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Social Networks and Cyber-bullying among Teenagers

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EXECUTIVE SUMMARY

Background

The pervasiveness of information and communication technology (ICT) in all spheres of daily life is also affecting increasing numbers of teenagers. Increasingly, they are equipped both at home (with Internet access through both computers and smart devices) and/or through personal mobiles, smart phones, etc. In Europe 38% of 9-12 year olds and 77% of 13-16 year olds have a social network profile.

In the digital society, even if ICT offers new opportunities and benefits to teenagers, it also poses significant challenges to them. More and more teenagers are becoming victims of aggression via ICT. In Europe, among the 9-16 year-old participants in the *EU Kids Online survey* (2011): 33% were bothered or upset by inappropriate material online, 12% were bothered or upset meeting online contacts offline, and 80% were fairly or very upset by cyber-bullying. Cyber-bullying does not respect borders but perception of the problem strongly depends on aspects including the culture, the history, the social context and political history of the country or area in question. In Europe, in order to prevent cyber-bullying, policy decisions have been taken and numerous programmes have been defined and implemented. Nevertheless, the impact that this phenomenon has means that European institutions need to continue to research, to legislate and to encourage collective and individual actions in order to address it.

Workshop

The Institute for the Protection and the Security of the Citizen (IPSC) of the Joint Research Centre has organised a workshop on 'Social Networks and cyber-bullying in the teenager population'. The aim of the workshop was to explore the ethical challenges arising from social networks for specific sectors of the population, namely individuals with limited legal capacity in order to support European Commission policies in this field.

Social networks offer opportunities to build the European digital society. Nevertheless, social networking practices also raise unanticipated or unintended concerns with regard to the fundamental rights reaffirmed in the Charter of Fundamental Rights of the European Union, Article 24 of which focuses on the rights of the child. The Digital Agenda for Europe mandates the protection of children, as they have particular needs as of part of the digital society; it is therefore necessary to understand, support and help children in order to achieve the e-inclusion objectives enshrined in the European Commission's conception of a digital society in Europe.

The goal of this two-day workshop was to draw up recommendations for policies, areas of research and practices to eradicate social network-driven cyber-bullying. The following specific questions were raised:

- Focusing on governance, when it comes to regulation, should we focus on artefacts (technology) or on usage (users and service vendors)? Or both? Or neither?
- The identity and integrity of the person are the first values one thinks about when it comes to addressing the ethical dimensions of the issue of social networks and cyber-bullying among teenagers. What other moral issues arise in view of the context (historical, cultural, educational practice, etc.) that we are aware of?
- How do we address emerging values? Do we stick to know, morals and value systems?
- Do we need a broader debate about what values we want to keep for the future?

Recommendations

With the experts that were invited to this workshop, a number of recommendations were produced. As in other areas of science and technology, we have to question citizens on the values that are to be kept in the future and ensure that policy and technology takes those into

account in the design and deployment phases, taking for granted that human agency is a core value for all human beings. For cyber-bullying, it is obvious that there is little to be debated in terms of values; this phenomenon targets a disempowered portion of the society and its consequences are dramatic. The workshop as showed that there are very urgent matters to deal with, beyond the current focus on privacy as far as ethical issues about ICT are concerned. What values are different generations willing to preserve? How are digital rights being reframed with the current appropriation of technology? Is duty of care the ethical value that will pervade and will be worth cultivating?

In order to avoid cyber-bullying, it is essential to establish those features of technology that need to be attuned with current ethics. For example, the German government's decision to forbid the Facebook 'Like' button is a notable example of how technology can be tailored to help with intentionality. However, it must be fully recognised that technology cannot fix social failures.

In the workshop we saw that the best policy to address cyber-bullying is raising awareness and giving strong support to the process. Another successful approach is organising targeted actions with teenagers discussing these issues in what they consider as safe spaces. The very process of awareness raising should be led by the children themselves. This ties in closely with the need to be vigilant to the effects of emerging technologies in our children's lives.

The ever-surprising usage of information and communication technologies in intended and unintended ways makes cyber-bullying a dynamic phenomenon and not a pre-determined one. We have a moral obligation to question the fast pace of technological advances and we need policies, actions and actors to exert continuous oversight over emerging developments. This ties in with ideas of responsibility, responsible innovation and permanent vigilance, not only concerning the artefacts themselves, but also the contextual conditions in which they are deployed, societal changes they announce, educational practices and political situations. We would argue that only through strong societal partnerships can we fulfil the duty of vigilance of our values, principles, rights and conditions.

An additional point to consider is the question of how to provide social better support and understand of emerging technologies. Part of the problem is that regulation has tended to be reactive and deal with problems as they arise rather than trying to anticipate technological uses in social context.

Overview and Background

The pervasiveness of information and communication technology (ICT) in all spheres of daily life is also affecting increasing numbers of teenagers. Increasingly, they are equipped both at home (with Internet access through both computers and smart devices) and/or through personal mobiles, smart phones, etc. In the United-States, over 80 % of teenagers own at least one form of media technology (e.g. cell phone, personal data assistant, computer for Internet access), using it with increasing frequency to communicate, such as sending texts, instant messages or e-mails, and using blogs or social networking sites (David-Ferdon & Feldman 2007); in early 2010's:

- In Europe 38% of 9-12 year olds and 77% of 13-16 year olds have a social network profile (Livingstone, Ólafsson, & Staksrud, 2011); and
- In the United States 95% of teens aged 12 – 17 are online with 80% using social networking sites (Agatston, 2012¹).

In the digital society, even if ICT offers new opportunities and benefits to teenagers, it also poses significant challenges to them. In Europe, the *EU Kids Online survey* (2011) enhances knowledge about the 9-16 year-old children practices and experiences of Internet and social networks². Internet use is becoming individualised, privatised and mobile. On average the 9-16 year-old Internet user is 88 minutes online per day. 60% of them go on-line daily and 33% at least weekly. 49% go online in their bedroom and 33% via mobile phone or handheld device. Most of their uses take place at home (87%) and at school (63%). Among their practices and experiences on-line, social networking constitutes one of the most popular activities. 38% of the 9-12 year-olds and 77% of the 13-16 year-olds have a social network profile. Among these social network users, 57% of the 9-16 year-old use Facebook as their only or most used social network: it is the most popular in 17 of the 25 countries participating to the survey and the second most popular in another five countries (O'Neill, 2012; Markidou, 2012)³.

More and more teenagers are becoming victims of aggression via ICT. In Europe, among the 9-16 year-old participants in the *EU Kids Online survey* (2011): 33 % were bothered or upset by inappropriate material online, 12 % were bothered or upset meeting online contacts offline, and 80 % were fairly or very upset by cyber-bullying. In the United States 41 % of the 12-17-year-olds who participated in the *Pew Internet and American Life study* (Lenhart *et al.*, 2011) reported at least one negative experience when using social media. 13 % felt nervous about going to school the next day.

Cyber-bullying does not respect borders but perception of the problem strongly depends on aspects including the culture, the history, the social context and political history of the country or area in question. In Europe, in order to prevent cyber-bullying, policy decisions have been taken and numerous programmes have been defined and implemented. Nevertheless, the impact that this phenomenon has means that European institutions need to continue to research, to legislate and to encourage collective and individual actions in order to address it.

¹ See also the abstract and the slides of the presentation of Agatston in the Appendix of this report.

² Detailed face-to-face interviews with 25000 European 9-16 year-old Internet users and their parents in 25 countries.

³ See also the abstract and the slides of the presentation of O'Neill and Markidou in the Appendix of this report.

THE PROTECTION OF CHILDREN IN THE DIGITAL SOCIETY: THE EUROPEAN POLICY FRAMEWORK

In the European Commission three main Directorates General are in charge of policies concerning the protection of children in the digital society:

- DG Justice;
- DG Communications Networks, Content and Technology;
- DG Education and Culture.

DG Justice takes care of the legal aspects related to the rights of the child.

Three main documents provide the framework: The UNESCO Convention of the Rights of the Child (UNESCO, 1989)⁴, ratified by each EU Member State; the Charter of Fundamental Rights of the European Union (European Parliament, European Council and European Commission, 2000), Article 24 of which sets out the rights of the child; and more recently the Treaty of Lisbon (European Commission, 2007) reaffirming the will to promote these rights.

The 2011 Report on the application of the EU Charter of Fundamental Rights (European Commission, 2011) highlights how accepted human values such as human dignity, equality and freedom, apply to children. For instance, with regards to human dignity, it is stated that in the context of sexual abuse or trafficking in human beings, special protection measures apply where the victim is a child.

DG JUSTICE argues that “Children when they are vulnerable can lack opportunities in society and access to quality services in education or health”. Among children who can face greater threats to their rights and well-being, DG JUSTICE identifies “those exposed to cyber criminality or bullying”⁵.

The European Commission (2011) also adopted the European Agenda for the Rights of the Child (2011-2014), some aspects of which were relevant to including some digital developments. The initiative comprised several activities. Among these were: a new multi-lingual website for children and teenagers focused on children’s rights; a new regulation to combat sexual abuse and sexual exploitation of children; and the publication of a report on activities carried out to protect children in the digital world and the further steps that needed to be taken. The European Youth Strategy (2010-2018) (European Commission, 2009) points out that young people’s prospects are determined by the opportunities that they are — or are not — given as children.

The Digital Agenda for Europe (European Commission, 2010) constitutes the general framework for the actions of DGs Communications Networks, Content and Technology and Education and Culture. Among these actions, the Safer Internet Programme and its supporting events such as the Safer Internet Day and the Safer Internet Forum, and a

⁴ Note that the UN Convention on the Rights of the Child (UNESCO, 1989) has been interpreted to underpin the importance of children’s access and participation to all forms of information and communication opportunities. As such, it has come to define some of the fundamental principles governing children’s and young people’s engagement with the online world. For instance, the Convention provides: the right to protection from all forms of sexual exploitation and abuse (Article 34); the right to privacy (Article 16); the right to an education (Articles 28 and 29) and the right to play and recreation (Article 31). The Convention also places special emphasis on children’s participation and highlights dimensions of their lives in which children’s active participation requires support. So, for example, Article 12 (the right to be heard in all matters affecting the child), Article 13 (the right to freedom of expression), Article 14 (the right to freedom of thought, conscience and religion), as well as Article 15 (freedom of association and assembly) and Article 17 (the right to information) encapsulate the variety of ways media and information play a role in children’s lives.

⁵ See: http://ec.europa.eu/justice/fundamental-rights/rights-child/protection-action/index_en.htm [24/03/2013]

coalition of the CEOs of media companies were put in place to make the internet a better place for children.

Specific actions and policies in the field of online safety and privacy have been implemented. In this context, the protection of minors is identified and confirmed as an on-going challenge in the digital world. Key actions in the Digital Agenda of Europe include the following:

- Reviewing the current self-regulation arrangements in the field of the protection of minors;
- Combating online material involving the sexual abuse of children;
- Assisting Member States in the implementation of the new Directive on combating the sexual abuse and sexual exploitation of children and child pornography;
- Investing in research relating to new technologies and software to fight child sexual abuse online;
- Supporting awareness-raising activities such as the Safer Internet Day.

But what about teenage use of social networks and the cyber-bullying issue?

Through the Safer Internet Programme⁶, the European Commission has been leading a campaign targeting amongst others cyber-bullying in the teenager population.

The Insafe programme⁷ is a European network of awareness centres, which aims to promote safe and responsible use of the internet and mobile devices by young people. It provides multimedia materials such as a website for teenagers on dealing with cyber-bullying.⁸

Last but not least, the Safer Social Networking Principles for the EU (European Commission, 2009) were signed by representatives of 20 key social networking sites in Europe. These principles cover the following aspects:

- Raising awareness of safety education messages and acceptable use policies among users, parents, teachers and caregivers;
- Working towards ensuring that services are age appropriate for the intended audience;
- Empowering users through tools and technology;
- Providing easy-to-use mechanisms to report inappropriate or offensive conduct or content;
- Responding to notifications of Illegal content or conduct;
- Enabling and encouraging users to employ a safer approach to personal information and privacy;
- Assessing the means for reviewing illegal or prohibited content /conduct.

In the rest of this report we will be focusing on cyber-bullying among teenagers. We will be looking at the current situation with respect to identifying the phenomenon, research on causes and good practice and problems that need to be urgently addressed.

⁶ See: http://ec.europa.eu/information_society/activities/sip/index_en.htm [05/11/2012].

⁷ See: <http://www.saferinternet.org> [05/11/2012].

⁸ See: <http://www.keepcontrol.eu/> [05/11/2012].

CYBER-BULLYING AMONG TEENAGERS: CURRENT SITUATION

A definition

Although different terms are used to refer to the phenomenon of what we designate here as 'cyber-bullying', electronic bullying, internet bullying, internet harassment, online harassment, etc. (e.g. Willard, 2006; David-Ferdon and Feldman, 2007; Kowalski, Limber, Agatston, 2008 and 2012; Kowalski and Limber, 2007; Ybarra, Espelage and Mitchell, 2007), the literature can agree on its main characteristics. Cyber-bullying, as a form of bullying,⁹ is a form of aggression (humiliation, harassment, social exclusion, mockery, unpleasant comment, etc.) involving intentional or even harmful behaviour. The perpetrator usually repeats this behaviour over time. It involves an asymmetric or unbalanced power relationship between the perpetrator and victim (i.e. the target of cyber-bullying), most of the time within the context of ongoing social interaction. In the specific case of cyber-bullying, it takes place through the use of at least one technological medium (including e-mail, instant messaging, a chat room, on a website, through digital messages or images sent to a cell phone) (e.g. David-Ferdon and Feldman, 2007; Kowalski and Limber, 2007; Alvarez, 2012; Ortega *et al.*, 2012).

Cyber-bullying among teenagers has been on the increase (e.g. Wolak, Mitchell, & Finkelhor, 2006; David-Ferdon, & Feldman, 2007)¹⁰, mainly due to the following reasons: a higher number of young people equipped with digital (most having access to more than one device such as computer, smartphone, etc.) and young people gaining access to technology at increasingly early ages. For instance, in Europe, daily computer use has risen since 2004, and especially among young people aged 16–24: more than 70% of them used a computer on a daily basis in 2008, while less than half did so in 2004 (Eurostat, 2009).

The literature highlights the direct relationship and links between traditional forms of bullying and cyber-bullying (e.g. Ortega *et al.*, 2012; Williams and Guerra, 2007) but, at the same time, sheds light on the particular features of the cyber-bullying phenomenon due to the means used (e.g. Williams and Guerra, 2007; Wang *et al.*, 2009; Ortega *et al.*, 2012). For instance, the results of the survey conducted by Ybarra *et al.* (2007) suggest that the use of ICT by young harassed victims at school make them vulnerable to online aggression that they would not have experienced otherwise.

Although some surveys (Alvarez, 2012; Patchin and Hinduja, 2010) have shown that teenagers that were victims of cyber-bullying reported that they 'frequently' know who the cyber-bully was, the anonymity conferred by the internet constitutes a key element of differentiation between bullying and cyber-bullying (e.g. Smith *et al.*, 2008; Kowalski and Limber, 2007; Ybarra, West and Leaf, 2007; Williams and Guerra, 2007; Ortega *et al.* 2012): 'new technologies allow adolescents to mask their identity when they perpetrate aggression' (David-Ferdon and Feldman, 2007, S3). Anonymity reinforces the power imbalance between the perpetrator and the victim and limits the victim's ability to respond. Furthermore, the use of technology has changed the context of teenagers' social interactions, moving social dynamics from physical school spaces to virtual chat rooms or social networking spaces. Victims can thus be attacked at any time and in any place (e.g. David-Ferdon and Feldman, 2007; Williams and Guerra, 2007).

For the purposes of this report, cyber-bullying can be defined as a form of aggression (humiliation, harassment, social exclusion, mockery, unpleasant comment, etc.) through the

⁹ See, for instance, the Williams and Guerra (2007) definition of bullying '*form of aggression involving intentional and harmful behaviour marked by repeated engagement and an asymmetric physical or psychological power relationship*' (S14).

¹⁰ See also, for instance: <http://www.bullyingstatistics.org/content/bullying-statistics.html> [20/03/2013]

use of at least one technological medium and involving intentional, harmful, repeated behaviour on the part of the perpetrator within the context of an on-going social interaction.

The Dimension of the problem

Mainly based on the results published in recent surveys¹¹ and on focus groups (e.g. Agatston, Kowalski, R., & Limber, S., 2007), P. Agatston; J. Beauchère and B. O'Neill analysed the problem in the United States and the European Union. Despite the fact that the meaning, incidence and analysis of cyber-bullying differs depending on where it is carried out, the current analysis indicate that while cyber-bullying is increasing everywhere, its prevalence varies widely in the regions studied. The phenomenon is of concern to young people. A global online behaviour survey conducted in 25 countries focusing on children from eight to 17 years of age¹² tells that 54% of the participants were worried about being bullied online; 37% stated that they have experiences that adults would consider online bullying and; 24% said that they have done something most would consider online bullying. In Europe, the findings of the EU Kids Online survey showed that 6% of 9- to 16-year-old internet users have been bullied online and that 3% of them have bullied others. Although relatively few of them reported being bullied, this is the risk that upsets them most, more than sexual images, sexual messages or meeting online contacts offline.

According to our literature review and the experts that participated in our workshop,¹³ strong similarities exist between cyber-bullying and 'traditional' bullying, such as the aggressiveness of the behaviour, its repetition and the power imbalance established between the perpetrator and the victim, as well as the intentional, hurtful or even harmful nature of such behaviour. But cyber-bullying presents unique characteristics: the possibility to be anonymous, thoughtless disinhibited attitudes, easy access to the (virtual) bullying space, replicable opportunities, scalability, persistence and 'search-ability' (boyd, 2008). Looking at the relationships between the 'cyber-bullying status' and the 'traditional bullying experience', it has been clear that there is almost always an overlap between the two, although cyber-bullying incidents can start spontaneously online. However, as O'Neill, & Dinh (2013) argue, the transfer or continuity from offline to online bullying might need further examination. Even if offline or traditional bullying is more common, not all online bullying is an extension of something happening offline. In fact, in their Irish data, they have found that much of what have happened online, remains online. According to Rogers (2010), cyber-bullying differs from other forms of bullying in different ways: *'Cyber-bullying is different from face-to-face bullying because the bullies can keep a distance between themselves and their victims. This affords the bully a level of anonymity and a perceived sense of security that convinces them they won't get caught. It also makes it easier to 'forget' what they've done and, as they don't see the harm they caused, any feelings of guilt or empathy are minimised'*

The lines between being a 'cyber-bully' and being 'cyber-bullied' are blurred: most teenagers describing themselves as 'cyber-bullies' also acknowledged having experienced cyber-bullying as victims: *'youth who engage in online aggressive behaviour by making rude or nasty comments or frequently embarrassing others are more than twice as likely to report online interpersonal victimisation'*.¹⁴ In Europe, teenagers who have bullied others offline only and those who have bullied others online only are equally likely to have been bullied themselves

¹¹ E.g.: Microsoft's Global Youth Online Behavior Survey, 2012; Pew Internet and American Life project, 2011; EU Kids Online survey, 2011; Associated Press/MTV study, 2011; Cox Communication, 2009.

Also see in the appendix of this report the presentations of the three experts mentioned: P. Agatston; J. Beauchère and B. O'Neill.

¹² Microsoft's Global Youth Online Behavior Survey, 2012.

¹³ See: 'Challenges and objectives of the workshop' p. 13.

¹⁴ Enhancing Child Safety and Online Technologies: final report of the internet safety technical task force, December 2008, The Berkman Center for Internet and Society at Harvard University.

(from the EU Kids Online survey). The survey also underlines that children who bullied others via the internet or via a mobile device differ in several ways from those who bully others only face-to-face: cyber-bullies are more likely to engage in risky online activities, to spend more time online and to find it easier to be themselves online; they are more likely to have higher self-confidence on the Internet.

There are also gender differences. Girls are more likely than boys to be involved and, when perpetrating cyber-bullying, their methods differ: girls tend to spread rumours while boys are more likely to post hurtful pictures or videos. The EU Kids Online survey did not reveal many differences in age, gender or social class between the teenagers who had been bullied offline or online in the twelve months before it was carried out (O'Neill, 2012)¹⁵.

Individual, institutional and contextual factors

A survey conducted by Williams and Guerra (2007) looks at the cyber-bullying phenomenon from the point of view of the perpetrators and examines whether key predictors of physical and verbal bullying also predict internet bullying. The study took place in Colorado and was part of the Bullying Prevention Initiative. Data were collected from children in the 5th grade (9-11 years old), 8th grade (13-14), and 11th grade (16-17). Before the internet the assumption was that there had to be personal and physical contact in order for bullying to occur. The authors show that the pervasiveness of ICT associated with the children's devices and (creative) uses of ICT have changed the context of children's and teenagers' social interactions, moving from physical school spaces to virtual chats or social networking spaces. According to the authors, cyber-bullying is not physical by nature, but it can be associated with verbal bullying. Nevertheless, cyber-bullying goes further than verbal bullying, such as intimidation, and can include humiliation, destructive messages, gossip, slander, and other virtual taunts communicated through e-mail, instant messaging, chat rooms, blogs or social networks. Williams and Guerra (2007) suggest three common predictors of verbal, physical and internet-based bullying:

- Moral approval of bullying: moral beliefs approving of bullying and negative bystander behaviour are associated with self-reported perpetration of verbal, physical, and internet bullying by young people (9- to 17-year-olds);
- Perceived school climate: the more children perceive themselves as connected to their schools, with the climate being trusting, fair, pleasant, etc. the lower they self-report to have been involved in verbal, physical and internet bullying.
- The perceived peer support: children that see friends of their age as trustworthy, caring, and helpful are significantly associated with lower self-reported participation in verbal, physical and internet bullying.

David Ferdon and Feldman (2007) insist on the importance of giving attention to 'unique elements of new media technology' (*idem*, S3) as contributor to the negative impact of victimisation and to the escalation of the likelihood of perpetration.

Consequences

The EU Kids Online Survey has shed some light on cyber-bullying's impact or harm on 9-16 year-old children. Across Europe, although relatively few of them report being bullied, this is the risk that upset the 9-16 year-old children the most, more than sexual images, sexual messages or meeting 'online contact' off-line. Plus, it is never trivial and for some of them has an enduring effect (O'Neill, 2012)¹⁶.

¹⁵ See also the abstract and the slides of the presentation of O'Neill in the annexes to this report.

¹⁶ See also the abstract and the slides of the presentation of O'Neill in the annexes to this report.

Cyber-bullying may seriously affect children and there are similarities between the effects of traditional bullying and those of cyber-bullying: anxiety and depression, school absence and suicidal ideation. More specifically, suicidal attempt has been identified as a possible effect of cyber-bullying.¹⁷

David-Ferdon and Feldman (2007) consider the phenomenon of cyber-bullying among teenagers as an 'emerging public health issue'.

The victims of both traditional bullying and cyber-bullying experience psychological difficulties such as emotional distress and school conduct problems (e.g. Alvarez, 2012; David-Ferdon and Feldman, 2007; Ybarra, West, and Leaf, 2007; Ybarra, Espelage, and Mitchell, 2007; Smith, Cowie, and Olafsson, 2002). Among the negative behavioural and mental health effects of cyber-bullying, Wolak *et al.* (2006) suggest that fear, embarrassment and symptoms of stress such as staying away from the internet, being unable to stop thinking about the incident, feeling jumpy or irritable and losing interest in things are typical symptoms that need to be looked at.

It has been demonstrated that the victims of cyber-bullying have *'lower self-esteem, feel more isolated and have higher rates of depression and suicidality than the victims of other forms of bullying'* (Alvarez 2012, pp.1213-1214, but also Willard, 2006; Slonje and Smith 2008; Patchin and Hinduja, 2010).

Actions

In order to face cyber-bullying many authors recommend a multi-dimensional strategy based on a combination of policies and information and involving parents, educators and peers (e.g. Agatston *et al.* 2007; David-Ferdon and Feldman, 2007; Willard, 2007; Williams, & Guerra, 2007; Worthen, 2007; Agatston, 2012)¹⁸.

For example, Willard (2007) proposes 'reasonable precautions' such as those in the Olweus Bullying Prevention Programme which is based on a collaborative team of school officials and parents.: *'[Adapt] the strategies known to be effective in preventing bullying (...). Establish an organised planning effort to address the concerns; regularly conduct needs assessment. Evaluate policies and internet use management practices. Implement more effective practices to monitor student internet use. Educate students and teachers. Implement a cyber-bullying report, review, and intervention process. Engage in on-going evaluation of effectiveness'* (Willard, 2007, S65).

According to Williams and Guerra (2007), preventive intervention can affect the three types of bullying (physical, verbal and cyber) by changing the students' beliefs about the acceptability of bullying, and by underpinning the trust and support of peers within and beyond the school setting. Indeed, the role of the school to address this phenomenon is crucial; a strategy for a school should be then a *'whole school approach to bullying prevention that facilitates changes in beliefs and behaviours toward greater support, trust, and cohesion'* (Williams and Guerra, 2007, S21). As Williams and Guerra (2007) show, students' perception of the atmosphere and acceptability of bullying at school are associated with the perpetration of verbal, physical, and internet bullying. Worthen (2007) underlined the importance of the school promoting an environment that does not tolerate any form of aggression and implementing effective programmes. The role of educators in prevention programs is seen as being of primordial importance (Agatston *et al.*, 2007).

