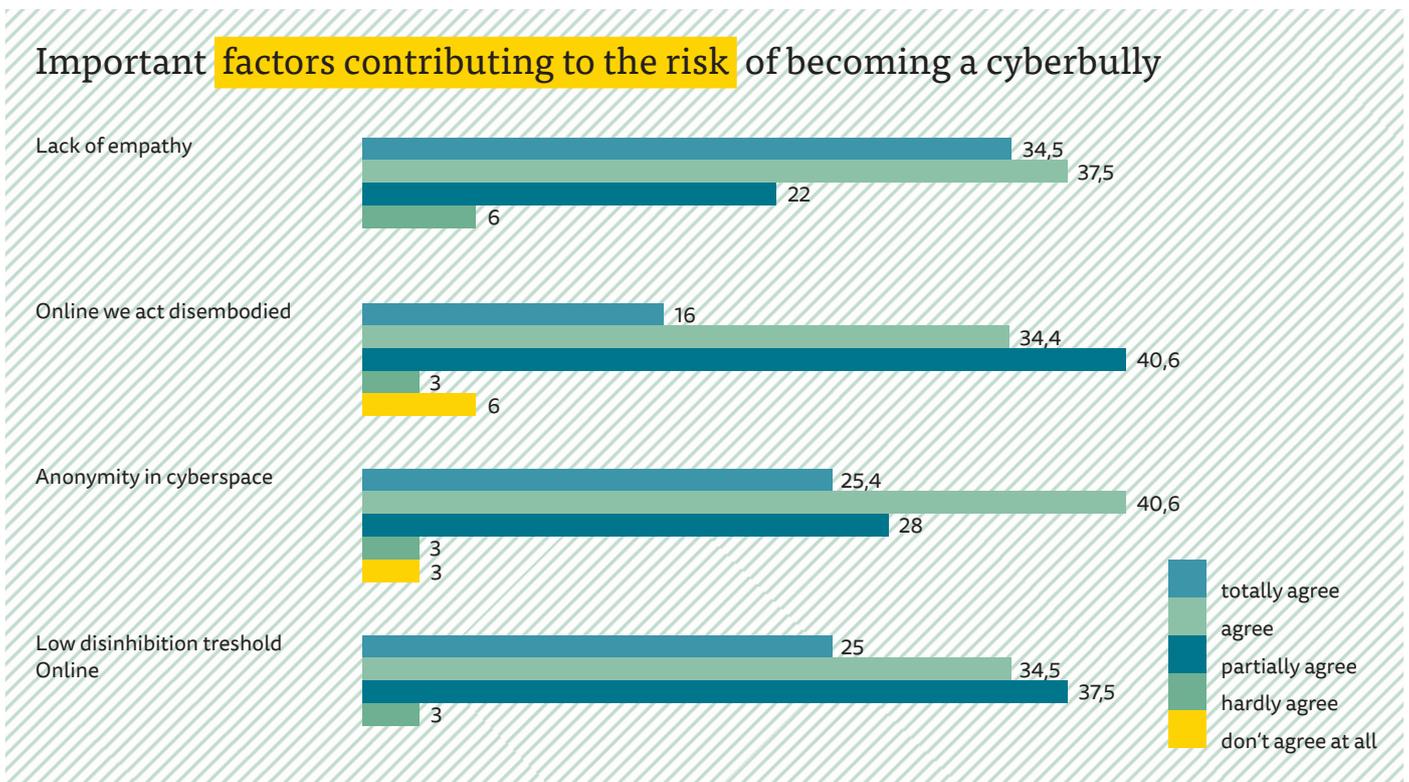
¹⁸ Mehroof, M., & Griffiths, M. D. (2010). Online Gaming Addiction: The Role of Sensation Seeking, Self-Control, Neuroticism, Aggression, State Anxiety, and Trait Anxiety. *Cyberpsychology Behavior and Social Networking*, 13(3), 313-316. <http://dx.doi.org/10.1089/cyber.2009.0229>

¹⁹ Neil Tippet, Fran Thompson, Peter K Smith (2014). Research on Cyberbullying: Key findings and practical suggestions. *Bullying Special Edition Contributor*.

²⁰ Neil Tippet, Fran Thompson, Peter K Smith (2014). Research on Cyberbullying: Key findings and practical suggestions. *Bullying Special Edition Contributor*.

(two-thirds agreed/agreed totally, 93% at least partially) and the fact that online behavior is disembodied (50% agreed totally and 91% at least partially) have a strong influence on cyberbullying behavior²¹.

Furthermore, the lack of digital empathy (victims and harmful effects cannot be seen) makes such behavior as cyberbullying much easier (no one denied this; 70 % agreed/totally agreed, and over 94% agreed at least partially), as does the low inhibition threshold online (97% agreed at least partially, and no one denied this statement). Thus nearly all experts confirmed a severe lack of understanding about one's own behavior and its consequences. We also act with much less restraint online.



Besides moral disengagement, ethical standards and digital norms in general also have a negative impact on cyberbullying behavior.

Considering this and looking forward, we need to find new ways to reduce anonymity and raise the inhibition threshold. Thus the need to deal with online violence, aggression and cyberbullying is eminently relevant. We need to promote cooperative behavior among adolescents and encourage the development of empathy on the part of the cyberbully, as we have seen already with respect to traditional bullying (see Salmivalli et al, 1996)²². We need to work creatively (through role plays and/or video clips) with students to combat cyberbullying and enable them to recognize, understand and empathize with the various participants (victims, bullies, bystanders, etc.) using new media and devices, such as mobile phones, etc. (Katzner, 2011).

²¹ See also Katzner, C. (2016). Cyberpsychologie: Leben im Netz-Wie das Internet uns verändert. dtv-Verlag

²² Salmivalli, C., Lagerspetz, K, Björkqvist, K, Ostermann, K. & Kaukiainen, A. (1996). Bullying as a group process: Participant roles and their relations to social status within the group. Aggressive Behaviour, 22, 1-15.

Furthermore, youth (as well as adults) are influenced by the people around them. Thus online peer groups play an important role in the development of attitudes and behavior. Peer pressure can also reinforce cyberbullying behavior and is sometimes seen as a rite of initiation to the group as a whole.

On the whole, future prevention concepts must take these key risk factors into account and integrate them within the overall coaching and political framework.

d. What important factors promote the increase of cyberbullying?

Factors that promote the increase of cyberbullying

As indicated in the above discussion of the factors that contribute to the risk of becoming a cyberbully, the experts confirmed that the specific characteristics of the online environment support the increase of cyberbullying and harassment among adults in general.

Characteristics of the online environment

The extraordinary situation in cyberspace can be viewed as an especially important risk factor that “promotes” cyberbullying behavior.

The high level of physical anonymity online and the disembodied nature of online behavior exert a significant influence on online behavior as well as the corresponding emotions and perceptions.²³ Physical anonymity in cyberspace intensifies disinhibition substantially (only 9% did not agree or only hardly agreed).

Thus awareness of the fact that one’s own behavior is truly harmful is lacking. And this, in turn, heightens the lack of empathy: Victims and the harmful effects of one’s actions are not seen. Many adolescents have no idea what cyberbullying actually means for the victims. They cannot see the harm they cause or the tears that are shed.

So disembodied actions lessen one’s ability to understand one’s own harmful actions (62 agreed/totally agreed; 90% agreed at least partially, and 10% did not agree or only hardly agreed). The ability to comprehend one’s own cyberbullying behavior and its consequences is sorely lacking online.

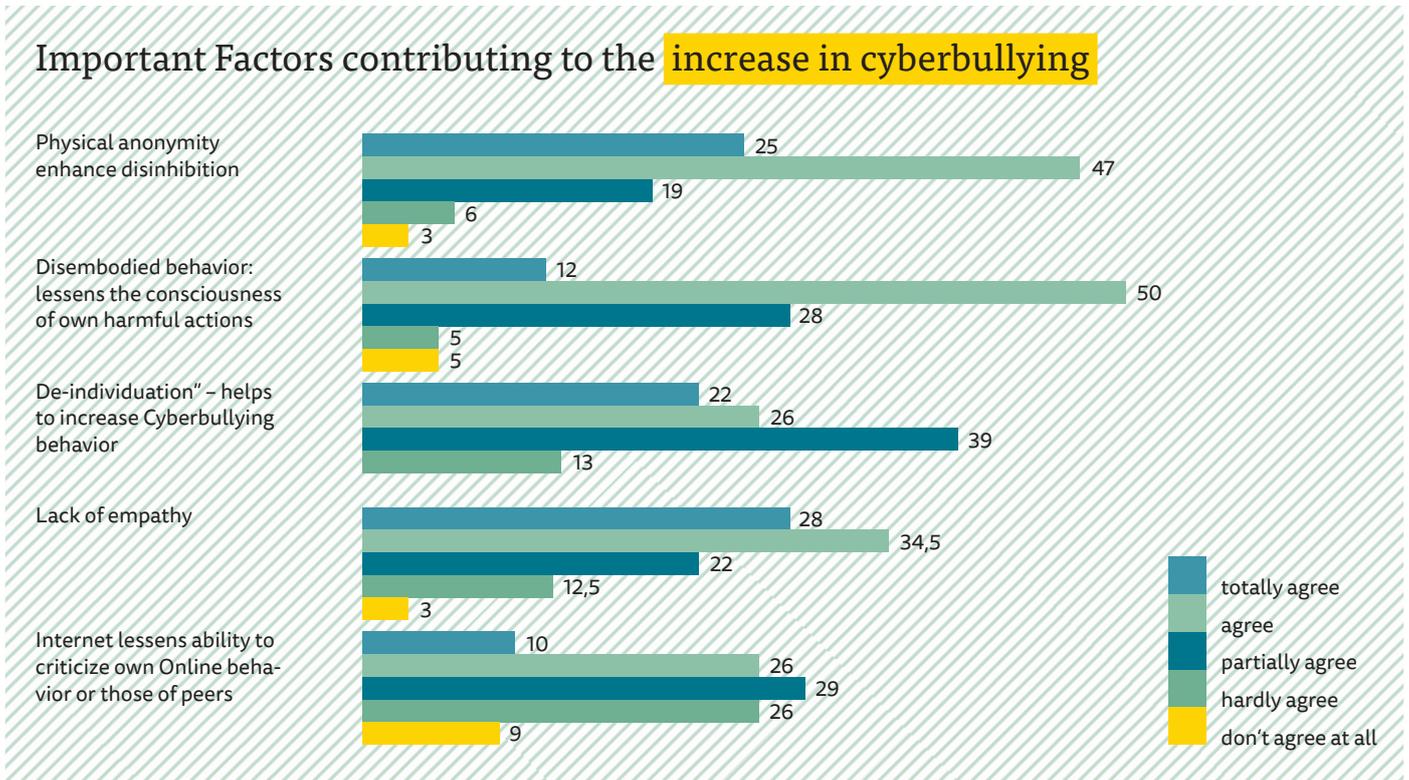
Furthermore, the psychological process of “deindividuation” helps increase cyberbullying behavior: The sense of safety afforded of a huge online group makes people fearless (e.g. in social networks, blogs, etc.). Everyone is merely a small part of a huge group (but it is important to realize that the same process applies to positive social behavior; thus deindividuation is not “bad” a priori).²⁴

The Internet also lessens the ability to criticize, as two thirds of all experts agreed. Adolescents often are unable to criticize their own online behavior or that of their online peers. Thus it appears that delinquent behavior – including cyberbullying – is becoming more and more common.

²³ See also Katzer, C. (2016). *Cyberpsychologie: Leben im Netz-Wie das Internet uns verändert*. dtv-Verlag

²⁴ Diener, E. (1980.) Deindividuation: The absence of self-awareness and self-regulation in group members. In P. B. Paulus (Ed.), *Psychology of group influence* (pp. 209–242). Hillsdale, NJ: Erlbaum. Kugihara, N. (2001). Effects of aggressive behaviour and group size on collective escape in an emergency: A test between a social identity model and deindividuation theory. *British Journal of Social Psychology*, 40, 575–598.

Thus the circumstances of our online world appear to promote a lack of empathy, a low disinhibition threshold and processes that support deindividuation and the disruption of moral attitudes and norms, which encourages cyberbullying behavior.



With this in mind and looking ahead, we should seek new ways to reduce anonymity and raise the disinhibition threshold. We must also learn to perceive and be aware of our own behavior – what is right, wrong, charming or humiliating. People need to develop a critical approach to themselves and others (online and offline) and understand the possible consequences of their own actions. Thus an important matter for future consideration is the need to learn more about cyberpsychology.

From this perspective, it is extremely important to deal with online violence, aggression and cyberbullying by promoting cooperation among adolescents and encouraging the development of empathy on the part of the cyberbully, as we have seen in efforts to cope with traditional bullying (see Salmivalli et al., 1996)²⁵.

We need to work creatively (through role plays and/or video clips) with students to combat cyberbullying and enable them to recognize, understand and empathize with the various participants (victims, bullies, bystanders, etc.) using new media and devices, such as mobile phones, etc. (Katzner, 2011).

²⁵ Salmivalli, C., Lagerspetz, K, Björkqvist, K, Ostermann, K. & Kaukiainen, A. (1996). Bullying as a group process: Participant roles and their relations to social status within the group. *Aggressive Behaviour*, 22, 1–15.

The overconfidence bias and helplessness

Youth often are described as the digital natives. That is why they often see themselves as extremely competent in the use of Internet technology. Social psychologists are familiar with this psychological process, which they refer to as the “overconfidence bias²⁶: Individuals are likely to overestimate their own capabilities, especially when their involvement is high, they have acquired a certain level of knowledge or they are familiar with a given situation. And that is exactly what happens with adolescents when they go online.

Therefore because of their overconfidence regarding their ability to handle online tasks, young people often behave in a more risky manner (e.g. by posting sexting photos). That may increase the danger of becoming a victim, as two-thirds of the surveyed experts say. Consequently, youth need to learn to become more cautious and self-critical.

With respect to the victims, a common theme in research on traditional bullying is the reluctance of many victimized children to seek help. A similar trend is apparent in cyberbullying. Smith et al (2007)²⁷ reported that only 56% of victims of cyberbullying sought help by telling someone.

Three-fourths of the experts surveyed noted a very high level of helplessness online when it comes to searching for help. They confirmed that the under-use of available support is the result of students’ lack of knowledge about where to find help and their insufficient awareness of school anti-bullying policies and programs (only one-fourth of respondents did not agree).

With regard to these issues, the majority of all experts confirmed a huge lack of successful prevention and intervention efforts in schools. Only 9% expressed satisfaction with the current situation and did not agree with this statement. This has to change.

The gap in parents’ knowledge and understanding

Parents exhibit a huge knowledge gap regarding cyberbullying and online risks.

Most are unaware of the full range of technologies used by their children. Efforts are needed to enhance their awareness of the dangers as well as the benefits associated with new technologies. Effective guidance should include information on relevant legal issues and ways of contacting mobile phone companies and Internet service providers. New technologies are already being used in some schools to report both bullying and cyberbullying behavior (e.g. school Websites and bully inboxes, www.textsomeone.com)²⁸. The scope of these technologies must be expanded.

The lack of awareness in society

Another important issue is the lack of sensitivity to and awareness of cyberbullying and its consequences in a huge segment of society. Although broader discussions about cyberbullying in general are now in progress in every country, nearly the half of the experts surveyed

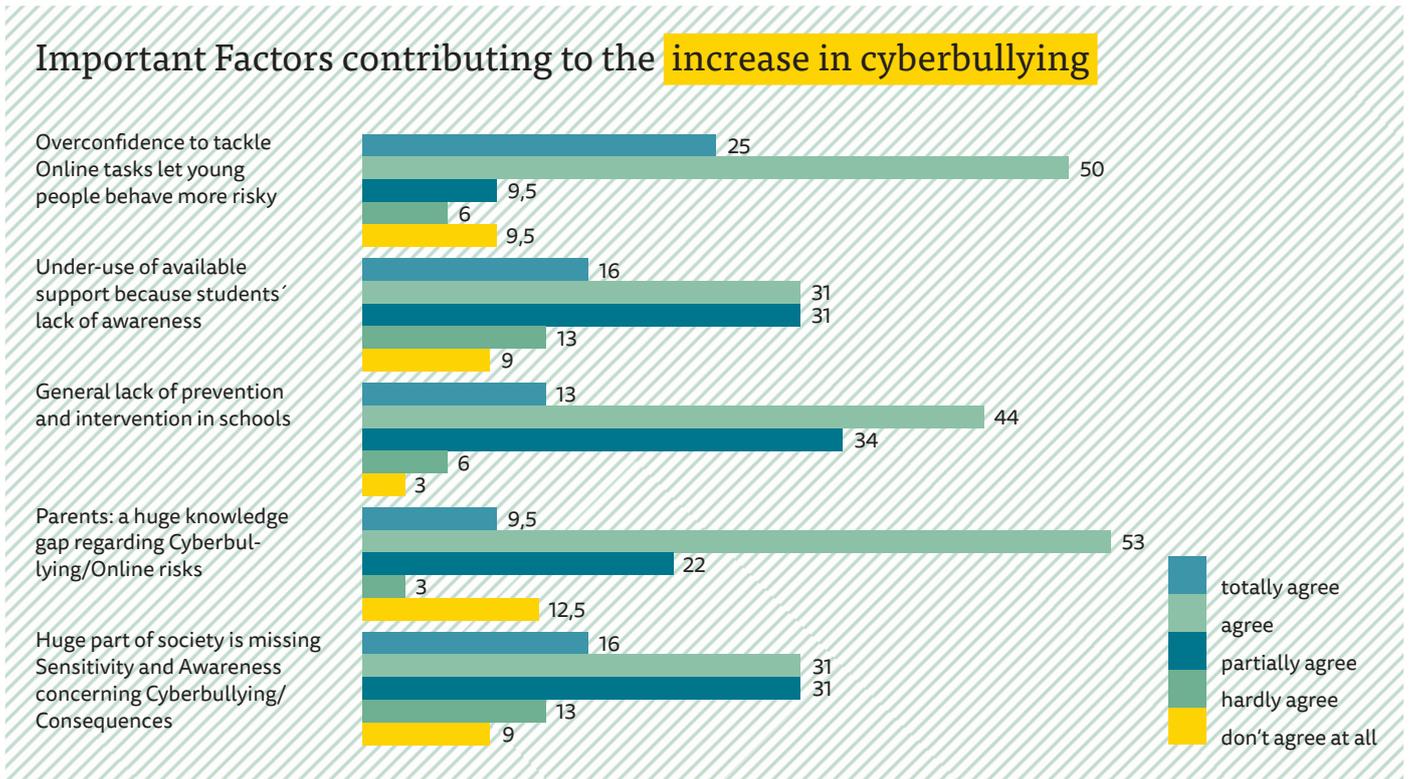
26 Thompson, S. C., Armstrong, W., & Thomas, C. (1998). Illusions of control, underestimations, and accuracy: A control heuristic explanation. *Psychological Bulletin*, 123(2), 143–161.

27 Smith, P.K., Mahdavi, J., Carvalho, M., Fisher, S., Russell, S. & Tippett, N. (2007). Cyberbullying, its forms and impact in secondary school pupils. *Journal of Child Psychology and Psychiatry*.

28 See Peter Smith, Neil Tippett and Fran Thompson on <http://www.education.com/reference/article/cyberbullying-research/>

say that that is not enough. Cyberbullying affects our whole society, and this has to be the message of the future!

As Peter Smith, Neil Tippett and Fran Thompson²⁹ point out:
 "Take home: Cyberbullying is a whole school and community issue."



Technological solutions and provider involvement

The majority of experts clearly agree that the absence of useful technological solutions encourages cyberbullying (42% of all respondents agreed/totally agreed; 26% partially agreed). Furthermore, 56% of all the experts agreed/agreed totally and 32% partially agreed that new tools, such as anonymous chat Apps like YikYak, which allows users to post messages while hiding their identity, have an especially stimulating effect on cyberbullying behavior.

