PARTICIPATE

Participate and Technology in Cyberbullying:
Intervention and Prevention for Future Experts

D7.1 Initial Plan for the Dissemination and Exploitation of Results, including Communication Activities

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Associate Partners

Irish Society for the Prevention of Cruelty of Children
European School Heads Association
Foroige - The National Youth Development Organisation
Youthworks Consulting Ltd.
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Abbreviations

CA: consortium agreement

CSR: corporate social responsibility

DC: doctoral candidate

DCC: doctoral candidate committee

DCU: Dublin City University, project coordinator

DOC: dissemination and outreach committee

IP: intellectual property

IPA: Parents International, dissemination lead

IRP: individual research project

KPI: key performance indicator

NGO: non-governmental organisation

PhD: Doctor of Philosophy or PhD aspirant

PMT: project management team

RC: Research management committee

WP: work package

WPL: work package leader

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1. Executive Summary

This document describes the dissemination, exploitation and communication strategy of the PARTICIPATE project. After a brief overview, dissemination and project communication (both internal and external) will be discussed in detail.

PARTICIPATE brings together many of the world's leading cyberbullying scholars and non-academic experts, involving the largest group of parents ever investigated. Cyberbullying is a significant social, health and behavioural concern throughout the EU and worldwide, yet crucial areas in its prevention and intervention have largely been side-lined, namely the key role of parents, as well as the role of gender, disability, ethnicity and sexuality. PARTICIPATE will address this research and action gap, by delivering a world-class multi-sectoral, multidisciplinary doctoral training program incorporating plans for substantial networking and exchange of information, expertise and action potential regarding the nature and extent of cyberbullying across Europe. By focusing on parents, as well as on gender, disability, ethnicity and sexuality, the project aims to empower both parents and young people, creating a safer space online for our youth, while placing Europe firmly at the forefront of cyberbullying research and practice.

The findings generated will produce both practical, research-based programs, and European guidelines on cyberbullying in relation to gender, disability, ethnicity and sexuality. We will generate approximately 40 scientific publications and engage the public with our findings through a Marie Curie Ambassador program.

In PARTICIPATE, 10 Doctoral Candidates (DCs) will pursue their PhD in a unique, collaborative way, doing their individual research projects while growing together with the support of a team of committed supervisors and external partners.

This is only possible if communication, dissemination and later on the exploitation of results is well planned from the early stages of the project. This initial plan covers the following topics:

- internal communication
- external communication including outreach before and during research
- dissemination of results and publications
- exploitation of results

The current initial plan was compiled before the DCs were formally hired and will be fine-tuned during the lifetime of PARTICIPATE. However, it is to guide the DCs as well as project partners in their communication, dissemination and exploitation activities.

2. Overview of the project

Cyberbullying is a significant social, health and behavioural concern throughout the EU and worldwide, yet crucial areas in its prevention and intervention have largely been side-lined, namely the key role of parents, as well as the role of gender, disability, ethnicity and sexuality. PARTICIPATE will address this research and action gap, by delivering a world-class multi-sectoral, multidisciplinary doctoral training program incorporating plans for substantial networking and exchange of information, expertise and action potential regarding the nature and extent of cyberbullying across Europe.

By focusing on parents, as well as on gender, disability, ethnicity and sexuality, the project aims to empower both parents and young people, creating a safer space online for our youth, while placing Europe firmly at the forefront of cyberbullying research and practice. This brings together many of the foremost world leaders and cutting-edge researchers in the areas of cyberbullying prevention, and is grounded in scientific excellence provided by six academic partners across Europe with extensive previous experience of collaborating together.

This partnership, in conjunction with a strong and diverse range of six non-academic partners, including NGOs, youth foundations and internet safety organisations, will provide a robust multi-disciplinary and inter-sectoral approach to finding solutions to cyberbullying. The objectives will be achieved through a unique combination of individual and collaborative research work, non-academic secondments and workshops on scientific and applied skills facilitated by the academic/non-academic composition of the consortium.

The findings generated will produce both practical, research-based programs, and European guidelines on cyberbullying in relation to gender, disability, ethnicity and sexuality. We will generate approximately 40 scientific publications and engage the public with our findings through conferences, toolkits, policy reports, an event for parents' and a Marie Curie Ambassador program.