¹⁷ See the Centre for Disease Control and Prevention Expert Panel:
http://www.cdc.gov/violenceprevention/pub/EM_YouthViolence.html

¹⁸ See also, the Irish report on Report of the Anti-Bullying Working Group to the Minister for Education and Skills (January 2013):
<http://www.education.ie/en/Publications/Education-Reports/Action-Plan-On-Bullying-2013.pdf>

But while the school is important, the role of parents in prevention and action needs to be strongly reinforced. King *et al.* (2007) highlight the need to increase parents' awareness and monitoring of their adolescent's use of technology¹⁹. This should be complemented with open conversations with the adolescents about their awareness of the phenomenon and strategies to cope with it or, where relevant, about their involvement in electronic aggression.

Peers also have a particularly significant influence. Williams and Guerra (2007) present peers as the key element of a supportive social context based on acceptance, belonging, and trust. *'Many effective bullying prevention programs encourage students helping other students to form positive peer support systems'* (S15). Agatston (2012) claims that best practices in prevention and promising approaches in addressing cyber-bullying include using young people as agents to change social norms with regard to the phenomenon. Media literacy is also considered as a promising approach since it aims to train teenagers to analyse the media and uses of media (Worthen, 2007).

In suicidal ideations²⁰, a potential and truly unfortunate byproduct of the most severe cases of cyber-bullying, precaution is a key attitude when talking to or formulating messages to young people (for instance, avoiding terms like bully- or cyber-bully- suicide). Experts say the focus should be on help, hope and resources.

Responses to cyber-bullying are often counter-productive and young people responding to the aforementioned UK survey showed willingness to discuss the issue with adults. However, most of the time, children do not go to adults because they are not sure about who is targeting them, they are afraid of losing access to their device, of being blamed if they responded aggressively in a first instance, and of making things worse with the intervention of an educator.

Hence, in order to address the cyber-bullying phenomenon, partnerships are needed, with all actors needing to identify and play their relevant roles.

¹⁹ See the section on Social Justice of this report.

²⁰ See, for instance the following cases, reported in media:

- http://en.wikipedia.org/wiki/Suicide_of_Amanda_Todd
- http://www.ilsecoloxix.it/p/italia/2012/11/22/APSzHs0D-deriso_suicida_facebook.shtml
- http://torino.repubblica.it/cronaca/2013/01/06/news/novara_inchiesta_su_suicidio_14enne_su_twitter_a_ccuse_di_bullismo-49988835/

Challenges and objectives of the workshop

On 4-5 October 2012, the Action SETICS of the Unit G07 Digital Citizen Security — Institute for the Protection and the Security of the Citizen (IPSC) organised a workshop on 'Social Networks and cyber-bullying in the teenager population' at the Joint Research Centre in Ispra (Italy). The aim of the workshop was to explore the ethical challenges arising from social networks for specific sectors of the population, in order to support European Commission policies in this field.

Social networks offer opportunities to build the European digital society. Nevertheless, social networking practices also raise unanticipated or unintended concerns with regard to the fundamental rights reaffirmed in the Charter of Fundamental Rights of the European Union, Article 24 of which focuses on the rights of the child. The Digital Agenda for Europe mandates the protection of children, as they have particular needs as of part of the digital society.

As underlined in the background section, children's social networking activities pose specific challenges and risks. Hence, it is necessary to understand, support and help them in order to achieve the e-inclusion objectives enshrined in the European Commission's conception of a digital society in Europe.

The goal of this two-day workshop was to draw up recommendations for policies, areas of research and practices to eradicate social network-driven cyber-bullying. The following specific questions were raised:

- *Focusing on governance, when it comes to regulation, should we focus on artefacts (technology) or on usage (users and service vendors)? Or both? Or neither?*
- *The identity and integrity of the person are the first values one thinks about when it comes to addressing the ethical dimensions of the issue of social networks and cyber-bullying among teenagers. What other moral issues arise in view of the context (historical, cultural, educational practice, etc.) that we are aware of?*
- *How do we address emerging values? Do we stick to know, morals and value systems?*
- *Do we need a broader debate about what values we want to keep for the future?*

Outcomes of the workshop

In this section we summarise the most relevant outcomes of the workshop held in Ispra (Italy) in October 2012.

POLICY: THE KEY MESSAGES

A global policy approach when addressing the different forms of bullying (off/online)

Cyber-bullying is never merely 'cyber'; during the workshop experts demonstrated that there is a link between offline and online behaviours, and that these behaviours may influence each other. Hence, policy design has to consider the complex nature of the whole and not merely prescribe norms or actions that target one or the other. Since non-virtual bullying has been dealt with more thoroughly in the past, some lessons could be learned from past prevention programmes, or initiatives designed to deal with the phenomenon.

An inclusive policy approach with regards to technology, usage, social actors and levels of application including partnerships

Interventions in technology must be part of the policy solutions offered and they can help to deal with cyber-bullying. However, regulating technology alone would be neither effective nor practical. Literature from the social studies of science and technology describes how co-production of science and technology develops in many fields, with information technologies being a prime example. It is quite unreasonable to think that the developers of some today's popular social media could have anticipated their use in the 'Arab Spring' or other social upheavals. So, while it is a fact that usage affects technology development, adequate social research ought to be carried out in order to anticipate some of the implausible, unintended or unintentional uses users might creatively make of technology. Only through some societal oversight might it be possible to regulate both artefacts and usage.

Besides regulation, strong efforts should be made in education and outreach activities about the use of social networks. While already today many users are figuring out ethical and morally sound ways of using social networks for themselves in a sort of 'self-regulation', cyber-bullying in particular cannot be left to users' good will. The educational effort goes beyond families and educators. The effort needs to involve all relevant actors, providing them with skills and means to act, as well as psychological and expert support when needed. There is a need to put infrastructure in place to respond to the issue. This should probably be associated with existing psychological assistance services which, as already suggested, involves all main relevant actors such as:

- (1) Teenagers (and pre-teens) as victims or as perpetrators and "bystanders"²¹;
- (2) Families who have to face this issue. Families can help prevent the problem by knowing the possible damage that careless internet access can have on their teenagers. They may also need to identify behavioural changes in their children and act when cyber-bullying arises;

²¹ *Bystanders are neither victims nor perpetrators; they witness countless acts of online cruelty and frequently do nothing. This has been a focus of recent awareness-raising to call attention to the role of those who have a responsibility to intervene and to empower them to act when they are in a position to (positively) influence events. Indeed, bystanders potentially have a very powerful part of the response. See the Safer Internet Day – Ireland Safer Internet Centre: http://www.saferinternetday.org/web/ireland/home/-/blogs/webwise-publications;jsessionid=BB9C37325B6E4573DEEDC6AED983E29D?_33_redirect=%2Fweb%2Fireland%2Fhome [18/03/2013]*

- (3) Principals, teachers and educators in schools and those responsible for other institutions where teenagers spend time and socialise;
- (4) Companies such as application developers and social network providers;
- (5) Policy makers and regulators;
- (6) The media.

It was further suggested to put in place various partnerships to prevent and tackle the phenomenon:

- Continuing to support and enhance public-private partnerships including research, advocacy and education;
- Funding research and anti-bullying projects (including with industry);
- Making privacy and e-safety a high priority, for instance through equipping smaller application developers with tools and guidance to consider safety and privacy issues; encouraging corporations, and specifically social network providers, to consider the potential negative consequences of their products and services for young people; encouraging corporations to simplify policies relating to privacy and data use.

In society, partnerships still have to be developed to include the following social actors (see figure 1): institutions where children spend their time, health services, social workers, police and law enforcement, older victims as support, former bullies and the media.

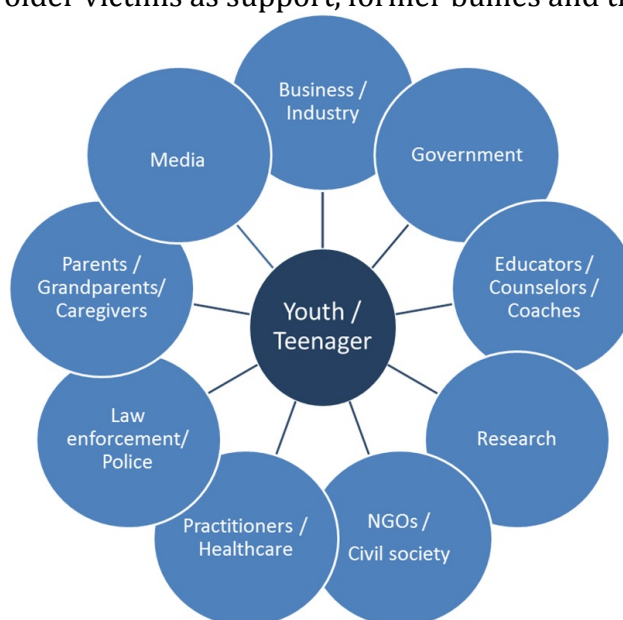


Figure 1: Partnerships in society for preventing and tackling cyber-bullying

The European Commission may encourage, facilitate and foster union-wide education programmes about this issue.

But, cultural, gender and age specifically tailored policies

Cultural considerations are key in moving forward any programme across and beyond the EU. Cultural comparisons are difficult and may be even dangerous, suggesting that there can be no ‘one-size-fits-all’ approach to addressing the issue. Cultural specificities have to be accounted for through a culturally sensitive anti-bullying and anti-cyber-bullying policy. Thus, cultural aspects should be taken into consideration in their country-specific context. Tailored national policies ought to take into consideration differences in terms of the prevalence of cyber-bullying, types of cyber-bullying and attitudes towards it, as well as readiness to deal with it.

There is also a need for programmes to focus on ‘at-risk groups’ as opposed to the general population. Gender-sensitive anti-bullying and anti-cyber-bullying policies are necessary, and a specific policy adapted to each age group should be set out and implemented. Given that

children in the 8-11 year-old age group commonly breach social network sites' age limits and use those networks, the appropriate limits on use of such sites should be revised as should the mechanisms to enforce them.

PRACTICES

Educating: strategies at schools

The workshop participants suggested that in order to address this issue through the school environment, it is necessary to focus on evidence-based practices and strategies to prevent online and offline bullying.

Training: Given the social mix in schools today, and as each teenager and teacher comes with their own cultural experience and history, it is important that schools are able to manage a multicultural environment of students and teachers and to partner with parents. Strong collaborations between students, parents, and school mentors are required. All contributors to the school community should continually develop their awareness of the problem. If needed, training should be offered in order to help understand the phenomenon (its risks, associated behaviours, implications for the individual and the community, etc.) and know how to deal with it. Resilience ultimately comes from the ability to recognise dangers and to manage their effects. Working with trainers of different backgrounds to find a common solution can be part of the process. Training needs to be specifically directed at teachers to encourage them to adopt this role. It is important in this regard that is shared among all staff, that it is not confined to the 'computer' teacher or counsellor. It has to be a whole school approach.

Pivotal role for schools: from our discussions it was suggested that the school should be in charge of organising educational approaches to safer internet usage and, more generally, should include digital literacy and digital ethics in the curriculum. The response is to emphasise a whole school approach whereby schools take responsibility for defining the ethos and standards of communication expected of pupils. Cyber-bullying often emerges in school contexts and that is why schools can have a determinant role for taming the phenomenon: on one hand, schools could be more proactive in asserting the standards expected, but on the other hand, schools should be given guidance and model policies. The strategy should include keeping records of cyber-bullying cases, defining clear policies and procedures for when something happens, and reflecting on and evaluating existing school policies and procedures.

Prevention and empowerment: Social and emotional learning (SEL) can be a key strategy to help prevent bullying and cyber-bullying. SEL consists of a process, skills and competences that teach children self-management, self-awareness, social awareness, relationship skills and responsible decision-making. SEL promotes skills, positive classroom behaviours and academic achievement, while preventing conduct problems, aggressive behaviours and emotional stress. SEL is currently being taught in 70 countries, a few of which are in the EU (Beauchère, 2012²²).

Other practical suggestions are, for example, the presence of a counsellor at school and cyber-mentoring - young people helping and supporting their peers in an online virtual community and on mobiles, helping to safeguard themselves and act as mentors and guides to teenagers they meet online. These are relevant strategies, since by identifying an easy-to-contact person they provide a victim of cyber-bullying with someone to refer to should something

²² See also the abstract and slides of the presentation of Beauchère in the annexes to this report.

happen. Last but not least, incorporating simulation techniques can prevent or help the students to know what to do if they are being bullied.

Accidental partnerships: The media could be of help in educating teenagers in the digital citizenship skills they need to understand how to behave online. The media can work as 'facilitator' in conversations about cyber-bullying between teenagers, families and teachers. An effort should be made to direct young people that are interested in digital topics towards - 'safe'-internet sites.

Making research findings actionable

If a policy approach is to be implemented, research findings have to be actionable. This implies putting into place a comprehensive and well-planned strategy to educate and inform all social actors including children, young people, parents, educators, school officials, teachers and their communities

In order to share knowledge and promote research in the field, this strategy should use and bring together different approaches and tools: legislation, technology, outreach, awareness raising, education, partnership, law enforcement, government, the press, NGOs, civil society, etc.

From a methodological point of view, the research should provide the means to evaluate intervention and prevention actions. From an academic viewpoint, it is important to make the case for on-going quality research. Furthermore, teacher training and teachers are key to achieving this quality and need to be embedded in research. As is the case in many research fields, the inclusion of all those involved helps ensure the quality, or fitness for purpose, of research outcomes.

"Fixing" with Technology

Although the anonymity associated with social networks has generated a new form of bullying, technology itself can be effective in preventing the phenomenon or at least detecting it. Whilst the first task should be to offer user-friendly privacy settings and promote better privacy awareness, more needs to be done with regard to using technology ethically. It is a truism that technology appropriation and intentionality are both determined by technology usage and conversely appropriation and intentionality in usage determine what we can call 'patterns of function' inherently embedding ethical stands. Social networking sites can and should be doing more to empower users in managing their privacy more effectively. Anthony Samy, Greenwood, & Rashid (2013) show a major disconnect between social networking sites' privacy policies and the privacy controls they offer (including the fact, that once you turn 18 some settings automatically switch). Then, when it comes to children you need shielding mechanisms that protect them from intentional harm. For example, providing age-appropriate content is an option for children and 'tweens' (9- to 12- years old) who need relevant and compelling content as well as a contained and supervised space in the online world. In practice this means, raising awareness among content provider. Some practical technical solutions include a compulsory short video tutor that appears when registering, clearly identifying cyber-mentors children can go to and simple and easily findable plain-language reporting mechanisms in case of problems.

Technological solutions such as blocking or reporting are not widely used or perceived as helpful (e.g. O'Neill, & Dinh, 2013; Staksrud, Ólafsson, & Livingstone, 2012; Livingstone, Ólafsson, & Staksrud, 2011). Yet they are part of the solution and industry must fulfil its responsibility to develop solutions that do work. This requires new innovation and

development with oversight by experts outside of industry. The CEO Coalition has been active in this area though there has not been as yet a final outcome from this group²³.

Other technical features - that can be used for negative purposes such as 'profiling' and 'semantic recognition' - can also help with detecting bad content and bad behaviours and thus can be used to uncover cyber-bullying (Rashid, *et al.*, In Press).

Finally, technology can help with collecting data in order to better understand the phenomenon and its mechanisms. In this context, it is important to respect the rights of users (be they perpetrators or victims) to dignity, protection of their identity and integrity.

Evaluating existing practices

When addressing cyber-bullying, it appears important to draw on existing best practices such as being sensitive to national, cultural and gender differences.

The groundwork needs to be laid concerning the culture in the school, expectations of the children, the atmosphere at home, etc., and the multiple sources available including young people, parents, teachers, incident reports and surveys have to be fully exploited. An example of such a source is children's own evaluation and perception of the threat of cyber-bullying.

Finally, in order to evaluate existing practices and their effectiveness, it is necessary to take into account their short and long term effects and the 'before-after' evaluation. The evaluation of existing practices is fundamental. It is always necessary to make funds and inventory available for necessary for such assessments.

FRAMING THE ETHICAL ASPECTS OF CYBER-BULLYING

Social media are not just digital spaces; given their uptake, social media can be better described as dwellings where people act out their lives (Trottier, 2012). Users spend a great deal of time in these dwellings and what is more interesting is that they are pervasive in the sense that users of social media stop noticing them at a certain point. As Trottier points out, dwellings need to be looked at not least because they are the places where cultural meanings are constructed and negotiated. Social media and other technological advancements also bring new means of expressing and developing one's identity, and harming one's personality interests (including one's identity) (Andrade, 2011). Social media became the place where teenagers in particular co-develop their identities and start their biography. Hence, as Andrade suggests, we need a re-conceptualisation of the right to personality, taking into consideration the paradoxical need to protect the identity(ies) and integrity of the person and the need to allow the person to represent him- or herself on the internet as part of the construction of the self.

It is within these paradoxes that ethical issues emerge. Ethical values such as autonomy, identity, integrity, freedom, justice, privacy, responsibility and informed consent are challenged by the current development and use of information and communication technologies, not least because of their pervasiveness and convergence (e.g. Friedman, 1997; Van den Hoven, 2005; Budinger & Budinger, 2006; Tavani, 2007, Manders-Huits, and van den Hoven, 2009). Social networks fall into the category of emerging ICT tools that are transforming notions of normative ethics including what constitutes ethical behaviour and sociability in a hybrid world of online/ offline lives. Similarly some rights and principles are questioned in the light of intolerable phenomena such as cyber-bullying, often with dramatic consequences.

²³ See: http://ec.europa.eu/information_society/activities/sip/self_reg/index_en.htm [24/03/2013]

Policies and actions to tackle cyber-bullying can be considered as one of the most important elements in framing teenagers' use of internet-based social networks. Here we reflect on four core ethical issues that need to be addressed:

- (1) Cyber-bullying is about challenging the integrity, dignity and personality of the person and therefore perpetrators violate Art. 1 on *Human dignity* and Article 3 on *the right to the integrity of the person* of the Charter of Fundamental Rights of the European Union (European Commission, 2000). If cyber-bullying were to be considered as a form of torture, Article 4 on *prohibition of torture and inhuman or degrading treatment or punishment* would also be violated by perpetrators of cyber-bullying.
- (2) Cyber-bullying is simultaneously the cause and outcome of damage to an individual's reputation; protecting one's privacy cannot be the main focus of strategies to cope with cyber-bullying since that does not prevent reputations from being damaged online. One's reputation online is sometimes challenged by the right to *freedom of expression and information*, set out in Article 11 of the Charter of Fundamental Rights of the EU.
- (3) The limits of a privacy-framed strategy to cope with cyber-bullying.
- (4) Cyber-bullying and social justice.

We finally reflect on how to decipher and govern emerging values arising from online phenomena such as cyber-bullying, which can be seen as re-engineered versions of off-line phenomena. We suggest that societal vigilance combined with ideas of responsibility and ethics based on notions of care should be the core aspects of governing the phenomenon.

Integrity of the person, identity

The right to personal identity is one's right to protect aspects and elements of their identity, the right through which one protects 'who one is'. In many European countries the right to personal identity has been established in national legal systems under the rights of personality. Such systems confirm a person's right to be individuated and identified i.e. the right to '*possess, control and impose a set of particular characteristics and features which individualise and distinguish her from all the others*' (Andrade, 2011, p. 70).

With the recognition of the right to identity as a personality right,²⁴ identity has become a specific and autonomous interest, differing from similar ones such as privacy, reputation and honour. The right to personal identity is a continuously evolving legal term.

In the digital world, identity is fluid, dynamic and malleable (Rashid, 2012²⁵); in fact ICT makes it possible for an individual to have multiple identities that are context- and culture-specific. It has been shown that a young person's identity is challenged by the potentiality offered by technologies such as social networks. Although technology may not be the only stimulus driving shifts in behaviour, the technical possibilities offered by social media multiply the risks. With cyber-bullying, for example, the boundaries between being a victim and being a perpetrator are not sharply defined.

The threat to one's identity continues to be one of the most strongly felt effects of cyber-bullying, since that threat affect health and happiness in fundamental ways. Regulatory initiatives should primarily focus on addressing violations of this right. There is no technology fix to deal with this issue; it can only be anticipated through vigilance and greater awareness about online threats.

²⁴ '*Emerging from the need to safeguard and protect the value of human dignity, the rights of personality protect juridical interests and values deeply related to the human person, such as life, physical and moral integrity, honour, reputation and privacy.*' (Andrade, 2011, p. 70).

²⁵ See also the abstract and slides of the presentation of Rashid in the Appendix of this report.

Reputation

If identity is what we are, reputation²⁶, another value deeply related to the human person, is about what people think we are. By using social media such as Facebook, young people ‘self-gossip’ and alter their own reputations (Bertolotti, 2012)²⁷. To some extent, they also give the possibility to their so-called ‘friends’ to build their reputation and, in cases of cyber-bullying, to violate their integrity. Due to the technical possibilities offered by social media such as the low cost of materials, multimedia supports and the large number of potential witnesses, gossiping has a heightened impact in the hybrid online/ offline world, with occasionally dramatic consequences if the gossiping concerns teenagers.

But, although words can hurt — destroying a person’s reputation and corrupting a person’s identity — freedom of speech is essential if one is to be autonomous.

The ethical issue concerns finding the right balance between the freedom to speak and express one’s self and the duty to ensure that one’s reputation is respected and not damaged by the another person’s right to freedom of expression. From a legal perspective, perpetrators of cyber-bullying can find themselves liable before the law in Europe and in North America. For example, threats of violence, criminal coercion, terrorist threats, stalking, hate crimes, child pornography and sexual exploitation are all subject to prosecution if brought before the courts (Shariff, 2008). Invoking the ‘right to freedom of expression’ is not a valid excuse for those who, by freely expressing their thinking, cause damage to others. That is intolerable and indefensible recklessness and it should be the collective duty of both the offline and online community to be vigilant of such attempts.

Privacy

In this section we will see to what extent cyber-bullying can be overcome by focusing on protecting one’s privacy. Whilst social media users use these services to connect and share their lives with others, they also should be aware that once the information is shared publicly, it is out of the users’ control, not only because users cannot influence what ‘friends’ do with it but especially because they have little authority over what the service providers can do with it, despite the existence of privacy laws. This creates the backdrop for what some authors have been describing as social media surveillance. We need to go deeper into why ‘privacy’ is an insufficient construct to deal with cyber-bullying encouraged by social media usage.

Two important theories have influenced what we understand as the meaning and value of privacy within the western political tradition. The first one, developed by Westin (1967), defines privacy as ‘*the claim of individuals, groups, or institutions to determine for themselves when, how, and to what extent information about them is communicated to others*’ (Idem). This concept focuses on informational privacy (a subset of social interaction) and includes ‘the voluntary and temporary withdrawal of a person from the general society through physical or psychological means’ (Ib. idem). For Westin, the concept of privacy, i.e. the need for the ‘opacity’ of the individual, is not an end in itself, but a means to achieve the overall end of self-realisation. The second theory, developed by Altman (1975), defines privacy as ‘*the selective control of access to the self*’ (1975, p. 24). Social interactions, the social and physical environment and the cultural context are considered features that are fundamental to understanding the different properties of privacy and the multiple behavioural mechanisms for its regulation. In the light of these two concepts, it is clear that cyber-bullying challenges

²⁶ Reputation is a restriction of freedom of expression as highlighted in the right to reputation in Article 13 of the United Nation Rights of a Child: <http://www.themightycreatives.com/page/United-Nations-Rights-of-a-Child/28> [20/03/2013]

²⁷ See also the abstract and slides of the presentation of Bertolotti in the Appendix of this report.

privacy with regard to different aspects of its functions — such as *'sharing personal information with trusted others'*, its states — e.g. *'the desire to limit disclosures to others'*, or its properties — e.g. *'flexible barrier between the self and the non-self'* and *'inputs from others'*.

If we look more specifically at teenagers' self-disclosure of personal data on the internet and online social networks, three different influential factors have been identified in the literature: the type of data, the privacy concerns and perceived benefits of data disclosures, as well as the parental mediation (e.g. Turow & Nir, 2000; Youn, 2005; Walrave & Heirman, 2011). Despite their sceptical attitudes towards the way in which marketers process data, teenagers tend to disclose valuable information to marketers such as profile data (e.g. favourite shops, hobbies) and e-mail addresses (Walrave & Heirman, 2011). This is what authors (e.g. Youn, 2005; Staples, 2006; Barne, 2006) call the 'privacy paradox'. Teenagers reveal this information because they perceive certain benefits to data disclosure (e.g. Youn, 2005; boyd & Marwick, 2011). This attitude has been underlined in particular by boyd and Marwick (2011) who point out that *'When teens share information about themselves, thereby increasing their exposure, they do so because they gain something from being visible. There is always a trade-off, as teens account for what they might gain and what they might lose and how such cost-benefit analyses fit into their own mental models of risk and reward. Thus, when teens are negotiating privacy, they aren't simply thinking about a 'loss'; they're considering what they might gain from revealing themselves.'* As regards the type of data disclosed, the results of the survey of Walrave and Heirman (2011)²⁸ show that teenagers are more cautious with other contact data such as phone numbers and home addresses. Another interesting finding concerns the differences among girls and boys with regards to the type of data: girls are less inclined to disclose contact data than boys but are more inclined to communicate profile data. The more time teenagers spend on the internet the less concerned they will be about disclosing contact data for marketing purposes. The same significant relationship was not found between online frequency and profile data disclosure. Last but not least, according to Walrave and Heirman's 2011 survey, parental intervention has a small influence on teenagers' willingness to disclose personal data: as teenagers move towards adulthood, the role of their parents as socialisation agents decreases while peers' influence rises. At that age, the consequences of not complying with parents' rules and instructions are perceived as less important (Walrave & Heirman, 2011, p. 302). boyd and Marwick (2011) also suggest that teenagers' concept of privacy differs from that of their parents: indeed, the absence of parents is a key component of their privacy. So, one may wonder what teenagers' expectations are with regards to social networks and how their privacy is respected. Teenagers' concept of privacy becomes unclear because of the fuzzy boundaries between the private and public characteristics of social media spaces (Barne, 2006): *'on the internet, the illusion of privacy creates boundaries problems'* (op. cit., 2006, p. 3).