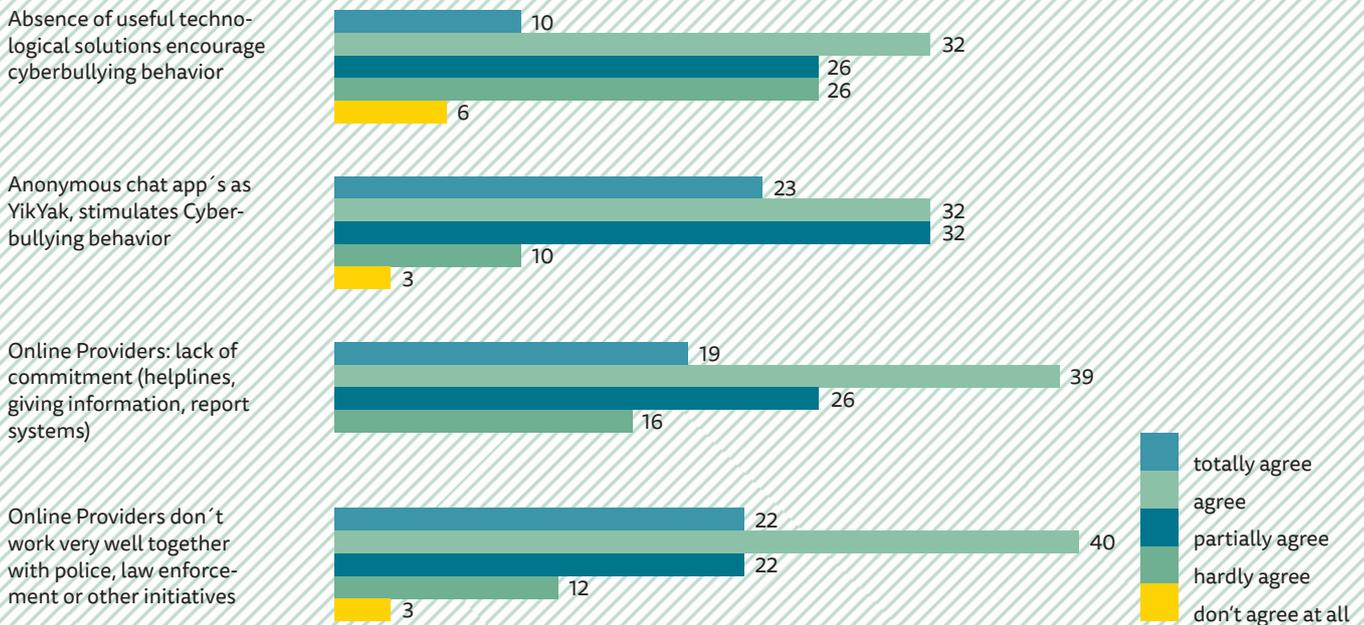
Thus it will be necessary to initiate a new discussion concerning anonymity.

It would also be helpful to focus on another aspect of the involvement of providers. Online providers exhibit very little commitment to creating helplines, providing information in general or implementing reporting systems. Not one of our experts denied this, and 86 % called for changes.

Online providers do not work very well with police or other law enforcement agencies and initiatives engaged in efforts to stop cyberbullying. 84% of experts agreed at least partially with this statement.

²⁹ <http://www.education.com/reference/article/cyberbullying-research/>

Important Factors contributing to the increase in cyberbullying

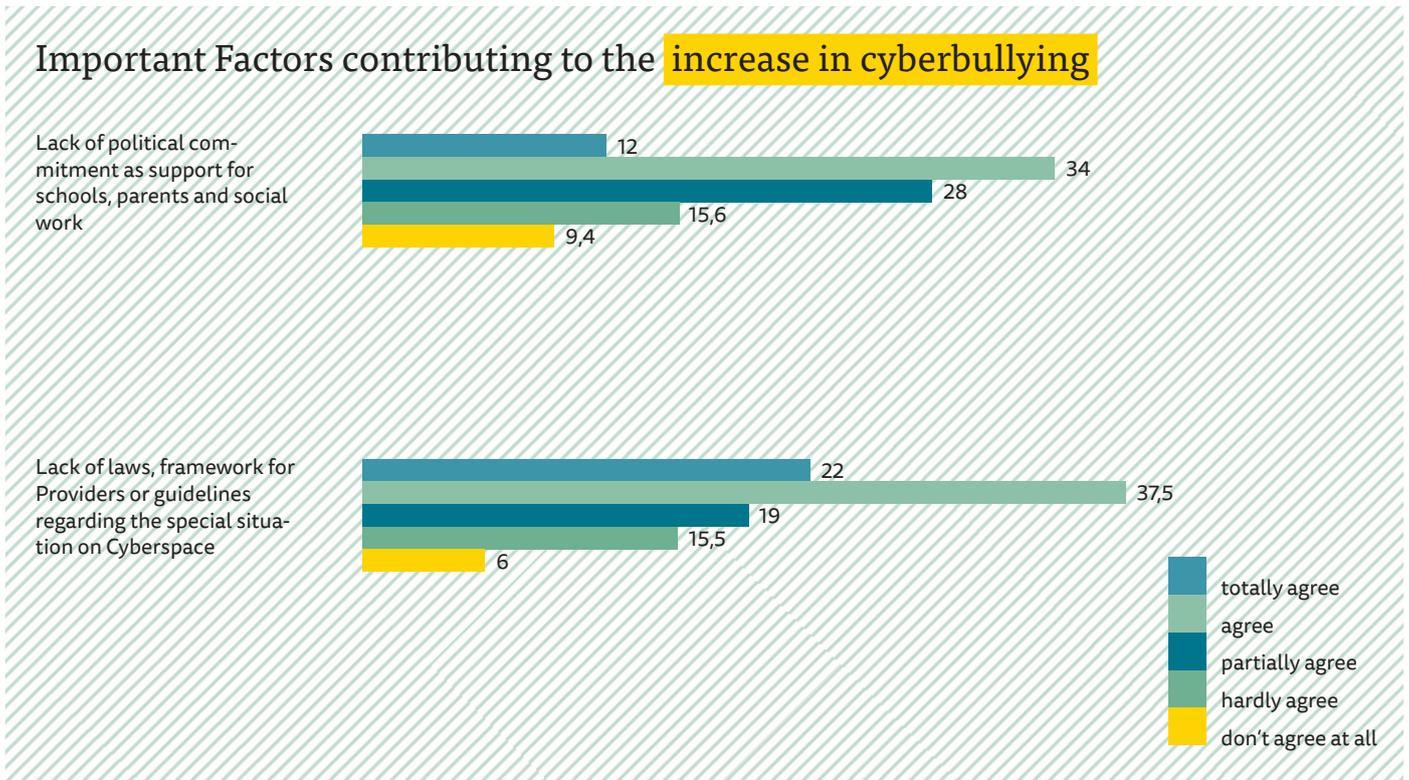


Government involvement

One issue that is often the focus of controversy is the involvement of political institutions and government agencies. What are their original duties?

It is evident that the majority of our experts recognize that government has a strong obligation to show a commitment to support schools, parents and social work. The current commitment of government to involvement in this context is insufficient (only 24% did not agree or only hardly agreed). In this regard, experts see a major lack of laws, frameworks for Providers and guidelines pertaining to the specific situation of cyberspace (only 21% did not agree or only hardly agreed).

Therefore, experts call for urgent improvement in this area.



e. What are the 5 most important issues that need to be discussed with regard to efforts to prevent cyberbullying?

Besides the issues discussed above, the experts mentioned the following topics as particularly important focal points of future prevention efforts.

Change and improvement are needed most notably in the areas of education, technological solutions, counselling and mandatory frameworks/guidelines for providers.

With respect to education, the most important aspect is the obligation (see educational code) to focus on psychological processes involved in online behavior and its consequences (including especially the negative psychological and social consequences of hate-mongering and cyberbullying, digital ostracism, Internet addiction, sexting, etc.), moral disengagement, ethical attitudes and proactive communicative and socio emotional skills/emotional regulation. The most pressing matter at the moment is that of digital citizenship. In addition, coaching should differentiate between cyberbullies and victims. Both groups need individualized education (resilience factors). There is also an urgent need for instruction on coping strategies for victims. Last but not least, prevention concepts must be evaluated. Most of the concepts currently on the market have not been evaluated, which means that their effectiveness has not been determined.

In the area of technological solutions, experts call for the development of tools for use in identifying, removing and banning aggressors. Furthermore, "dislike" buttons should be deleted or abolished (see YouTube). The "thumbs down" button should be eliminated, as it encourages people to press it without realizing exactly what they are doing and what consequences it may have.

The most important issues of relevance to providers are: 1. Installing nationwide help buttons at Websites, which should also be focus of funding and counselling. 2. Involvement in online coaching and the dissemination of knowledge 3. Lawsuits against service providers and a discussion of provider accountability.

2. Focus on your country

a. The current situation in your own country regarding cyberbullying research, political involvement and the dissemination of knowledge

Prevention, research and knowledge

One of the most important findings confirmed that, although we talk a great deal about cyberbullying, action is in extremely short supply.

Thus we recognized that the current status of prevention efforts in schools is insufficient in every country. Only 19% of all experts attested their own country a good prevention status. This conforms to the situation in Germany³⁰.

It is interesting to note that variance analyses show significant differences between the seven countries ($F=2.568$, $p=0.0046$). The experts from the US (mean= 2.5), Italy (mean= 2.5), Poland (mean= 2.5) and Spain (mean= 2.5) rated the status of prevention in school the lowest. Great Britain earned the highest status ratings (mean= 4). Norway and the Netherlands lay between the two extremes (mean= 3).

One reason for this may be that Great Britain has had an action plan in place for many years (see the work of Peter Smith), and Norway imposed an obligation on schools to implement prevention programs for traditional bullying nearly ten years ago. The Netherlands followed suit in 2015. That explains why these countries show a little more progress than the others.

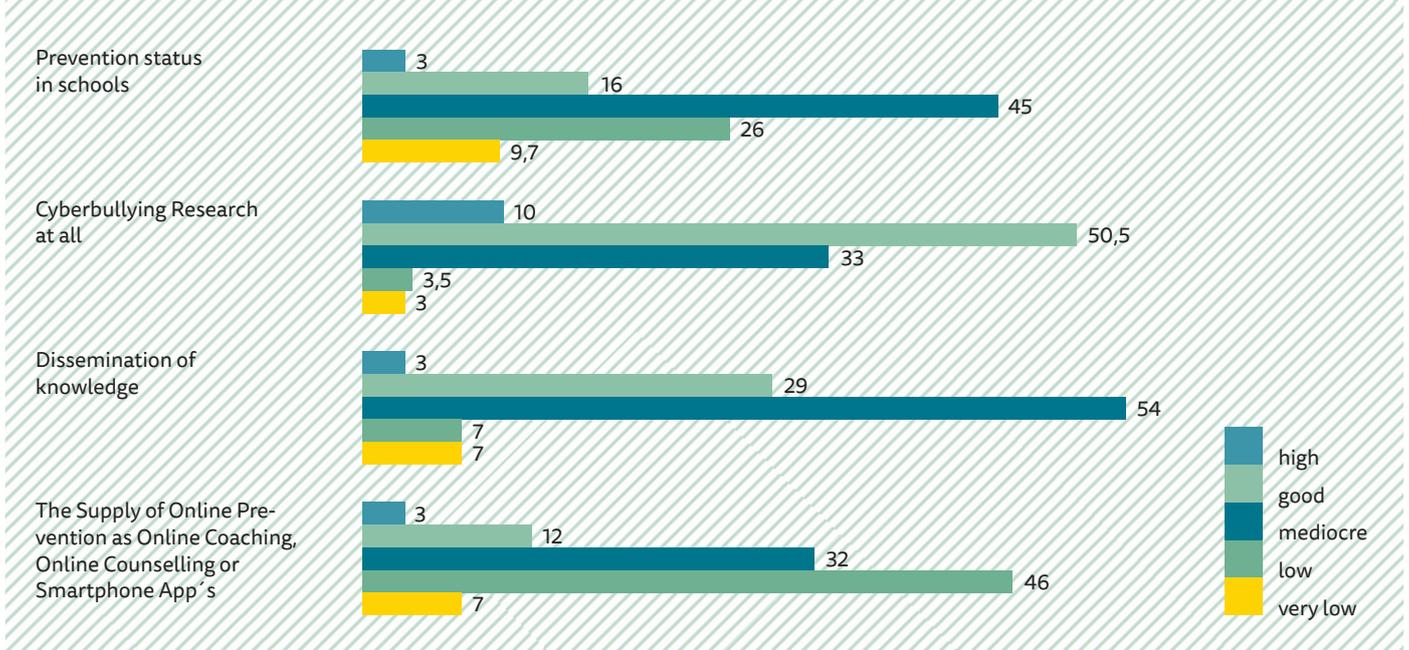
Although cyberbullying research has been expanded on the whole (60% agreed/totally agreed), the consequences of the corresponding findings have not been included in the national action plans for prevention. Thus we see a huge gap between research and practice.

The same applies to the dissemination of real knowledge. Only one-third of all experts believe that knowledge is disseminated effectively. Talk about cyberbullying takes place in the media, but detailed information is not discussed.

With that in mind, we need to think about new methods for disseminating knowledge and coaching youth and adults. One innovative idea calls for the development of online coaching, smartphone Apps for information and online assistance and counselling. None of these tools is currently available. Only 15% of the experts stated that they exist. Thus at the moment, online prevention programs, online coaching, online counselling and smartphone Apps are scarcely available.

³⁰ Schneider, Katzer, Leest, 2013

The Current Situation in your own country: prevention, research, knowledge and stakeholder involvement



Stakeholders: government and providers

We asked the experts about the involvement of government in general, i.e. lawmakers, the judiciary and police, but also about the involvement of providers and the IT industry.

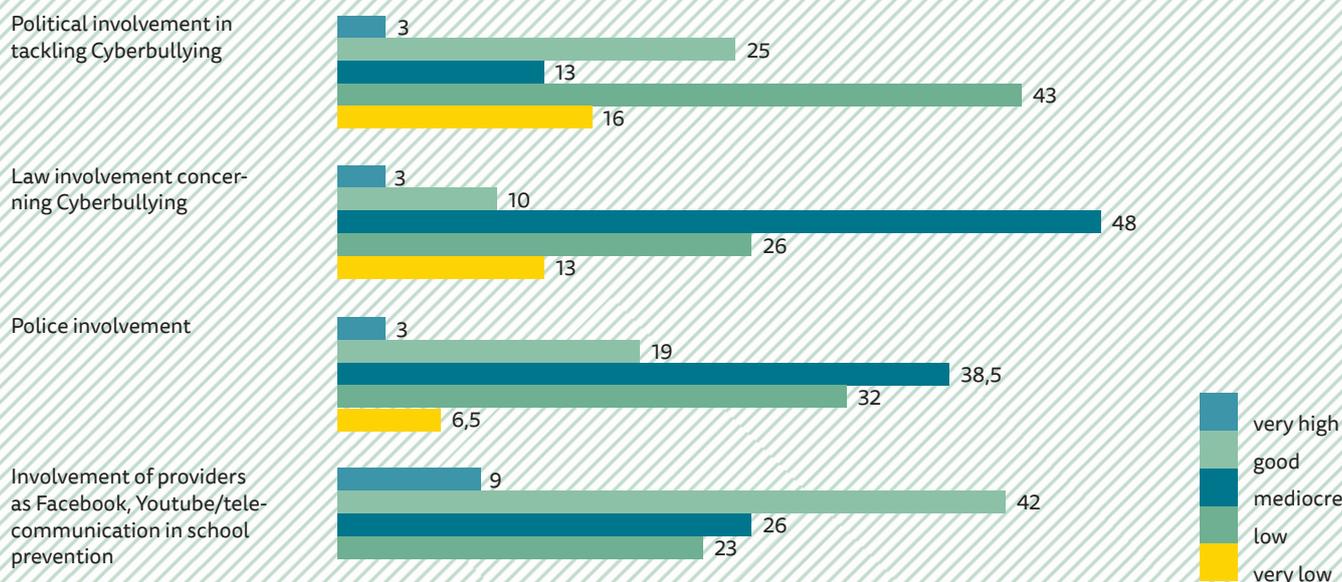
The results show that the engagement of nearly every named stakeholder is either very low or mediocre, at best.

Government involvement is rated best of all. 28% of experts think that government does a great deal. With respect to laws, over 80% say that the involvement of lawmakers is insufficient. The police are rated somewhat higher, and 21% say that their involvement is at a good/high level.

But the lowest ratings are definitely reserved for the providers – Facebook, YouTube, Instagram, WhatsApp and other telecommunication services. Only 9% of all experts think their level of involvement is good. The majority feel that stronger commitment is needed, especially with regard to prevention in schools. It may be expressed in online coaching for use by schools or in funding, workshops and competitions, etc.

It is clearly evident that there is considerable room for improvement, especially in terms of provider involvement. Consequently, we need to develop new digital risk prevention standards and frameworks for the online market wherever self-regulation is not enough.

The Current Situation in your own country: prevention, research, knowledge and stakeholder involvement



Prevention tools and detection software

Another very important finding is that experts from nearly every country complained of the lack of prevention hints or help buttons on the Websites of social networks like Facebook, Instagram, WhatsApp and Instant Messaging. Only 19% of all experts stated that the availability of these tools is good or high.

Thus this is another important issue for future discussion:

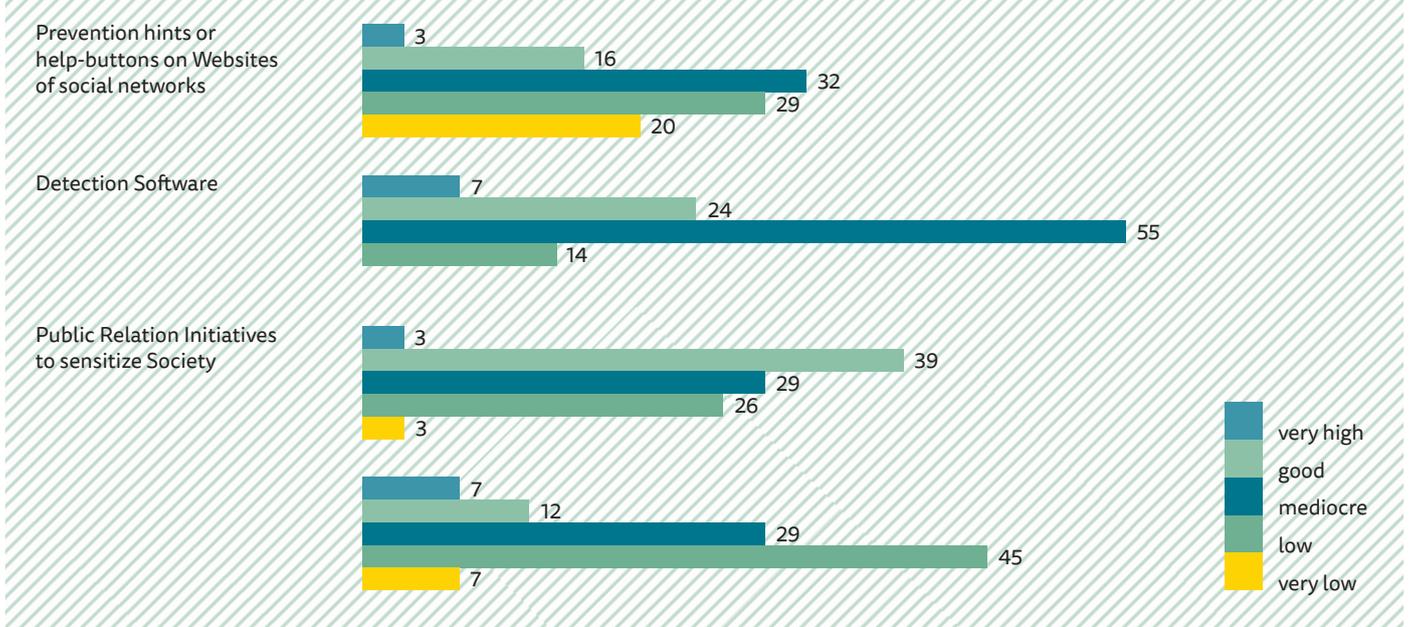
Report and help buttons must be installed at all Websites. The idea is to create a nationwide SOS or first-aid button.

Furthermore, we need new, upgraded versions of detection software, which are sorely lacking. Only 7% of experts stated that the standard is good in their country.

As we have seen, progress has been made in research, yet knowledge is not disseminated in the right way. We need more Initiatives to sensitize society, youth and adults. But the situation is not too bad on the whole. Nearly 43% of the experts surveyed confirmed that the quality of public relations initiatives devoted to heightening awareness in society is good. That is not enough, however, as the other half confirmed that the current standard is mediocre or low.

Another issue for future consideration is the need for networks of industry, government agencies and research/educational institutions to implement prevention programs in schools, online support Systems and new online prevention concepts. Only 19% of the experts surveyed think that the standard in their country is good. Thus we recognize that cooperation among all stakeholder, the government, educational and research institutions and the online market is poor and in need of substantial improvement.

The Current Situation in your own country: prevention, research, knowledge and stakeholder involvement



b. What do you think is going wrong in efforts to prevent cyberbullying?