3. Dissemination and Communication

3.1 Overview

PARTICIPATE brings together many of the world's leading cyberbullying scholars and non-academic experts, involving the largest group of parents ever investigated. It is structured around seven work packages, four of which are research focused. These are strategically designed to both target and cross-sect the four key areas of concern central to online bullying: (i) Origins and Impacts of Cyberbullying (ii) Parents and Teachers/Professionals: Interventions and Communication (iii) Technology, Social Media and Online Bullying and (iv) Societal and Cross-National Aspects of Cyberbullying.

PARTICIPATE will have real-world impact by including parents in online bullying research, breaking through disciplinary orthodoxies and advancing new methods, enhancing intersectoral capacity, producing tangible outputs, shaping policy, and fostering cross-national cooperation.

Research shows that there is a high level of interest among European citizens in science and technology (82%) (Eurobarometer 2021). PARTICIPATE will exploit this by sharing research findings to a wide audience and in accessible language and media formats. Irish MEP Seán Kelly has called for a new Eurobarometer survey to be carried out on the prevalence of bullying and cyberbullying across the EU27: we aim to contribute to this as part of PARTICIPATE communications. Each partner will translate and tailor all materials for dissemination in their own countries. In addition to this, we will present our deliverables to the Professional Development Service for Teachers (PDST) Technology in Education, departments / ministries of education and technology companies in a series of tailored events with a view to having them adopt our toolkits into their suite of resources. These are preliminary versions of the project plans. More detailed plans will be provided as mandatory project deliverables are submitted at mid-term stage with an update towards the end of the project.

In addition to the 10 PhDs and multiple academic and non-academic publications and reports that this project will deliver, a key overall objective is to produce a Parent Toolkit for Teachers and Other Professionals Working with Parents. This resource will draw on the findings of all 10 IRPs (Individual Research Project), as well as on the DCs' experiences of working 'in the field' with anti-bullying organisations, and will involve the input of all academic and non-academic stakeholders. Many interventions rely on interpersonal frameworks and/or blame technology, proposing defensive individual solutions such as block, delete, report. By contrast, this toolkit will draw heavily on the inter-disciplinary and intersectional nature of the project network. As such, it will cover a range of complex issues affecting all teachers and parents, including; cultural specificities and national contexts (e.g. different legislation), role of gender, social class, race, sexuality, ability and other factors in online bullying, digital literacy, digital ethics and consent.

A Dissemination and Outreach Committee is chaired by Prof. . Debbie Ging in DCU to coordinate the dissemination (section 4.6) and to engage with various audiences

(section 4.8). It is also responsible for the Data Management Plan. Dissemination and communication of PARTICIPATE have three major phases: 1. Initial phase 2. Work phase, 3. Follow-up phase.

3.2 Dissemination Support for expected impacts of the project

Expected scientific impact:

PARTICIPATE will result in a negotiation of the boundaries between psychological, sociological, gender studies and internet studies disciplines, resulting in a shift within the broader field of cyberbullying research toward more inter-disciplinary frameworks and methods. It is also the first project to attempt such a large-scale collaboration between different disciplines working in the area of cyberbullying. The project will also facilitate the inclusion of a hugely under-researched component of cyberbullying, namely parents, in the scholarship. Longer term collaborations arising from the network will continue these interdisciplinary, inter-sectoral approaches, creating tangible impact in the field.

PARTICIPATE will produce a large volume of cutting-edge training material that will be used again for future DCs. It will also develop new models for conducting research on parents, which will be valuable to future researchers wishing to continue and build on the research after the project. Training material will be made accessible in online libraries; therefore anyone can learn from the findings of current participating DC-s. Visibility of results will be maintained with scientific publications, conference participations, social media presence and newsletters.

Expected economic/technological impact:

The research indicates that online bullying has negative long-term economic impacts on victims such as increased risk of poorer mental and physical health, unemployment, and poor social relationships. This project will have a long-term impact in terms of preventing and reducing this economic harm.

The DCs employed by this project will go on to provide a future expert workforce in cyberbullying prevention in academia, governments, NGOs and companies, thus making a substantial contribution to the economy.

The PARTICIPATE partners will explore possibilities for economic exploitation of the toolkits produced, for example by monetizing a version of them in collaboration with large technology or social media companies. Marie Curie ambassadors elected from participating DC-s can also endorse research material and findings not only in schools but elsewhere (firms, NGOs or governmental entities) in order to increase beneficial economic impacts.