Using the latest findings of the EU Kids Online survey on the question of privacy and personal data disclosure on the internet by young people in Europe, Markidou (2012)²⁹ underlined that 77 % of the 13-16 year-olds and 38 % of the 9-12 year-old that participated in the survey have a social network profile. Of them, 43 % have a private profile (i.e. open to 'friends only'), 28 % a partially private profile (i.e. open to 'friends of friends') and 26 % a public profile (i.e. open to 'everyone'). The literature and statistical data related to the internet and social network usage of European teenagers shows that **privacy really matters in the cyber-bullying issue when content is published by teenagers**. Pouillet (2010) illustrated that in order to ensure proper protection of values such as privacy, there has to be an alignment between technology and regulation. When teenagers publish information about someone without their consent, even if they did not intend to do so, social media in particular do not offer mechanisms to the victims to protect their privacy. For instance, they do not offer

²⁸ Survey conducted among 1 318 12- to 18-year-old secondary school pupils in Belgium.

²⁹ See also the slides of the presentation of Markidou in the annexes to this report.

functionality to give consent to others to publish about one's self, redundancy or 'undo' functions. Some argue that social media providers cannot be held accountable, since it is expected that people will understand how the service works before using it. We argue that this suggestion is a shift of burden, and utterly irresponsible as an idea. Developers of technology should conceive of it from the onset to comply with users' expectations of (privacy) self-protection and other values enshrined notably in the Charter of Fundamental Rights of the European Union. Moreover, technology aimed at people with limited legal capacity, such as young people, should comply in every respect with the rules on protection of privacy.

At the policy level, among the various actions proposed in the Digital Agenda for Europe to make the internet a better place for children (see the first part of the report), special attention is given to 'Providing age-appropriate privacy settings'³⁰. This constitutes a specific action of 'The European strategy for a better internet for children' and one of the five action areas that the 28 members of the *Coalition of media companies to make the internet a better place for kids* have agreed to work on (Markidou, 2012).

However, despite these policy actions and initiatives, we argue that framing cyber-bullying as a 'privacy' issue is insufficient since, as we have illustrated above, invasion of privacy constitutes a specific but limited dimension of the cyber-bullying issue. Privacy matters less when publication of content on social media is made without the consent of the teenager concerned. In such cases, the ethical issues that cyber-bullying raise go far beyond privacy and encompass issues that we are dealing with in this report. Hence, we believe that cyber-bullying cannot be dealt with under the current right to privacy or data protection umbrella as for example set by the Charter of Fundamental Rights of the EU (*op. cit.*).

Social Justice

Sociologists (e.g. Piaget, 1975; Durkheim, 1902 & 1977) have shown that parents, the school system and peers play an important role in the process of socialisation of young people i.e. the process by which they internalise the norms, skills, habits, customs, values, social roles, symbols and languages they need (Bauwens, 2012). Parents and teachers constitute the traditional agents of socialisation of young people. As they get older, the influence of their parents decreases to the benefits of their peers.

The internet is considered as a space where young people are increasingly socialised and 'culturalised' by peers due to the intensity of their online communications and how receptive they are to new online trends (e.g. Valentine & Holloway, 2002; Livingstone & Bober, 2005; Bauwens, 2012). James *et al.* (2009) sheds light on the qualitative change in the way young people are socialising, due mainly to young people's intense and significant use of the internet as 1) a communicative space and 2) a 'sounding board' in constructing their identity (Bauwens, 2012). The internet challenges and reconfigures the role of traditional pedagogic institutions (i.e. parents and teachers) in mediating young people's access to the lessons of life (e.g. Palfrey & Grassler, 2008). Adults' vertical socialisation processes are increasingly juxtaposed to and undermined by horizontal peer-to-peer processes. In this context, the traditional agents of socialisation, i.e. parents and teachers, are still present but they stay in the background (e.g. Pasquier, 2005; Bauwens, 2012). More specifically, at a time when teenagers are going through the necessary stage of developing their identity, they are doing so increasingly in an online sphere and among virtual communities. In this online world, teenagers try new things and are given permission to have experiences that 'felt as removed from the structured surroundings of one's normal life' (Turkle, 1995, p. 203).

³⁰ Improving the privacy regime is also about improving the transparency with which data is processed. Then, this relates also to data protection regimes, a subject under substantial review with the proposed new EU Regulation on data protection. See: <http://ec.europa.eu/justice/data-protection/> [17/03/2013]

Based on this literature, we argue in this section that cyber-bullying constitutes a social justice issue.

Since the Internet, and social networks in particular, has become a specific place where teenagers socialise through a peer-to-peer process, then unequal access to this virtual place may affect the construction of their identity. Nevertheless, it is not all about access. As participation rights now apply to a whole variety on online modes of communication, there are shifting lines of inequality that can also lead to new forms of symbolic violence.

In the literature (e.g. Bowie, 2000; Venezky, 2000; OECD, 2000; Rizza, 2010 and 2013) it has been demonstrated that the digital divide is not only a question of access to ICT but a reproduction of pre-existing social inequalities. More specifically, the digital divide is presented as an educational divide since primary and secondary education institutions have not managed to reduce it (*op. cit.*). Some surveys have shed light on the influence of the socio-economic status (SES) of parents on the socialisation process of their teenagers. The lower the SES of parents 1) the less influence that parents and teachers have on teenagers' socialisation compared with peer socialisation on line (Livingstone et al., 2005), 2) the more teenagers say they know more about the internet than their parents (Paus-Hasebrink et al., forthcoming; Bauwens, 2012), 3) the more their parents expect them to be experts on how to use and act on the internet (e.g. Grossbart et al., 2006; Buckingham , 2006; Bauwens, 2012). Teenagers from low SES are also unfairly disadvantaged in the hybrid online-offline world. As a consequence of the different socialisation process by which they acquire and integrate values from their community, these teenagers do not benefit from the same opportunities of learning-by-doing in how to act and interact in the online-offline world. The most evident manifestations of the digital divide are located in the educational systems themselves. Education should provide an equitable access to ICT to all children and students and an equal level of digital literacy independently of their socioeconomic factors or socioeconomic status, but this is not the case (OECD, 2000). Bridging the digital divide at the educational level becomes a sine qua non condition to ensure that all citizens acquire the digital competences required to use ICT optimally, ethically and to benefit from the quality of life it can promote (Rizza, 2013).

Cyber-bullying affects different age groups but the way in which it manifests itself is strongly dependent on the cultural context. Hence the same technology triggers different behaviours and different responses depending on the value systems that prevail in the respective contexts. The debate about the values we wish to cherish in this emerging hybrid digital life need to take account of these diversities. Diversity and plurality themselves are key contextual elements that determine behaviours, debate and responses. Nevertheless, despite differences in cultures and traditions relevant to cyber-bullying, the strategies to cope with it should have a universal character, respond to fundamental rights, wisdom and plausible value systems. Ultimately, it is duty of care — an ethical value — that underpins approaches to the prevention of and response to cyber-bullying.

GOVERNANCE: THE KEY ETHICAL DIMENSIONS

Responsibility

Here we focus on the following dimensions of responsibility:

- Empowerment
- Responsible innovation

Empowerment

In the sociology of childhood and early adolescence, young people are considered as

physically weak, mentally immature and unable to take legal decisions (Galland, 2001): a child has to be protected from the others and from themselves (Octobre, 2006). Yet, the protection of young people goes hand in hand with their own empowerment. As it has been underlined by many authors (e.g. Piaget, 1975; Durkheim, 1902 & 1977), parents, the school system and all peers play an important role in socialising and empowering young people.

With regards to ICT, Octobre (2006) shows that empowering young people about personal and household equipment may be described by the following steps.

- (1) 'The status prescribed by family' constitutes the first stage: at the youngest age, children are equipped with objects reflecting the educative values of their parents such as books, TVs, video-games and computers.
- (2) 'The status acquired with peers' appears when children are 10 years old and individualisation and empowerment with regard to technology starts: young people start having their own personal and individual technology, which contributes to the process of juvenile sociability.
- (3) The 'status acquired into the family sphere' constitutes the last step at around 14-15 years of age with the 'bedroom culture': young teenagers have audio equipment, televisions, video games and, personal computers in their bedrooms. Their personal equipment triggers new relationships in the family sphere whereby ICT usage can be household or private. In this context, the young teenager acquires a 'tri-dimensional competence' with regard to ICT and their own autonomy: a competence of use, a competence of choice and a competence of ways of using these technologies.

At school, education about online media should play a key role in preparing young people to be able to use ICT 'civically' and become active citizens. The community as a whole - peers, parents, and those in charge of schools and other relevant educational institutions - has a responsibility for making young people understand what human nature and values are. Young people have to be empowered to become 'cyber-aware' citizens that are able to act consciously when using social media to relate to others and to make appropriate choices as far as the technology allows, but it is vital also to engage the whole community also if we are to identify the challenges posed by emerging ICT and the roots of phenomena such as cyber-bullying. In fact, empowerment is not just about the young members of the community but also about all other relevant social actors such as extended family, schools and other educational institutions.

Responsible innovation

Responsibility also means that when designing, developing and implementing internet applications, they should at least embed the ethical values that are currently enshrined in common global principles, rights and other rules. Von Schomberg (2007) argues that classical ethical theory and conventional ethical practice do not address either unintended consequences or collective decisions that should be taken into account when looking at ethical responsibility in scientific and technological developments. Hence, as with many emergent technologies, we are left with old narratives, meanings and rules to deal with quite different phenomena and their anticipated and unintended effects (Rizza, et al., 2011). There are some initiatives that attempt to redress technology's apparent dismissal of ethical and societal concerns. For example, in the EU, there have been proposals to develop technology embodying 'ethics by design' or 'privacy by design' (European Commission, 2010, p. 12), and proposals for to amend existing regulation dealing with traditional ethical concerns. Von Schomberg (2007) proposes an ethic of co-responsibility that should arise from reflection on the social processes in which technological decision making is embedded and which presupposes the following four requirements: public debate; technology assessment; constitutional change; and foresight and knowledge assessment.

It is obvious that corporate responsibility plays a major role here. Although technology cannot cure social dysfunction, developers should be cautious about dual use and unintended

usage and should carry out the social research needed to anticipate likely intended or unintended appropriations.

Governance of emerging values — A need for continuing vigilance

'The proposition that the ways in which we know and represent the world (both nature and society) are inseparable from the ways in which we choose to live in it' is what Jasanoff (2004, p. 2) calls *'co-production'*. Underlying this proposition is the understanding that, on the one hand, science and technology are produced by people and institutions with inbuilt biases and political motivations, and on the other hand, science and technology legitimate and modify the power of the state and other institutions in critical ways. Through this understanding, one can investigate and perhaps explain how developments in science and technology are authorised, justified and made legitimate.

This report is not the place to question the political worldviews by which innovation is being promoted and put into practice in Europe and elsewhere. However, in order to understand the social and institutional processes that are encouraging certain types of development in ICT, this analysis has to be carried out. Indeed, this proposition helps with understanding the grounds upon which policies regarding new artefacts and processes are proposed and performed. It is particularly useful when seeking to understand the value systems and worldviews that are being put into practice in the design, development and regulation of technology. In our digital society, the pace at which new artefacts are developed challenges the dialectic of the relationship between technology and law, the Collingridge dilemma (Collingridge, 1980) being a case in point. As in many other fields of techno-scientific development, in the ICT field there is a strong interdependence between policy and technology. A great deal of research that has been done on the possible partnerships between technology developers and other sectors of society (for example, by Fisher, Mahajan & Mitcham, 2006; Schuurbiens, 2011) shows that dialogue between lawyers and engineers could help embed legal principles in the technology itself as Rouvroy (2008) and others (e.g. Andrade, 2011) suggest.

We are living in a transition, where the hybrid of the real and virtual worlds create contexts and ontologies that we are discovering and trying to make sense of every day. Our value systems are constantly being challenged and the values according to which we act and appropriate technology, are being embedded in what we produce and regulate, use and teach. Therefore, the wider argument here is that while there is little collective awareness of the worldviews being enacted by the information technologies that we increasingly take for granted, the deeper debate about what we, as humans, make of these changes is not taking place. The latter remains confined to an educated elite, whereas the former is the turf of corporate hegemony and unquestioned corporate developers who find in the rhetoric of grand challenges the justification to propose what they propose.

In this report, we argue that it is through dialogical projects whereby relevant social actors engage in extended debate about the values, norms, behaviours and action that govern technology developments that phenomena like cyber-bullying can be anticipated and prevented. This is not only relevant for social media and associated phenomena like cyber-bullying but to all emerging information technologies. The values and norms by which we live are changing over time triggered by specific events, intellectual and political crises and revolutions and technologically-driven behaviours. The interplay between science and technology and society, demographics and culture are continuously being challenged. This questioning of value systems has, for example, changed human rights over time, for example the concept of dignity being taken into consideration only in recent history. While history can help with this debate, the truth is that the 'liquid times' in which we are living are unique and need to be looked at for they represent specificity hardly encountered beforehand.

Through such extended debates, we expect to discuss definitions of emerging values and reach agreement on those definitions and to identify some core values that we want to

cherish and the properties that make those values more relevant in some contexts than in others.

We are all relevant participants in those debates as members of specific communities and the human race in general. These debates cannot be left to corporate elites that decide the values and morals according to which mankind should live.

For social networks, the issue is whether the transformations we see in contemporary society, i.e., relationships, social actions and social convergence, focusing on the virtual exposure and sharing of what otherwise would not be possible to share, are being adequately addressed. Social media is software; like other pervasive and ubiquitous software, this type of software has an impact on social life (Lessig, 2006), affecting society and sustaining unintended phenomena such as the cyber-bullying addressed in this report. At the time of writing this report, the Italian government has proposed a law in which dependency on the Internet is considered a pathology requiring medical treatment.

ICT is challenging human autonomy. We take Philosopher Hannah Arendt suggestion in her well known book 'The Human Condition'³¹ from the late 1950's, that we humans have to be continuously vigilant since the human condition as we have known it is changed; nowadays, this observation is more than pertinent, when we consider the emerging hybrid online and offline lives. Vigilance has to be exerted in every sphere of our life: if technologies become more and more convergent and pervasive, we, as humans and as citizens, ought to have still the choice to opt out or to find creative and alternative ways to appropriate them. The question here is whether the drivers of co-production are no longer human action but an organised human dormant state that is perversely being used as an instrument of a specific powerful elite.

³¹ Arendt introduces the term *vita activa* (active life), by distinguishing it from *vita contemplativa* (contemplative life). The *vita activa* comprises three human activities — labour, work, and action — which correspond to the three basic conditions under which humans live.

Recommendations

Ethics for our times

As in other areas of science and technology, we have to question citizens on the values that are to be kept in the future and ensure that policy and technology takes those into account in the design and deployment phases. We take for granted that human agency is a core value of all these developments and deployments. For cyber-bullying, it is obvious that there is little to be debated in terms of values; this phenomenon targets a disempowered portion of the society and its consequences are dramatic. This workshop showed that while privacy matters - there are other even more urgent matters to deal with. What values are different generations willing to preserve? How are digital rights being reframed with the current appropriation of technology? Is duty of care the ethical value that will pervade and will be worth cultivating?

Technology cannot fix social malfunction

In order to avoid cyber-bullying, it is essential to establish those features of technology that need to be attuned with current ethics. For example, the German government's decision to forbid the Facebook 'Like' button is a notable example of how technology can be tailored to help with intentionality. However, it must be fully recognised that technology cannot fix social failures.

Awareness raising

In the workshop we saw that the best policy to address cyber-bullying is raising awareness and giving strong support to the process. Another successful approach is organising targeted actions with teenagers discussing these issues in what they consider as safe spaces. The very process of awareness raising should be led by the children themselves. This ties in closely with the need to be vigilant to the effects of emerging technologies in our children's lives.

Framing the cyber-bullying phenomenon as an identity-related ethical issue and not as a privacy one

In many documents cyber-bullying is framed as an issue arising from tampering with an individual's online privacy and therefore policy strategies become focused on data protection. Following a more classical and restricted approach to the right to privacy, making a distinction between this and the right to identity is problematic. The right to privacy deals mostly with the concealment of certain private aspects from public knowledge and the protection of information disclosed from the public sphere. The right to identity³² deals with the transmission of information to the public sphere, correctly and accurately expressed. In other words, a person's identity is infringed if any of their data are used without authorisation in ways that cannot be reconciled with the identity (public image, projection) they wish to convey.

³² At a more general level, the right to identity can be defined as the 'right to be one's self', that is, the right to be different from others, the right to be unique. At a more detailed level, the right to identity can be defined as the right to have the indicators, attributes or facets of personality which are characteristic of, or unique to a particular person (such appearance, name, character, voice and life history) recognised and respected by others.

This distinction is of vital importance in the framing of possible regulation of cyber-bullying and strategies to cope with it. The application of an 'identity right' to published facts and information provides an added incentive to strike a better balance with the competing right to freedom of expression.

Vigilance and responsibility

The ever-surprising usage of information and communication technologies in intended and unintended ways makes cyber-bullying a dynamic phenomenon and not a pre-determined one. We have a moral obligation to question the fast pace of technological advances and we need policies, actions and actors (and indeed us all as citizens) to exert continuous oversight over emerging developments. This ties in with ideas of responsibility, responsible innovation and permanent vigilance, not only concerning the artefacts themselves, but also the contextual conditions in which they are deployed, societal changes they announce, educational practices and political situations. We would argue that only through strong societal partnerships can we fulfil the duty of vigilance of our values, principles, rights and conditions.

An additional point to consider is the question of how to provide social better support and understand of emerging technologies. Part of the problem is that regulation has tended to be reactive and deal with problems as they arise rather than trying to anticipate technological uses in social context³³.

³³ See: The DG Connect Digital Futures initiative: <https://ec.europa.eu/digital-agenda/en/digital-futures-objectives-and-scope>

See also: The Onlife project focusing on an online manifesto of rights: <http://ec.europa.eu/digital-agenda/en/onlife-initiative>

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Annexes

1. WORKSHOP AGENDA

Social Networks & Cyber-bullying...

4 th October 2012 Room 12	4 th October 2012 Auditorium Room 11	5 th October 2012 Room 12
09:00 - Welcome & introduction to the JRC Angela Guimarães Pereira Caroline Rizza	14:00-16:30 Public Seminar: Perspectives from the public - J. F. Beauchere: "Social networking and Cyber-bullying"	09:00-11:00 SN's uses and Safe Internet: practice - P. K. Smith: "Cyber-bullying and e-safety in the UK: an evaluation of knowledge and behavior in children and their teachers"
09:30-10:30 Tour de Table & Organisation: Workshop's objectives Policy perspectives Agenda	- B. O'Neill: "Social networking, age and cyber-bullying: findings from EU Kids Online".	- V. Boronenko: "Topicality of Cyber-bullying in the Teenager Population: the Paradox of Eastern Europe and Russia"
10:30-11:00 Tea Break	- P. W. Agatston: "Bullying in the Digital Age".	11:00-11:20 Tea Break
11:00-13:00 The Ethics of it: a focus on identity -A. Rachid: "No More Hiding: A Socio-Technical Approach to Addressing Cyber-Bullying Challenges"	16:30-17:30 Discussion & Preliminary conclusions	11:20-13:00 Working session
-T. Bertolotti: "The importance of being different: social networks, self-gossip and bullying"	19:30 Social Dinner	13:00-14:00 Lunch buffet
13:00-14:00 Lunch buffet		14:00-15:30 Working session (cont.)
		15:30-16:30 Conclusions: Towards a policy & research agenda. Main messages to policymakers
		16:30 Departure

2. ABSTRACTS

No More Hiding: A Socio-Technical Approach to Addressing Cyber-Bullying Challenges

Professor Awais Rashid (Lancaster University, UK)

The proliferation of the internet has led to a number of innovative media that enable people from across the world and various walks of life to come together and share materials and experiences. Examples of such media include:

- chat applications, such as Skype, IRC and MSN;
- social networking sites, such as Facebook, Myspace, and Twitter;
- online virtual worlds such as SecondLife;
- and massively multi-player online games, such as the World of Warcraft.

Children and young people actively participate in social interactions using such forums and web-based communities.

These innovative media, however, also present the classical dual-use dilemma, whereby technology that is used for good can also be exploited for harm. Cyber-bullying is one such consequence as perpetrators have direct and easy access to potential victims potentially 24 hours a day as such media are now not only available via computers but also through mobile phones.

Furthermore, the reach of such media is practically global so the victimisation does not end by removal of physical proximity (as has been the case in traditional offline bullying).

There are several key enablers of bullying online. One of these is identity, which takes a very fluid and intangible notion in the context of online social media. One can assume different identities and as a result it is fairly easy for a bully to hide his/her true identity or change identities with ease and continue to victimise someone.

At the same time, the distinction between perpetrator/victim is not so clear cut and often the boundary is blurred given the plethora of social interaction contexts enabled by online social media.

In this talk, I will discuss two related projects. The first one focuses on developing technical solutions to resolving identities of individuals and groups, hence making it hard for a perpetrator to hide his/her identity. These solutions are based on analysing the language used in online communications and detecting key characteristics that distinguish one's online interactions. As a result, communications originating from multiple identities can be compared to detect if the same person or group is hiding behind the various identities. The second project focuses on empowering young people to come together (via online social media) to collaboratively design systems that affect their safety and well-being. In the context of cyber-bullying this avoids the sharp distinction between bully and victim and empowers young people to collectively design systems that fit in with their online social life yet mitigate the risks of cyber-bullying.

The importance of being different: social networks, self-gossip and bullying

Tommaso Bertolotti and Lorenzo Magnani

Common sense knows that, as far as many episodes of bullying are concerned, gossip detains the smoking gun: there can be gossip without bullying, but there is hardly ever bullying without gossip. Recent evolutionary studies nicely asserted how gossip developed as an efficient tool for social policing, able to create valuable bonds between gossipers, and to evoke a clear picture of deviants and deviancies deserving to be punished.

It is also widely accepted that, with the massive diffusion of social networking websites, the possibilities of gossip were mightily increased. Such acceptance (partly resulting from the divulgation of the evolutionary 'approval' of gossip) fuelled two major intellectual phenomena, which could be said to be mutually defeating from an intellectual point of view: on the one hand, social networks users were described as gossipers mainly aiming at invading their friends' and acquaintances' privacy; on the other hand the potentially violent consequences of social networking were defused by referring to the importance and naturalness of gossip for the social evolution of human beings.

The potential violence of strategic exchanges taking place in social networks is hardly a mystery: ordinary gossip is enriched by the diffusion of high-copy-fidelity information (movies, pictures, copy-and-paste texts and so on), and the cost of communication contemporarily decreased exponentially. However, while users (especially youngsters) are being extensively warned not to become other people's victims, they are hardly ever warned against becoming their own victims.

Indeed, a major risk factor of social networks is their obvious reception as tools of self-promotion: most of the gossip going on in social networks is, as a matter of fact, originating as self-gossip. Many users post contents about themselves that are likely to please, interest, amaze or even scandalise their virtual peers. Contents can be more and more extreme and personal: we can witness a race, fought on a slippery slope, to be the most different and thus the most popular. Being different, though, is always potentially dangerous: one can easily fall from being a monstrem (as something wondrous to see) into a monster worthy of punishment, banishment or suppression. With this respect, users can unwillingly become the very promoters of their own bullying, offering themselves as victimary scapegoats in the undifferentiated landscape of social networking websites.

Social Networking and Cyber-bullying

Jacqueline Beauchère, Chief Online Safety Officer, Microsoft Corporation

Contrary to popular belief, social media isn't thwarting communication among the generations. Rather, teens are actually communicating *more* with their families, and vice-versa, all via social media, says a recent study by AARP and Microsoft.

The study, 'Connecting Generations' released in conjunction with Safer Internet Day 2012, shows that 83 per cent of each age group considers going online to be a 'helpful' form of communication among family members. Still, while online interaction between generations is trending upward, bullying among youth continues.

A 2011 Pew Research Center study on teens and social media found that half of bullied teens in the U.S. say this occurred in multiple ways:

- 12 % were bullied face to face in the last 12 months
- 9 % were bullied via text message
- 8 % experienced some form of online bullying (via email, a social network, or instant message)
- 7 % were bullied over the telephone

Technology is now providing bullies with new ways to target their victims, giving rise to what many refer to as 'cyber-bullying.'

Surveys show that between 10 and 40 per cent of young people in the European Union, the United States, South Korea, Japan, and Australia have been victims of cyber-bullying.*

According to a 2011 Associated Press/MTV study, 76 per cent of 14-24 year olds said digital abuse is a serious problem for people their age, with 56 per cent reporting that they have experienced abuse through social and digital media.

On 19 June, 2012, Microsoft released the results of a global children's online behaviour study. Conducted in 25 countries, the survey focused on children eight to 17 years of age with the goal of determining how widespread online meanness and cruelty are geographically, and whether these issues are a concern among children. The survey found that not only is online bullying an issue, but the prevalence increases as kids get older. Children ages 13-17 are 43 per cent more likely to be mean online compared to children eight to 12. In Italy, that number increases to 49 per cent.