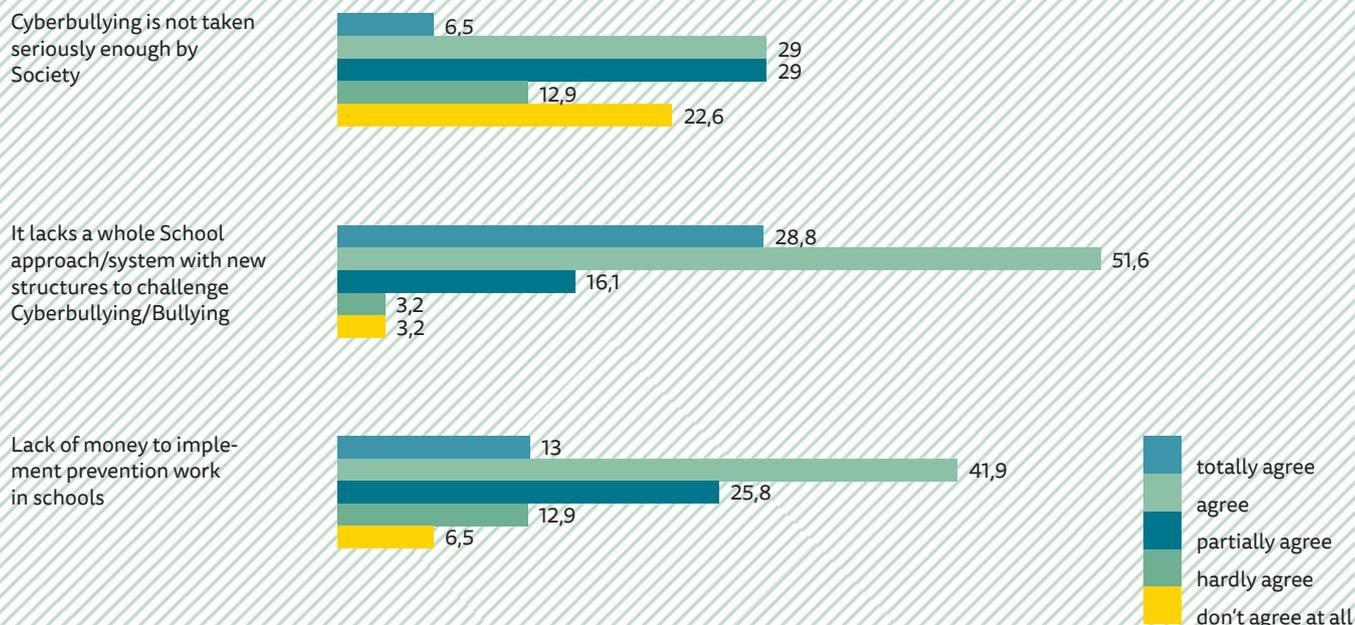
When we asked the experts what is going wrong in current prevention efforts, they cited several very important issues. They were uncertain about whether cyberbullying is taken seriously by society as a whole. One-third of respondents confirmed the existence of a huge deficit in this area, another third did not know, and the last third confirmed the society does not take the phenomenon seriously enough.

So as we have already determined, the issue of cyberbullying is also a focus of attention in the mass media. But the discussion is often not sufficiently serious or detailed. This there is room for improvement here.

One of the most important things that are not working is reflected in the absence of a holistic approach to prevention concepts in schools. Nearly 90% of all experts confirmed this statement. Thus one important issue for future consideration is the urgent need for a “whole school” approach/system comprising new structures designed to combat bullying and cyberbullying.

Besides implementing such new prevention concepts, we also need money. And that is the next problem: the lack of funds required to implement prevention programs in schools. 80% of all experts see this as an important issue. Thus we also need to discuss new approaches to funding and cooperation with the industry and providers, etc.

Cyberbullying prevention: What is going wrong?



Home and family, first Internet use

One issue is clearly apparent: Most parents are not sufficiently involved when their children go online. This is a huge problem. Children are often overconfident when it comes to dealing with new technology, but they have no experience with the kind of harmful content they may encounter. They are also forced to cope alone – without assistance from someone who could help them understand.

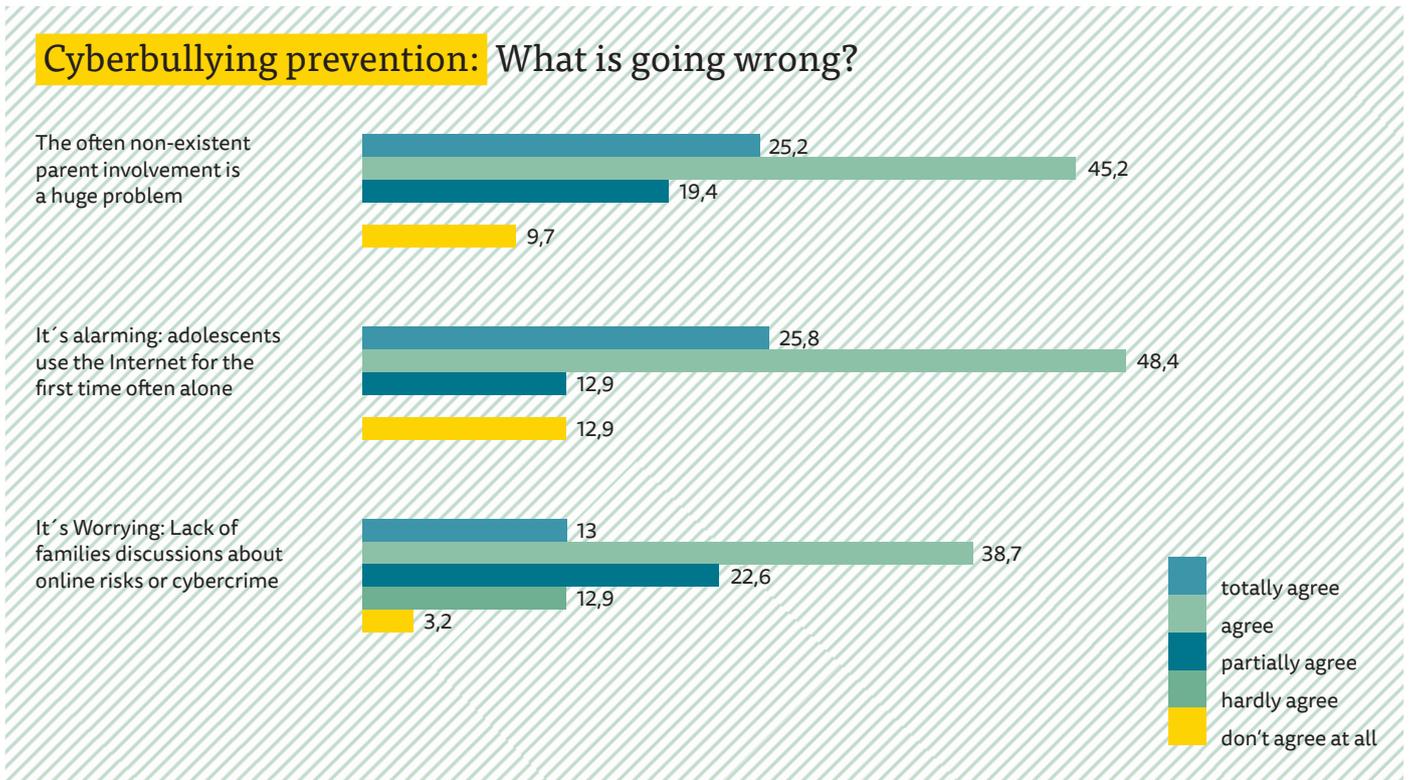
Therefore, nearly all experts find it alarming that adolescents who use the Internet for the first time are often left alone without support or instructions from parents. (No one failed to agree with this statement.)

Furthermore, it is truly worrying that online risks and cybercrime are not discussed in most families (half of all respondents agreed/totally agreed; 22.6% partially agreed).

Thus one question for the future is “How can we get parents involved?”

One possible approach would be through peer-to-parent education. Adolescents organize evening meetings in schools to provide information concerning digital risks or teach parents in workshops.

In any event, school projects should be brought into the home – possibly through WhatsApp groups for parents or video clips showing what is going on at school, etc.



Provider involvement and responsibility

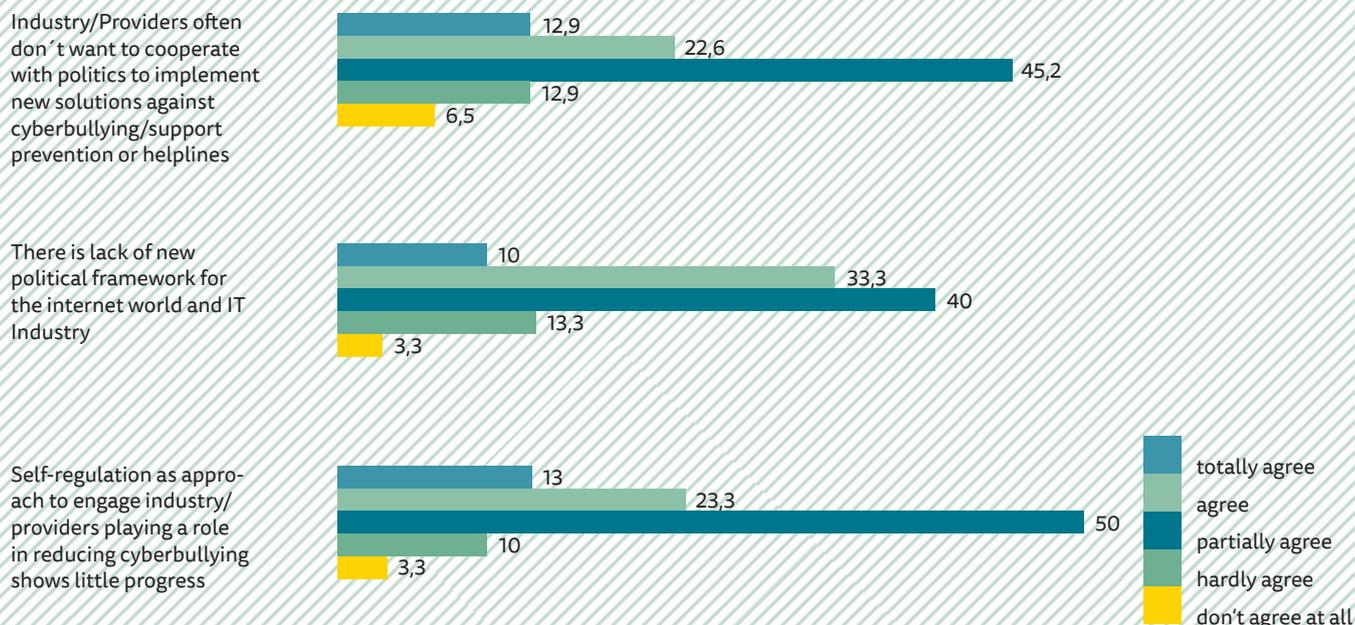
Although previous findings showed the providers are not sufficiently involved on the whole, there is little agreement on the statement that providers are unwilling to cooperate with government and other stakeholders in implementing new solutions for combating cyberbullying or in support of helplines. More than one-third of the experts surveyed confirmed that it is very difficult to persuade providers to take action against cyberbullying and that they rarely initiate activities on their own. 45% agree only partially, however. Perhaps providers are not given sufficient opportunities to get involved. People in Germany, in particular, are very skeptical about companies that attempt to get involved in education. It is often assumed that business enterprises are interested only in profits – that their activities are motivated by a caring spirit is often not accepted. Thus society needs to become more receptive to social engagement on the part of business enterprises.

It is also clear that a new political framework (i.e. laws and regulations) for the Internet world and the IT industry is needed. The majority of the experts surveyed agreed (83.3% at least partially; one-third totally).

The issue of self-regulation as an approach to motivating the industry/providers to play a role in reducing cyberbullying has also been discussed. One-third of those surveyed confirmed that self-regulation has brought very little progress. The findings are highly inconsistent, however. 50% of our experts agree only partially.

Perhaps further progress could be achieved by looking for solutions for a framework in which the basis rules are established. It appears likely that all stakeholders – government agencies and providers alike – would be less suspicious if they were convinced that other stakeholders will do their part as well.

Cyberbullying prevention: What is going wrong?



c. Can you cite an effective prevention initiative in your country that has been recently implemented? (very brief, some key words or names only)

The most important finding was that nearly 40% of the experts surveyed could not cite a single effective prevention concept by name.

Moreover, some noted an extremely serious problem, namely that, although there is a “ton” of research and a “ton” of media attention, there is also relative dearth of cyberbullying prevention research and thus a complete lack of evidence-based prevention programs.

Some promising programs in the Netherlands have been evaluated, and there is also an intervention database that lists all of the effective programs currently in place (<http://www.loketgezondleven.nl/interventies/i-database/>). The Dutch have also initiated the “Meldknop” project, which is a Website offering support for teenagers who experience something annoying on the Internet. Incidents of cyberbullying can also be reported at this Website. Eight partners are working together in Meldknop (www.meldknop.nl). STOMP out Bullying is another successful intervention: <http://mijnkindonline.nl/publicaties/lesmateriaal/whatshappy>

In Italy, however, only a small scale initiative has been launched by the University of Bologna under a Daphne Grant (see the Website below). Several dedicated Websites have been established by institutions (e.g. the Ministry of Education www.smontailbullo.it/, the University of Bologna www.bullyingancyber.net; Telefono Azzurro -NGO <http://www.azzurro.it>) and “Relazioni per crescere” a prevention program in the Emilia-Romagna region).

We find a very similar situation Spain, although Cyberprogram 2.0 was launched by Garaidordobil & Martinez-Valderrey (2014). This is a relatively new, effective program designed to sensitize students about cyberbullying, teach them how to cope with negative experiences and

reduce cyberbullying both inside and outside of schools. The Pantallas Amigas project was also initiated several years ago.

The online teaching program Dubestemmer.no (an online teaching resource on privacy and e-safety) is currently being developed and installed in Norway. In addition, the well-known Olweus Prevention Program has been evaluated as one of the best in the world.

A very promising development in the UK is the work done by Professor Mike Boulton at the University of Chester on increasing children’s resilience.

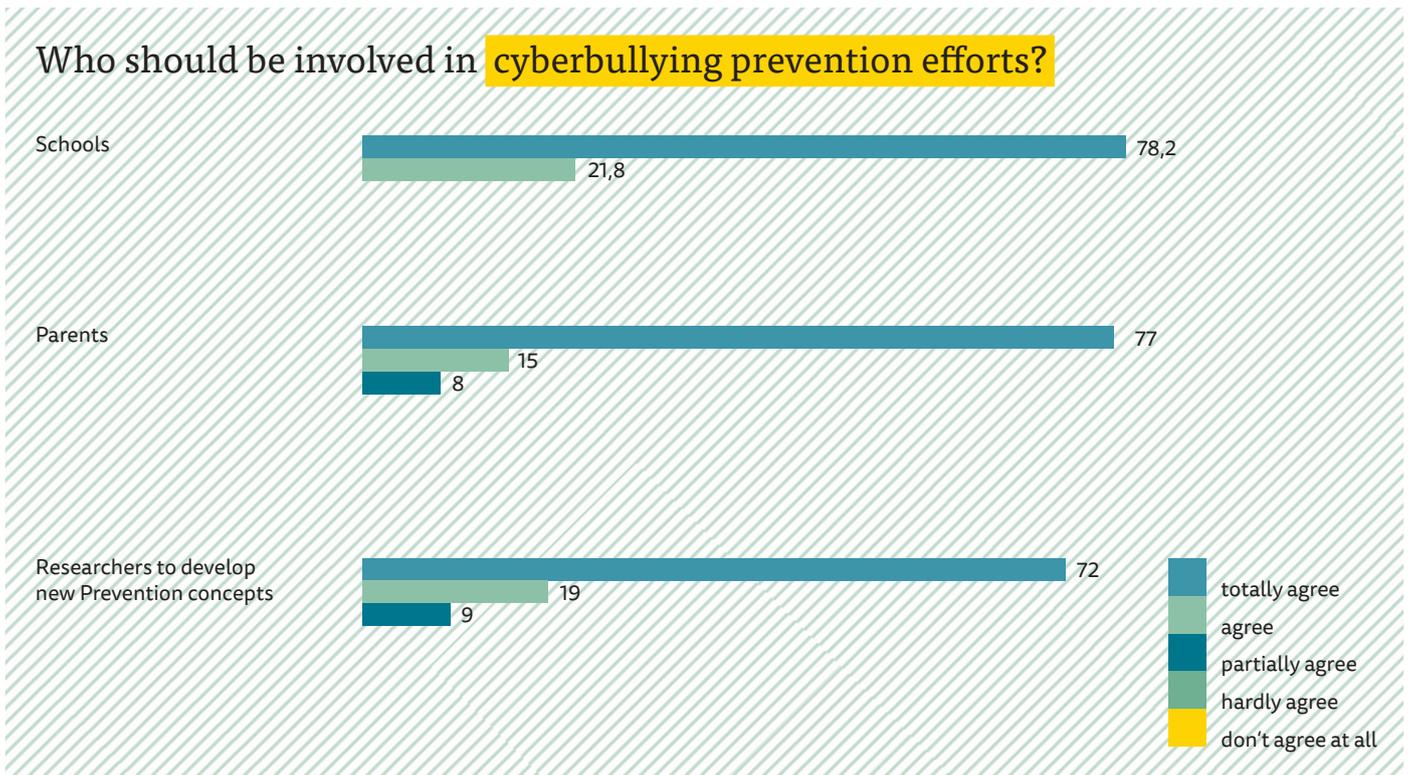
The Childnet Digital Leaders program was launched in the US in 2015. The program focuses on peer-to-peer learning and support (<http://www.childnet.com/new-for-schools/childnet-digital-leaders-programme/>). Last but not least, we should mention a very promising experiment in the US – a pilot version of a social media helpline in the state of California.

3. A look ahead to the future

a. Who should be involved in cyberbullying prevention work?

Education and research

The present study confirmed first of all that the most stakeholders are schools (100% agreement), parents (92% agreement) or researchers (91% agreement).

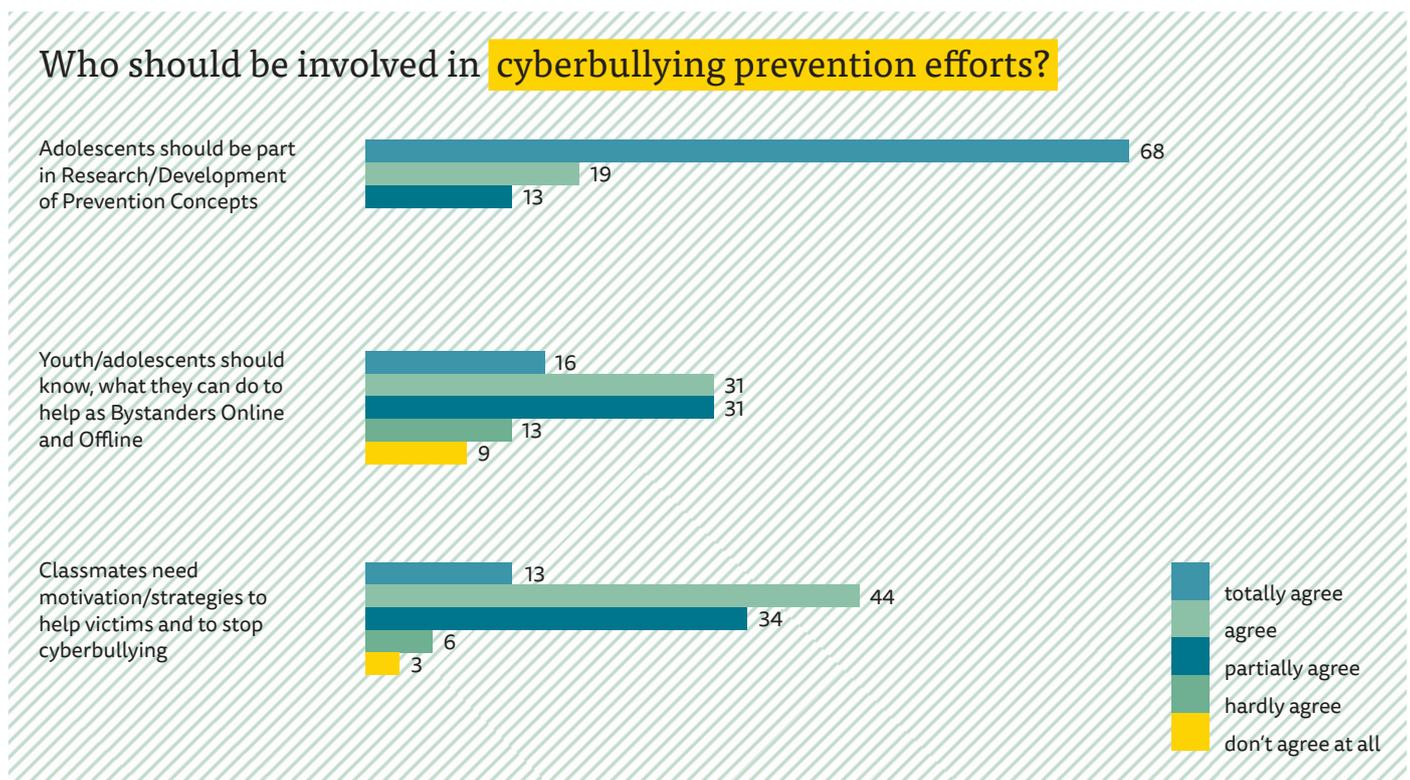


One thing is clear: Human development and integration into society – the path from childhood to adulthood – leads through the process of socialization³¹. And human socialization processes are driven by human interaction. When we focus on preventing cyberbullying, the most effective approach would be to begin educating children as early as possible. We are familiar with different phases of socialization: primary socialization takes place in the family, where children are introduced to first rules, attitudes and behavior models, etc.³² But so-called secondary socialization also has a strong influence on human behavior, and that takes place in school. Thus it is obvious why parents and school are key stakeholders when it comes to initiating prevention efforts.