Expected societal impact:

Cyberbullying is a growing social problem of concerning scale and intensity, with negative impacts on young people's schoolwork, mental health, relationships and employment prospects.

The academic research arising from the network will have a direct impact on cyberbullying policy and prevention across a range of strategic organisations in Europe. Involving parents in cyberbullying research means that they will become centrally involved in cyberbullying policy, prevention and intervention over time.

Through their participation in network-wide training events and conferences, the organisations involved will develop links with one another, and will be able to compare their strategies and programmes. This facilitates knowledge sharing, resource sharing, and exchange of best practice, and increases awareness of legislative and cultural differences in different countries. This network of knowledge, research and training materials, will be curated and disseminated online via newsletter, social media platforms and blogs.

To achieve this impact, it is crucial to:

- create diverse and targeted communication tools for the different audiences (research community, education professionals, policy makers, parents, NGOs) such as briefs, infographics, summaries, social media posts, etc.

- carefully plan the timing and frequency of communication and dissemination activities to avoid becoming part of noise,

- monitor public and professional discourse and use project results at times the topic is high on the agenda,

- create opportunities to set and steer discourse agendas using the networks of project partners to deliver messages emerging from research.

3.3 Collaboration in communication and dissemination

Contribution to structuring doctoral training at the European level and to strengthening European innovation capacity, including the potential for: PARTICIPATE addresses the structuring of doctoral training at the European level between high-calibre participants from academic and non-academic sectors, in the following ways:

- Establishing long-term collaborations between the participating universities, research centres and companies, to continue joint training of young scientists, including secondments in industry.
- Developing strong academic networks of scientists and research groups in the field of cyberbullying, where there is a strong need for interdisciplinary collaboration and policy-oriented research.
- Establishing lasting and improved structured training programmes through the training programme activities

PARTICIPATE has a significant impact on structuring the initial research training capacity of the 10 participants. This network is furthermore of great importance to the future position of European research within cyberbullying, with direct implications on health and internet safety applications, which will also be of great benefit to European industrial competitiveness.

The collaborative approach of bringing together academic and non-academic actors and the promotion of active collaboration within the group of the 10 DCs at different universities has a major potential for a very wide outreach in communicating about evidence emerging from the research projects and thus for new research having direct impact on practice and policy to improve the lives of children and young people by preventing bullying, especially cyberbullying.

Effective communication skills are fundamental to success in many aspects of life. Future employability of DCs will depend not only on scientific knowledge but also on how that knowledge is presented. Moreover, working in an environment where humans (children/adults) are both the main subject and target, the message has to be properly delivered, requiring excellent training in communication skills. DCs will put in practice what they learned during these courses and in their host organization via their presentations during consortium meetings, summer schools and various training events and open forums.

3.4 Internal communication

Everyday communication is to be conducted via email, complimented by monthly project meetings (once a month, or once every two month) where partners can report on their advances with project objectives.

In order to discuss the progress of the tasks and work plan, the PMT will organise discussions online with the WPLs. The aim is to hold these discussions regularly, but they can also take place on an ad hoc basis, as the need arises and on the request of WP leaders. Communication via email will take place as appropriate. Meetings with supervisors will take place twice a month. The progress of all DCs will be monitored by the Research Management Committee (RC), which is made up of the WP leaders who are responsible that all deliverables and milestones are being met for their WP in the appropriate time frame.

Summer and winter schools also serve as an important forum for experience exchange and for reporting on individual progress. Apart from acquiring research perspectives DC-s can give feedback to each other and collaborate relying on short term tasks to enhance their own research design.

Everyday communication between DCs and supervisors is to be conducted via email. Documents and other research related material might be stored on Google Drive for collaboration purposes. Regarding communication between DCs, they might rely on other digital communication channels (such as WhatsApp), but email is preferred to maintain transparency with project related matters. Any other project related communication is to be conducted via email between partners (including DCs, their supervisors, WP leaders and the chair of Dissemination and Outreach Committee).

3.5 External communication

External communication is crucial at all phases of the project for different reasons and purposes. All external communication needs to follow the following basic principles:

- the name, logo and agreement number of the project is always included,
- the position of the person initiating the communication is always included (stating also their affiliation to a partner),
- communication is always clear, polite and to the point.