What's also insightful is that children want to discuss the issue, but only 29 per cent say their parents have talked to them about online bullying. The survey also uncovered that there isn't one common step taken by their parents to help address the problem.

Kids need to know that adults can and will provide positive and active support. To help empower parents, educators and, most importantly children, Microsoft created several key resources.

- Stand Up To Cyber bullying Quiz: An interactive teaching tool that can easily be downloaded onto an organisation's or school's website.
- Help Stop Online Bullying Fact Sheet and Brochure: Practical advice to help understand online bullying and how to respond.
- Digital Citizenship in Action Toolkit: A collection of resources to help individuals teach themselves and others responsible use of technology.
- Help Young People Stand Up to Online Bullying PowerPoint: A presentation framework to help teach audiences about online bullying and share relevant resources.
- Cyber bullying background paper for Policymakers: A guide for any decision maker with responsibility for developing solutions for online safety.

Social networking, age and cyber-bullying: findings from EU Kids Online

Brian O'Neill, Dublin Institute of Technology/EU Kids Online

Social networks are now among the most popular online activities for children and young people in Europe today. According to EU Kids Online, three quarters of all children aged 13-16 years old has a profile on a social networking site; 38% of 9-12 year olds also use social networking platforms, including many sites restricted to age 13 years and over. Yet, this most popular activity in addition to having many positive benefits for young people also exposes young people to risk which, depending on the age of the child and their level of digital literacy, may be more than they are able to cope with. Cyber-bullying is one particular threat that is particularly troubling for young people and their careers, and illustrative of the kinds of contact risks that children encounter.

The phenomenon of young people's SNS use takes place against a background of pervasive internet use among European children for entertainment, communication, leisure and educational purposes. Drawing on the findings of the EU Kids Online* survey of 9 to 16 year old European children, this presentation will locate trends in SNS use among young people in the context of proliferating platforms for online access, decreasing age of first use, opportunities enjoyed and threats encountered. Patterns of SNS vary substantially across the 25 countries included in the survey though, as our findings reveal, Facebook is a particularly dominant force and a number of repeated risk behaviours are evident in young people's use of SNS services. These include the vexing question of underage use, contact with strangers, personal information disclosure and inadequate management of privacy settings. Cyber-bullying — while it affects only a minority of children — is particularly disturbing and for the purposes of this workshop, the presentation will address the questions of who is bullied online, how many young people are affected, how frequently it occurs and in which contexts? Of particular interest to policymakers are questions of mediation, the coping strategies deployed by young people, the social supports available and the kinds of response mechanisms provided to support young people when they encounter difficulties. Data on what children do when being bullied, who they talk to or what actions are taken provide some relevant insights into the effectiveness of interventions and areas where future initiatives may be beneficial.

Bullying in the Digital Age

Patricia Agatston, Ph.D.,

In 2006, I had the opportunity to conduct focus groups regarding cyber-bullying among middle and high school students for the book, *Cyber-bullying: Bullying in the Digital Age* (Kowalski, Limber & Agatston, 2008). Male and female students in these focus groups reported that cyber-bullying, defined as bullying that occurs 'through e-mail, instant messaging (IM), in a chat room, on a Web site, or through digital messages or images sent to a cellular phone' (Kowalski, Limber, & Agatston, 2008, p. 1), was a problem that typically occurred outside of school but that often impacted the school day.

During our initial focus group interviews in 2006, we found that middle and high school students were concerned about cyber-bullying, but that females were more likely to perceive it as a problem compared to males (Kowalski, Limber & Agatston, 2008). This is consistent with more recent research from the Cox Communications Survey (2009), which found that 60% of boys and 76% of girls viewed cyber-bullying as a serious problem among youth. In addition 70% of boys and 80% of girls believed that there should be stricter rules about cyber-bullying. This suggests that the majority of youth are concerned about cyber-bullying. Yet, prevalence rates still indicate that traditional bullying is more common than cyber-bullying despite media reports that often characterise it as an epidemic.

It is also important to look at both similarities and differences between traditional bullying and cyber-bullying to guide us in our prevention and intervention efforts. They are both acts of aggression that occur between individuals with different amounts of power. Furthermore, they are both often repeated over time. That said, there are key ways in which cyber-bullying and traditional bullying differ from one another. First, the perpetrator of traditional bullying is a known entity, whereas the perpetrator of cyber-bullying may be anonymous. Additionally, traditional bullying occurs most often during the school day. Conversely, cyber-bullying can occur anywhere at any time. Other unique aspects of cyber-bullying will be discussed that have their basis in the nature of digital communications.

The question remains, however, regarding the degree of overlap between traditional bullying and cyber-bullying. How strong is the relationship between involvement in traditional bullying and involvement in cyber-bullying? Kowalski and Limber (2010) found a correlation in their research between traditional bullying and cyber-bullying that will be discussed in this presentation that has implications for prevention and intervention strategies. Youth in our focus groups also shared how online communications frequently carry over into the school day, making it difficult to address the issues separately. Thus cyber-bullying prevention needs to be infused with traditional bullying prevention efforts. Best practices in bullying prevention need to be adapted to address cyber-bullying and promising approaches that include using youth as agents to change social norms regarding bullying and cyber-bullying need to be further developed. These strategies will be discussed as well as prevention strategies that should be avoided.

Cyber bullying and e-safety in the UK: an evaluation of knowledge and behaviour in children and their teachers

Fran Thompson and Peter K Smith, Unit for School and Family Studies, Department of Psychology, Goldsmiths, University of London, U.K.

With the advent of cyber bullying especially in the last decade, some specific interventions have been devised in the U.K. to tackle this new form of bullying. This presentation will give a brief overview of some ongoing evaluation work, and then present findings from a recent study in three primary schools.

Evaluation work: We have made evaluations of three interventions. The first is a video film for curriculum use on 'sexting'. The second is an online cybermentors programme using trained pupil volunteers. The last is the Safer Schools Partnership involving the police. The findings (in press) will be very briefly presented and the implications discussed.

Study in three primary schools: Although use of social networking sites has been thought of as an adolescent or teenage phenomenon, our research shows that as early as 8 years, many children are engaged in such activity. We carried out a questionnaire-based study in three primary schools in England; two of these contributed follow-up data after an e-safety program Safe, devised by DigitalMe, a charity. Altogether 59 year 3 pupils (aged about 8 years) and 106 year 6 pupils (aged about 11 years) responded, together with 32 teachers from the same schools. Staff and students were given similar questionnaires. The pre-Safe questionnaire asked about their personal use of mobile phones and computers; knowledge and use of social networking sites; their online behaviour and the e-safety guidance supplied by their school. The post-Safe questionnaire asked staff and students to rate different aspects of the Safe resource. Initial findings indicate that younger students use mostly game-based social networks, starting use between 6-8 years-old; older students use Facebook or Skype, most starting between 8-10 years-old; staff use Facebook almost exclusively, most having used it for 2-5 years. Staff and students were asked about a range of online behaviours before and after the Safe program to measure any changes. These included safe use of usernames, passwords, uploading and downloading images; blogs; online friendships; copyright; creating and sharing media and reporting anything harmful. Most staff and students thought they

knew either something or a lot about all aspects safe online behaviour covered in Safe program before it was delivered, setting the baseline measurement of e-safety fairly high. Despite this, most students rated their knowledge of all aspects of safe online behaviour slightly higher post-Safe. Overall the Safe program was rated as 'good' or 'very good' by staff and students. Staff were additionally asked to rate the students' knowledge of safe online behaviours after the resources were delivered; these were compared with the students' ratings. Teachers overestimated some aspects of students' knowledge of safe online behaviours (e.g. younger students safe use of SNS; passwords) whilst underestimating others (e.g. older students researching online; knowledge of copyright). Implications are that schools need to introduce e-safety even earlier to younger children, acknowledging that some children will access age-inappropriate social networks. Also, despite delivering 'good' e-safety programs, teachers need to be cautious about overestimating children's capabilities and that regular, ongoing e-safety education is needed to support children online.

Topicality of Cyber-bullying in the Teenager Population: the Paradox of Eastern Europe and Russia

Vera Boronenko, Daugavpils University (Latvia)

Both European and world science actively researches (Hinduja, Patchin 2006, 2007, 2008; Smith, Cowie, Olafsson, Liefoghe 2002; Ybarra, Mitchell, Wolak, Finkelhor 2006; Ybarra, Mitchell 2007; Pyzalski 2009; Steffgen, Konig, Pfetsch, Melzer 2009) the problems of safe internet, safe cyber-space, as well as the ones of cyber-bullying, internet-bullying, online bullying, cyber harassment, cyber-stalking, and other similar activities, which in spite of different definitions nevertheless can be included in one class of individual social activity — deviant activities in cyber-space against other people.

The author also takes part in four years' long scientific collaboration Action of the ESF COST programme 'Cyber-bullying: coping with negative and enhancing positive uses of new technologies in relationships in educational settings' which aims at sharing expertise on cyber bullying in the teenager population. It is implemented across a wide range of European countries, stimulating the collaboration between scientists and practitioners in this area.

The analysis of European statistics and Russian studies (Elhova 2009) for recent ten years shows that integration of households of Eastern Europe and Russia into cyber-space takes place very rapidly, especially the level of internet using within the teenager population is rising. It allows the author to make a conclusion that the problems of cyber-bullying, which are actively analysed in economically and 'informationally' developed countries, have to become rather topical for the countries of Eastern Europe and Russia. There are some wide known especially bright instances of real cyber-bullying in these countries. For example, multiple cases in Russia when violent behaviour against class or group mates has been filmed by means of mobile phones.

Another case of Latvia, when due to the real 'hounding' (using the internet) by the classmates, a 12 years old pupil had to quit her studies in the Nordic Gymnasium in Riga. Such cases made communities of Eastern European countries and Russia to 'look for the guilty'. But in spite of daily topicality of cyber-bullying in the teenager population of the countries of Eastern Europe and Russia there are no any significant scientific researches on this topic till now — just some projects and non-governmental organisations are dealing with it.

The author sees the paradox here, which can be explained with relatively high level of aggression in daily communication of the population — both adults and teenagers — in these countries. As the Dzintra Kohva, Director of the abovementioned Nordic Gymnasium in Riga said: 'As long as ministers publicly insult each other, as long as television and internet are full with negative information, nothing will change'. So, the essence of the paradox of Eastern

Europe and Russia according to cyber-bullying is that societies which have been used for violence during relatively long historical period, do not percept cyber-bullying as the seriously researchable problem, as Western Europe, Australia and USA do.

3. THE SLIDES

BULLYING IN THE DIGITAL AGE

Patricia Agatston, Ph.D.



Teens and Technology – U.S. 2011 data

- 95% of teens ages 12 – 17 are online
- 80% use social networking sites (SNS)
- 87% of teens text
- 54% text daily
- Sept. 2012 Nielson data: 58% of teens with mobile phone are using smart phones



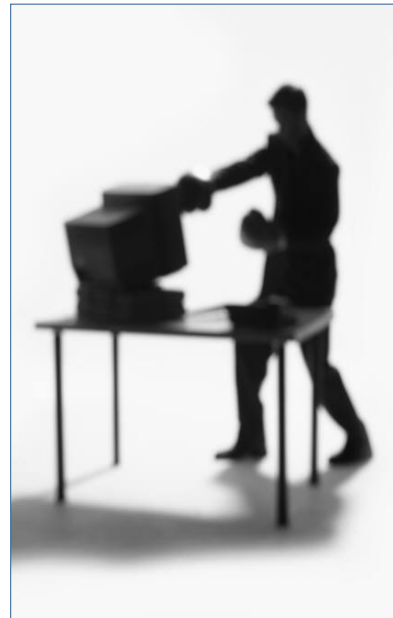
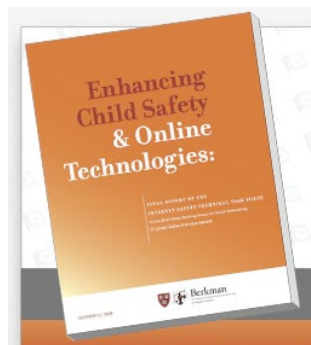
If you lose access to technology, how do you feel?

- Depressed
- Sad
- Angry
- Disconnected
- Isolated
- Lonely
- Lost

Agatston, Kowalski & Limber, 2010



Youth are at greatest risk from known peers *rather than strangers.*



Key Findings About Cyber Bullying

1. Cyber Bullying *may* be increasing (Ybarra et al., 2006) but prevalence rates vary widely. (from 10-40%)



Cyberbullyhelp.org **CyberBullyHelp**
Preventing Bullying in the Digital Age

How Prevalent Is Cyber Bullying in the U.S.?

- **Hinduja & Patchin** (2010) survey of 10-18 year old students
 - 7.5% had been cyber bullied in the last 30 days, 20.8% in lifetime
 - 8.6% had cyber bullied others in the last 30 days, 19.4% in lifetime
- **Kowalski & Limber** (2007) survey of 3,767 middle school students:
 - 18% had been cyber bullied at least once in the last 2 months
 - 11% had cyber bullied others at least once

CyberBullyHelp
Preventing Bullying in the Digital Age

Key Findings About Cyber Bullying

2. Cyber Bullying is of concern to youth.



Teens' Perceptions of Cyber Bullying

(Cox Communications, 2009)

% strongly/somewhat agree	Boys	Girls
Bullying online is a serious problem with today's youth.	60%	76%
If someone is caught bullying online there are serious legal consequences.	45%	54%
There should be stricter rules about online bullying	70%	80%

Quotes

- “People can be meaner so much easier now.” *High-school girl*
- “It’s way more powerful than regular bullying.” *High-school girl*
- “It’s harder to deal with cyberbullying than face to face bullying. You can stand up to someone face to face and they will back off. If you stand up to someone online it just escalates things.” *High-school boy*

Agatston, Kowalski & Limber, 2010: Chapter in Cyberbullying Prevention and Response



Key Findings About Cyber Bullying

3. **Some studies (including focus group data) indicate that girls are more likely to be involved in cyber bullying than boys.**

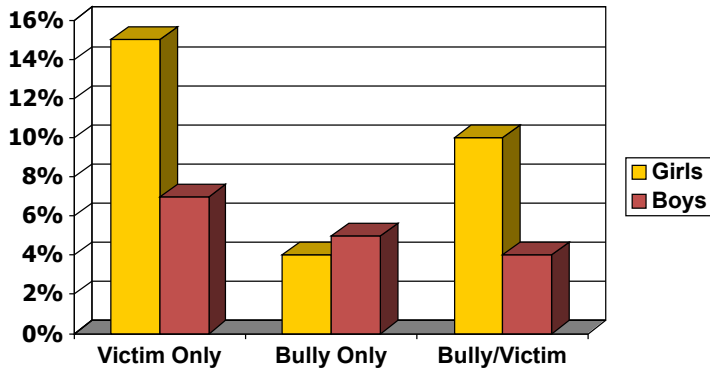


Kowalski, Limber & Agatston, 2007, Misha, Saini, and Stevenson (2009)



Gender and Cyber Bully Status

(Kowalski & Limber, 2007)

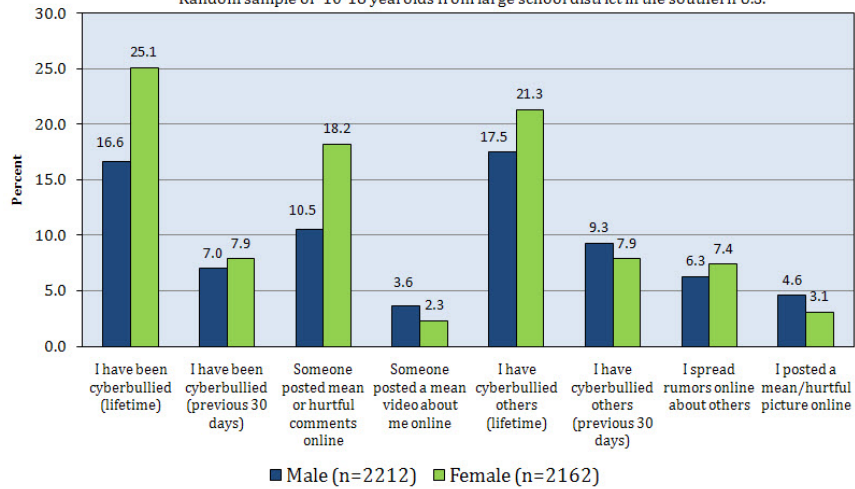


Cyberbullyhelp.org
CyberBullyHelp
 Preventing Bullying in the Digital Age

Sameer Hinduja and Justin W. Patchin (2010)

Cyberbullying by Gender

Random sample of 10-18 yearolds from large school district in the southern U.S.



Cyberbullying Reseach Center
www.cyberbullying.us

Other Gender Differences

- As with offline bullying, there appear to be differences in the methods of online bullying by gender.
- Girls are more likely to spread rumors while boys are more likely to post hurtful pictures or videos.



Key Findings About Cyber Bullying

4. **There are similarities and differences between cyber bullying and “traditional” bullying.**



Cyber Bullying and “Traditional” Bullying

Similar characteristics:

- Aggressive
- Repeated
- Power Imbalance



Cyber Bullying and “Traditional” Bullying

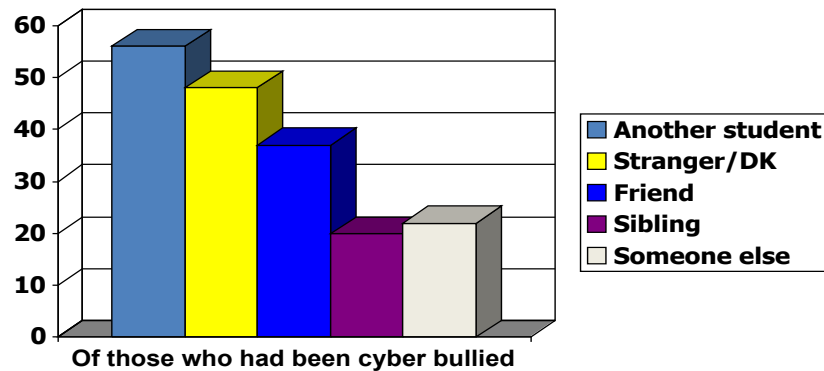
Unique characteristics:

- Anonymity



Identity of “Cyber Bully”

(Kowalski & Limber, 2007)



Cyberbullyhelp.org **CyberBullyHelp**
Preventing Bullying in the Digital Age

Students are concerned about the anonymity of cyber bullying

- But they often find out later who the aggressor is from a witness or someone who heard about the incident.

Agatston et al, 2010

CyberBullyHelp
Preventing Bullying in the Digital Age

Cyber Bullying: Unique Characteristics

Unique characteristics:

- Anonymity
- Disinhibition
- Accessibility

- Replicability
- Scalability
- Persistence and searchability*

**danah boyd, "Taken out of Context, 2008*

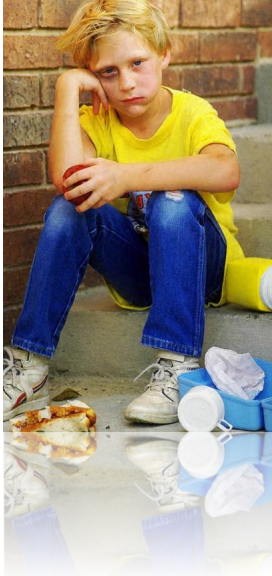


Bystanders or Witnesses?

- teens often ignore mean behavior on SNS but 84% have witnessed someone being defended online.



Yet, is it a distinct entity from traditional bullying?



Relationship Between Cyber Bully Status and
Traditional Bullying Experience
Kowalski, & Limber, 2011

Cyber Bullying Status	Traditional Victim	Traditional Bully
Victim	61%	39%
Bully	39%	55%
Bully/Victim	64%	66%
Not Involved	33%	25%

Do cyberbullying incidents happen all of a sudden, or in reaction to things that happen in ongoing relationships and between peer groups?

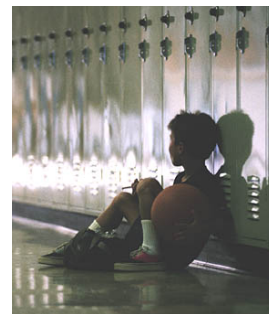
- “It is both.”
 - “Some start spontaneously online, and some are reactions from relationships among peers at school.”
- But students agree there is almost always overlap between online and offline conflict.*

Agatston et.al., 2010



Key Findings About Cyber Bullying

5. Initial findings suggest that cyber bullying may seriously affect children.



Effects of “Traditional” Bullying on Victims

- Higher anxiety and depression
- Lower self-esteem
- More suicidal ideation
- Higher rates of illness
- School attendance, absenteeism, academic achievement



Possible Effects of Cyber Bullying

- Anxiety
- Depression
- School absences
- *Suicidal ideation & attempts*

Kowalski & Limber 2011, Patchin
and Hinduja, 2010



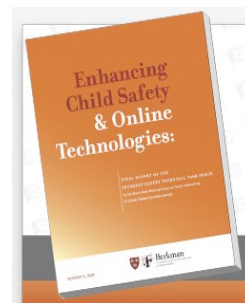
Bullying, Cyberbullying and Suicide – *CDC Expert Panel*

- Yes – bullying and cyber bullying are risk factors for suicide.
- Research is correlational not causal.
- We need to be careful about the messaging we provide to youth around this issue.
- Avoid terms like bullycide and cyberbullycide.
- Focus on help, hope, resources.



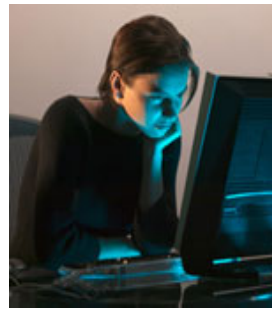
What Else We Know . . .

“Youth who engage in online aggressive behavior by making rude or nasty comments or frequently embarrassing others are more than twice as likely to report online interpersonal victimization.”



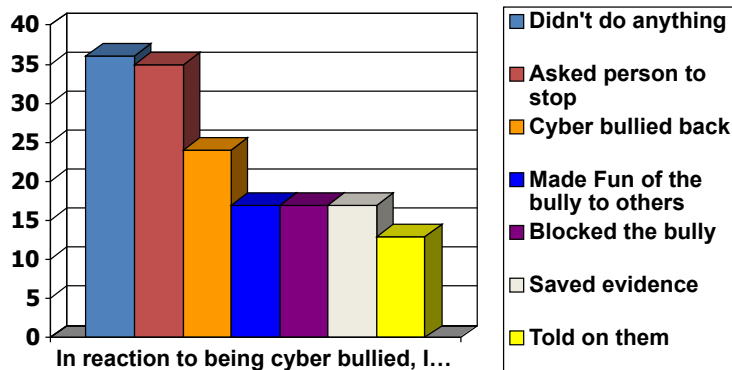
Key Findings About Cyber Bullying

6. Children's responses to cyber bullying are often counter-productive.



Reactions of Victims

(Kowalski & Limber, 2007)



Why don't kids like to go to adults?

- Loss of technology
- Not sure who is targeting them
- May get blamed if responded aggressively
- Educators responses may make things worse

But they are willing to approach adults who seem more willing to listen and offer support

– such as the school counselor

Agatston et al., 2010



Mistaken Approaches to Addressing Bullying and Cyber Bullying

- One time Assemblies
- Fear Based Messaging
- Peer mediation
- Treating offline and online bullying as separate issues



Best Practices

- Support Bullying Prevention Programs that use a “whole school” approach.
- Include cyber bullying prevention in your bullying prevention efforts.



Best Practices

- Assessment
- Staff training
- Effective Policies
- Class Lessons and Infusion – *Digital Citizenship*
- Partner with Parents



Parents Matter!

- 88% of teens report that their parents talk to them about what kinds of things should be shared online or on a cell phone
- Teens who report having public profiles or receiving sexts are LESS likely to report having parents who discuss these issues

PEW / INTERNET
PEW INTERNET & AMERICAN LIFE PROJECT


CyberBullyHelp
Preventing Bullying in the Digital Age

Use Youth as Resources

- Youth are 92% of the population of a school.
- Youth involvement sends an important message.
- Youth can develop and lead social norms campaigns.
- Youth can assist peers.



Cyberbullyhelp.org

- 90% of Harrison High School students have not bullied someone online.
- 87% of students feel sorry and want to help when they see someone bullied.



Cyberbullyhelp.org **CyberBullyHelp**
Preventing Bullying in the Digital Age

Being honest reduces risk

“Youth are less likely to get involved in bullying and less likely to remain as bystanders ignoring bullying when they accurately perceive peer norms.”

Source: Using Social Norms to Prevent Bullying in Middle Schools. Craig & Perkins, August 2011



Microsoft & Online Safety: Social Networking & Online Bullying

Jacqueline Beauchere
Director, Trustworthy Computing
Microsoft Corporation



At Microsoft, our long-term commitment to Trustworthy Computing includes efforts that advocate for online safety and foster digital citizenship – responsible and appropriate use of technology



Our Approach



Technology Tools



Education & Guidance



Partnerships



Connecting Generations

Teens communicating more with their families

83%

- Teens
- Parents
- Grandparents



Bullying & Social Media

12% Face to Face


9% Text

8% Online

7% Telephone



**Pew Internet & American Life Project Study: <http://pewinternet.org/Reports/2011/Teens-and-social-media.aspx>*



10% – 40%
have experienced
negative online
behavior*

76%
56%

*CDC survey <http://www.stopbullying.gov/what-is-bullying/definition/index.html>

What is online bullying?