Besides schools and parents, there are also researchers, who study behavior and changes and develop new prevention concepts. Their specific duty should be to act as mediators between schools, children and parents. Future concepts should reflect that principle. Researchers and schools (youth) should work together intensely.

The student voice

In the past, the work of prevention has been left in the hands of adults, for the most part. Today, we experience cyberspace as a totally new environment for behavior offering unlimited possibilities for youth to express themselves, find friendship and love, etc. Thus we should recognize youth as important stakeholders in the process of developing and implementing prevention concepts.



31 Rosenbaum, James E. (1975). The Stratification of Socialization Processes. *American Sociological Review* 40(1):48-54.

32 Arnett, Jeffrey J. (1995). Broad and Narrow Socialization: The Family in the Context of a Cultural Theory. *Journal of Marriage and the Family* 57(3):617-28.

As “digital natives,” adolescents are more reliable and authentic than adults in terms of their point of view. We should use this advantage and integrate youth in the process of researching and developing prevention concepts.

Another important issue of relevance to prevention is that youth and adolescents should know what they do to help as bystanders – online and offline. This implies that youth as classmates need to be motivated to help victims and stop cyberbullying. Thus strategies and role models should be focal points of education programs.

In keeping with these findings, we need to consider ways in which the recommendations cited above can be realized.

New initiatives and concepts embedded in networks established by schools and other stakeholders show good promise. One example is the Youth Crime Watch (YCW) program in place in Miami-Dade County.³³ Established by Citizens’ Crime Watch of Miami-Dade County, this is a county-wide, non-profit crime prevention program. The mission of the Youth Crime Watch program is to foster a safe school environment that impacts on student well-being through awareness and involvement. The YCW program serves nearly 30,000 Miami-Dade County public school students per school year through youth crime prevention presentations, safety projects, YCW club meetings, assemblies, rallies, and special events. The YCW School Coordinators, who are certified as crime prevention practitioners, conduct more than 300 presentations per school year at Miami-Dade County public schools on such topics as YCW orientations, YCW installation, YCW appreciation, reporting crimes, school safety, school violence prevention, bullying and cyberbullying prevention, sexting prevention (See more at: <http://www.youthcrimewatch-miamidade.com/#sthash.CbFAZ5VB.dpuf>)

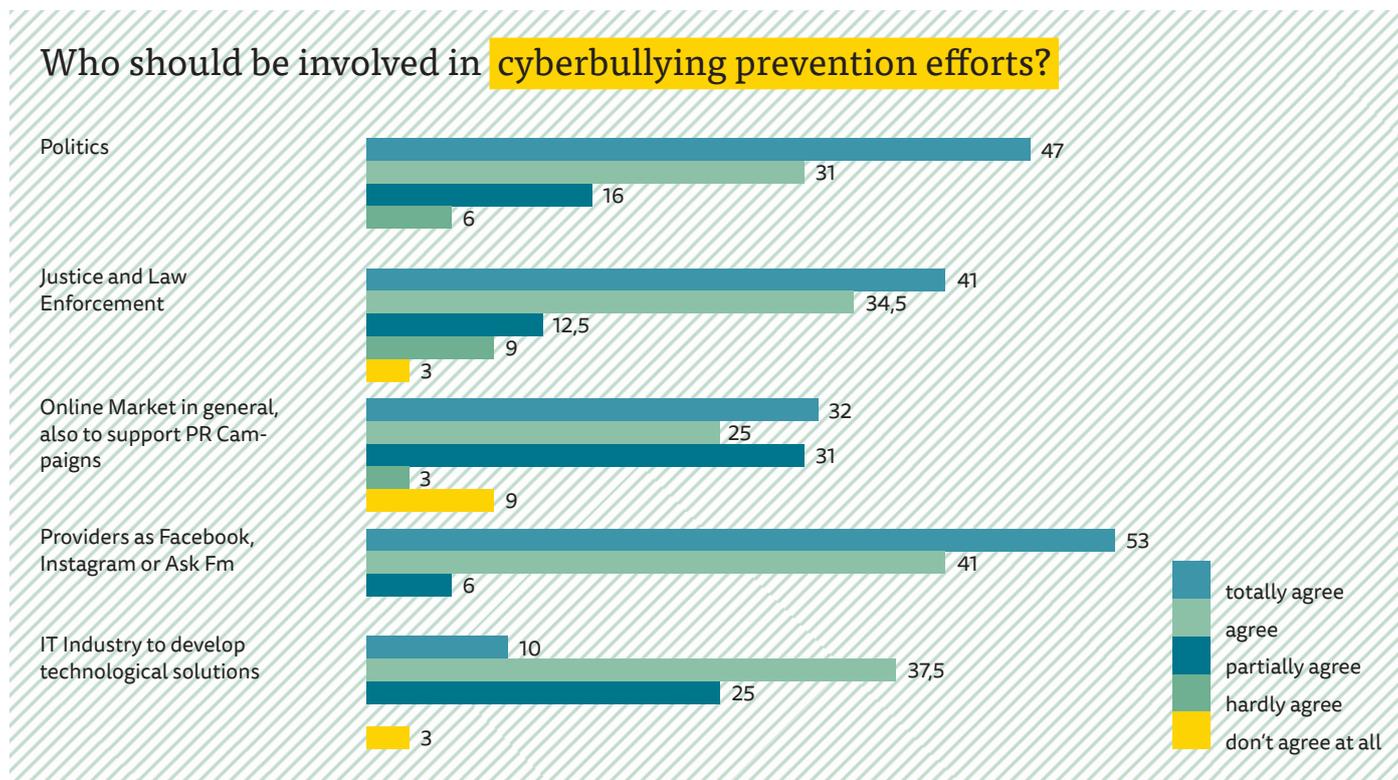
Government and the IT industry

A strong consensus among our experts is indicative of their attitude toward politics in general and the importance of government involvement. As discussed above, government involvement encompasses a number of different issues, including education, schools, legal frameworks and laws (see below).

Many countries are currently drafting cyberbullying laws or striving to integrate cyberbullying into established penal codes (as in Austria, which passes a cyberbullying law in 2016, and certain states in the US). The majority of experts confirmed the need for a new legal framework. They think much like Justice Minister Diana Whalen of Nova Scotia, who stated in April 2016 that the province is busy trying to fill the hole created when the Nova Scotia Supreme Court struck down a cyberbullying law. The Justice Department’s CyberSCAN anti-cyberbullying unit has had to switch from enforcement to education. The Department is looking at all options, including drafting a new act, appealing the court ruling striking it down and working to improve existing legislation such as the Education Act. Thus the Department is looking at other cyberbullying prevention laws in force elsewhere and consulting with police, educators and others.³⁴

³³ <http://www.youthcrimewatch-miamidade.com/>.

³⁴ <http://thechronicleherald.ca/novascotia/1355012-n.s.-looks-to-fill-void-after-cyberbullying-law-inspired-by-rehtaeh-parsons-struct>



Experts' positive remarks were not confined to issues of justice and law, however.

They also suggest that the online market in general should be involved in cyberbullying prevention. One important duty could be to support PR campaigns and promote the broader dissemination of knowledge. Half of the experts surveyed agreed/totally agreed with this statement.

A striking consensus of opinion was established on the subject of providers, such as Facebook, Instagram and Ask Fm. Nearly 94% of respondents agreed that they should be more closely involved in prevention efforts. No one denied this. Thus providers should be held more liable in the future!

A nearly similar attitude toward the obligation of the IT industry to develop technological solutions was evident. 70% of our experts recommend improvement.

As the findings of our survey indicate, technological solutions are important, but actions devoted to integrating online behavior, education and knowledge appear to be even more effective.

Cyberbullying: a topic for business³⁵, health care and insurance

As mentioned above, cyberbullying is an issue of concern to adolescents only. Today, many employees who are registered with Facebook include work relationships in their social network. Thus undoubtedly implies risks, one of which is cyberbullying. Thus the rise in online communication is also accompanied by online cyberbullying in the workplace (Brack & Caltabiano, 2014).

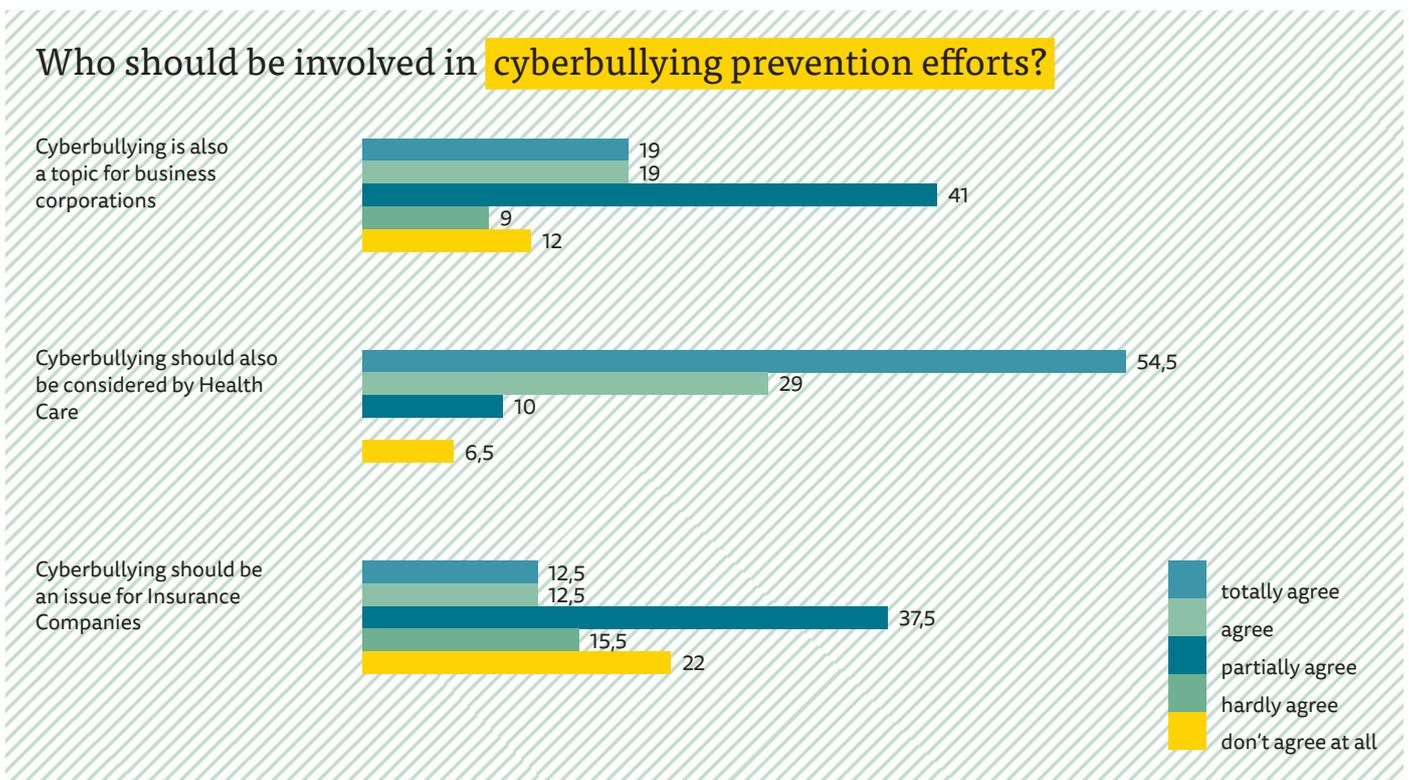
³⁵ <http://www.forbes.com/sites/paigearnoffenn/2012/07/13/beware-of-business-bullies/#373a1f1e15ae>

As mentioned above, only a few studies published to date have focused on cyberbullying among adults in the workplace. A relatively new Swedish study (sample of 3371 respondents) investigates the prevalence of cyberbullying and face-to-face bullying in Swedish working life. The results based on responses on a cyberbullying behavior questionnaire (CBQ), show that 9.7% of the respondents can be classified as having been cyberbullied in accordance with Leymann’s cut-off criterion.³⁶ This finding confirms the results of studies done in Germany in 2014 results of studies in Germany done in 2014,³⁷ in which 8% of respondents affirmed that they had been victims of cyberbullying.

The results of the present study show that the majority of our experts have a relatively consistent attitude toward the need for new standards for workplace prevention programs designed to reduce cyberbullying among adults, which we refer to as “business cyberbullying.”

Yet although it is viewed as a rising problem among adults, cyberbullying is not seen consistently as an important issue for business in general. At the moment, only 38% of our experts totally agree/agree that cyberbullying is an important topic for business enterprises. 41% only partially agree.

We recognize two different modes of perception in this case. Agreement is considerably stronger when we are talking about the impact on people than it is when we are concerned only with organizations.



36 Forssell, R. (2016). Exploring cyberbullying and face-to-face bullying in working life – Prevalence, targets and expressions. Computers in Human Behavior, Volume 58, May 2016, Pages 454–460

37 Schneider, C. Katzer, C. Leest, U. (2014). Mobbing und Cybermobbing bei Erwachsenen. Eine empirische Bestandsaufnahme bei Erwachsenen in Deutschland

Subsequent research should take into consideration that, although cyberbullying is an increasingly important issue for business enterprises, it is not yet regarded by society as a whole as a matter of concern for organizations.³⁸

When we take a look on another issue “The role of Health Care”, the experts answered relatively consistent: The majority confirmed, that Cyberbullying naturally should be considered by Health Care.

The experts responded relatively consistently on the issue of the role of health care. The majority stated that cyberbullying should quite naturally be considered by health care providers.

We recognize on the one hand that the costs for victims can be enormous – including personal psychological harm and long-term effects, psychological counselling and the inability to finish school, study or work. On the other hand, we have to consider the substantial monetary costs incurred by businesses and insurance companies. Thus cyberbullying is indeed an important issue for health care. One Idea for future consideration is that of counselling as a preventive measure (coaching, etc.) which must be supported by health care providers.

Attitudes with respect to the role of insurance companies in efforts to prevent cyberbullying are not consistent.

Although the majority of all experts are convinced that insurance companies should play an important role in the prevention of cyberbullying, a remarkable 37% of respondents did not agree. Their skepticism appears to reflect their experiences with “working together,” i.e. cooperation among experts, schools, government and insurance companies.

In Germany we recognize the development of a certain level of trust between government and insurance companies (see NRW). One example is the support provided by the ARAG Insurance Company for various projects, including studies devoted to the dissemination of knowledge (<https://www.arag.com/medien/pdf/nachhaltigkeit/arag-cybermobbing-studie.pdf>). But funding for prevention efforts in schools has also been provided under the patronage of Minister of Schools and Education Barbara Löhmann (conflict management, <https://www.konfliktmanagement-an-schulen.de/>), as has been recommended by well-known experts.

Thus one key result of this present study shows that the majority of our experts demand new concepts for networking and funding for new prevention tools.

An important matter for future consideration is the issue of responsibility, networking and funding by business enterprises, health care providers and insurance companies.

b. What should be done to combat cyberbullying in the future

Cyberbullying lies within the sphere of responsibility of our entire global society. It is not limited to a specific segment of society. Everyone is involved – adolescents and adults, businesses and governments. What is more, cyberbullying recognizes no boundaries.

³⁸ <http://www.forbes.com/sites/paigearnoffenn/2012/07/13/beware-of-business-bullies/#373a1f1e15ae>

Therefore, we need a holistic approach to combat cyberbullying in the future.

But what can we do to prevent and intervene?

The largest representative study on cyberbullying conducted in Germany in 2013³⁹ confirmed the need to address various key issues of relevance to prevention efforts:

- Half of all cyberbullying victims want more help in schools, in the form of support teams, counseling and peer scouts, to name only a few examples.
- Arrangements for the dissemination of knowledge, training on new skills and prevention are extremely fragmentary.
- A “whole school” approach for primary or secondary schools is lacking.
- Teacher education is extremely old-fashioned. Teachers complain of huge deficits and are not equipped or trained to meet the challenges of Web 4.0.
- A matter of concern at the moment: Changes must be made in prevention and education programs as sources of information – for students, teachers and parents. New tools for prevention are also needed, including especially such technical options as Apps and on-line coaching programs, etc

It is now 2016.

Several years have passed.

Cyberbullying has changed. As we can see, it has become extremely mobile. Smartphones are the new weapons.

What do we need today in order to respond effectively this new cyberbullying situation? And what should future prevention efforts entail?

We need a holistic approach and new concepts for prevention and education

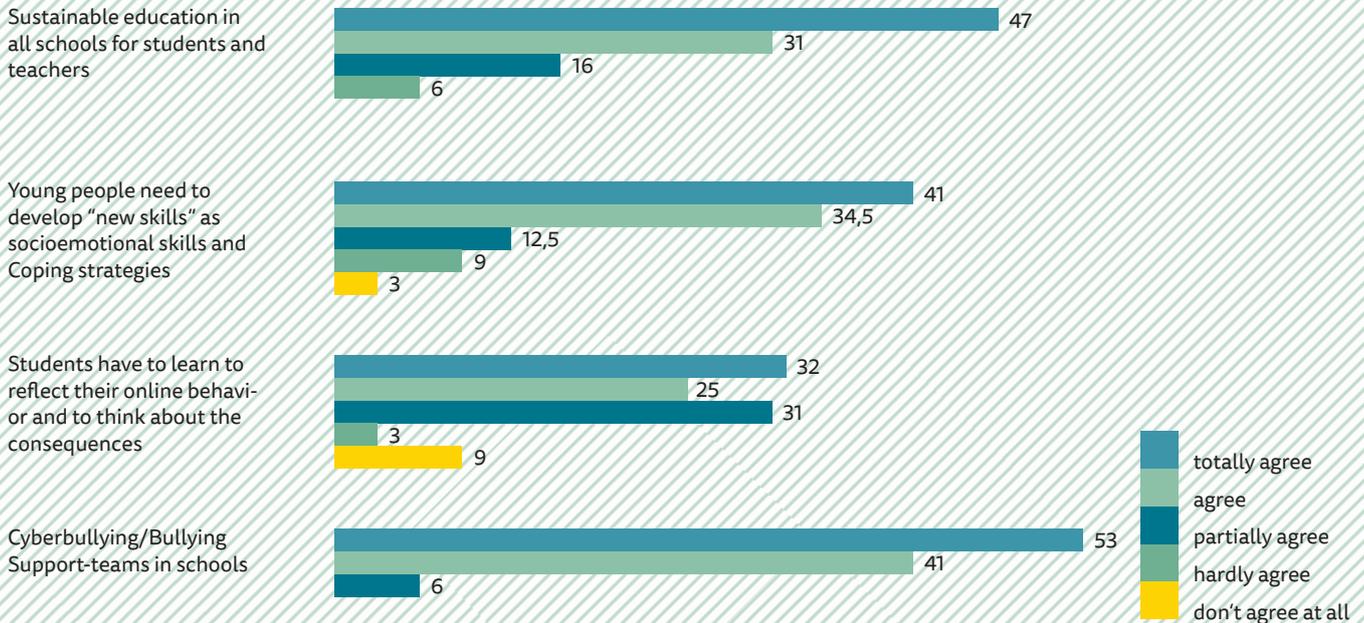
As shown below, the majority of our experts answered relatively consistently and with high rate of agreement when it came to the need for sustainable education in all schools for students and teachers (no one denied this statement, and 78% agreed/totally agreed) and the need for young people to develop “new skills,” such as socio-emotional skills and coping strategies in order to surf the Internet with less risk on (three-fourths of respondents agreed/totally agreed). Moreover, 94% of the expert surveyed recommended establishing cyberbullying/bullying support teams at all schools. That would also include counselling systems. School can install virtual peer support mechanism. We have learned about the positive effects of peer support through one project in Germany – Juuport (<https://www.juuport.de/>) and through the CyberMentors program initiated in the UK in 2009. In the latter case, students are trained as cyber-mentors who log on and mentor on demand. We should learn from these early projects. The experts see a huge need to create new structures in schools.

Prevention programs should include new content. Young people need to develop “new skills,” such as socio-emotional skills and coping strategies, as three-fourths of all experts agree.

Another important point is the need to educate students to reflect on their own online behavior and consider the consequences – both positive and negative – of their actions (as 57% of experts agreed/totally agreed). It is also evident that future educational measures should focus on all of the behavior students exhibit online as well as the motivations that lie behind it.