In communication with the funder, communication is initiated and maintained by the coordinator DCU unless requested otherwise by the funder.

Partners, associated partners and the DCs use the following templates provided in all external communication:

- e-mail template
- letterhead template
- presentation template
- deliverable template
- general information about the project template

4. Three phases of dissemination

4.1 Initial Phase - September 2022 - August 2024

The first phase of the dissemination activities focuses on getting the basics right. Target audiences will be fine-tuned, the website will be built, all partners will agree on their dissemination tasks. This first phase is also called the preparation phase and will consist of the following activities:

In the initial dissemination phase partners will focus on the following

- announce and advertise the start of the project
- announce the opening of DC positions
- announce the start of the 10 research projects
- recruit participants for research projects
- raise awareness of the research topics and their importance

Dissemination material produced in the first phase

- Project logo
- Project website in English including
  a) Basic information on the project
  b) Project partners' introduction
  c) Short description of foreseen deliverables and milestones
  d) Blog to be populated by partner with related, but not direct project content according to an editorial plan
- Standard project information for partner websites
- Communication templates
- On-demand dissemination material such as leaflets with basic information about the project
- Project Twitter and LinkedIn handles
- social media posts for project social media and for disseminating to be disseminated via partners' regular channels

4.2 Work Phase - September 2024 - February 2026

The targeted communication phase is meant to engage the target audiences in order to reach the primary target group benchmarks. Through the early engagement of these groups, the parties involved will be given the opportunity to influence the project and therefore gain commitment.

During this phase, several newsletters and communication messages will be created and sent at milestones of the project such as the availability of the trainings, recruitment of participants, creation of the advocacy groups. This will be done by the dissemination lead in close collaboration with the beneficiary and associated partners as well as the DCs.

All feedback of the partners will be used to further improve the quality and the relevance of the dissemination material.

The main activities of the project to be disseminated in this phase are:

- information about the progress of the various research projects
- project outcomes according to the detailed plan below including
    - videos
    - policy advocacy toolkit
    - parent toolkit
    - public talks
    - final conference
- events related to the project or providing opportunities for dissemination
- partners' related activities and events

Dissemination material produced in the second phase

The following material will be made available for the dissemination activities during the second phase:

- detailed information on the project website, constantly updated, in all partner languages
- video production guide
- project newsletters related to major milestones
- infographics, videos and other popular tools (especially visualisation) linking research, policy, practice and everyday life
- designed Policy Advocacy Toolkit
- designed version of the Parent Toolkit
- event organisation guides including invitation and evaluation form templates
- dedicated sub-page for the final conference on the project website
- dissemination material on demand
- visuals and dissemination material for project events, especially the final conference
- social media posts to be disseminated via partners' regular channels

4.3 Follow-up Phase - March-August 2026

The follow-up phase is dedicated to disseminating the project's results and ensuring long-term impact and sustainability by focusing on exploitation. In this phase, dissemination to all main target groups - academic, policy, practice and wider public - is crucial.

The main activities of the project to be disseminated in this phase are:

- information about the progress of the various research projects

- nomination and activities of Marie Curie Ambassadors
- establishing and maintaining ways of exploitation
- project outcomes according to the detailed plan below including
    - videos
    - policy advocacy toolkit
    - parent toolkit
    - public talks
    - final conference

Dissemination material produced in the second phase

The following material will be made available for the dissemination activities during the second phase:

- detailed information on the project website, constantly updated, in all partner languages
- project newsletters related to major milestones
- infographics, videos and other popular tools (especially visualisation) linking research, policy, practice and everyday life
- designed policy and practitioner briefs
- designed version of the Parent Toolkit
- dedicated sub-pages for the different target audiences on the project website
- dissemination material on demand
- visuals and dissemination material for project events
- guide for Marie Curie Ambassadors
- name cards, templates and other visual support for Marie Curie Ambassadors
- social media posts for project social media and for disseminating via partners' regular channels

4.4 Communication and Dissemination Planning

Project Result or Outcome	Responsible for task	Channels	Timing	Target Group	KPIs
Blogs on news, research findings and project activities	DCU team Project partners DCs	Project Website, managed by DCU team (see WP1) with all partners having full access to continuously publish results of the different projects and reports of our overall findings to the general public	Throughout project (roughly starting within the first 6M, deploying the initial phase of project communication).	General public, university community, stakeholders, NGOs, parents organisations	minimum 40 blog articles minimum 50 social media posts