Bullying using electronic technology; often repeated behavior that teases, demeans, or harasses someone less powerful

Meanness

Bullying

Cruelty



Kids who bully online may:

- Send hurtful or threatening messages
- Disclose secrets
- Deliberately exclude someone from a group
- Impersonate the target
- Pretend to befriend someone

**The Drama! Teen Conflict, Gossip, and Bullying in Networked Publics
(aka.ms/teen_drama)*



Global Online Behavior Survey

Conducted in 25 countries, focused on kids eight to 17

- 54% worry about being bullied online
- 37% say they have experienced what adults would consider online bullying
- 24% say they have done something most would consider online bullying

June 2012 Youth Online Behavior Survey:

<http://www.microsoft.com/security/resources/research.aspx#onlinebullying>

73%

Children want to
discuss the issue



Personal & Practical

Pay Attention

Make time; regularly sit with kids as they play online

Encourage Kids to Make Friends

Watch for Signs

Watch for signs of online meanness; ask them to report bullying

Act Immediately

Don't wait to see if it will stop

Block the Bully; Don't Respond

Report It

Prevention



Communal & Cooperative

Encourage Empathy

Help kids support each other, encourage them to become "Upstanders"

Lead by Example

Promote Kindness

Listen and reassure

Get the Full Story

Listen and take it seriously

Get Help

Talk with counselors

Find trained experts

Intervention

Taking Action



Parents



Educators



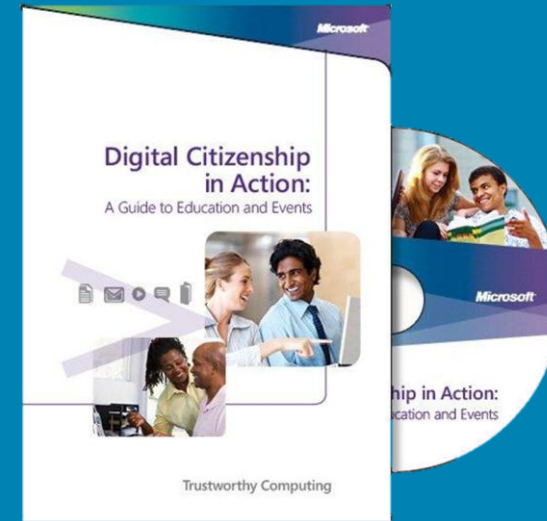
Technology Industry



Governments & NGOs

Microsoft Resources

- Stand Up to Online Bullying Quiz
- Help Stop Online Bullying Fact Sheet & Brochure
- Safer Online Socializing Brochure
- Help Young People Stand Up to Online Bullying PowerPoint
- Cyberbullying background paper for Policymakers
- Digital Citizenship in Action Toolkit



Microsoft
You have the power to help
Stop Online Bullying

► Stand up to online bullying. Think you know how? Take this interactive quiz to see if the example you're setting for kids is that of an **Upstander** or **Bystander**.

Learn to identify, respond to, and talk about online bullying in their terms.

[Take the Quiz](#)



© 2012 Microsoft Corporation. All rights reserved. Microsoft does not collect, store, or use your personal information when completing this questionnaire.



Additional partner resources

National Cyber Security Alliance

www.staysafeonline.org

STOP. THINK. CONNECT.

Family Online Safety Institute

www.fosi.org

Platform for Good

iKeepSafe

www.ikeepsafe.org

Generation Safe



Connect with us



www.microsoft.com/security



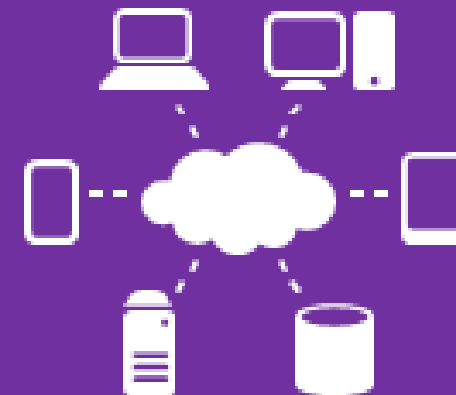
www.twitter.com/Safer_Online



www.facebook.com/SaferOnline



www.youtube.com/MSFTOnlineSafety

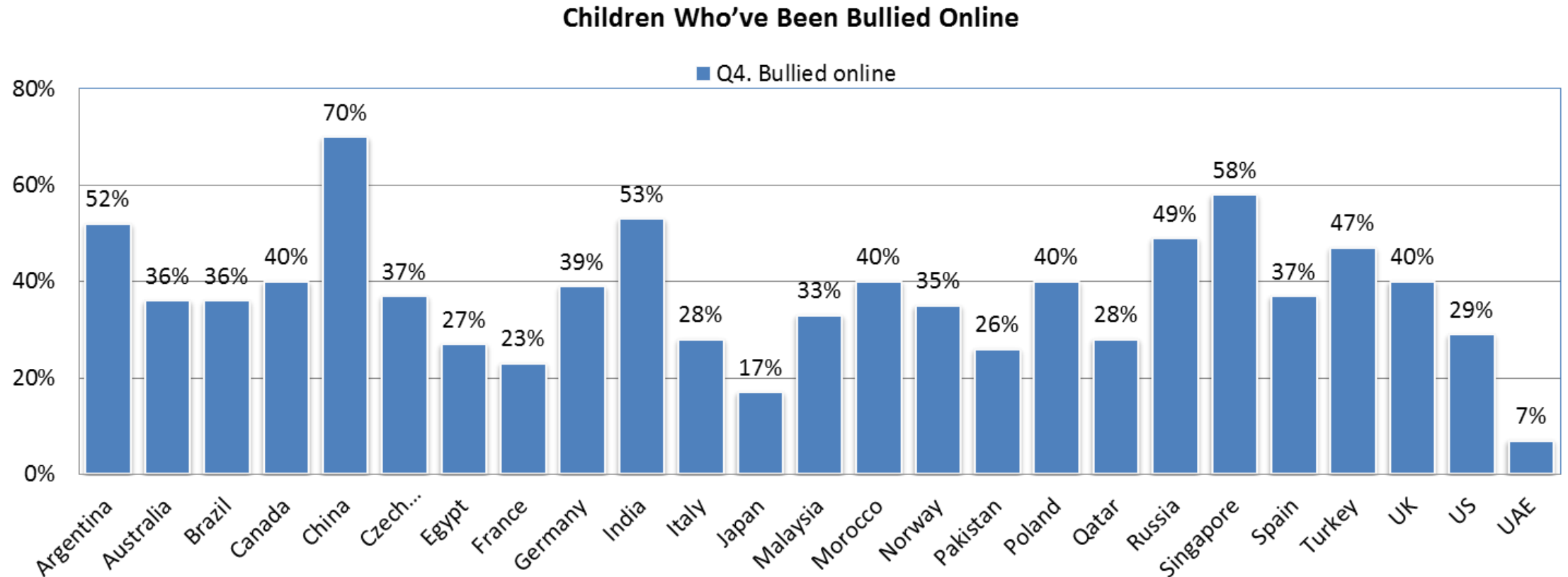




Appendix

Global Youth Online Behavior Survey

Percentage of youth in-country said to have experienced online bullying





Social Networks, Gossip, and Bullying

“The importance of being different”

Tommaso Bertolotti, University of Pavia

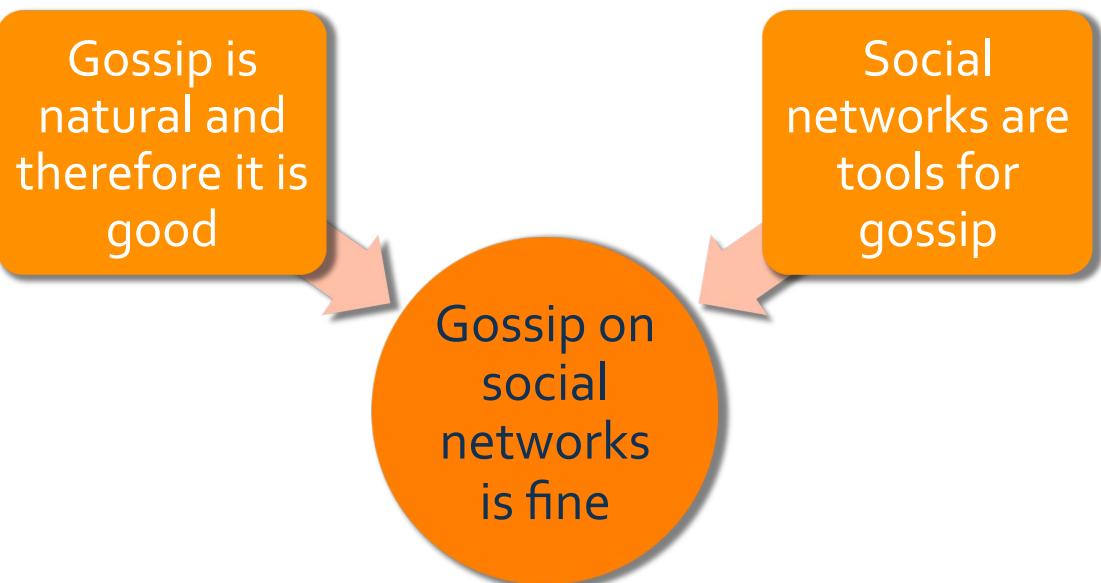
Gossip studies and the naturalistic fallacy

- + Common sense has always had a negative conception of gossip.
 - + Gossip is a tool that serves bullying.
 - + Physical bullying.
 - + Non-physical bullying: gossip itself is the sanction.
- + Gossip studies starting from the 70s propose a new vision of gossip.
 - + Corroboration by evolutionary theories. Gossip becomes
 - + Natural
 - + Useful
 - + Therefore, it is good – or at least acceptable (Naturalistic fallacy).

Enter social networks

- + Social Networks present a series of profiles connected by relationships of *friendship*.
- + What is the new meaning of the world *friend*?
- + Friendship and gossip are mutually implicating.
- + Therefore...

Fallacious situation



Noteworthy cases of cyber-bullying

- + May 2010, UK, a boy hangs himself after being "plagued" by online bullying.
- + September 2010, US, college student commits suicide after roommate spies on him and divulges his homosexuality on twitter, offering public viewings of his encounters.
- + June 2011, Italy, elementary schoolteachers abusively mock a pupil on their easily accessible Facebook profiles.
- + January 2012, New York, a girl takes her own life after being bullied in real life and on Facebook.
- + April 2012 Georgia (US) teen sues over a Facebook bullying achieved via a fake mocking profile of the girl herself. The case exposed insufficient State regulation about the matter.

Problems arise

- + What those cases have in common is the *public* shaming and humiliation of a weaker victim (nothing new under the sun).
- + We must refuse the naturalistic fallacy offered by gossip studies.
 - + Gossip (and thus its development brought about by social networks) is a trigger and carrier of violence.
- + What goes on on social networks is not regular gossip, and this complicates things.
 - + SN gossip affords bullying with unprecedented efficacy than regular gossip.



SN gossip is hard to downplay, therefore its consequences are more severe

- + SN gossip provides powerful triggers (images, shared text, screen captures).
 - + Respect to ordinary gossip, in some cases it is hard to defuse the information.
 - + Images are not *truer*, but more likely to be taken as true.
 - + Like-and-share: **low cost** (both pragmatic and cognitive) **punishment**
- + SN gossip is enhanced by high copy fidelity.
 - + Pictures.
 - + Screen captures.
- + Everybody witnesses the cyber-bullying.
 - + Non-interventions and misinterpretations (i.e. *they are joking*) empower the bullies
 - + It seems to be taking place in an entirely separated world, even if the consequences are in the real-world

Compare the efficacy

Conversation between friends:

A: "They told me that Giovanna is quite a man eater"

B: "Yeah, she might give this impression, but once you get to know her, she's a really nice girl"

- In which of the two cases is Giovanna more likely to end up being bullied as a promiscuous girl?

Giovanna's
wall



Reputation, bullying, and the first-person authoritativeness

- + In regular gossip, it all starts with people talking behind each-others' back.
- + In SN gossip, people post material about themselves.
 - + What matters is to stand out and "be different" and thus more relevant and popular.
 - + SELF-GOSSIP can easily turn in self-mobbing.
 - + I can unwillingly give bullies weapons to harm me.
- + If I post something about myself, then it must be true.
- + Identity hacks (can start as a joke): I appear as having said or posted images that affect my reputation negatively, but I did not.

Different worlds

- + "The perpetrators are branded *immature individuals or creeps*, and the incidents tend to be minimized as pranks, exceptions, or events from a different world."
- + Internet is still perceived as the land of anonymity, without consequences
 - + Even if statements are made with *name and surname*, or IP's are known to be traceable.
- + We accept to share on SN websites things that we would never share in real-life.
- + SN world and real life are perceived as completely separated.

Where to look for solutions?

- + SN dimension: protect people from their mistakes
 - + SN operate *de facto* out of the law by making their own laws about copyright, privacy and so on (Hildebrandt):
 - + Implement active tools for the quick removal of sensitive data (especially media).
 - + Develop automated crawlers able to sense profiles "at risk" and signal them to administrators.
 - + Safer access to one's profile.
- + Human nature: educate to know the difference
 - + Raise cyber-aware citizens from their youth.
 - + Tell the difference between real and cyberspace.
 - + Also learn where the two world coincide.

Thank you for your attention!

- + Tommaso Bertolotti, University of Pavia
 - + Department of Arts and Humanities, Philosophy section
 - + Computational Philosophy Laboratory
- + Contacts
 - + bertolotti@unipv.it
 - + mahatma_tom (skype)

Making the Internet a better place for CHILDREN

Evangelia Markidou
Unit Inclusion, Skills and Youth
Directorate General
Communications Networks, Content and
Technology (CONNECT)



From Safer Internet Programme to Better Internet for children





The Safer Internet Programme

Four complementary actions:

1. Protection of children
2. Empowerment and awareness of children, parents and teachers
3. Promotion of quality content online
4. Fight against child sexual abuse images

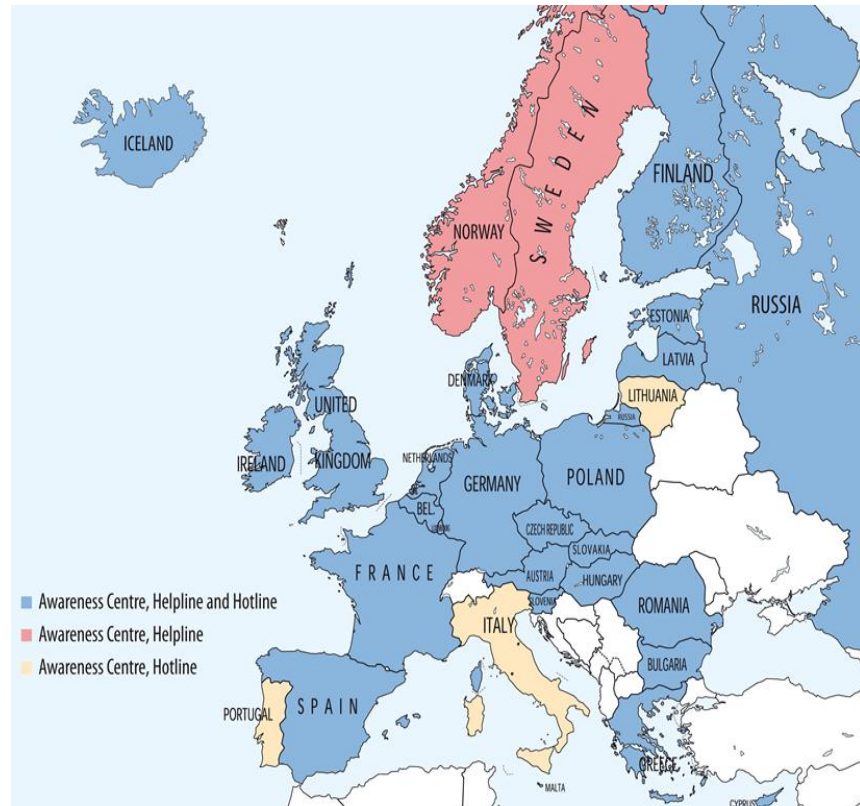
The Safer Internet Programme

To empower
children

To reach parents
and teachers

30 Awareness
Centers

(all EU Member States &
Iceland, Norway and
Russia)



www.saferinternet.org

How to make a better Internet for Kids

- Evidence-based policy
- A "European Strategy for a Better Internet for Children"
- Responsible stakeholders for a better Internet

Evidence-based Policy through Knowledge enhancement projects

- **EU Kids Online II:** data from 25 Countries (sample size 25000 children, 25000 parents)
- **European Online Grooming Project** (offender study)
- **ROBERT** (Risk-Taking Online Behaviour – Young People, Harm and Resilience)
- **EU-NET ADB** (Research on the intensity and prevalence of Internet addictive behaviour risk among minors in Europe)
- **Social Web – Social Work:** improving children's online safety by availing the positive energy and influence of social work on children and young people at risk.
- **upcoming:** investigating the impact on young people of convergence of technology



EU Kids Online Data

- Children in Europe now start going online when they are 7.
- **38%** of 9-12 year olds who are online say they have a social networking profile, in spite of age restrictions
- More than 30% of children who go online do so from a mobile device and 26% via game consoles.
- Almost all teenagers have a mobile phone
- New opportunities but also risks such as
Harmful content, Cyber bullying, sexting, online Grooming,
Risks to privacy, Excessive use,
Cybercrime: child abuse images
- Risk ≠ Harm

EU Kids Online survey: Top 5 Parental worries

1. School achievement **51%**
2. Road accidents **43%**
3. Bullying (off or **online**) and crime **35 %**
4. Being contacted by strangers **online 33%**
5. Seeing inappropriate material **online 32%**

Latest findings from EU Kids Online survey: Are parents' worries justified?

Inappropriate material online:

33% of 9-16 year olds were bothered or upset

Cyberbullying:

80% of 9-16 year olds were fairly or very upset

Contact by strangers online:

12% of 9-16 year olds were bothered and upset meeting
online contact offline



Latest findings from EU Kids Online survey: Reporting

Only **13%** of children who were **upset** or **bothered** by an online risk **use** the **reporting tools**

Latest findings from EU Kids Online survey: Privacy settings on Social Networking Sites

Who has a SNS profile:

77% of **13-16** year olds

38% of **9-12** year olds!

43% private profile – friends only

28% partially private profile - friends of friends

26% public profile - everyone



A "European Strategy for a Better Internet for Children"

Objectives

- Enable children to fully exploit the potential of the Internet to stimulate their creativity, learn and play
- Unlock the potential for business growth and applications and services for kids

Approach

- children are a group of Internet users with specific needs
- online quality content and services for kids, protecting children online, empowerment and awareness
- instruments for making a better internet for children

Actions around 4 pillars

1. High quality content online for children and young people
2. Stepping up awareness and empowerment
3. Creating a safe environment for children online
4. Fighting against child sexual abuse and child sexual exploitation



Pillar 1 - High quality content online for children and young people

- Stimulate the production of **creative** and **educational** content for children
- Promote **positive** online **experiences** for young children

Pillar 2 – Stepping up awareness and empowerment

- Promote **digital** and **media literacy** and teaching online safety in schools
- **Scale up** awareness activities and youth participation
- Offer simple and robust tools for users

Pillar 3 – Creating a safe environment for children online

- Provide age-appropriate privacy settings
- Provide a wider availability and use of parental controls
- Provide a wider use of age rating and content classification
- Avoid overspending and inappropriate advertising to children online

Pillar 4 – Fighting against child sexual abuse and child sexual exploitation

- A faster and systematic identification of child sexual abuse material disseminated online, notification and takedown of this material
- Reinforcing international cooperation in the field



Implementation

- Relies on Industry, Commission and Member States
- Priority given to **self-regulation** – building on the **CEO Coalition**
- Financial support – **through the Safer Internet Programme, Connecting Europe Facility, Horizon 2020** (from 2014)
- In line with current relevant legislation in force

CEO Coalition to make the Internet a better place for kids

- Call for action by VP Kroes at the Digital Agenda Assembly 2011 around 5 concrete points
- A pragmatic exercise - short and mid-term results
- Focused on specific actions

CEO Coalition: 5 Action Points

1. **Simple** and **robust** reporting tools for users
2. **Age-appropriate** privacy settings
3. Wider use of content **classification**
4. Wider availability and use of **parental** control
5. **Effective** takedown of child abuse material

CEO Coalition: Role of 3rd Parties

CEO's Statement of Purpose:

- Commitment to participative working – across industry and involving third parties.
- Commit to setting goals and how they will be met, to setting benchmarks and performance measures, and reporting on execution and seeking feed back

Third parties

- involved in the actions by providing expertise
- and in monitoring, review



CEO Coalition: Signatory companies

Apple, BSkyB, BT, Dailymotion, Deutsche Telekom, Facebook, France Telecom - Orange, Google, Hyves, KPN, Liberty Global, LG Electronics, Mediaset, Microsoft, Netlog, Nintendo, Nokia, Opera Software, Research In Motion, RTL Group, Samsung, Skyrock, Stardoll, Sulake, Telefonica, TeliaSonera, Telecom Italia, Telenor Group, Tuenti, Vivendi and Vodafone.

More information

saferinternet@ec.europa.eu

www.ec.europa.eu/saferinternet



Co-funded by the European Union



THE LONDON SCHOOL
OF ECONOMICS AND
POLITICAL SCIENCE



Social networking, age and cyber-bullying: findings from EU Kids Online

Brian O'Neill, Dublin Institute of Technology

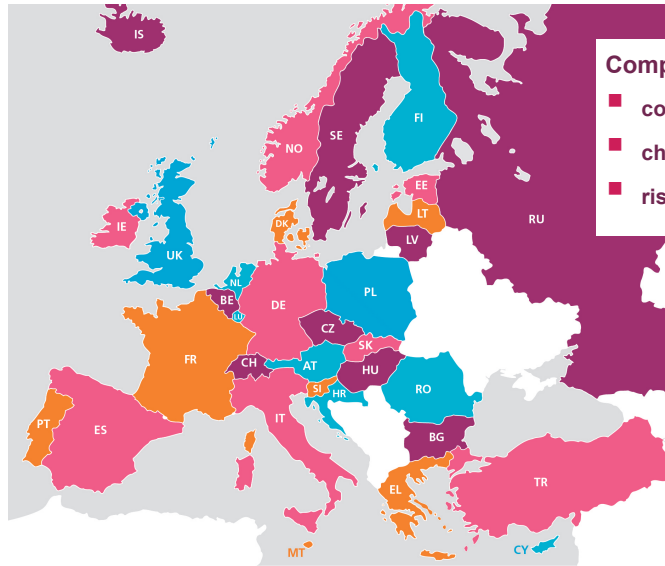
*Presentation to the JRC Ispra Workshop on Social Networking and
Cyberbullying in the Teenager Population, Oct 4-5, 2012*

Overview



- ***The EU Kids Online network:*** Researching children's use of the internet
- ***Social networking activities:***
Age – Privacy – Risks – Harm
- ***Cyberbullying***
- ***Recommendations***

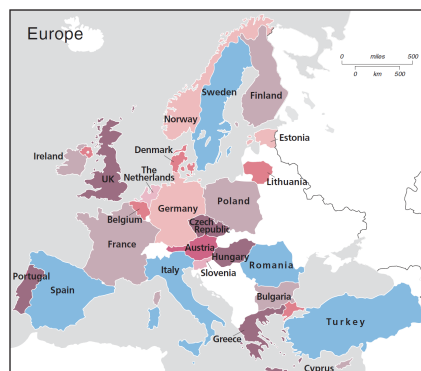
EU Kids Online Three phases of work

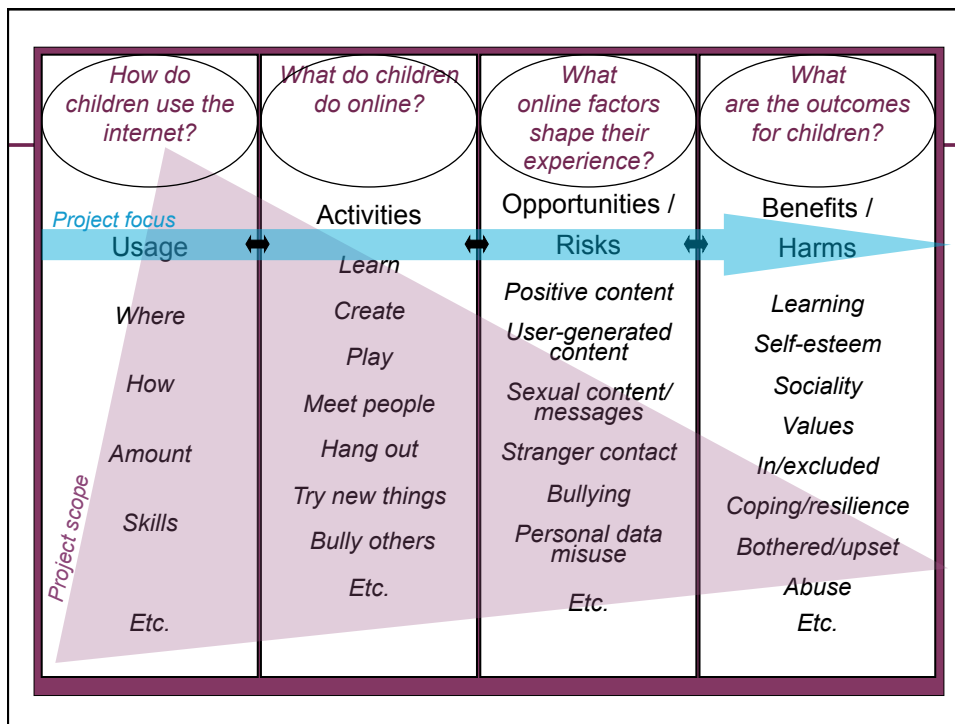


The survey



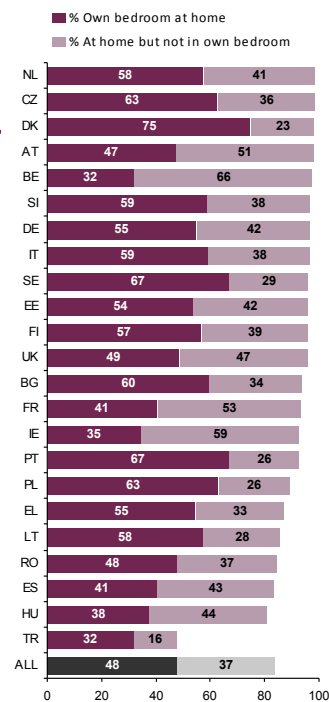
- EU Kids Online aims to enhance knowledge of the experiences and practices of European children and parents regarding risky and safer use of the internet and online technologies.
- The aim is to provide a rigorous evidence base to support stakeholders in their efforts to maximize online opportunities while minimizing the risk of harm.
- Detailed face-to-face interviews with 25,000 European 9-16 year old internet users and their parents in 25 countries.