³⁹ Schneider, Katzer and Leest 2013: Cyberlife-Fascination, Risks and Cyberbullying. Alliance against Cyberbullying e.V. and ARAG SE.

What should be done to combat cyberbullying in the future?



How to motivate parents to become involved in prevention

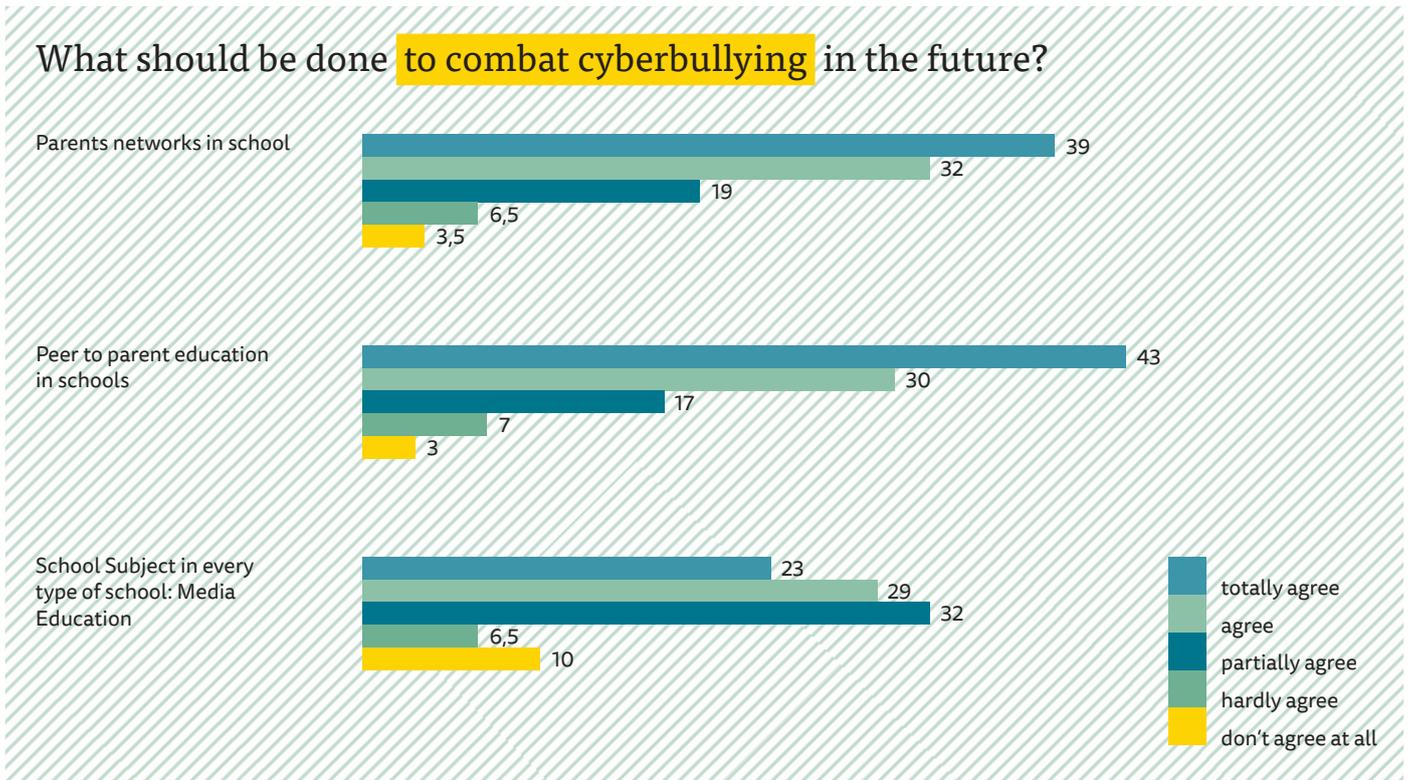
There can be no doubt that parents play an important role in prevention and education. Yet schools often complain that parents are not interested in what happens at school or what information programs school offer.

Thus we have been recommending for years that children themselves should be involved in developing motivation strategies for parents. Peer-to-parent education, in particular, should be focused on informing and training parents (Katzer, 2013),⁴⁰ and several pilot projects in Germany have been very successful in this regard. The point is that parents are more motivated to be in the audience when their own children plan a roadshow at school. Thus nearly three-fourths of all experts recommended establishing peer-to-parent education programs in schools, enabling adolescents to teach parents to understand their online world, to include both its risks and uses.

Parents are also important stakeholders in prevention work, and as such they need to work together. Three-fourths of our experts suggest establishing networks for parents at schools – so that parents can discuss their experience with online risks or problems and work together to find solutions for their children.

Another matter that drew very positive reactions from our experts is the recommendation to introduce a new school subject into the curriculum at every type of school. The course entitled "Media Education: How to live in Web 4.0" starts in the first grade, and covers various issues associated with cyberpsychology: 52% of the experts surveyed agreed/totally agreed, and one-third agreed at least partially with this suggestion.

⁴⁰ Katzer, C. (2013). Cybermobbing – Wenn das Internet zur W@ffe wird. Springer Verlag.



The student voice and new tools for prevention

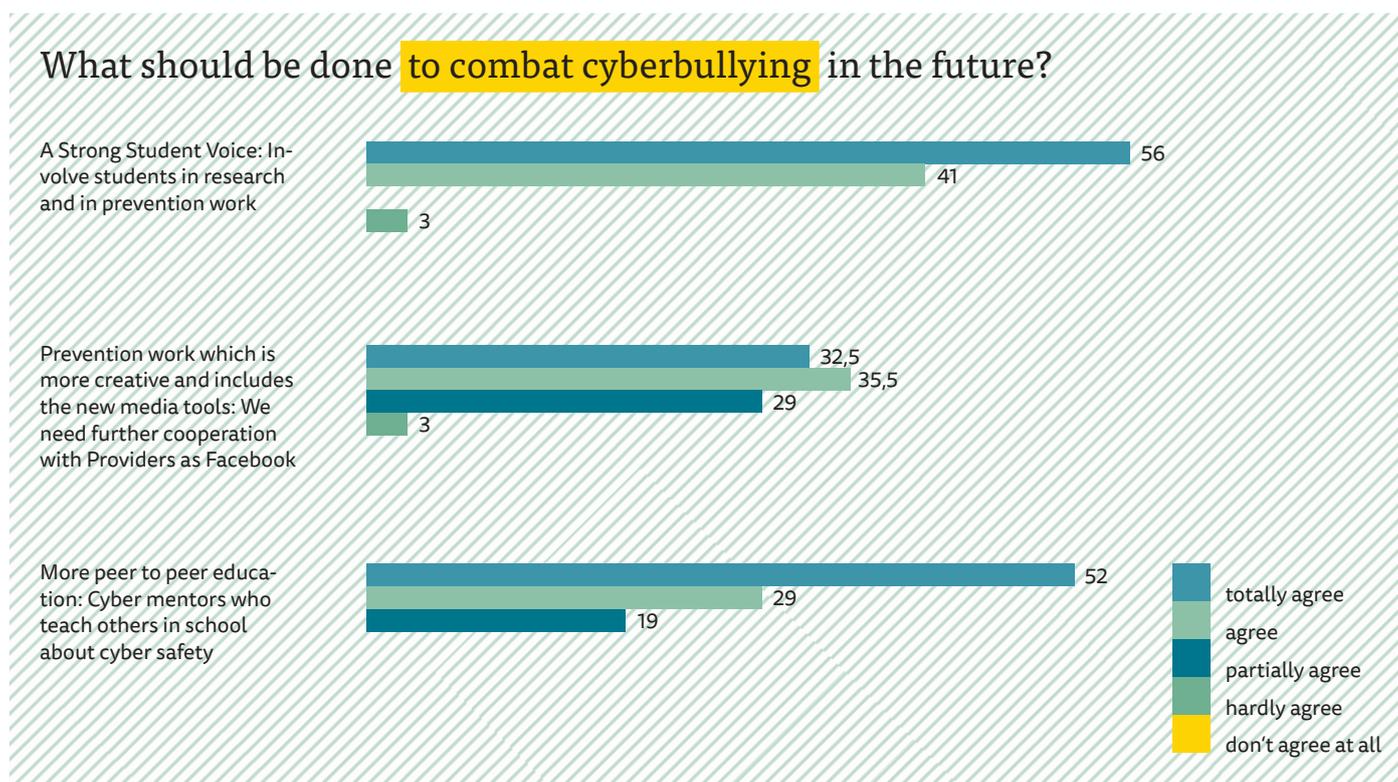
One thing is crystal clear: We need to listen more carefully to youth, who live their social lives in technologically mediated spheres.

Thus prevention programs, in particular, must be influenced in large measure by what adolescents think, feel and need. It is essential, especially in this phase of development and implementation, that we give our students a “strong voice,” as 97% of our experts point out. That means involving students in research and prevention efforts devoted, for example, to developing new ideas for prevention concepts. Researchers and schools need to cooperate more effectively, and we need junior researchers.

Furthermore, how prevention measures are implemented and what they entail play an important role in determining whether they are accepted and used by the target group (youth) or not. Prevention should be fun. Thus the experts emphasized the need for more creative approaches to prevention involving the use of new media tools (social networks, video clips, etc.). More effective cooperation with providers (e.g. Facebook, Instagram and YouTube) is needed in order to develop new prevention concepts and tools (e.g. video clips or a YouTube cyberbullying channel). 68% of our experts agreed/totally agreed, and no one denied this statement.

With respect to this need, we contend that the concept of peer-to-peer education should be expanded at the national level. Students can act as cyber-mentors who teach others about cyber-safety in schools (nearly 80% of respondents totally agreed/agreed). We currently have a manageable supply of projects in some of the German states, but it is not

sufficient, and nothing is mandatory. New ideas include linking different schools so that cyber-mentoring takes place within the context of exchange programs with other types of schools (see the example of California in the US).



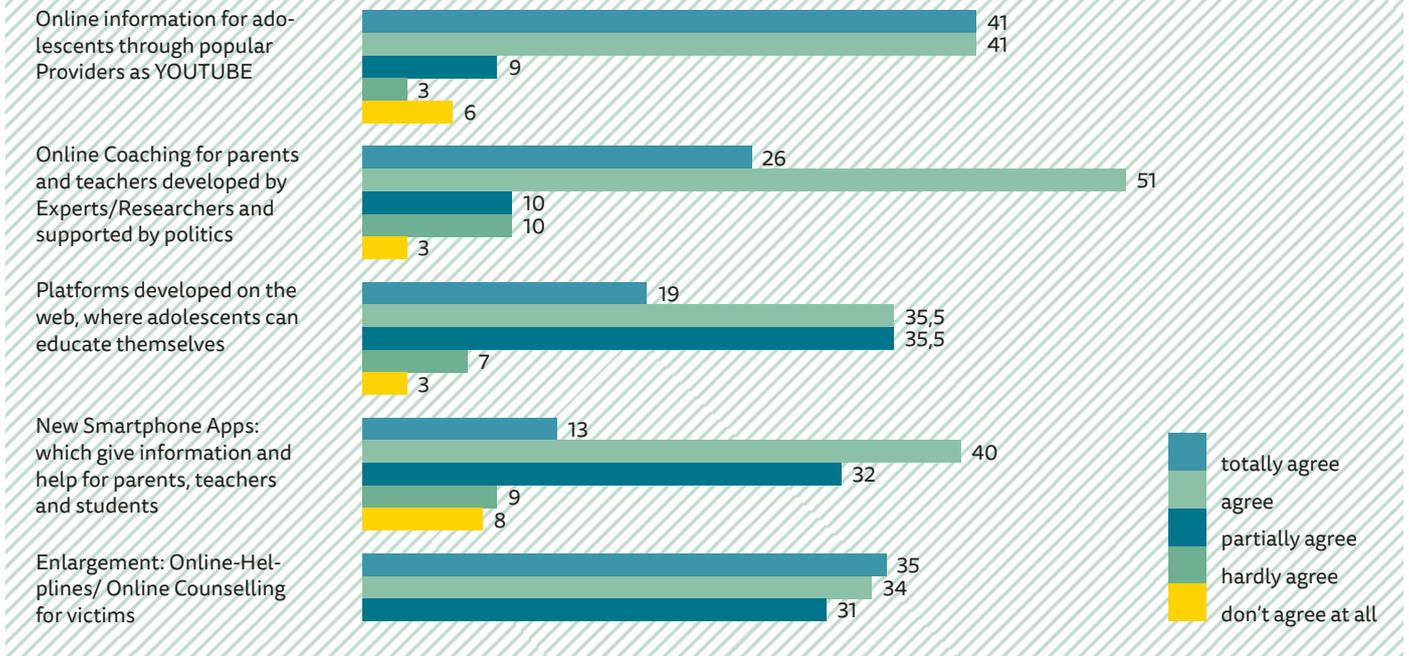
New media should play an important role in the processes of disseminating information and education youth. Thus the majority of our experts demand more information for adolescents provided by such popular providers as YouTube and Instagram (82% agreed/totally agreed).

Furthermore, three-fourths of all experts demand new approaches to education. Online coaching for parents and teachers developed by experts/researchers should be supported by government, as we see in a project in Norway, seems to be promising.

The experts also recommend establishing platforms in the Internet at which adolescents can learn about their behavior (e.g. how to behave appropriately, what is harmful to others, etc.) (54% agreed/totally agreed; 35,5% agreed partially). Also useful are new smartphone Apps, which provide information and guidance for parents, teachers and students (53% agreed/totally agree; 32% agree at least partially).

With regard to the need to establish more online helplines/online counselling programs for victims, the answers given by our experts are highly consistent. No one said that online counselling is unnecessary.

What should be done to combat cyberbullying in the future?



Security/detection

Developing safer online environments

Although the issue of teaching youth how to behave without hurting others and developing socio-emotional skills, etc., plays the most important role in prevention, nothing works without an effective detection and security system. We need to make the online world safer. As long as some people are unable to control themselves, we need such features as automatic cyberbullying detection/filter systems which automatically delete threats, sexting photos or violent video clips. Half the experts surveyed agree, and another 28% partially agree.

In this regard, the majority of our experts would also welcome new and effective reporting and investigation systems. Nearly three-fourths of respondents agreed/totally agreed, and no one rejected this suggestion.

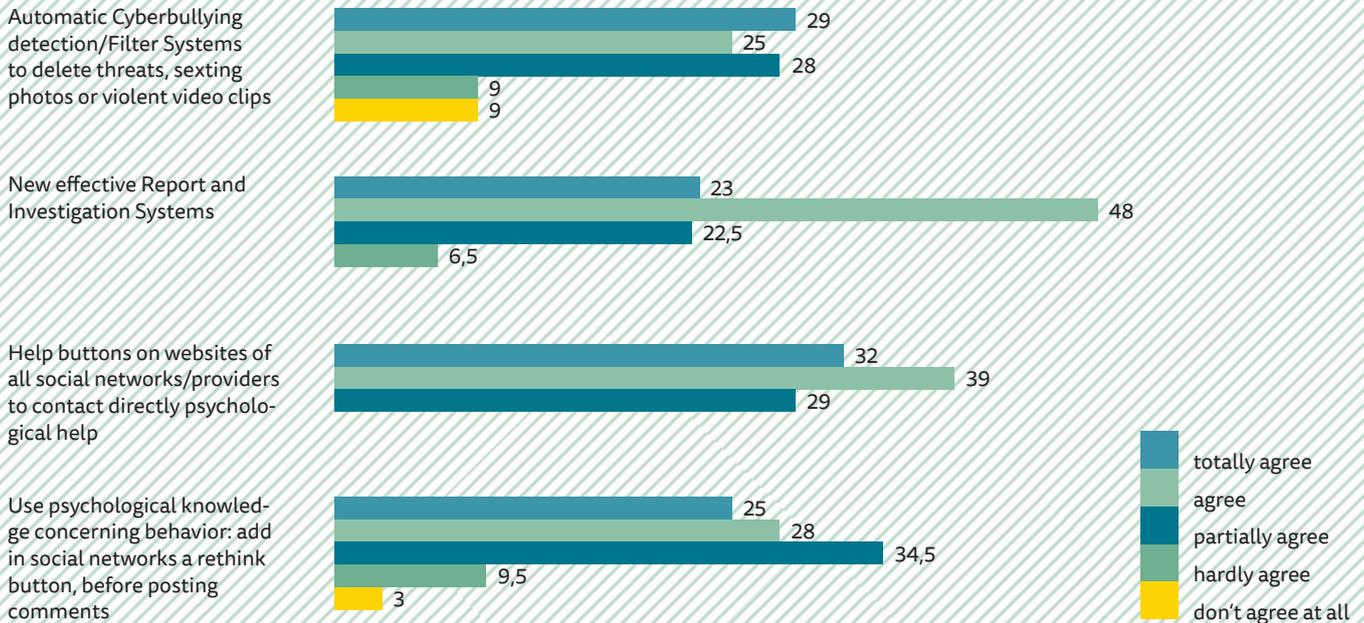
That leads to the following recommendation:

Nearly all experts suggest installing help buttons at the Websites of all social networks/providers enabling users to access psychological assistance directly.

Moreover, 53% of the experts surveyed are convinced that a new way to trigger more self-control by users could be to activate psychological knowledge about our behavior, i.e. incorporate a “rethink button” into social networks to be used before posting comments. One-third of the experts surveyed are not sure about this.

That is not surprising, however. The topic is totally new, and research on the matter is still in its infancy – but the possibility appears to be promising.

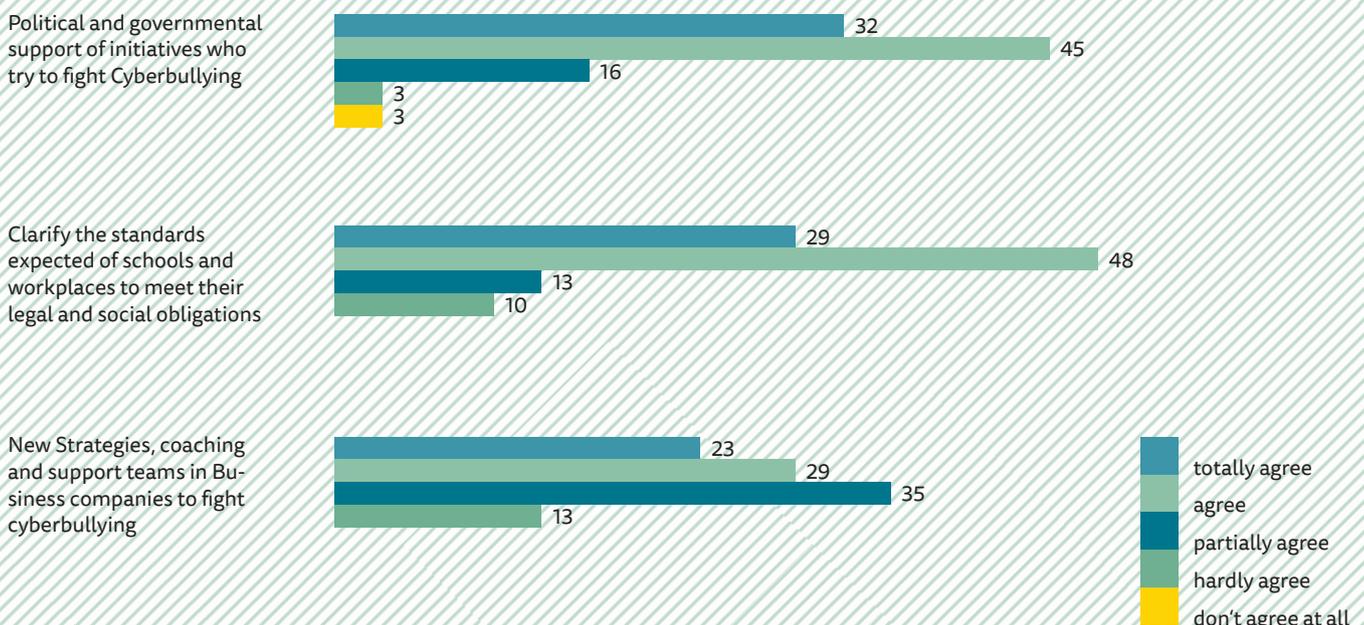
What should be done to combat cyberbullying in the future?



New standards for schools and workplaces

Last but not least, government is also obliged to provide political support to initiatives involved in the fight against cyberbullying – according to two-thirds of the experts surveyed. Similarly strong agreement was expressed with respect to the argument that we need to

What should be done to combat cyberbullying in the future?