	IPA comm officer				minimum reach 5000
Short videos by DCs explaining their research to general public	DCs	Website, social media outlets (individual and project level)	Initial phase and Follow-up phase	Third-level students and staff, general public, parents' organisations	minimum 10 videos minimum reach: 200 views
Public talk for parents at DCU	All project participants	Website, newsletter, social media, partner newsletters	Follow-up phase	Parents, teacher training, Professional Development Service for Teachers (PDST) Technology in Education	1 public talks 1 livestreams and video recordings minimum reach: 200 views of the videos
Parent Toolkit for Teachers and Other Professionals working with Parents	DCU All participants	Website, newsletter, social media, partner newsletters	Work phase and Follow-up phase	School leaders, teachers, parent organisations	1 Parent Toolkit Minimum 200 downloads Minimum 1000 reach via social media
Policy advocacy toolkit related to cyberbullying along lines of age, gender, social status and ethnicity	IPA All participants	Website, newsletter, social media, partner newsletters	Work phase and Follow-up phase	Policy makers, practitioners, parent organisations	1 Advocacy Toolkit Minimum 200 downloads Minimum 1000 reach

					via social media
Marie Curie Ambassadors	DCs	Second-level schools	Follow-up phase	Second-level school students and their teachers (possibly parents too)	4 Marie Curie Ambassadors participation at minimum 5 events reach minimum 30 people in the research community 50 policy makers 200 practitioners
Special reports on the findings of WP 2,3,4 and 5	WP leads All project participants	Website, newsletter, direct communication with policy makers	Follow-up phase	Policy makers, stakeholders	Reach minimum 100 policy makers 200 other stakeholders
Digital Safety Guidelines for Parents	DCU All participants	Workshop and presentation of the toolkit at the final conference, website, newsletter, social media	Follow-up phase	PDST, Parents, parent organisations, partner organisations (ISPCC, Youthworks, Foroige, Webwise, IPA, ESHA). Social media and tech companies	Reach at least 100 people at events Minimum 50 downloads
Press releases and news stories	DCU team	Project website, partner websites, partner newsletters, social media	Throughout project	General public, university community, parents	At least 10000 visits to

	IPA communication team			organisations, stakeholders	the project website Minimum 3 newsletters and news article alternatives
Social media	Communication team/officers of all partners	LinkedIn, Twitter, possibly Instagram, TikTok (individual partner and project level)	Throughout project	General public, university community, parents organisations, stakeholders	At least 150 shareable posts At least 10000 reach via social media (institutional and individual)
Academic publications	DCs	Special issue of The Journal of Bullying Prevention on Parents and Cyberbullying Scopus-rated Q1/2 journals, e.g. Computers in Human Behavior; Gender and Education; New Media and Society; Journal of Community & Applied Social Psychology; Journal of Child Psychiatry and Psychology and Educational Leadership, Gender Issues; Gender in Education, Journal of Gender Studies.	Work phase and Follow-up phase	Academics Academics Non-academic stakeholders, NGOs, educators, web safety organisations, parents organisations	Minimum 20 academic publications 20 Popular summaries 60 shares of the publications on academic portals 500 views of the popular summaries
WPs 2, 3, 4 and 5 will produce at least 8 journal/professi	All project participants	Professionals press: Com Soc Magazines; Scientific American;	Work phase and Follow-up phase	Non-academic stakeholders, NGOs, educators,	minimum 32 publications

onal press articles		Parenting; TEACH; Headline; EU School Education Platform;		web safety organisations, parents organisations	96 shares of the publications on academic portals minimum 500 views
Conference papers conference papers over the course of the project	All project participants	Website, newsletter, academic journals	Work phase and Follow-up phase	Academics, stakeholders	Reach: minimum 100 academics at conferences minimum 1000 via social media
Final Conference	DCU DCs All participants	Website, newsletter, social media, direct communication through mailing lists and personal contacts	Follow-up phase	Project participants, school professionals, bullying prevention experts	Minimum 50 participants Minimum reach 1000 via the website and social media
Website	DCU team IPA team	Website (project domain)	Initial phase	Non-academic stakeholders, NGOs, educators, web safety organisations, parents organisations, general public	Minimum 1000 views