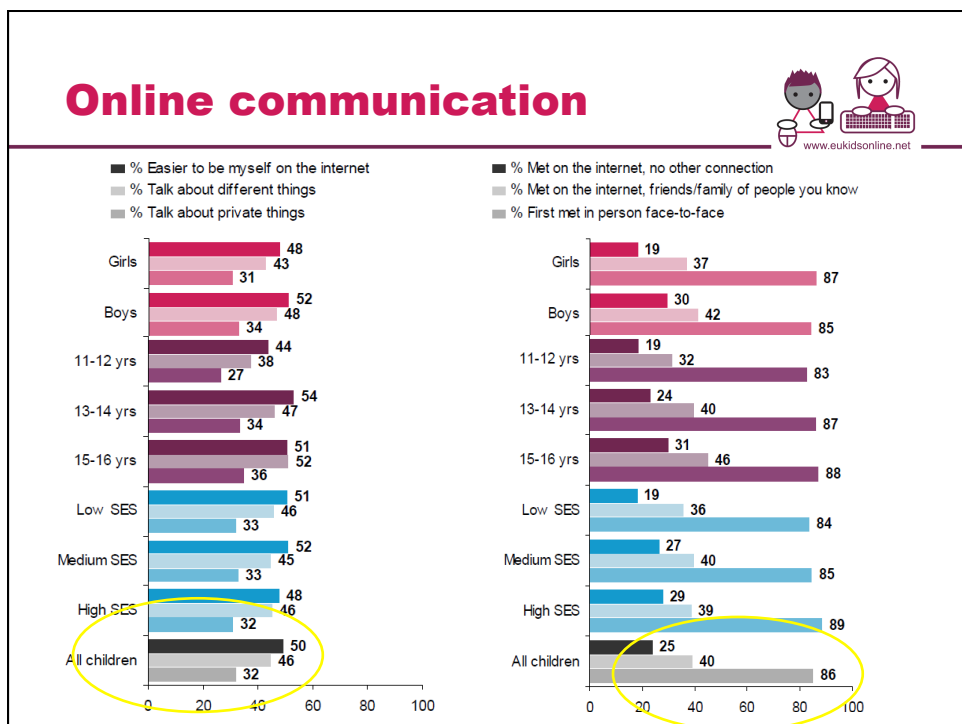
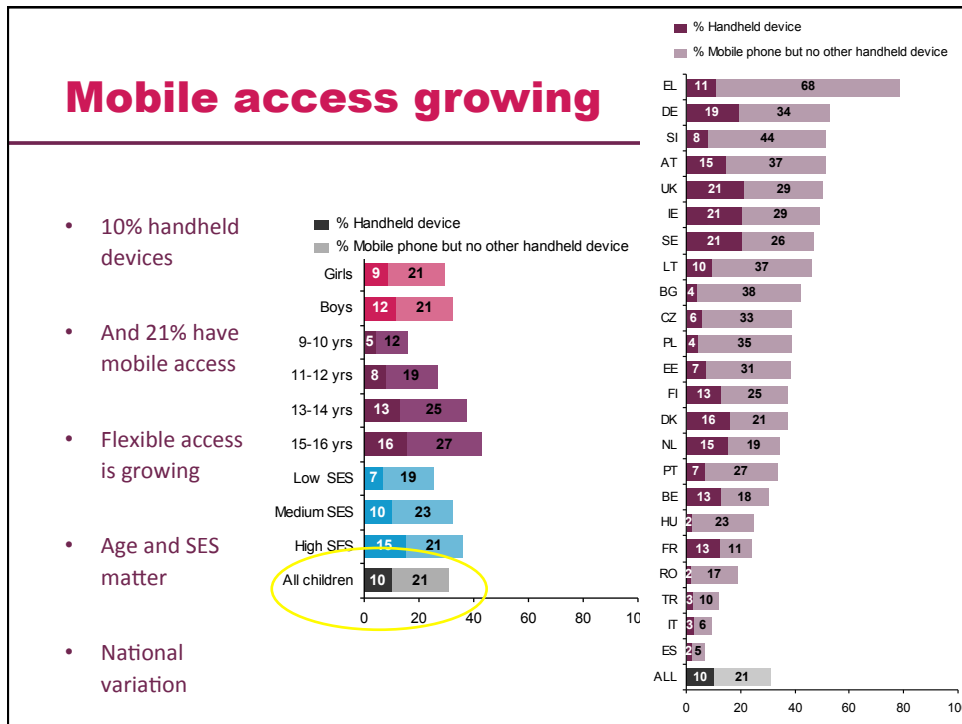




How children go online

- Internet use is becoming individualised, privatised and mobile.
- 9-16 year old internet users spend 88 minutes per day online, on average.
- 49% go online in their bedroom, 33% via mobile phone or handheld device. Most use the internet at home (87%) and school (63%).
- 60% of 9-16 year old internet users in Europe go online daily, and 33% go online at least weekly.



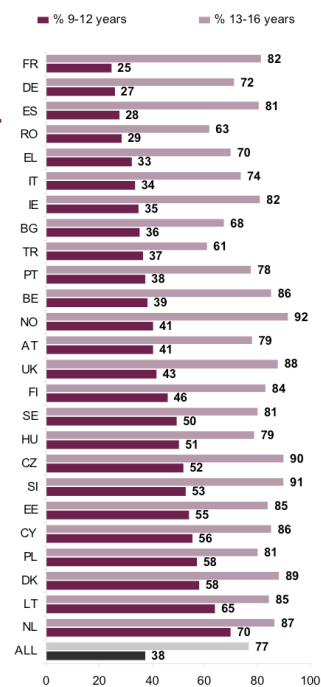


Social Networking



Social networking

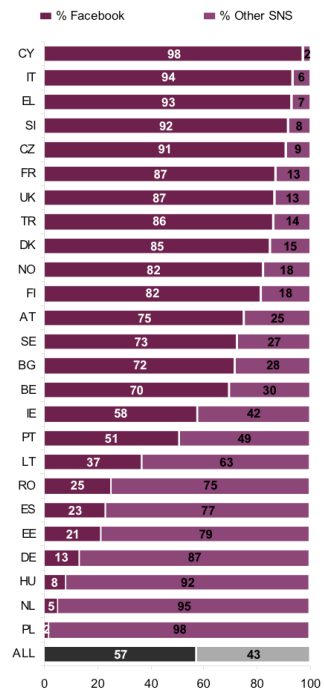
- One of the most popular online activities
- 38% of 9-12 year olds and 77% of 13-16 year olds have a SNS profile
- Gender makes little difference
- 60% of girls and 58% of boys have their own SNS profile
- Social networking varies greatly by country – particularly for younger users
- Nordic and some Eastern European countries, SNS use is higher than in Southern and middle European countries.



Facebook dominates

- 57% of European 9-16 year olds with an SNS profile use Facebook as their only or most used SNS
- It is the most popular SNS in 17 of the 25 countries
- Second most popular in another five countries.

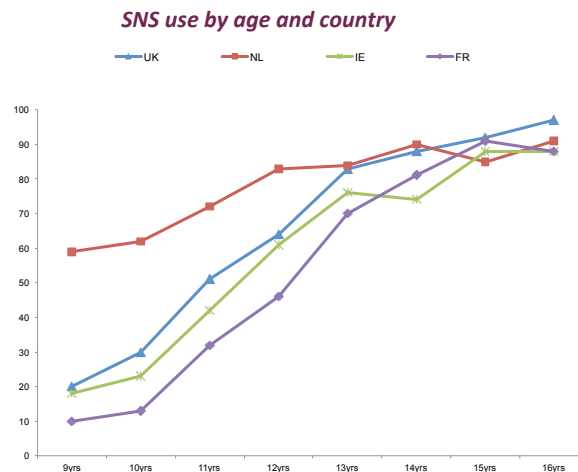
SNS	% users in Europe	Where mainly used
Facebook	57	Pan-European
Nasza-Klasa	8	Poland
SchülerVZ	7	Germany
Tuenti	5	Spain
Hyves	4	The Netherlands
Hi5	2	Romania
All other SNS	16	Various
All SNS	100	



Younger users of SNS



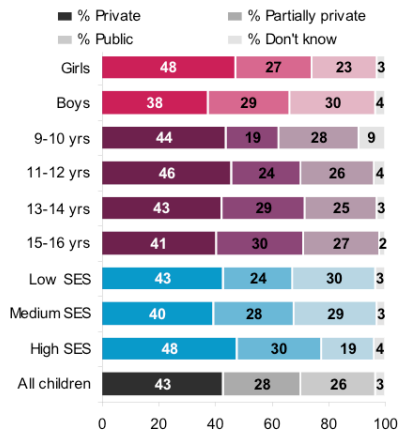
- Age range varies from approx 20% of 9-10 year olds to nearly 90% of older teenagers
- Steep rise from age 11 (IE = 42% of 11 year olds; 61% of 12 year olds)
- Other countries with higher underage use: Denmark (64%), Spain (60%), Sweden (56%) and Norway (55%)
- Many providers ban users under 13
- Some also apply moderated services for minors under 18



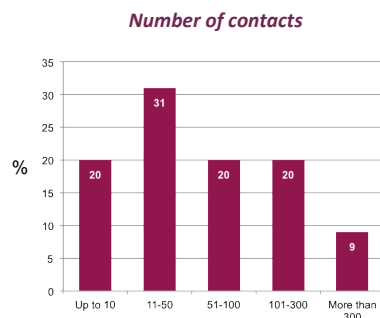
Privacy settings



Children's use of SNS privacy settings



- 43% keep their profile private so that only their friends can see it
- 28% report that their profile is partially private so that friends of friends and networks can see it
- 26% report that their profile is public so that anyone can see it.



Digital safety skills



SNS	Change privacy settings			Block another user		
	% 11-12	% 13-14	% 15-16	% 11-12	% 13-14	% 15-16
Facebook	55	70	78	61	76	80
Nasza-Klasa	64	80	85	56	71	83
schülerVZ	61	73	81	62	72	78
Tuenti	53	72	82	67	84	91
Hyves	68	77	89	79	88	94
Hi5	42	63	56	51	65	73
All SNS	56	71	78	61	75	81

- Over half of the 11-12 year olds and 78% of 15-16 year olds know how to change the privacy settings
- Similar findings for blocking users
- Younger users have less skills



Defining bullying



Saying or doing hurtful or nasty things to someone. This can often be quite a few times on different days over a period of time, for example. This can include:

- teasing someone in a way this person does not like
- hitting, kicking or pushing someone around
- leaving someone out of things

When people are hurtful or nasty to someone in this way, it can happen:

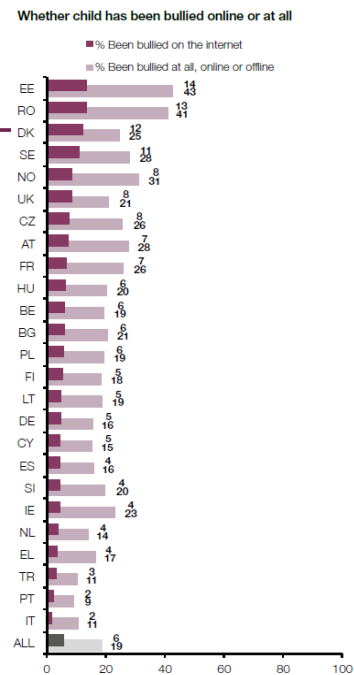
- face to face (in person)
- by mobile phones (texts, calls, video clips)
- on the internet (e-mail, instant messaging, social networking, chatrooms)



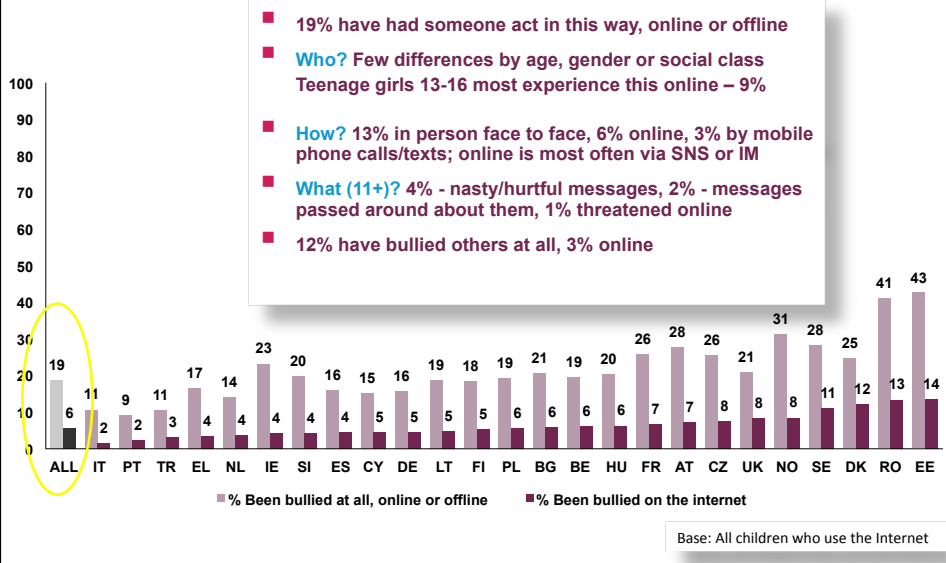
Asked in a private, self-completion part of the survey

Online risks - bullying

- Across Europe, 6% of 9-16 year old internet users report having been bullied online, and 3% confessed to having bullied others.
- Far more have been bullied offline, with 19% saying they have been bullied at all and 12% have bullied someone else.
- Although relatively few children report being bullied, this is the risk that upsets them most, more than sexual images, sexual messages or meeting online contacts offline.



Child has been bullied online or offline in past 12 months, by country

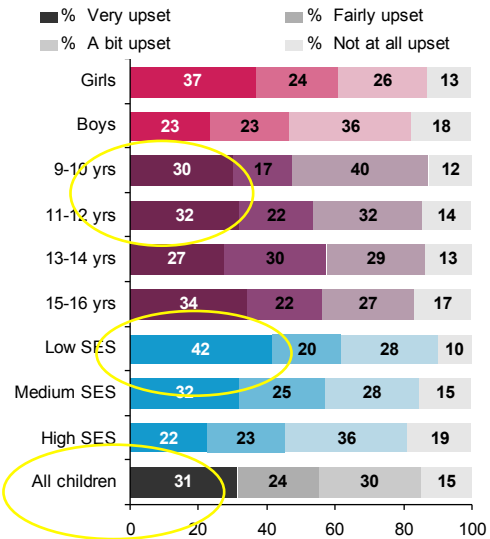


From risk to harm?

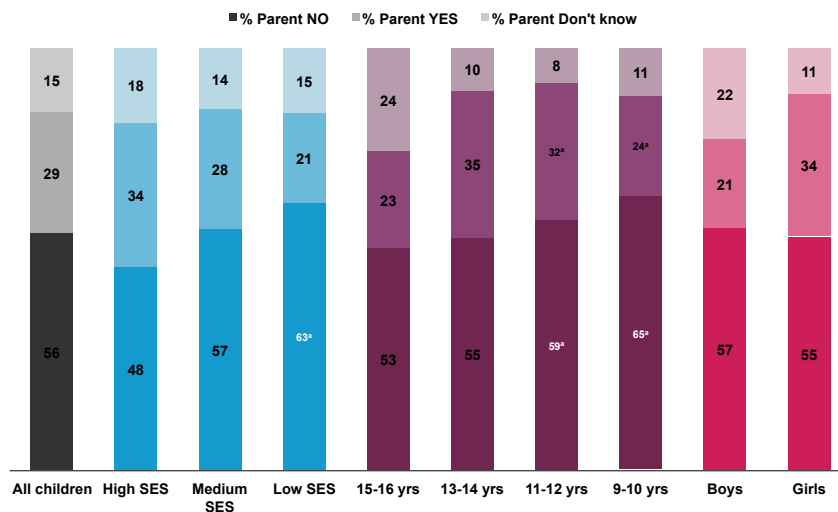


Among the 6% who have been bullied online, on the last time this happened:

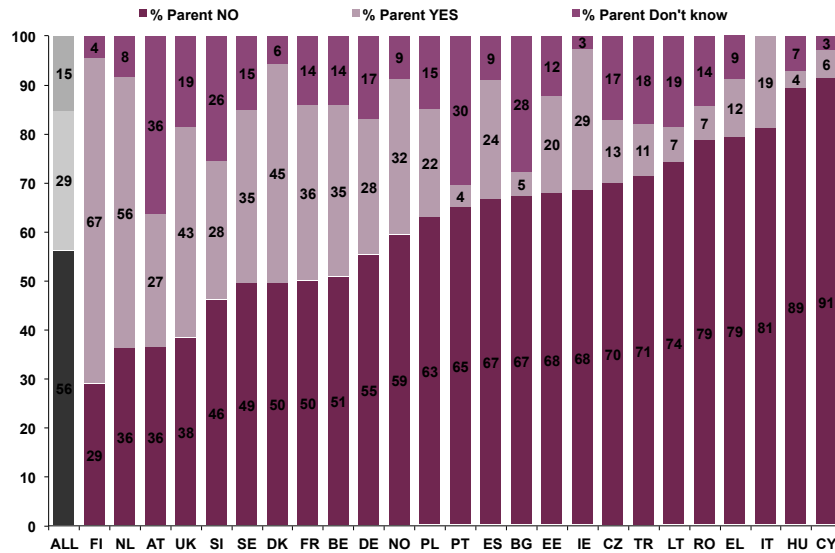
- 30% were a bit upset, 24% fairly upset, 31% very upset
- Who was more upset?
Younger, girls, low SES homes
- How long did this last?
Most (62%) got over it straight away, 31% still upset a few days later and 6% still upset a few weeks later



Parents: has child has been bullied online? (only children who have been bullied online)

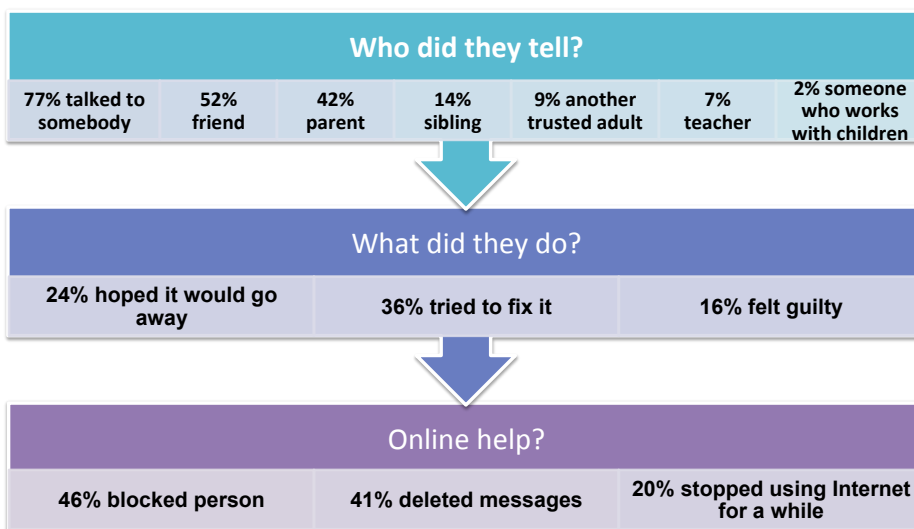


Parents: has child has been bullied online? (only children who have been bullied online)



Coping strategies

Just those who encountered online bullying and were upset by it



What makes a bully a cyberbully?



Children who bully others via the internet or a mobile device differ in several ways from those who bully others face-to-face only:

- Cyberbullies (all else being equal) are four times as likely to engage in risky online activities, ($OR=4.24, p<.001$)
- Twice as likely to spend more time online and to find it easier to be themselves online, *time online* ($OR=2.05, p<.001$), *online persona* ($OR=2.05, p<.005$)
- Almost twice as likely to have a higher internet self-confidence ($OR=1.88, p<.005$),
- 1.6 times more likely to be female ($OR=1.57, p<.001$)

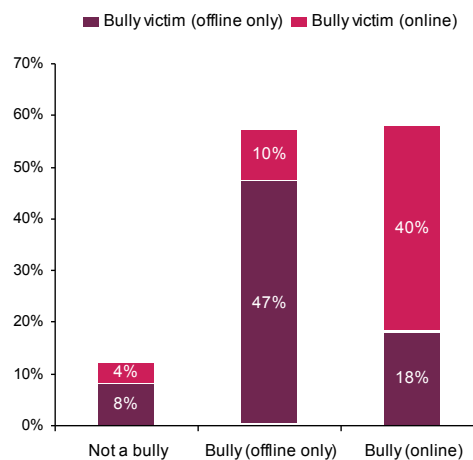
Source: Görzig and Olafsson (submitted) *What makes a bully a cyberbully?*

Victims and perpetrators intersect



- Those who have bullied others **offline** only, and those who have bullied others **online** are equally likely to have been bullied themselves (~60%)
- Those who bully offline are more likely to be bullied offline
- Those who bully online are more likely to be bullied online

Whether a child is victim of bullying, by whether the child bullies others



EU Kids Online findings



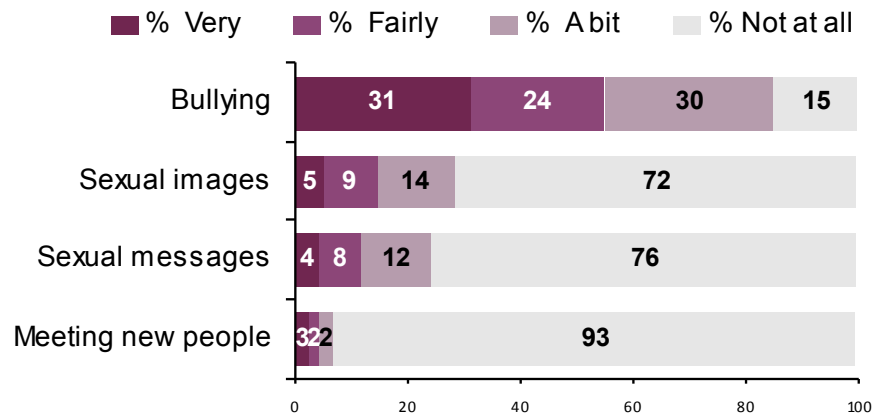
	Content Child as receiver (of mass productions)	Contact Child as participant (adult-initiated activity)	Conduct Child as actor (victim / perpetrator)
Aggressive	Violent / gory content	Harassment, stalking	Bullying 6%
Sexual	Pornographic content 14%	Meeting 'strangers' 9%	'Sexting' 15%
Values	Racist / hateful content 12%	Ideological persuasion	Potentially harmful user-generated content 21%
Commercial	Embedded marketing	Personal data misuse 9%	Gambling, copyright infringement

Did this bother or upset you?



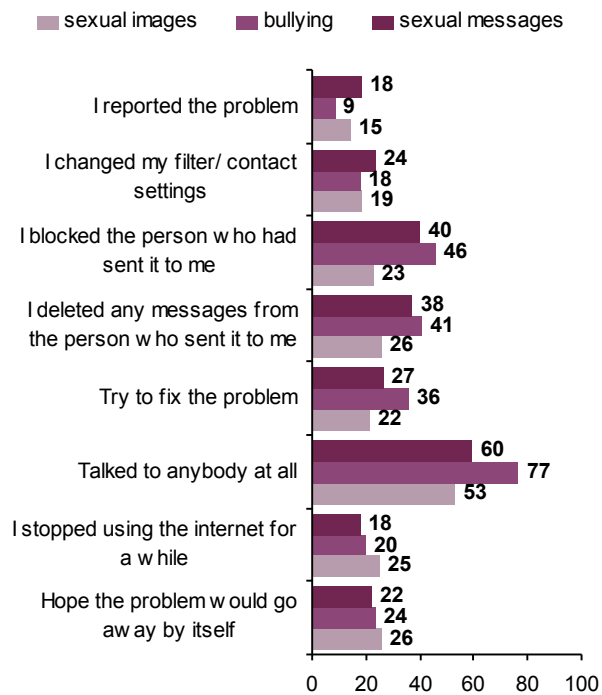
	Content Child as receiver (of mass productions)	Contact Child as participant (adult-initiated activity)	Conduct Child as actor (victim / perpetrator)
Aggressive	Violent / gory content	Harassment, stalking	Bullying 4 in 5
Sexual	Pornographic content 1 in 3	Meeting a 'stranger' 1 in 9	'Sexting' 1 in 4
Values	Racist / hateful content	Ideological persuasion	Potentially harmful user-generated content
Commercial	Embedded marketing	Personal data misuse	Gambling, copyright infringement

Comparing harm from risks



Coping strategies compared

(among those upset by the risk)



Multi-stakeholder recommendations



Children - encourage children to be responsible for their online behaviour/ safety if possible, promoting empowerment and digital citizenship.