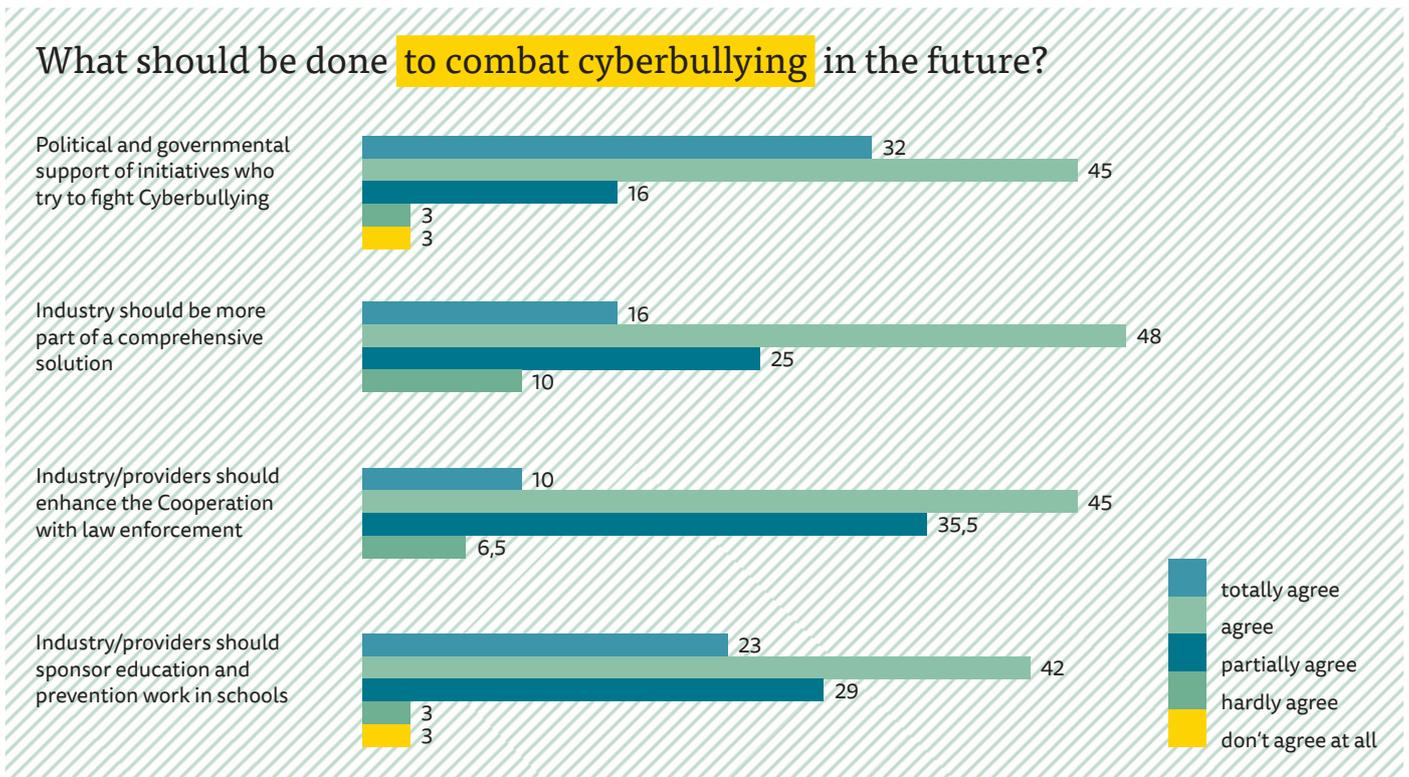


clarify the standards schools and workplaces must apply in order to meet their legal and social obligations regarding digital risks and cyberbullying.

The government is in charge.

Within the context of this demand, business enterprises must make changes in their level of awareness and their actions. No one denied that it is especially important to develop new strategies and new forms of coaching and to establish support teams to combat cyberbullying among adults. More than half of all experts agreed/totally agreed, and one-third agreed partially.

It is interesting to note that Italy (mean= 4.7) and Norway (mean=4) show by far the highest level of agreement. One reason for this may be that Norway exhibits a higher level of awareness in general due to its years of experience with the phenomena of bullying and prevention (see the work of Prof. Dan Olweus) and takes the problem of cyberbullying more seriously. In the case of Italy, the result may reflect the fact that the issue is relatively new in that country and that no preventive measures are in place at the moment, which makes the Italian experts more suspicious (variance analysis: $F= 2.566, p=0.046; GB=3.25, US=3.5, Poland=3, Spain=3.8, the Netherlands=3$).



The majority of our experts recommended more involvement on the part of the IT industry/providers in general. Nearly two-thirds of those surveyed agree that the IT industry/providers should be more closely involved in a comprehensive solution – and no one rejected this suggestion. The IT Industry/providers should also strive for enhanced cooperation with law enforcement, as 55% of our experts agreed/totally agreed. 35.5% agreed at least partially, and no one rejected this suggestion.

Support for another recommendation is also quite evident:

The industry/providers should sponsor education and prevention work in schools, said two-thirds of all experts (29% agreed at least partially). The international comparison reveals that cooperation between the industry and educational institutions is not viewed in other countries with such critical, suspicious eyes as is the case in Germany. While this does not mean that the industry should have control over content – which must always be left in the hands of experts – it does suggest that industry can indeed provide support.

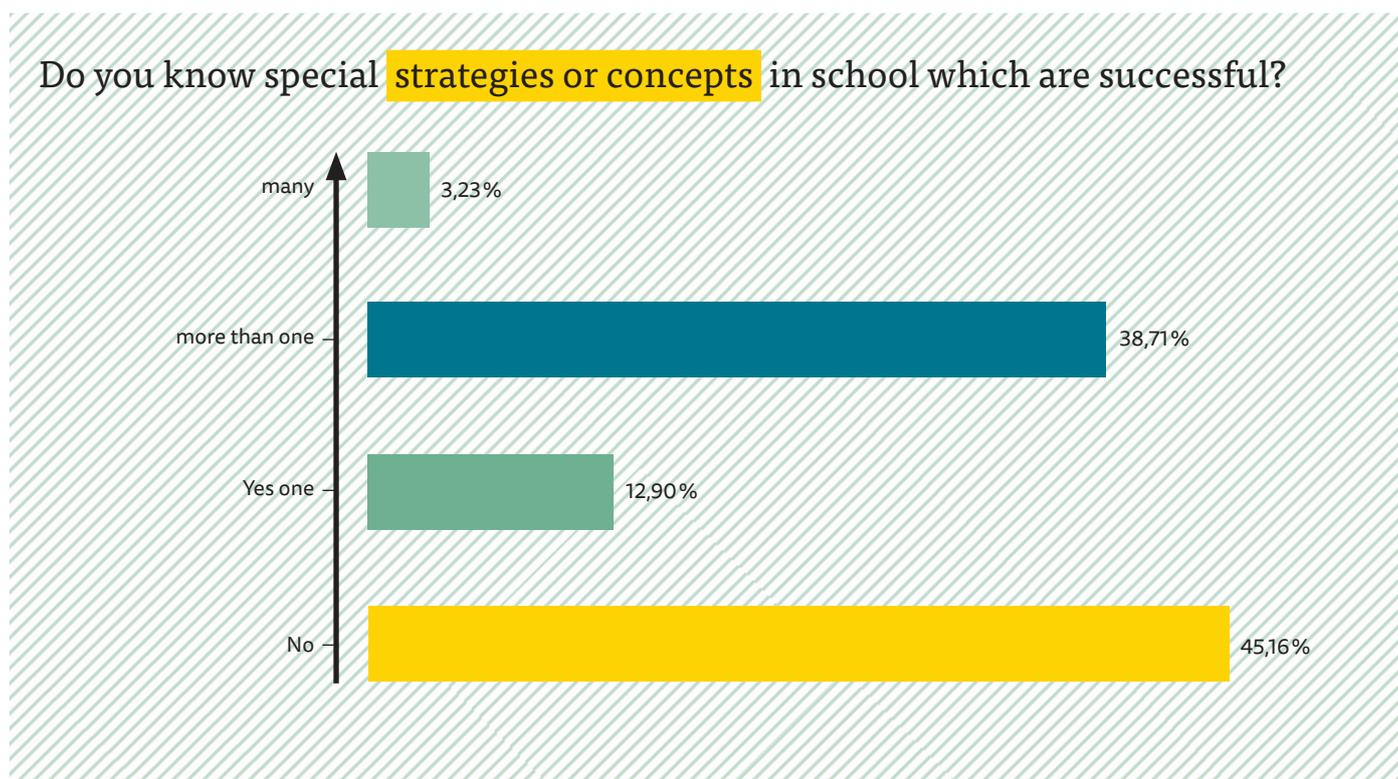
c. What issues do you regard as important in developing an effective cyberbullying prevention program?

In further comments concerning important issues in addition to those cited above, the experts emphasized the importance of new socio-emotional and digital skills (as well as “up-stander” behavior and help-seeking behavior, etc.). Other matters of current significance are cyberpsychology, programs for socio-emotional learning, legal consequences for cyberbullies, support from companies acting as partners, family education and educational policies for schools.

Some experts also expressed the demand for “zero tolerance.” Since bullying and cyberbullying often have a negative influence on health, reducing and combatting these phenomena will improve the general well-being of children, adolescents and adults alike

d. Are you aware of any special strategies or concepts that have proven effective in schools?

It is surely important to evaluate the status of prevention efforts in Germany in comparison with those in other countries.



If we hope to develop new approaches to prevention in Germany, it is only natural that we consider ideas developed in other countries as well as their experience with prevention concepts. Thus we wanted to know whether the experts were aware of specific concepts that are effective in schools.

It is quite alarming to learn that 45% of those surveyed were not familiar with any such concept. 13% mentioned one, and somewhat more promising is the fact that 38% were able to name more than one.

Obviously, improvement is needed here.

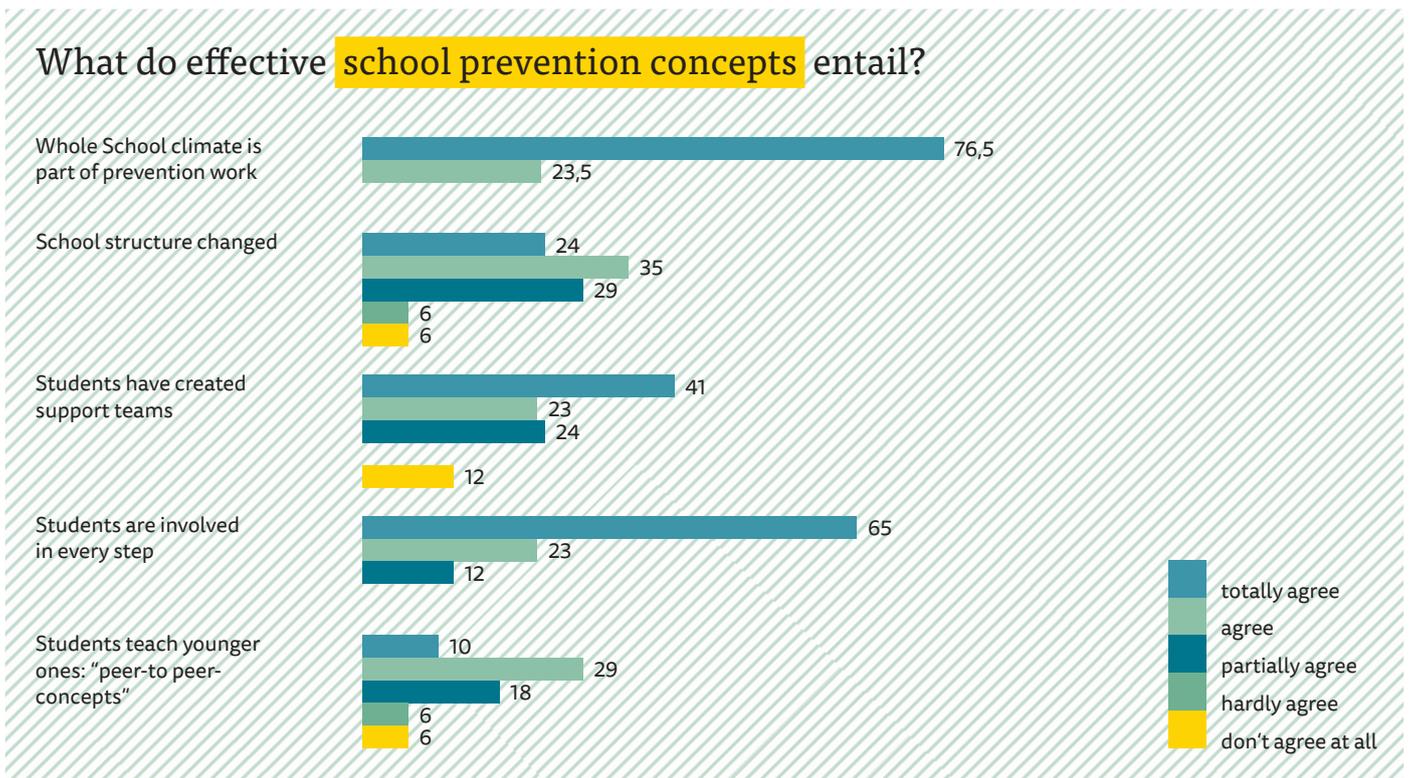
What are the specifications of the successful prevention concepts they cited?

Knowledge about truly effective prevention systems is of crucial importance to our future prevention efforts in Germany. Thus one key question underlying the present study was "What should a promising prevention concept entail?"

The experts who are acquainted with an effective prevention concept for cyberbullying considered the following issues:

Our experts identified two issues as most important: The need to consider and change the entire school climate (nearly 100% agreed) and the need to involve students in every phase of prevention (no one denied this; 88% agreed/totally agreed)!

School structures also need to be adapted. Support teams must be established for this purpose (no denials, and two-thirds of experts agreed/totally agreed). The practice of students



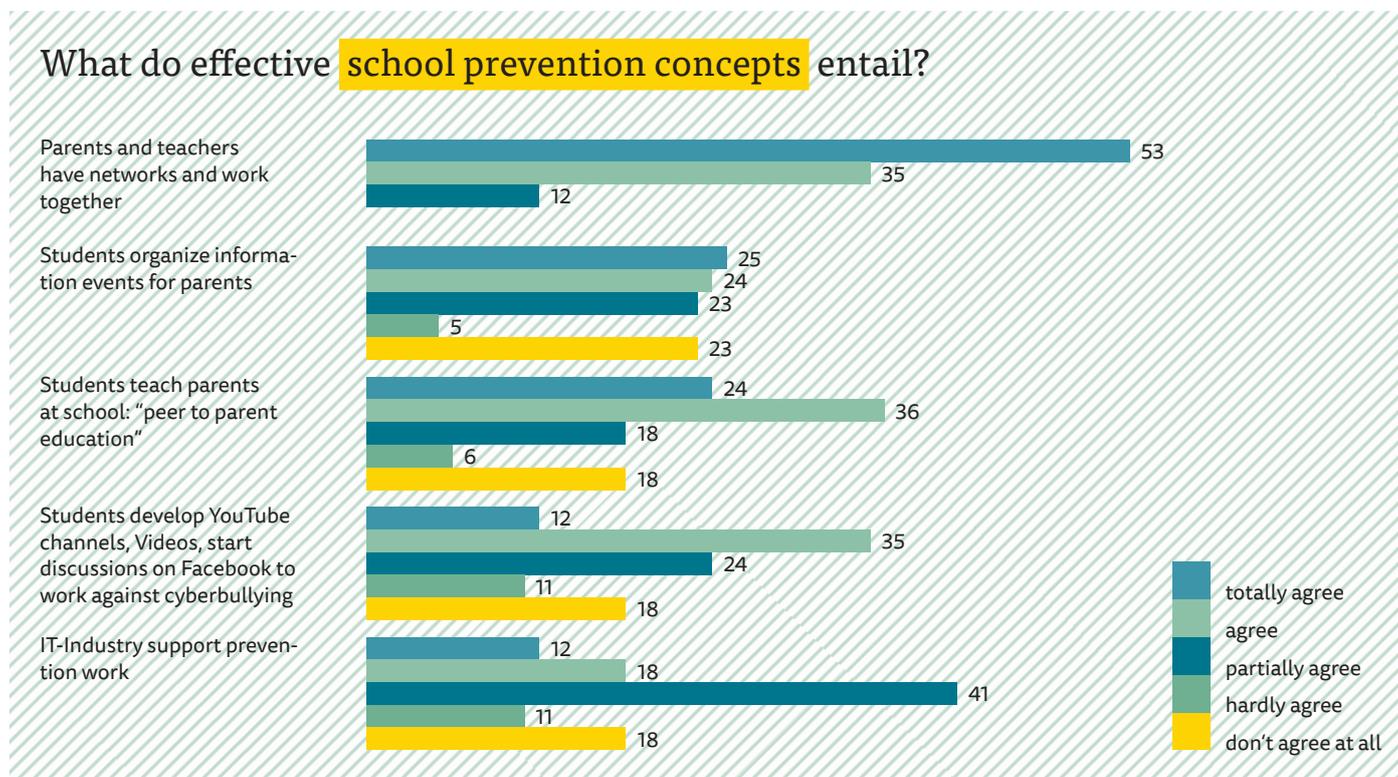
teacher younger students in keeping with “peer-to-peer concepts” is not so common at the moment (38% agreed/totally agreed; 18% agreed partially). This has to change.

Furthermore, effective prevention concepts need to build networks between parents and teachers, thereby enabling them to work together. We recognize a strong consensus on this issue: nearly 90% agreed/totally agreed, and no one denied this statement.

The element of students organizing information events for parents is integrated in successful concepts, as previous results have also shown (half of all experts agreed/totally agreed; 23% agreed at least partially). Students should coach/educate parents at school, in what is called “peer-to-parent education.” This concept is very new but must be regarded as a very promising tool that can help close the gap between adults and youth.

Furthermore, the nature of prevention work itself must change. Creative work with students in the fight against cyberbullying as developed in role plays or video clips should involve the use of new media and such devices as smartphones and tablets, as demanded years ago (Katzner, 2013) and confirmed by our present study. Effective prevention concepts include such elements as youth developing YouTube channels and video clips or initiating debates on cyberbullying on Facebook (47% agreed, and 24% agreed at least partially).

And as mentioned previously, the IT industry should support prevention efforts (one-third totally agreed/agreed, 41% agreed at least partially).

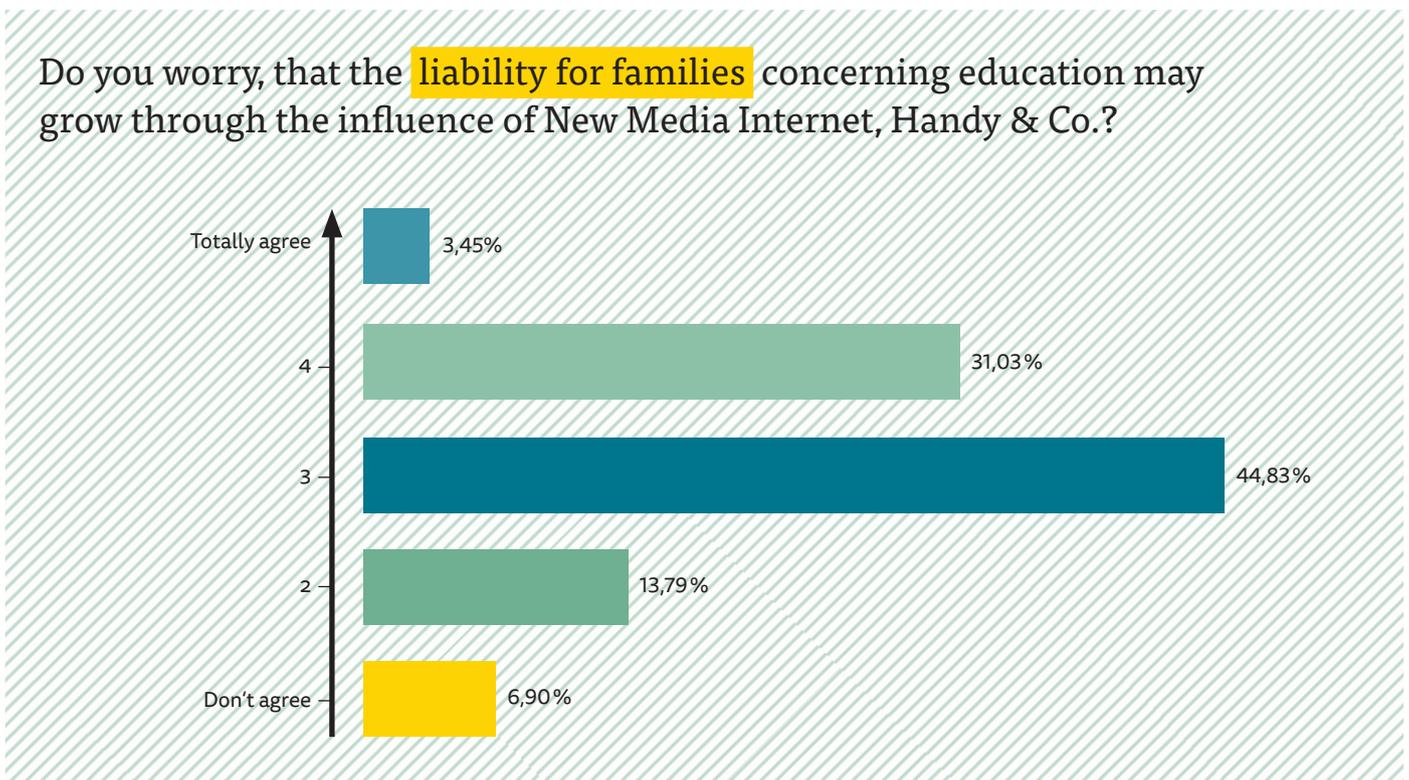


e. Do you worry that liability of families for education may increase under the influence of “new media, Internet, mobile phones & Co.”?