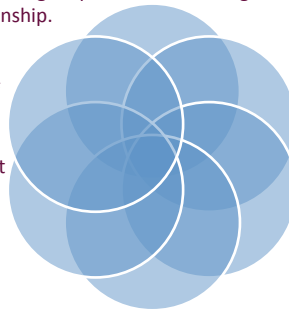
Industry - efforts needed to support usability and take up of internet safety tools to support blocking, reporting and filtering of other users if needed without jeopardizing children's access and participation.

Government (and others) – target resources and guidance where particularly needed: on ever younger children/ newer users and those who are vulnerable.

Schools - digital skills is vital for coping, demanding a continued emphasis and updating to ensure all children can locate help, gain resilience and enjoy creative uses.

Awareness-raising to alert parents, teachers and children's workforce to the risks children may encounter online while encouraging adult/child dialogue (especially for sexual risks).

Parents' preferred sources of information on internet safety are the child's school, so greater efforts should be undertaken by the education sector.



Findings and dataset available



- Our multi-national collaboration has produced two books:



- Reports, methods and data are at: www.eukidsonline.net



- See especially:
 - Görzig, A. (2011) Who bullies and who is bullied online? A study of 9-16 year old internet users in 25 European countries. <http://eprints.lse.ac.uk/39601/>
 - Sonia Livingstone, Kjartan Ólafsson and Elisabeth Staksrud (2011) Social networking, age and privacy <http://eprints.lse.ac.uk/35849/>

The EU Kids Online network



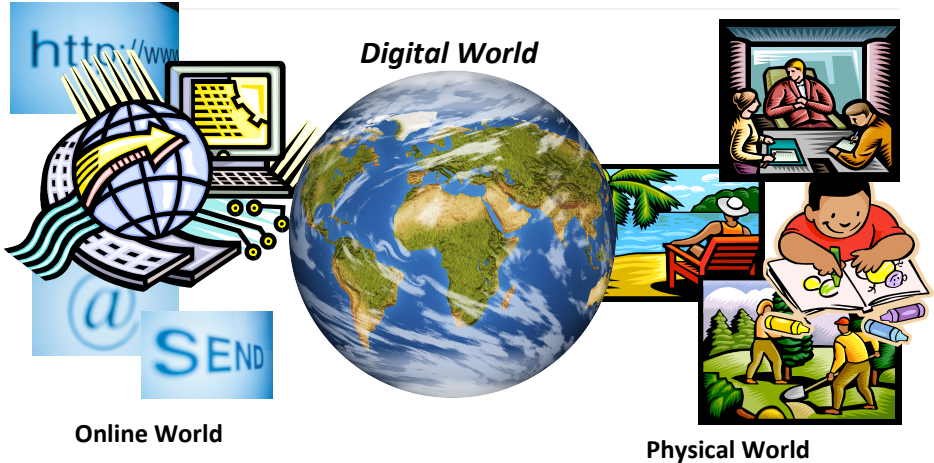


No More Hiding: A Socio-Technical Approach to Addressing Cyber-Bullying Challenges

Professor Awais Rashid



The Rise of the Digital World Phenomenon





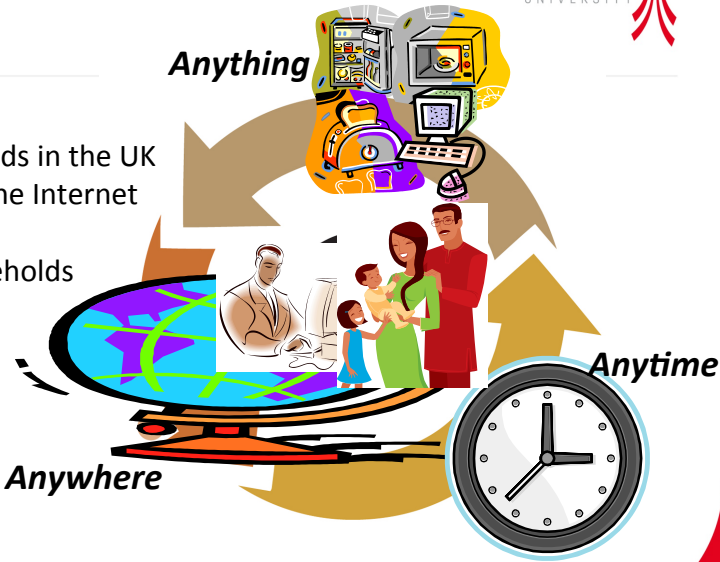
Digital Communities



Pervasiveness of the Internet



18.3m households in the UK with access to the Internet (2009)
70% of all households



The Dual-Use Dilemma



- Technology that is created for good can also be used for harm
- Digital communities provide support for criminal and anti-social behaviour:
 - Facilitate organisation of (previously disorganised) activities
 - New ways to access victims, potentially 24 hrs a day
 - Impossible to police – owing to the sheer scale and rapidly changing tactics employed by perpetrators
- Cyber bullying is one such instance
 - Bullies can organise their activities through online social media
 - Victimisation continues despite removal of physical proximity

The Role of Identity



Identity in the Digital World



- Fluid
- Dynamic
- Malleable

Be who you wish to be!

Do you Know Who you are Talking to?



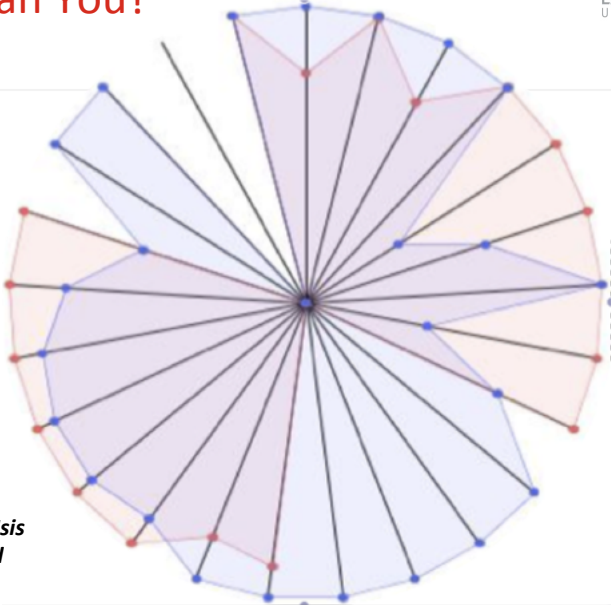
18.3%

?



Make it Difficult to Hide – Project Isis

But Can You?



Courtesy of Isis Forensics Ltd

The Clue is in the Language



- **User Profile Building**
 - Profiles of potential perpetrators or victims
 - Age and gender characteristics
 - Signature moves
- **Profile Comparison**
- **Timeline Analysis**
 - When specific users, names, places, terminology, etc occur

94%

What does it enable?

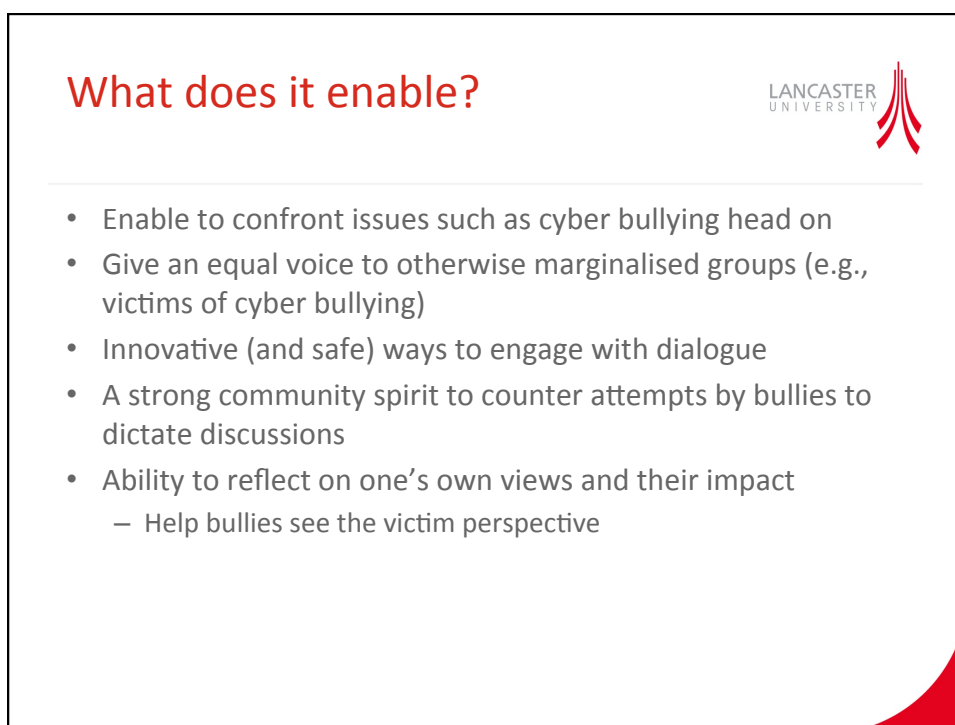
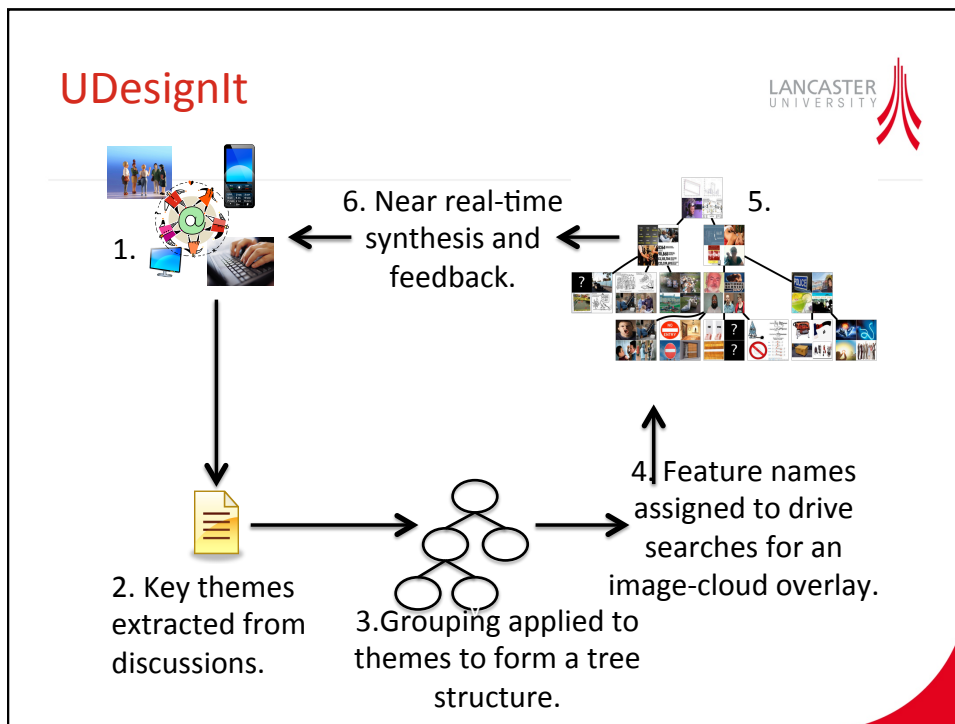


- Harder for bullies to hide behind digital personas
 - Detect when a single person may be hiding behind multiple personas
 - Vice versa when a single persona is being shared by a group
- Can detect aggressive terminology in online conversations to raise “red flags” indicating potential bullying situations
- Possibility to detect patterns of dominance in online conversations

Empower Young People – Project UDesignIt

Unlocking the power of social media

- Online social media offer a great tool for engaging young people
- Must provide an environment for creative fusion and constructive dialogue than just crowd sourcing views or coordinating actions.
 - Critical to engage young people and enable them to reflect upon others' perspectives
- Boundary between perpetrator and victim is not always so sharply defined!



Bringing the two together

On-going work: An Identity-Scope

- A system to study personas deployed by an individual on different social media
- Studies of the key characteristics of these personas and which one is *salient* in response to particular stimuli
- Techniques for detecting when behaviours are likely to shift from online conversations to specific actions (either online or offline)
 - Which personas and stimuli drive such shifts more than others?
- Hope to provide a deeper insight into bullying behaviours online and “key messages or stimuli” to reform such behaviours

In Conclusion



To tackle cyber bullying, we must confront the challenges posed by the fluid, dynamic and malleable nature of identity in online social media. However, these very characteristics, if effectively harnessed, are the key to tackling cyber bullying.



Social Network and Cyber-Bullying in the teenager population

Workshop – Joint Research Centre – Ispra 4-5 Oct. 2012

*SETICS Action
Digital Citizen Security Unit
IPSC*

Caroline.rizza@jrc.ec.europa.eu

Joint
Research
Centre



PROTECTING CHILDREN IN THE DIGITAL SOCIETY

25 October 2012

2

DG Justice

1. General framework:

- The UNESCO Convention of the Right of the Child



- The EU Charter of Fundamental Rights
 - Article 24 *The Right of the Child*

- Treaty of Lisbon: Promoting the Rights of the Child

25 October 2012

3

2. Specific actions and policies:

- Defending ethical values and their adaptation to children:



- *Human dignity*
- *Freedoms*
- *Equality*

- Protecting children from violence & when they are vulnerable

- Adoption of the EU Agenda for the child...

25 October 2012

4

➤ Adoption of the EU Agenda for the child 2011-2014



- **A new website for children & teenagers** specifically dedicated to children's rights in all EU languages;
- **New rules on combating** the sexual abuse and sexual exploitation of children and **child abuse material**;
- **Report to better assess what has already been done to protect children in the digital world and identify what further steps might be necessary**;

-The EU Youth Strategy points out how the prospects of young people are determined by the opportunities which they were – or were not – offered in their childhood;
 -Encouraging **new and effective forms of participation of all young people in democratic life in Europe.**

DG Connect

1. The Digital Agenda for Europe:

➤ The Safer Internet Program



ZIP IT
 Keep your personal stuff private and think about what you say and do online.



BLOCK IT
 Block people who send nasty messages and don't open unknown links and attachments.



FLAG IT
 Flag up with someone you trust if anything upsets you or if someone asks to meet you offline.

- *The Safer Internet Day*
- *Making Internet a better place for kids*


 European Commission Joint Research Centre

2. Specific actions and policies:

- Online Safety and Privacy: *Protection of minors*
 - **Review of current self-regulation agreements in the field of protection of minors**



- **Combating child sexual abuse material online**
- Assisting Member States in the **implementation of the new Directive** on combating the sexual abuse and sexual exploitation of children and child pornography

- **Investing in research relating to new technologies & software** to effectively fight child sexual abuse online
- **Support to awareness raising activities**, such as Safer Internet Day 2012

25 October 2012 7


 European Commission Joint Research Centre

But what about teenagers, SN, & cyber-bullying?....

1. EU Campaign on Cyber-bullying



- The Insafe program: <http://www.saferinternet.org/>
- The EU cyber-bullying website: <http://www.keepcontrol.eu/>

25 October 2012 8

2. Implementation of the Safer Social Networking Principles for the EU

- Raise awareness of **safety education messages & acceptable use policies** to users, parents, teachers and careers



- Work towards ensuring that **services are age-appropriate for the intended audience**
- **Empower users** through tools & technology
- Provide **easy-to-use mechanisms to report** conduct or content
- **Respond to notifications** of Illegal content or conduct
- Enable & encourage users to employ a **safe approach to personal information & privacy**

- **Assess** the means for reviewing illegal or prohibited content /conduct

25 October 2012

9

"My little brother went to school on a Friday morning last June, and this is what he heard: That another boy, a sixth-grader, had written a Facebook status the previous night asking his friends to "like" it if they hated my brother. The "like if you hate" question, the last time this informant had checked, had gotten 57 thumbs-up. ...

9th September 2012, NYT

25 October 2012

10

  European Commission

London, “The comedian Isabel Fay and fellow artists just posted a YouTube video featuring a song that ridicules online bullies who have targeted them.
Viewed by almost 200,000 people since it was posted on Thursday, the clip is entitled Thank You Hater and is dedicated “to hard working internet trolls everywhere.” 9th June 2012, NYT

25 October 2012 11

  European Commission

“The company sent [a 20-page letter](#) to the Federal Trade Commission last week in which it objected to certain proposed revisions of the [Children’s Online Privacy Protection Act](#), or Coppa. In it, the company argued that it had no control over sites that incorporate social plug-ins, such as a “like” button, and should therefore not be held liable under the child privacy law.” 1st October 2012, NYT

25 October 2012 12



Goldsmiths

UNIVERSITY OF LONDON

digitalME

Cyberbullying and e-safety in
the UK

Fran Thompson & Peter K Smith

Daphne III (2010-2012)

<http://bullyingandcyber.koinema.com/en/>

DigitalME

**DAPHNE III project: Cyberbullying in
adolescence and intervention for
cyberbullying**

An e-safety film evaluated by teachers and
students: CEOP's **Exposed** (KS4)

Beatbullying's CyberMentors evaluated by mentors
and mentees

DigitalME

A Safe curriculum program evaluated by students
and teachers

Child Exploitation and Online Protection
(CEOP) 2006 www.thinkuknow.co.uk

CEOP Education: Free training and resources



CEOP training evaluation: Trainees reported feeling significantly more confident in recognising online and cyberbullying issues after the training

Exposed



Sexting incidents

Sexting is the sending of sexually explicit images or texts using mobile phones.

1135 questionnaires from KS 4 students (13-16 yrs) in 4 schools

26 girls and 14 boys (3.5% overall) had been involved in sexting incidents

“A person sent me a graphic image, I sent one back. They put it on a leaflet and posted it indoors on lockers, so I showed people the image he sent me. Payback”

16 year-old girl

26% of students had witnessed a sexting incident, more often older students

Sexting incidents

Most images were circulated by text, with some posted on Facebook, MSN and BBM

Most of the victims knew the perpetrator

Most images reached a wide audience

In 60% of cases the image was removed but there was a wide time range

“It was hard to delete it off people's phones” 14 year-old girl

Half the victims told a friend or did nothing; none had told an adult

Exposed: Film evaluation

Overall ratings were good

Younger students rated the ending and the film's ability to hold their attention more highly

Girls rated the film significantly higher than boys, as did those involved in sexting incidents

“Reminds me of the pressure I get from boys asking for pictures, but gives me the confidence to say no because I've seen the consequences” 15 year-old girl

“It was very depressing and touching” 14 year-old girl, who had been involved in sexting incident

Coping Strategies: Before and After seeing Exposed

If **involved** in a sexting incident in future, the most common strategies were:

- confronting the person responsible (53%)
 - telling a friend (51%)
 - telling a parent/carer (48%)
- these scarcely changed after seeing the film

There was some increase in:

- reporting to the website (39% to 49%)
- reporting to the police officer in school (30% to 38%)
- telling a teacher (22% to 30%).

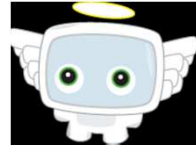
Doing nothing reduced slightly (5% to 3%).

Beatbullying's CyberMentors

www.cybermentors.org.uk

Cybermentors (2008)

New form of virtual peer support



2-day training workshops

Mentor online



Anonymous and protected by a software filter

Supported through website by senior cybermentors and counsellors



CyberMentors evaluation

74 online questionnaires were completed by both cybermentors and senior cybermentors

- 86% were female aged between 11-25 years
- On average, 1-5 hrs online mentoring 4 mentees a week
- Just under half had mentored young people who had been cyberbullied

Cyberbullying incidents recorded by 28 CyberMentors

- 42% of incidents lasted a few weeks
- A third of incidents involved Facebook
- Over half were considered average or more serious than usual
- Only 21% knew if the cyberbullying had stopped

CyberMentors evaluation

Evaluation of the CyberMentors scheme and Beatbullying

Most found the website easy (39%) or very easy (54%) to use and all felt either safe (23%) or very safe (77%). The majority (87%) felt supported by Beatbullying.

Student quotes:

“You feel that you can help people out and this will make a big difference to their lives, no matter how big or small their problem was” [Cybermentor, 15 years](#)

“Some of my fellow cybermentors, who I know in person, stopped going on the site because they simply don't know how to handle situations that can't be covered with 'tell someone'. I think maybe if we had training in some what to do if you can't just say 'tell someone', they might of been happier and stayed” [Cybermentor, 13 years](#)

CyberMentees evaluation

106 online questionnaires were completed by CyberMentees

90% were female aged between 9 -18 years who found it easy or very easy to contact and talk to a cybermentor

Cyberbullying incidents reported by 42 CyberMentees

- All, except one, were female aged between 11-16 years
- Most incidents lasted a few weeks to more than a month
- Over half involved Facebook
- Perpetrators were aged from 9-16 years, most were the same age as the victims
- Two thirds of incidents involved less than 4 people
- Most incidents were considered very serious or more serious than usual

CyberMentees evaluation

Evaluation of the Cybermentor scheme and Beatbullying

Most found the cybermentors advice helpful (40%) or very helpful (40%) and said they would use the cybermentor scheme again

They would also recommend cybermentors to a friend.

Student quotes:

“The good part about the session was being to tell someone I don’t know everything and just let it out without getting criticised” **Cybermentee, 15 yrs**

“I felt restricted by what I could say because of netmod (filter) and the rules”
Cybermentee, 14 yrs

Summary of 2 interventions

E-safety film **Exposed** rated well but had a modest impact

Victims of cyberbullying and sexting tell friends first, followed by parents, and teachers last

Dangers of the internet for girls

Sexting starts young (e.g. 13-14 years), so intervention needs to be early

Beatbullying’s CyberMentor scheme highly thought of by those it helps but needs to engage more males

DigitalME evaluation

We carried out a questionnaire-based study in three primary schools in England; two of these contributed follow-up data after an e-safety program Safe, devised by DigitalME, a charity.

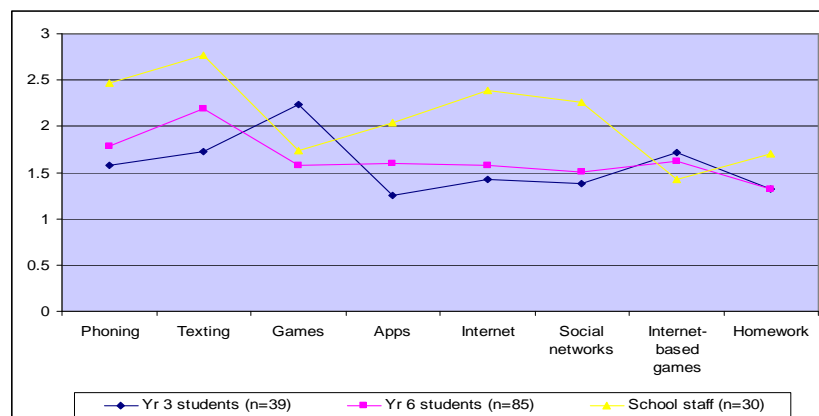
Altogether 59 Y3 pupils (about 8 years) and 106 Y6 pupils (about 11 years) responded, together with 32 teachers from the same schools.

Staff and students were given similar questionnaires about personal use of mobile phones and computers; knowledge and use of social networking sites; online behaviour and the e-safety guidance supplied by their school.

Use of mobile phones

The vast majority of staff and Y6 students owned a phone, and two thirds of Y3 students owned or had regular access to a phone.