New forms of social communication in the virtual environment of the Internet, such as chatrooms, social communities like Facebook and Twitter and video Websites like YouTube, are viewed especially by young people as exciting and magical places. There they can look for new friends, find their great love or can test the social perception of their own personality.

But the new social communication tools and devices such as “Facebook, Twitter, YouTube & Co” are also scenes of crime and settings for antisocial behavior. New phenomena, such as happy slapping, cyberbullying and grooming have emerged. It will not become easier for parents to educate their children and protect them against harm in the future.

Therefore, the last representative study conducted in Germany (2013),⁴¹ which was also supported by ARAG SE, revealed that nearly all parents believe that the nature of aggressive and violent behavior among children has changed dramatically. Thus cyberbullying is a very important issue for all parents. But only 40% feel sufficiently informed about online risks like cyberbullying, grooming or cyberstalking. Asked whether they were aware of cyberbullying as a problem for children of friends, 28% fully agreed. With respect to the frequency of cyberbullying incidents, they estimated that 38% of all children and adolescents become victims and that 34% engage in cyberbullying. It was startling to realize that only 7.3% of all respondents admit to knowing their own children have been victims of cyberbullying incidents. That is extremely alarming in view of the likelihood that the children of these uninformed parents had been victims of cyberbullying in the past.



⁴¹ Schneider, Katzer and Leest 2013: Cyberlife-Fascination, Risks and Cyberbullying. Alliance against Cyberbullying e.V. and ARAG SE.

We also asked our experts in the present study about their opinion regarding the liability of families for educations under the influence of “new media Internet, mobile phones & Co.”

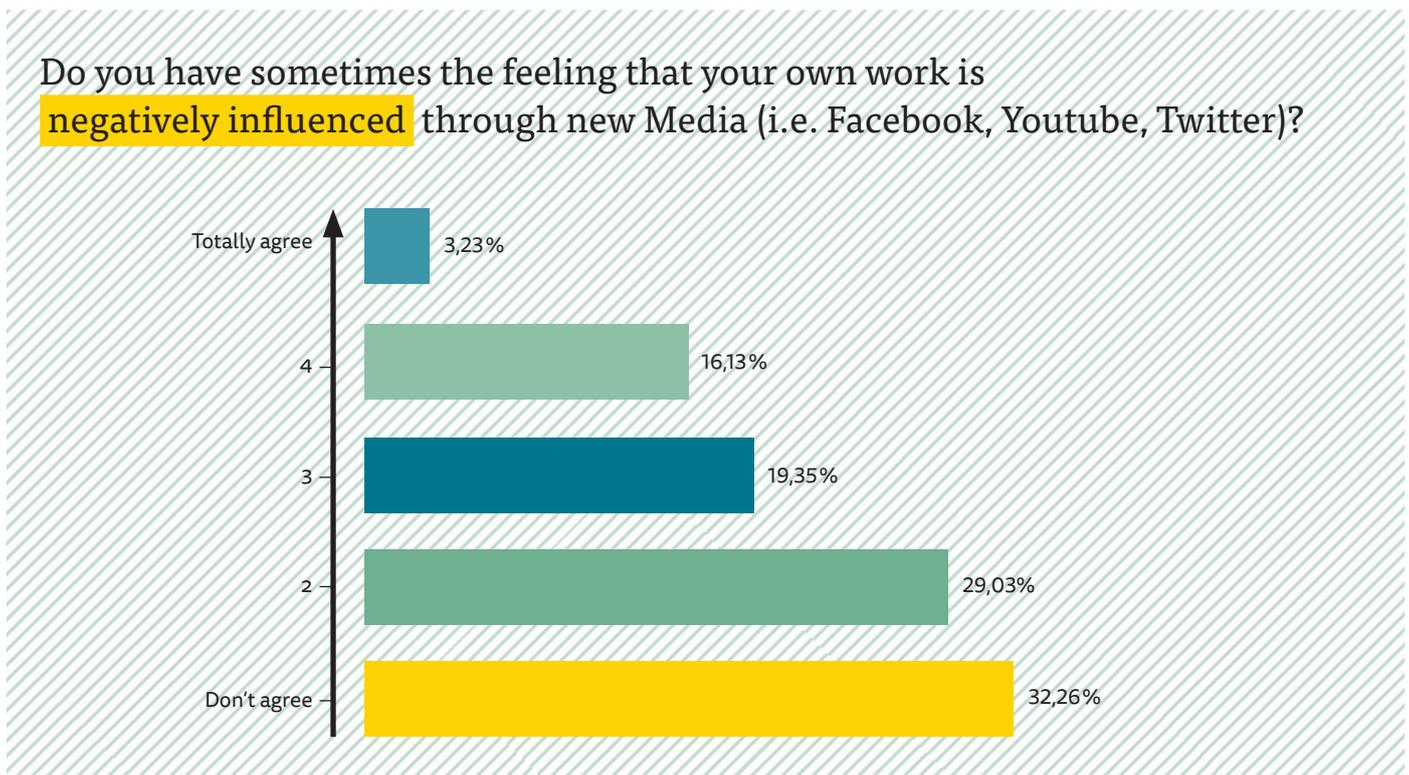
The answers are clearly consistent: the majority of respondents predict that the liability of families will increase (one-third agreed, and 44% partially agreed). This reinforces the findings from our past studies based on questions posed to German parents.

f. Do you sometimes have the feeling that your own work is negatively influenced by new media (i.e. Facebook, YouTube, Twitter)?

In contrast to the results shown above concerning the family’s liability in the new environment of cyberspace, the answers of respondents with regard to their own work are totally different. They vehemently denied feeling that their own work is negatively influenced by new media (i.e. Facebook, YouTube and Twitter). 61% denied that new media have a negative influence on their own work.

This confirms that we often perceive ourselves much differently than we perceive others, as the above results indicate. The findings reveal the complete opposite: two-thirds of all respondents are convinced that the liability of families and parents may grow.

The overconfidence bias cited above is also revealed within the context of experts’ perceptions of themselves.



g. How could government be involved in prevention?

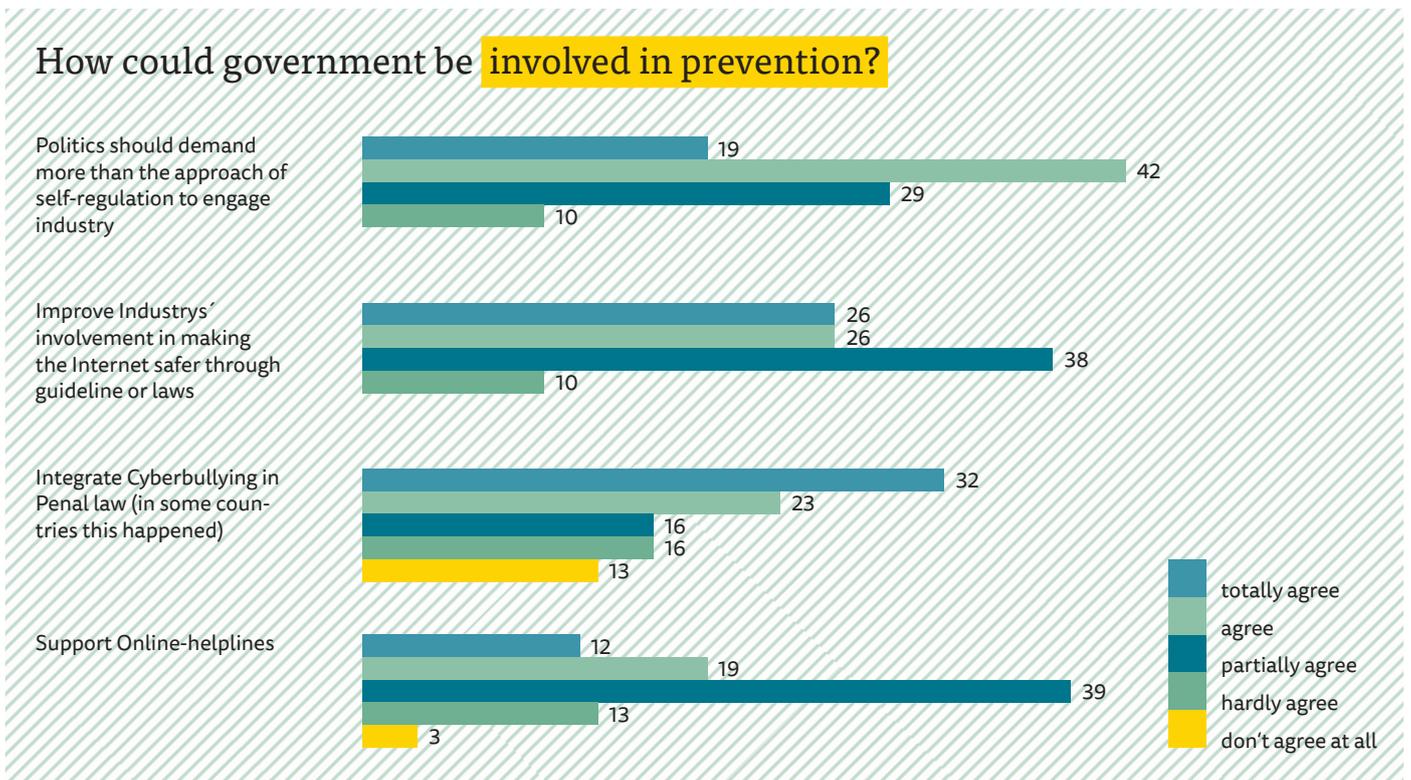
We know that the identification and implementation of changes in prevention policy is virtually impossible without government involvement. Thus with the last question in this online study we wanted to find out what role our experts think government should play in the prevention of digital risks in general and cyberbullying in particular.

The experts expressed one important request, namely that government should require more than mere self-regulation in order to compel the industry to play a role in reducing cyberbullying. No one rejected this statement, and nearly two-thirds of respondents agreed/totally agreed. Consequently, government should develop a new framework – and thus new obligations – for providers.

This also implies that the industry’s involvement can be strengthened on the basis of guidelines and laws. 90% of our experts agreed at least partially, and no one rejected this implication.

Furthermore, the majority of our experts recommend incorporating cyberbullying into the penal code (which has already happened in some countries) or enacting a cyberbullying law, as has been done in parts of the US, New Zealand, Singapore and Austria (since 2016) (55% agreed/totally agreed; 16% partially agreed).

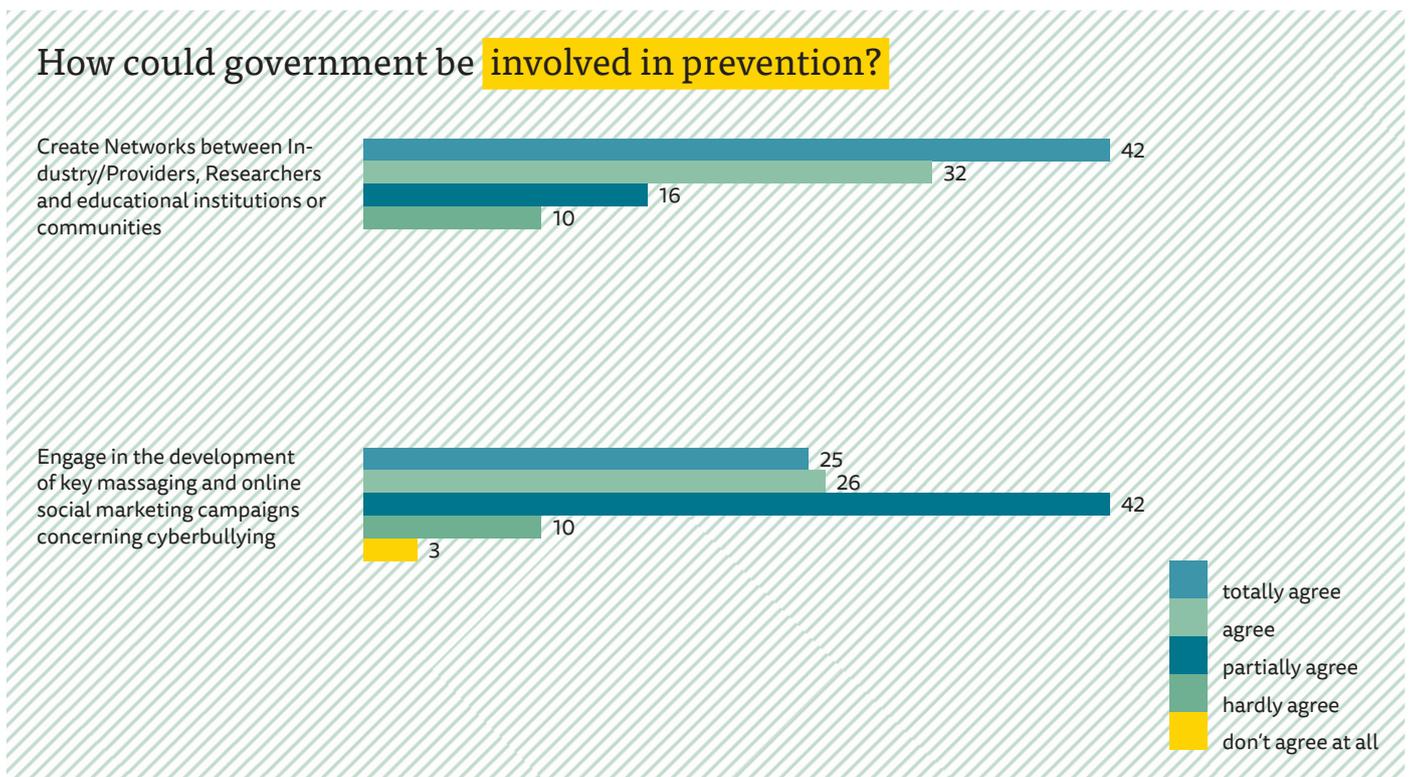
Another suggestion is that government should support the establishment of online help-lines by involving health insurance companies. One-third of all respondents agreed; 39% agreed at least partially.



Last but not least, government should use its “good connections” and play an important role in establishing and supporting networks linking the industry, providers, researchers, educational institutions and communities, as three-fourths of all experts agree.

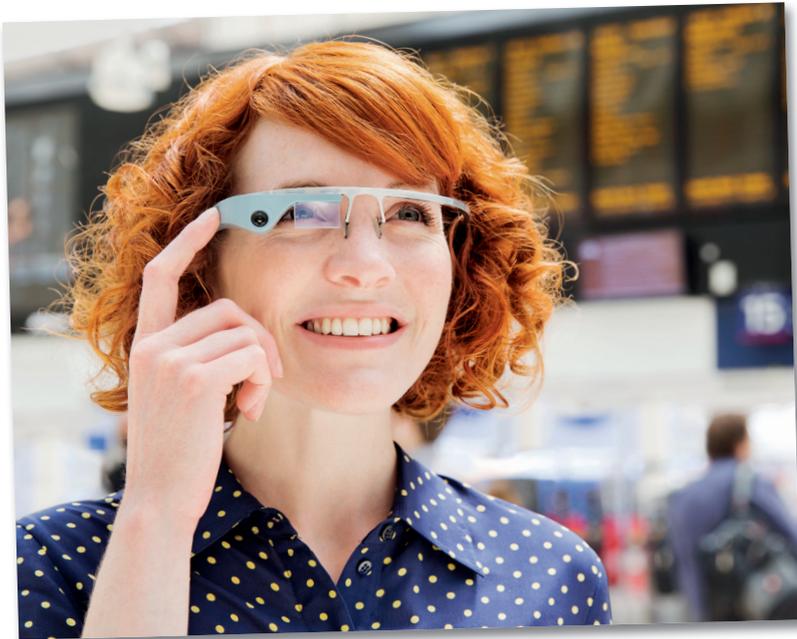
Government should also be involved in the development of key messaging and online social marketing campaigns on the issue of cyberbullying (half of all experts agreed/totally agreed, and 47% agreed at least partially).

Thus we realized that government has a huge responsibility to make the Internet safer, create frameworks and rules for marketplaces (now including the online market as well) and support the approach through counselling.



V.
Conclusion and challenges:

Glance into the future



V.1. Cyberbullying – An increasingly global phenomenon. Focus on Germany: What has happened in recent years?

The new forms of social communication in the virtual environment of the Internet, such as chatrooms, social communities like Facebook and Twitter or video websites as YouTube are exciting and magical places, especially for young people. There they can look for new friends, find their great love or test the social perception of their own personality.

But the new social communication tools and devices such as “Facebook, Twitter, YouTube & Co” are also scenes of crime and settings for antisocial behavior. New phenomena, such as happy slapping, grooming, cybercrime and cyberbullying have emerged and – as we have seen – impact on both adolescents and adults.

Thus it is time to take action.

Prevention management is the order of the day.

But what should it entail? Who are the stakeholders?

We conducted this study in order to find answers for these questions. And we are very happy and grateful that many of the best-known international experts agreed to support our research.

Their voice will have to be considered in the future, because the results of the present study offer clear indications of what is wrong at the moment and recommendations for what we need to do in order to prevent cyberbullying in the future.

The current situation in Germany

With respect to our own country, the most extensive study conducted to date in Germany (2013) confirms that cyberbullying is an issue of alarming importance¹:

1. Nearly every fifth adolescent under the age of 18 has experienced victimization resulting from cyberbullying.
2. 20% of all cyberbullying victims exhibit symptoms of permanent or long-term distress.
3. 60% of all teachers questioned are aware of cases of cyberbullying.
4. Only a minority of parents are aware of cases of victimization resulting from cyberbullying among their own children.
5. Insults, rumors and defamation are the most frequent manifestations, but photos and videos are now used more and more frequently by cyberbullies.
6. Social networks are the most important vehicles for cyberbullying, followed by chatrooms, mobile phones and smartphones.

¹ Schneider, Katzer and Leest 2013: Cyberlife-Fascination, Risks and Cyberbullying. Alliance against Cyberbullying e.V. and ARAG SE.

The study on adults conducted in 2014 also confirmed that cyberbullying is an increasingly common problem.²

The most recent study also confirms that, although efforts to prevent cyberbullying are moving ahead in Germany, they are still rare at the moment.

The important results³ show that only 16% of German schools inform students about cyberbullying. 10% of schools have initiated peer-to-peer projects (teacher study), and 25% of schools organize information events for parents (parents study). This has to change.

These earlier studies also offered a clear picture of the kind of support students want in order to cope with cyberbullying: help from friends (61% agree totally), help from parents and teachers (50% agree totally), peer-to-peer projects (44% agree totally) and consultant teams in school (48% agree totally). 40% also prefer online helplines. Such services are scarce in Germany and should be made more widely available in the future (see in Germany www.juuuport.de, a peer-to-peer helpline, and www.save-me-online.de, an expert helpline).

Furthermore, the activities and arrangements most often favored by parents (97%) are cyberbullying and media training for students in schools, online advisors or online helplines (90%), online coaching (76%) and Apps (61%). But some parents also mentioned the enactment of a cyberbullying Law.

Teachers wanted more basic/advanced training (75%) and better teaching materials (86%). Nearly 70% of teachers favor introducing "Media-Education" as a school subject. Given that the phenomenon of bullying encompasses both school and virtual contexts, prevention and intervention in this field should not target either the school or family environment exclusively. Future prevention concepts must also to include all Internet stakeholders as members of the whole online society.

On the basis of all of these findings from 2013, we articulated four main recommendations for future prevention activities at the time.

1. More and new kinds of prevention concepts in schools and suitably adapted teacher training as well as the introduction Media Education as a school subject (e.g. peer-to-peer education, peer-to-parent education, support teams, basic/advanced training, helplines, school subject).
2. A certified nationwide online helpline (for victims, parents and teachers)
3. New online information tools (e.g. coaching, Apps).
4. Control of Internet providers and possible enactment of cyberbullying laws.

The situation in Germany today?
Nothing has changed so far!

Only the criminal code has been amended and expanded to include penalties for the posting of embarrassing pictures/photographs.

So now is the time for change!

² Schneider,C. Katzer,C. Leest,U. (2014). Mobbing und Cybermobbing bei Erwachsenen. Eine empirische Bestandsaufnahme bei Erwachsenen in Deutschland

³ Schneider, Katzer and Leest 2013: Cyberlife-Fascination, Risks and Cyberbullying, Alliance against Cyberbullying e.V. and ARAG SE.