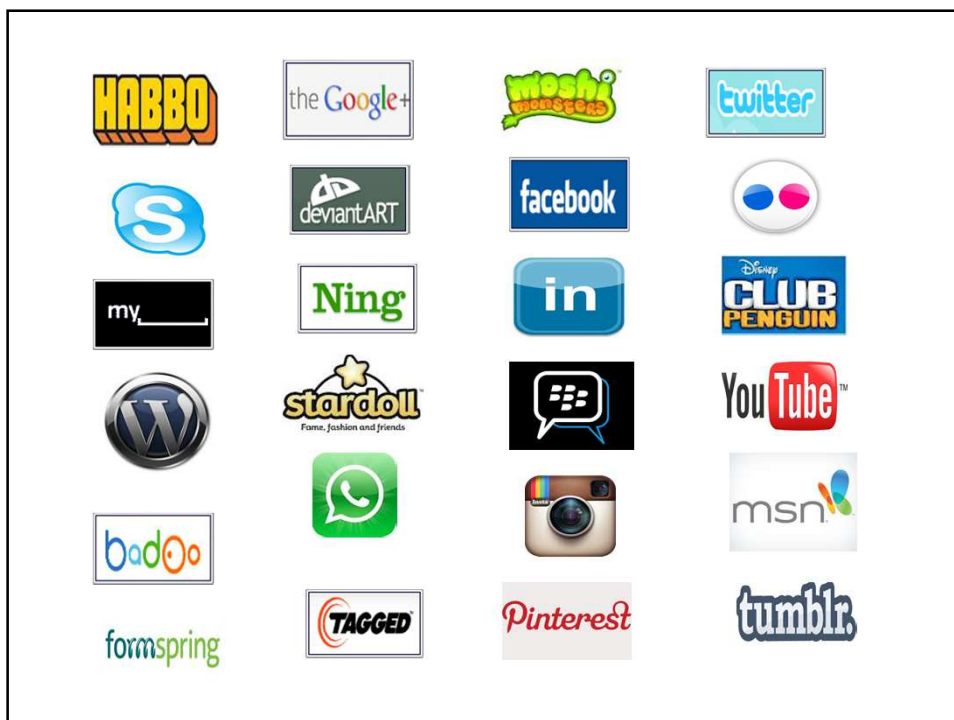
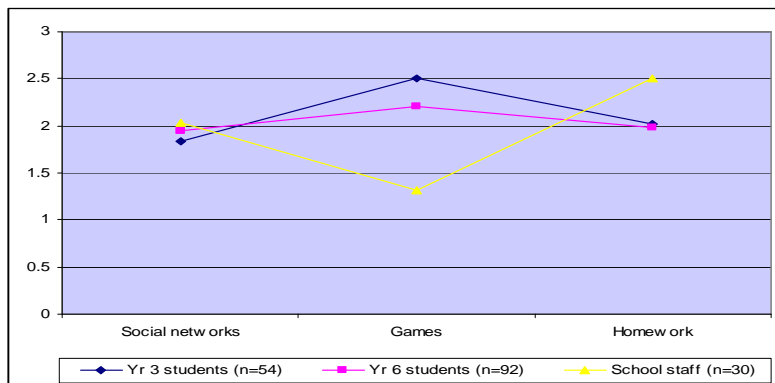
Use of mobile phones (1= not a lot; 2= sometimes; 3= a lot)



Use of computers

The vast majority of staff and students either owned or shared a computer with over half of teachers and Y3s and just under half Y6s using them a lot.

Use of computers (1= not a lot; 2= sometimes; 3= a lot)



Use of social networking sites

Y3s: After YouTube, the most popular social networks were **Moshi Monsters** and **Club Penguin**. Under half used Skype and around a third used Google + and Facebook. A quarter used Twitter and fewer used MSN; WhatsApp; Habbo Hotel and Instagram.

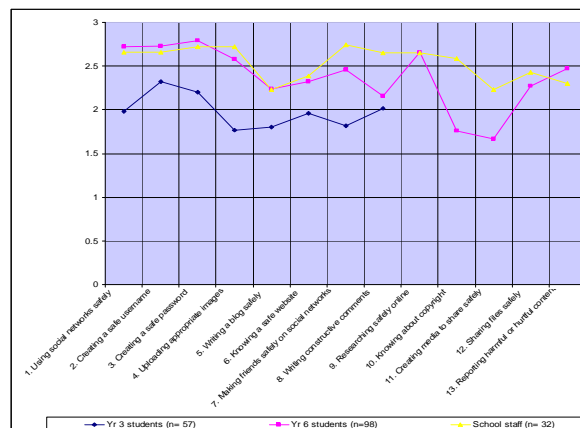
Y6s: After YouTube, the most popular social networks for nearly a half were **Facebook** and **Google +**. Over a third used Skype and under a third used MSN. Fewer used Moshi Monsters and Club Penguin, fewer still used Twitter, BBM; Habbo Hotel and Stardoll.

In summary, Y3s used more game-based social networks whereas Y6s used social networks to communicate more directly with their friends.

Staff mostly used Facebook, followed by Google+.

Comparison of Y3, Y6 and staff ratings for online safety knowledge, pre-Safe

0=I don't know anything; 1=I don't know much; 2=I know something; 3=I know a lot



NB: Y3 only completed Safe Level 1 (i.e. numbers 1-8)

Safety knowledge online

Overall, the **staff** reported knowing most and the Y3s knowing least about safe online behaviours.

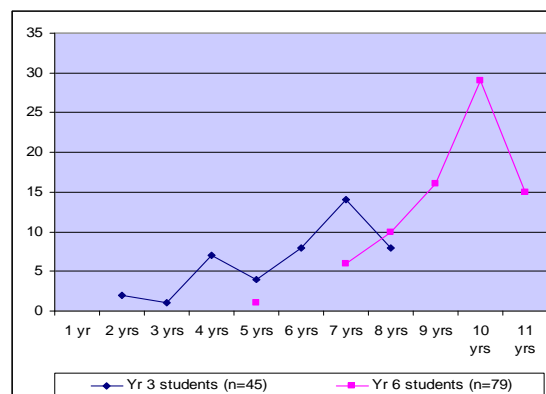
Y6s reported similar levels of knowledge as the staff for well over half of safe online behaviours. They knew considerably less than staff about copyright and creating media to share safely.

Y3s knew least about safe online behaviours, but did report knowing something about safe usernames and passwords, and writing constructive comments online.

Personal social networks

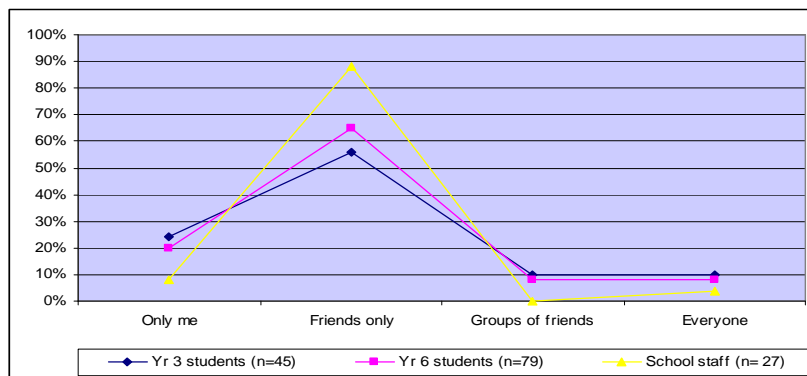
The majority of staff (n=27) and three quarters of Yr 3 (n=45) and Yr 6 (n=83) students had a personal social network.

When asked how old they were when they began using their personal social network, most Y3s reported six to eight years; most Y6s reported eight to eleven years.



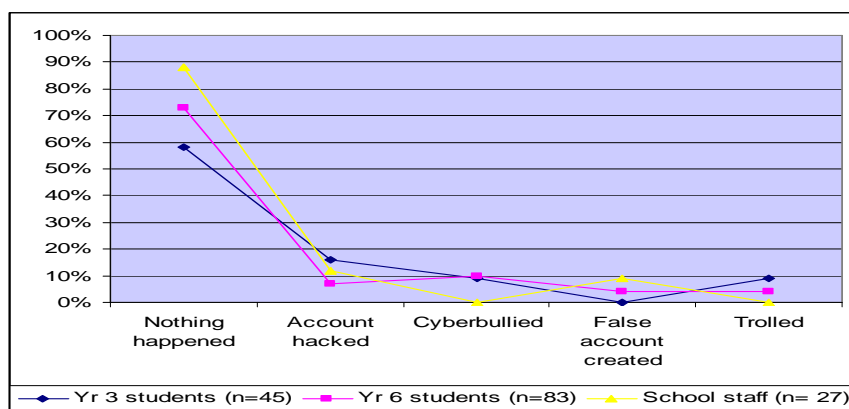
Privacy settings

The majority of staff and students' privacy settings were prescriptive, being set to either 'friends only' or 'only me'. The information given on their personal profiles was generally safe.



Unpleasant experiences on social networks

Percentages of staff and students experiencing nasty or unpleasant experiences on their personal social network



Types of unpleasant experiences

For most staff and Y6s and over half Y3s, nothing unpleasant or hurtful had happened.

Of the minority experiencing something nasty or unpleasant, some had been hacked, some had been cyberbullied and some had been trolled.

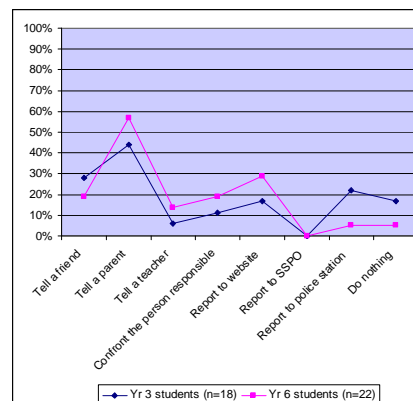
Other forms of unpleasant behaviours reported by Y3 students included swear words; stealing moshlings (prized baby monsters on Moshi Monsters) and 'some lying'.

Y6s reported name calling; impersonating someone and then abusing his friend; repeatedly ending Skype calls abruptly; a hacked account; a crashed computer and 'bad messages'.

Coping strategies

Both Y3 and Y6 students used a full range of coping strategies, except reporting to a police officer in school (SSPO).

Most coped by telling a parent or carer, telling a friend, reporting to the website; confronting the person responsible and telling a teacher.



The Safe programme

The Safe programme provides lesson resources on a range of e-safety knowledge and coping strategies regarding social networks. This might typically cover 6-8 lessons.

The post-Safe questionnaire asked staff and students about online behaviour (knowledge, to compare with pre-test), and to rate different aspects of the Safe resource.

Safe evaluation

Overall the **Safe programme** was rated as 'good' or 'very good' by staff and students

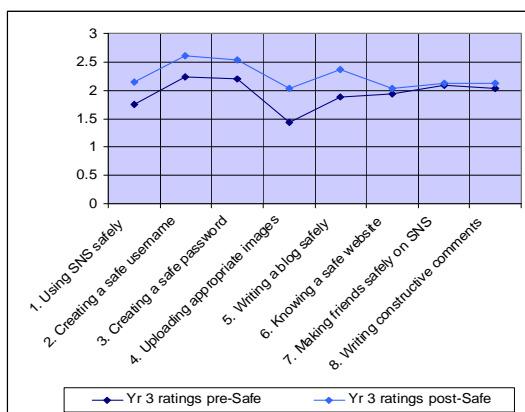
Ratings for the Safe programme were on a 5-point scale with 1 as very poor and 5 as very good.

Y3s	4.32
Y6s	4.14
Teachers	4.25

Overall, the students thought **learning about safe usernames and passwords** were most useful.

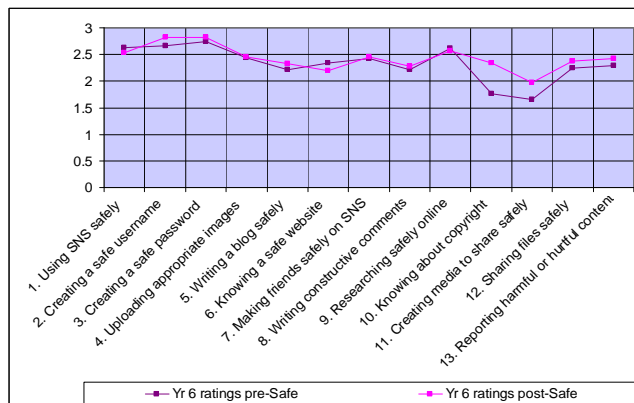
Y3 ratings of online safety knowledge before and after Safe

0=I don't know anything; 1=I don't know much; 2=I know something; 3=I know a lot



Y6 ratings of online safety knowledge before and after Safe

0=I don't know anything; 1=I don't know much; 2=I know something; 3=I know a lot



Summary of impact of Safe

Safe had most impact on Y3s, who reported an overall increase in knowledge of safe online behaviours, particularly writing blogs and uploading images and text safely.

Safe had less impact on Y6s with the exceptions of safe researching and copyright, however their knowledge of safe online behaviour was already high and the teachers used the Safe resource more to reinforce their knowledge.

Staff were also asked to rate the students' online safety knowledge after the Safe resources were delivered; these were compared with the students' ratings.

Teachers overestimated some aspects (e.g. Y3s safe use of SNS; passwords) whilst underestimating others (e.g. Y6s researching online; knowledge of copyright).

Feedback on Safe

Improvements suggested for the Safe resource included making it **more interactive and computer-based**, including **more activities** (e.g. quizzes and games) and having **a practical outcome** (e.g. an e-safety advert or website).

Students suggested **more group-based learning**.

Teaching assistants could be involved which would help raise their e-safety awareness and develop their skills.

Implications

Schools need to introduce e-safety even earlier to younger children, acknowledging that some children will access age-inappropriate social networks.

Also, despite delivering 'good' e-safety programs, teachers need to be cautious about overestimating children's capabilities and be aware that regular, ongoing e-safety education is needed to support children online.

Topicality of Cyber-bullying in the Teenager Population: the Paradox of Eastern Europe and Russia

Dr. Vera Boronenko
Daugavpils University (Latvia)
E-mail: vera.boronenko@du.lv

My competences

- 1) professional researcher with doctoral degree and 10 years experience
- 2) MC member of the COST Action
“Cyberbullying: coping with negative and enhancing positive uses of new technologies in relationships in educational settings”
- 3) the author of some publications on cyber-bullying topic in Poland and Russia
- 4) the ability to work in Russian and Latvian language media and scientific space
- 5) the mother of school-age child

Essence of the paradox

In spite of daily topicality of cyber-bullying in the teenager population of the countries of Eastern Europe (EE) and Russia

there are no any or just few significant scientific researches on this topic as well as stable policy on dealing with cyber-bullying

Structure of the presentation

- ▶ IDENTIFICATION of the paradox
- ▶ EXPLANATION of the paradox
- ▶ SOLUTIONS for the paradox

Arguments on topicality of cyber-bullying in EE and Russia

The case of Latvia:
due to the real
“hounding”
(using the
internet) by the
classmates, a 12
years old pupil
had to quit her
studies in the
Nordic



Arguments on topicality of cyber-bullying in EE and Russia



Multiple cases in
Russia when
violent behaviour
against
classmates has
been filmed by
means of mobile
phones – RUNET
is fulfilled with
such videos

Scientific arguments on topicality of cyber-bullying

“Russian (soviet) cruelty and boorishness are the brightest national/cultural features”



“We are ashamed from politeness as from weakness, we talk smacks and backs due to seem for ourselves more stronger”

Boorishness is national feature of “Russian character”

“Boorishness and crudity become almost the norm of life in Russia”

“Russians are shocking with their boorishness, but do not notice it by themselves”



Scientific arguments on topicality of cyber-bullying

Results of the research

"Modern Technology Usage and Internet Safety" (2010, Net-Safe Latvia project):

- 22–31% of children (n=495) and adolescents (n=1272) claim that they have been bullied online
- 19% say that they have received unpleasant calls and SMS via mobile phones

Where is the paradox?

- ▶ cyber-bullying is not popular topic of scientific conferences in EE and Russia
- ▶ in spite of existence of safe internet centres in EE countries and Russia, their dealing with cyber-bullying is minimal or formal
- ▶ there is no policy in educational settings dealing with cyberbullying and traditional bullying

THE PROBLEM WITHOUT FEEDBACK

Explanation of the paradox

- ▶ “To explain” means to find reasons of:
 - 1) especial topicality of cyber-bullying in EE countries and Russia
 - 2) the absence of adequate scientific and practical feedback

Why cyber-bullying & bullying in EE countries and Russia are widespread?

POSSIBLE REASON 1:

- ▶ Historical heritage of violence from totalitarian political regimes when state powerful persons were cruel and boorish in their daily practice

Political victory of cruelty in Russia



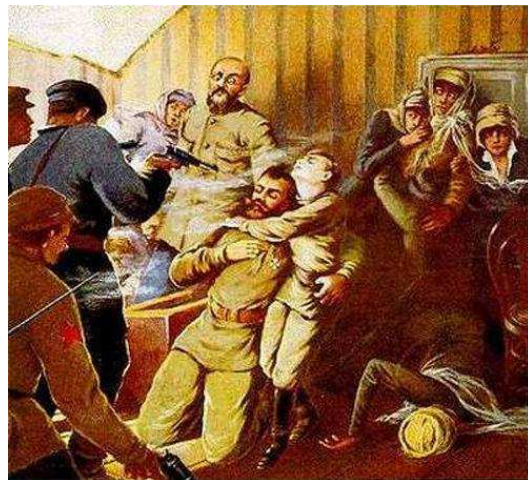
The family of the
last Russian
monarch –
symbol of
Russian
spirituality

*They all were
killed in 1918...*

Who were winners?

Cruel and
boorish
soldiers of the
Red Army

*It was the start
point of Soviet
terror...*



Cruel and boorish culture of Soviet totalitarian regime

25–30 millions
soviet people
were repressed
during 33
years of Stalin
regime

*What could be
the cultural
consequence?*

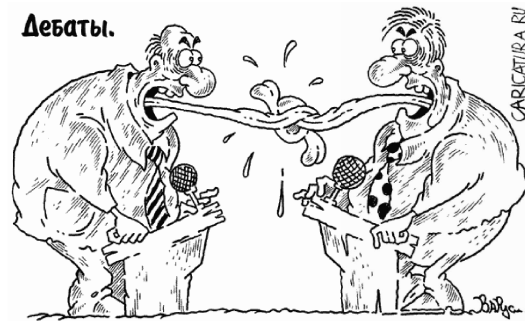


Usual way to communicate in EE countries and Russia



Dzintra Kohva, Director of the Riga Nordic Gymnasium:

“As long as
politicians and
ministers
publicly insult
each other,
nothing will
change”



Why cyber-bullying & bullying in EE countries and Russia are widespread?

POSSIBLE REASON 2:

Collective – even “herd” – societal
culture where people are divided
on OURS and NON-OURS

(the essence of SN which
aggravated bullying through
violence against “non-our”)

Geert Hofstede: Individualism vs. Collectivism

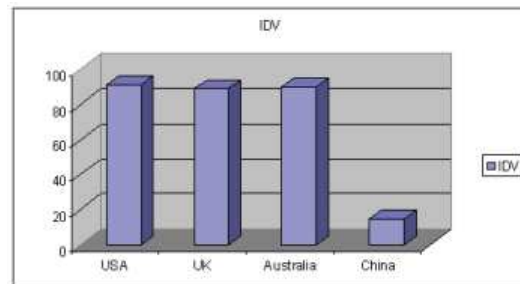
Individualistic societies: the social ties between individuals are loose – everyone is expected to look after him/herself and his/her immediate family

Geert Hofstede: Individualism vs. Collectivism

Collectivistic societies: people from birth onwards are integrated into strong, cohesive in-groups, often extended families (with uncles, aunts and grandparents) which continue protecting them in exchange for unquestioning loyalty

Scores of Individualism (the scale is 1–100)

The Individualism (IDV) Dimension for China was scored at just 15 (the Asian average is 24). By comparison, the U.S. score for IDV is 91.



What about Russia and EE countries?

Indices of societal culture	1 st cluster of countries	2 nd cluster of countries
Individualism Index	31	70
Masculinity Index	50	51
Uncertainty Avoidance Index	73	52
Power Distance Index	71	34

Scale is 1-100

<i>Russia</i>	<i>USA</i>
<i>Romania</i>	<i>UK</i>
<i>Poland</i>	<i>Italy</i>
<i>Czech Republic</i>	<i>Australia</i>
<i>Slovak Republic</i>	<i>Germany</i>

Correlation between some indexes of societal culture

Correlations		<i>PDI</i>	<i>IDV</i>	<i>UAI</i>
<i>PDI</i>	<i>Pearson Correlation</i>	1	-,611(**)	,195
	<i>Sig. (2-tailed)</i>	.	,000	,112
	<i>N</i>	68	68	68
<i>IDV</i>	<i>Pearson Correlation</i>	-,611(**)	1	-,188
	<i>Sig. (2-tailed)</i>	,000	.	,125
	<i>N</i>	68	68	68
<i>UAI</i>	<i>Pearson Correlation</i>	,195	-,188	1
	<i>Sig. (2-tailed)</i>	,112	,125	.
	<i>N</i>	68	68	68

Main features of societies with “herd” culture

- ▶ poor economic performance
- ▶ bullying against outsiders
- ▶ absence of discussion culture
- ▶ necessity “to prove your place” in the group
- ▶ maximalism in behaviour and communication

Economic performance of societies with “herd” culture

- ▶ Countries of the 1st cluster:
Greece, Poland, Bulgaria, Chile, Ecuador, China, Guatemala, India, Iran, Colombia, Russia, Malaysia, Morocco, Pakistan, Portugal, Romania, Spain, Thailand, Uruguay, Vietnam, Bangladesh

“Herd” cultures

Economic performance of individualistic societies

- ▶ Countries of the 2nd cluster:
USA, United Kingdom, Finland, Norway, Sweden, Germany, Austria, Italy, Israel, Ireland, Switzerland, Canada, Australia, New Zealand, Netherlands, Luxembourg

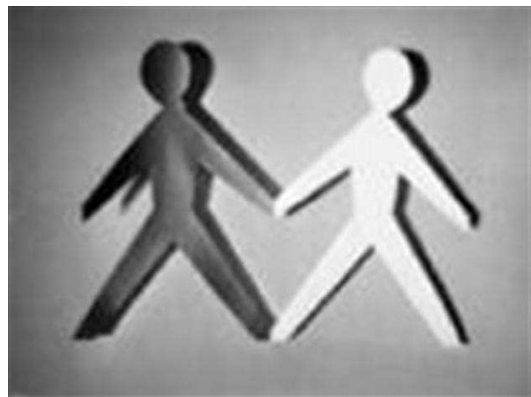
Cultures of initiative

Why cyber-bullying is not perceived as serious problem?

The perception of normal and deviant behaviour is in line with the social context and varies between countries because of cultural, contextual and economic differences

Western vs. Eastern culture

Western culture has moral norms of inacceptability of bullying towards the members of your social group (Arnocky S., 2012)



Western vs. Eastern culture

In eastern culture
cruelty and
boorishness are
instruments for
becoming a
leader in social
stratification of
society and
group



Who and what in the particular society defines the bullying?

G.Bekker (1963):

“Deviation is not a kind of action, but rather the result of using sanctions and rules by others”

So, the question “*who and how defines the deviation*” is methodologically important explaining the phenomenon of cyber-bullying

SOLUTIONS: understanding of current situation

- ▶ We have to understand that “glasnost” (free speech) come to EE and Russia in 1990s just after the decades of terror and silence

So, people do not feel any restrictions in public communication, they enjoy freedom

POLICY RECOMMENDATION – 1

- ▶ Policy makers themselves have to avoid bullying in their daily practice – it will be good model of behaviour for other people



SOLUTIONS: taking into consideration cultural context

- ▶ We have to understand that societal culture is very inert and it is impossible to change it cardinally

So, people of EE countries and Russia will continue to live in actual cultural context during long period yet

POLICY RECOMMENDATION – 2

- ▶ To cultivate anti-bullying culture inside the educational settings and other units



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SOLUTIONS: managing of social networks in schools

- ▶ The essence of social networks in “herd” cultures includes the division between OURS and OUTSIDERS, and it is very difficult to become “our”, if the child differs from the members of group

So, school psychologists and social workers have to manage SN in schools

POLICY RECOMMENDATION – 3

- ▶ To stimulate the democratic co-existence of different SN in schools, avoiding the principle OURS vs. NON-OURS



SOLUTIONS: non-using of cruel and terror methods

- ▶ Cruel and terror methods are usual for EE countries and Russia and have not be repeated dealing with bullying & cyber-bullying

So, the essence of solution is in real “cultural” blocking of in-group other benefits for bullies

POLICY RECOMMENDATION – 4

- ▶ To block possibilities of social and material benefits for bullies in the educational settings



CORE IDEA

Non-bullying behavior
has to be
socially and economically
BENEFICIAL
in the whole society

Feedback of my son

Bullying &
cyber-bullying?

- ▶ It is not big
problem –
I use to it



Topicality of Cyber-bullying in the Teenager Population: the Paradox of Eastern Europe and Russia

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Abstract

In the digital society, even if ICT offers new opportunities and benefits to teenagers, it also poses significant challenges to them. More and more teenagers are becoming victims of aggression via ICT. In Europe, among the 9-16 year-old participants in the *EU Kids Online survey* (2011): 33% were bothered or upset by inappropriate material online, 12% were bothered or upset meeting online contacts offline, and 80% were fairly or very upset by cyber-bullying. Cyber-bullying does not respect borders but perception of the problem strongly depends on aspects including the culture, the history, the social context and political history of the country or area in question. In Europe, in order to prevent cyber-bullying, policy decisions have been taken and numerous programmes have been defined and implemented. Nevertheless, the impact that this phenomenon has means that European institutions need to continue to research, to legislate and to encourage collective and individual actions in order to address it. The Institute for the Protection and the Security of the Citizen (IPSC) of the Joint Research Centre has organised a workshop on 'Social Networks and cyber-bullying in the teenager population'. The aim of the workshop was to explore the ethical challenges arising from social networks for specific sectors of the population, namely individuals with limited legal capacity in order to support European Commission policies in this field.

With the experts that were invited to this workshop, several recommendations were proposed. The workshop as showed that there are very urgent matters to deal with, beyond the current focus on privacy as far as ethical issues about ICT are concerned. What values are different generations willing to preserve? How are digital rights being reframed with the current appropriation of technology? Is duty of care the ethical value that will pervade and will be worth cultivating?

As the Commission's in-house science service, the Joint Research Centre's mission is to provide EU policies with independent, evidence-based scientific and technical support throughout the whole policy cycle.

Working in close cooperation with policy Directorates-General, the JRC addresses key societal challenges while stimulating innovation through developing new standards, methods and tools, and sharing and transferring its know-how to the Member States and international community.

Key policy areas include: environment and climate change; energy and transport; agriculture and food security; health and consumer protection; information society and digital agenda; safety and security including nuclear; all supported through a cross-cutting and multi-disciplinary approach.