V.2 Key recommendations for future prevention management

The following action plan is based on the recommendations contained in the present seven-country expert study

1. „*Prevention is an obligation*“: Educational Code (see California, US) or Law (since 2015 in Netherlands) mandating the establishment of prevention programs in all schools, (changes to the entire structure in order to establish counselling teams, monitoring capabilities, etc.). Consideration may be given to making these changes “before” primary schools.
2. „*New School Subject*“: Cyberpsychology/Media Education
3. „*School networks with online platform*“: Schools learn together and from each other (see project in California) / Online platform à la Facebook for schools, with a database of recommended, evaluated Programs (see the Netherlands)
4. “*Research networks linking schools and experts*“: Youth as researchers develop new prevention concepts in cooperation with experts (schools and universities).
5. „*New interactive approaches to prevention*“: Online education and coaching for students and teachers (as are being developed in Norway)
6. “*National SOS – First Aid – button*“: Mandatory help and report at Websites of all providers, also funded by Providers
7. “*Technological filter systems against online hate*“ (see suggestion by Eric Schmidt, Google, in Nov. 2015)
8. “*Law is an obligation*“: Enactment of a cyberbullying law (as in Austria, parts of US, New Zealand)
9. „*Mandatory responsibility and duty of providers*“: New framework and obligations for providers, including visible help button at Websites, online counselling, support for prevention programs at schools and the dissemination of knowledge.
10. “*Business cyberbullying*“: This new research field needs to be taken seriously.

The national SOS – “First Aid” button could be realized immediately!

Successful cyberbullying prevention in the future will need to rely on organizational structures to implement comprehensive concepts for prevention in all schools, together with a national helpline and more cooperation with providers to develop creative solutions that can be shared with many others, such as online coaching, video clips, etc.

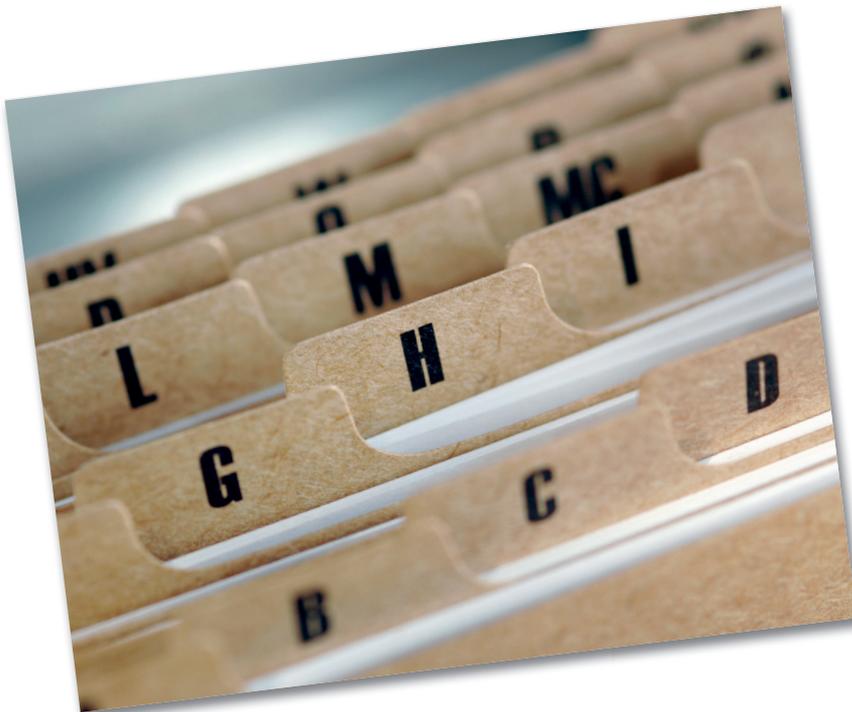
As we've seen, nature of prevention itself must change. Creative work with students to combat cyberbullying would include developing role plays or video clips and should involve the use of new media and devices, such as smartphones and tablets (Katzner, 2013). Young people also need to learn online empathy how to assess their own behavior. Peer-to-peer education, in particular, should be more clearly focused on the field of media education in school and used for the purpose of training parents as well (Katzner, 2013). Parents are more motivated to be in the audience when their own children plan a roadshow at school. The effect is that parents are better informed about risks and youth media trends (see peer-to-parent education).

Government should also support initiatives against cyberbullying and strengthen schools and develop a legislative framework, possibly including a cyberbullying law of the kind in parts of the US, New Zealand, Singapore and Austria. And last but not least, we must focus more attention on business cyberbullying.

This is not the time to wait – This is the time for action:
Start today!

VI.

Annex



VI.1. References

Agatston, P. (February 2015). Cyberbullying: Bullying in the Digital Age. Presentation, February 26, 2015. The Point Orlando Resort, 7389 Universal Blvd, Orlando, Florida 32819.

Arnett, Jeffrey J. 1995. Broad and Narrow Socialization: The Family in the Context of a Cultural Theory. *Journal of Marriage and the Family* 57(3):617–28.

Bauman, S. (2009). Cyberbullying in a rural intermediate school: An exploratory study. *The Journal of Early Adolescence*, 30, 803–833.

Beran, T. und Li, Q. (2007). The relationship between cyberbullying and school bullying. *Journal of Student wellbeing*, 1, 15–33.

Bo Sophia Xiao und Yee Man Wong (2013). Cyber-Bullying Among University Students: An Empirical Investigation from the Social Cognitive Perspective, *International Journal of Business and Information*, Volume 8, Number 1, June 2013.

Brighi, A., Melotti, G., Guarini, A., Genta, M. L., Ortega, R., Mora-Merchán, J., Smith, P. K. and Thompson, F. (2012). Self-Esteem and Loneliness in Relation to Cyberbullying in Three European Countries, in *Cyberbullying in the Global Playground: Research from International Perspectives* (eds Q. Li, D. Cross and P. K. Smith), Wiley-Blackwell, Oxford, UK.

Campbell, M.A., Butler, D.A. und Kift, S.M. (2008). A school’s duty to provide a safe learning environment: Does this include Cyberbullying? *Australia and new Zealand Journal of Law and Education*, 13(2), pp.21–32.

Diener, E.(1980.) Deindividuation: The absence of self-awareness and self-regulation in group members. In P. B. Paulus (Ed.), *Psychology of group influence* (pp. 209–242). Hillsdale, NJ: Erlbaum.

DION GREENIDGE and IAIN COYNE, 2014. Job Stressors and Voluntary Work Behaviours: Mediating Effect of Emotion and Moderating Roles of Personality and Emotional Intelligence *Human Resource Management Journal*.24(4), 479–495.

Dooley, J. Pyzalski, J., Cross, D. (2009). Cyberbullying versus face-to-face bullying: A theoretical and conceptual review. *Zeitschrift für Psychologie/Journal of Psychology*. 217(4), 182–188. Erdur-Baker 2010.

Erdur-Baker, Özgür (2010). Cyberbullying and its correlation to traditional bullying, gender and frequent and risky usage of internet-mediated communication tools. *New Media und Society*, Vol 12(1), Feb, 2010. pp. 109–125.

Farley Sam (2013). Cyberbullying in the workplace. Working paper. University of Sheffield.

Finkelhor, D., Mitchell, K. & Wolak, J. (2000). Online victimization: A report on nation's youth. National Center of Missing & Exploited Children. http://www.unh.edu/ccrc/Youth_Internet_info_page.html, July 2003.

Floros, G.D., Simos, K. E., Fisoun, V., Dafouli, E., and Geroukalis, D. (2013). Adolescent online cyberbullying in Greece: The impact of parental online security practices, bonding, and on-line impulsiveness. *Journal of School Health*, 83(6), 445–453.

Forssell, R. (2016). Exploring cyberbullying and face-to-face bullying in working life Prevalence, targets and expressions. *Computers in Human Behavior*, Volume 58, May 2016, Pages 454–460

Förster, J. (2013). Cybermobbing am Arbeitsplatz. Präventive und intervenierende Maßnahmen für Führungskräfte. 2013, 1. Aufl., 84 Seiten, Maße: 15,4 x 22,1 cm, Kartoniert (TB), Deutsch, Diplomica.

Gradinger, P., Strohmeier, D. und Spiel, C. (2009). Traditional Bullying and Cyberbullying. Identification of Risk Groups for Adjustment Problems. *Journal of Psychology*, Vol. 217(4): 205–213.

HEATHERINGTON, WAYNE and COYNE, IAIN (2014). Understanding individual experiences of cyberbullying encountered through work. *International Journal of Organization Theory and Behavior*. 17(2), 163–192.

Hinduja, S. & Patchin, J. W. (2009). *Bullying beyond the Schoolyard: Preventing and Responding to Cyberbullying*. Thousand Oaks, CA: Sage Publications.

Hinduja, S. & Patchin, J. W. (2010). Bullying, cyberbullying, and suicide. *Archives of Suicide Research*, 14(3), 206–221.

Hinduja, S. & Patchin, J. W. (2012). Cyberbullying: Neither an Epidemic Nor a Rarity. *European Journal of Developmental Psychology*, 9(5), 539–543.

Hinduja, S. & Patchin, J. W. (2013). Social influences on cyberbullying behaviors among middle and high school students. *Journal of Youth and Adolescence*, 42(5), 711–722.

<http://thechronicleherald.ca/novascotia/1355012-n.s.-looks-to-fill-void-after-cyberbullying-law-inspired-by-rehtaeh-parsons-struct>

<http://www.education.com/reference/article/cyberbullying-research/>

<http://www.education.com/reference/article/cyberbullying-research/>

<http://www.forbes.com/sites/paigearnoffenn/2012/07/13/beware-of-business-bul-lies/#373a1f1e15ae>

<http://www.pewinternet.org/2014/10/22/online-harassment/>

<http://www.youthcrimewatch-miamidade.com/>

Huang, YY. & Chou, C. (2010). An analysis of multiple factors of cyberbullying among junior high school students in Taiwan. *Computer in Human Behavior*, 26(6), 1581–1590.

JIM Studie 2015

Katzer, C. (2005a, November). Bullying im Cyberspace: Aggression und Gewalt im Chat. Vortrag auf dem X. Workshop Aggression, Universität Luxemburg, Sektion Psychologie.

Katzer, C. (2005b, September). Aggressionen in Internetchatrooms. Vortrag auf der 10. Tagung der Fachgruppe Sozialpsychologie, Friedrich Schiller Universität Jena, Deutschland.

Katzer, C. (2007). Gefahr aus dem Netz – Der Internet-Chatroom als neuer Tatort für Bullying und sexuelle Viktimisierung von Kindern und Jugendlichen. Dissertation, Universität Köln.

Katzer, C. (2011). Das Phänomen Cyberbullying – Genderaspekte und medienethische Konsequenzen. In: Petra Grimm & Heinrich Badura (Hrsg.): *Medien-Ethik-Gewalt, Neue Perspektiven*, Franz Steiner Verlag, Stuttgart.

Katzer, C. (2011). What we know about victims of Cyberbullying in Germany. In: *Psychology of Victimization*, Nova Science Publishers, Inc. (Hrsg.).

Katzer, C. (2013). *Cybermobbing: Wenn das Internet zur Waffe wird*. Springer Verlag.

Katzer, C. (2015). Facebook, WhatsApp & Co: Neue Welten für Kommunikation und Selbstdarstellung-Risiko für Grooming und Cybermobbing? In: *Fachbuch „Kindgerecht“*, Kinderschutzzentren, Köln.

Katzer, C. (2016). *Cyberpsychologie: Leben im Netz – Wie das Internet uns ver@ndert*. dtv-Verlag.

Katzer, C. und Fetchenhauer, D. (2007). Cyberbullying: Aggression und sexuelle Viktimisierung in Chatrooms. In M. Gollwitzer, J. Pfetsch, V. Schneider, Schulz, T. Steffke und C. Ulrich (Hrsg.), *Gewaltprävention bei Kindern und Jugendlichen*. Band I: Grundlagen zu Aggression und Gewalt in Kindheit und Jugend (S. 123–138). Hogrefe.

Katzer, C., Fetchenhauer, D. & Belschak, F. (2009). Cyberbullying in Chatrooms – Who are the victims? *Journal of Media Psychology*, Vol. 21 (1), 25–36.

Katzer, C., Fetchenhauer, D. & Belschak, F. (2009). Einmal Bully, immer Bully? Ein Vergleich von Chatbullying und Schulbullying aus der Täterperspektive. *Zeitschrift für Entwicklungspsychologie und Pädagogische Psychologie*, 41 (1), 33–44.

Kowalski, R. M. & Limber, S. P. (2013). Psychological, Physical, and Academic Correlates of Cyberbullying and Traditional Bullying. *Journal of Adolescent Health*, 53(1), S13–20.

Kowalski, R. M., Limber, S. P. und Agatston, P. W. (2008). *Cyber bullying: Bullying in the digital age*. Malden, MA: Blackwell Publishing.

Kugihara, N. (2001). Effects of aggressive behaviour and group size on collective escape in an emergency: A test between a social identity model and deindividuation theory. *British Journal of Social Psychology*, 40, 575–598.

Lohro, Frank/Hilp, Ulrich (2001): *Mobbing am Arbeitsplatz* (Arbeitsdokument des Europäischen Parlaments). Luxemburg.

MARCZAK, M and COYNE, I, 2015. Online bullying and derogatory behaviour. In: *Cyberpsychology* Oxford University Press. (In Press.)

Mehroof, M., & Griffiths, M. D. (2010). Online Gaming Addiction: The Role of Sensation Seeking, Self-Control, Neuroticism, Aggression, State Anxiety, and Trait Anxiety. *Cyberpsychology Behavior and Social Networking*, 13(3), 313–316. <http://dx.doi.org/10.1089/cyber.2009.0229>

Neil Tippett, Fran Thompson, Peter K Smith (2014). *Research on Cyberbullying: Key findings and practical suggestions*. Bullying Special Edition Contributor.

Ortega, R., Elipe, P., Mora-Merchán, J., Calmaestra, J., & Vega, E. (2009). The emotional impact in victims of traditional bullying and cyberbullying: A study of Spanish Adolescents. *Zeitschrift für Psychologie/Journal of Psychology*, 217(4), 197–204. Ortega et al 2009.

Patchin, J.W. und Hinduja, S. (2006). Bullies move beyond the schoolyard. A Preliminary Look at Cyberbullying. *Youth Violence and Juvenile Justice*, Vol. 4 No. 2, April 2006, 148–169.

Patchin, J.W. und Hinduja, S. (2006). Bullies move beyond the schoolyard. A Preliminary Look at Cyberbullying. *Youth Violence and Juvenile Justice*, Vol. 4 No. 2, April 2006, 148–169.

Peter Smith, Neil Tippett and Fran Thompson on <http://www.education.com/reference/article/cyberbullying-research/>

Pfetsch, J. (2012). „Studie Bystander von Cybermobbing“. Technische Universität Berlin Institut für Erziehungswissenschaft, Pädagogische Psychologie.

Pyżalski J. (2012). Agresja elektroniczna i cyberbullying jako nowe ryzykowne zachowanie młodzieży. pp. 121, 122–123. Riebel et al. 2009;

Raskauskas, J. und Stoltz, A.D. (2007). Involvement in traditional and electronic bullying among adolescents. *Developmental Psychology*, Vol. 43, No. 3, 564–575.

Riebel, J., Jäger, R.S. und Fischer, U. (2009). Cyberbullying in Germany – an exploration of prevalence, overlapping with real life bullying and coping strategies. *Psychology Science Quarterly*, 298–314.

Rosenbaum, James E. (1975). The Stratification of Socialization Processes. *American Sociological Review* 40(1):48–54.

Salmivalli, C., & Pöyhönen, V. (revision submitted, June 2010). Cyberbullying in Finland. In Q. Li, D. Cross, & P. Smith (Eds.), *Bully goes to the cyber playground: Research of cyberbullying from an international perspective*.

Salmivalli, C., Lagerspetz, K., Björkvist, K., Ostermann, K. & Kaukiainen, A. (1996). Bullying as a group process: Participant roles and their relations to social status within the group. *Aggressive Behaviour*, 22, 1–15.

Schneider, Katzer and Leest (2013): *Cyberlife-Fascination, Risks and Cyberbullying*. Alliance against Cyberbullying e.V. and ARAG SE.

Schneider, C. Katzer, C. Leest, U. (2014). *Mobbing und Cybermobbing bei Erwachsenen. Eine empirische Bestandsaufnahme bei Erwachsenen in Deutschland*.

Schultze-Krumbholz, A. und Scheithauer, H. (2009a). Cyberbullying unter Schülern – Erste Ergebnisse einer Studie an Berliner und Bremer Schulen. Vortrag auf dem IX. Workshop Aggression, 6.–8. November 2009, Berlin.

Schultze-Krumbholz, A. und Scheithauer, H. (2009b). Social-Behavioural Correlates of Cyberbullying in a German Student Sample. *Zeitschrift für Psychologie/ Journal of Psychology*, 217, 224–226.

Slonje, R. und Smith, P. (2008). Cyberbullying: Another main type of bullying? *Scandinavian Journal of Psychology*, 47, 45–57.

Smith, P., Mahdavi, J., Carvalho, M. und Tippett, N. (2006). *An Investigation into cyberbullying, its forms, awareness and impact, and the relationship between age and gender in cyberbullying*. London: Unit for School and Family Studies, Goldsmiths College, University of London.

Smith, P., Mahdavi, J., Carvalho, M., Fisher, S., Russell, S. and Tippett, N. (2008). Cyberbullying: Its nature and impact in secondary school pupils. *Journal of Child Psychology and Psychiatry*, 49, 376–385.

Smith, P.K., Mahdavi, J., Carvalho, M., Fisher, S., Russell, S. & Tippett, N. (2007). Cyberbullying, its forms and impact in secondary school pupils. *Journal of Child Psychology and Psychiatry*.

Staude-Müller, F., Bliesener, T. und Nowak, N. (2009). Cyberbullying und Opfererfahrungen von Kindern und Jugendlichen im Web 2.0. *Kinder – und Jugendschutz in Wissenschaft und Praxis*, Heft 2 (April).

Thompson, S. C., Armstrong, W., & Thomas, C. (1998). Illusions of control, underestimations, and accuracy: A control heuristic explanation. *Psychological Bulletin*, 123(2), 143–161.

Vandebosch, H. und Van Cleemput, K. (2009). Cyber bullying among youngsters: Prevalence and profile of bullies and victims. *New Media and Society*, 11 (8), 1–13.

Willard, N. (2006). *Cyberbullying and Cyberthreats. Responding to the Challenge of Online Social Cruelty, Threats, and Distress*. Eugene, OR: Center for Safe and Responsible Internet Use.

www.mcafee.com/loveandtech

Ybarra, M. und Mitchell, K.J. (2007). Prevalence and frequency of Internet harassment instigation: Implications for adolescent health. *Journal of Adolescent health*, 41, 189–195.

Ybarra, M.L. und Mitchell, K.J.K. (2004). Youth Engaging in online harassment. Associations with caregiver-child relationship, Internet use and personal characteristics. *Journal of Adolescence*, 27, 319–336.

YouGov for Vodafone 2015

VI.2. Questionnaire Qualitative

Digital Risks Survey – Global view on Cyberbullying Prevention “View of the Experts”

Dear,

we are very thankful, that you followed our invitation to participate in our study. It is very important for us that you as one of the most experienced experts will give us some insights in the present prevention situation in your country and in your personal thoughts and ideas concerning:

What should be done to prevent Cyberbullying in the future!

Short descriptions or Keywords are sufficient!

Everything you say will be handled anonymously!

A. Cyberbullying in general

1. Do you see any Changes in Cyberbullying over the last years? (i.e. Types of Cyberbullying, tools (more smartphones), age, gender, victims, bullies, adults involved)
2. What are important factors which support the increase of Cyberbullying? (i.e. progress of technological devices, personality, lack of empathy, physical anonymity, disinhibition, de-individuation)
3. What are the most important *issues* and *problems* we have to discuss concerning Prevention Work of Cyberbullying?

B. Focus on your Country

1. How would you describe the current situation in your own country regarding Cyberbullying Research, Political Involvement, Dissemination of Knowledge and Prevention Work?
2. What do you think goes wrong concerning “Prevention of Cyberbullying”?
3. What initiatives of prevention work in your country have been currently implemented? Do you see important, successful changes?
4. What could be done better?

C. Look into the future

1. What can stop or help to decrease Cyberbullying?
2. Who should be part of Cyberbullying prevention and intervention work and in which way should they be involved?
3. In which way could the industry be part of a comprehensive solution (also Hosts or Providers)? Could a distinguished report system, Online Help, Online coaching or automatic cyberbullying detection be helpful? How could it look like?
4. In which way could Politics be involved in Prevention?
5. What do you think are the 6 most important issues to implement a successful Cyberbullying Prevention System?