5. Exploitation planning

5.1 Suitability and quality to maximise expected outcomes and impacts

The key involvement of the European School Heads Association as an associated partner and the Parents International (IPA) in PARTICIPATE's training and dissemination activities means that our findings and outputs will reach a wide and strategically important audience. Work Package 7 is strategically designed to raise awareness of the project's outputs. It will also ensure that resources are developed sustainably, so that the project and training events can continue in the future. The Dissemination and Exploitation Plan developed at the initial meeting between the partners (M1) will identify the responsibilities of partners, targets of the different stakeholders, strategies to be adopted and systems for recording dissemination activities. The findings of the IRPs in this project are relevant not only to academics, youth organisations and NGOs but also to the technology and social media companies, as these have a duty of care to young people and their parents through their Corporate Social Responsibility (CSR) and outreach programmes and policies. These companies (Facebook, Instagram, SnapChat, WhatsApp, TikTok, Twitter, Vodafone) will be invited to all dissemination events with a view to sharing our research findings with them and exposing the DCs to potential future employers. Our Associated Partner Dell Technologies will assist with these contacts, most of which are head-quartered in Dublin.

5.2 Management of intellectual property balancing open access with individual IP rights

The management of PARTICIPATE Intellectual Property (IP) was set out in detail in the Consortium Agreement (CA). The CA establishes a legal framework for PARTICIPATE providing clear regulations for issues within the consortium related to the work, IP-ownership, access rights to background IP and results for the duration of the project and any other matters of the consortium's interest. IPR management is undertaken as a task in WP1 on Management and Communication.

The following IP principles have been adopted:

- Management of the ensuing intellectual property rights (IPR) including ownership, protection and publication of knowledge, access rights to knowledge and pre-existing know-how as well as questions of confidentiality, liability, and dispute settlement is laid down in detail by the partners and being put forward in the CA. Confidentiality matters, integrated within the CA, will enable the application of the communication and dissemination strategies of this project. Overall, this entire task will be managed by the WP leader in WP1 (Management and Communication, DCU) and there will be specific ownership of putting in place the Consortium Agreement by IP, exploitation, and legal research agreement experts at DCU. Overall the Coordinator of the project, Prof . Debbie Ging, will have direct responsibility for IP management.
- IP protection and exploitation: each member of the consortium is responsible for the protection and exploitation of its own generated intellectual property. Where IP is

jointly generated between two or more partners, the CA provides mechanisms for protection and exploitation. Patent searches may be conducted at regular intervals, if deemed necessary, to keep the project consortium up to date with the state-of-the-art and to alert strategic opportunities or threats. The coordinator will have processes in place including full documentation set for IP identification, capture, protection and exploitation. For example, an "IP register" document is expected to be created which will be regularly maintained to keep track of background and foreground IP associated with the project, and an "IP dissemination process" will be created and put in place so that prior to any dissemination, project partners can review the IP and ensure it is adequately protected before public disclosure in line with the terms and conditions of the Consortium Agreement.

- Publication: provisions on open access publishing are being outlined in the CA, as already outlined in Section 1.2. All published results arising from the research funded under PARTICIPATE will be made openly accessible, in accordance with Horizon Europe's mandate on open science practices.
- After PARTICIPATE is completed: towards the latter stages of the project, a team will be nominated and come together to analyse what components of the project will need to be continued after, into the future, and a plan will be drawn-up to ensure the results, outcomes, and IP of the project are progressed beyond the lifetime of the project in order to achieve their full impact.

5.3 Planning exploitation and sustainability activities

The consortium has set out some initial plans for exploitation and sustainability activities. This includes dissemination towards the widest possible audiences and the active engagement of associated partners. The partners will deliberate and create a more detailed exploitation plan towards the middle of the employment period of the DCs when exploitation potential is more clearly visible. For initial planning the following exploitation activities have been set forward:

Project Result or Outcome	Planned activities	Target Group
Parent toolkit for Teachers and other Professionals dealing with Parents (D3.2 DCU)	Workshop and presentation of the toolkit at the final conference in a special session for stakeholders with a view to them adopting it into their suite of online safety materials	PDST, Partner organisations (ISPCC, Youthworks, Foroige, Webwise, IPA, ESHA). Social media and tech companies (Dell, Facebook, Instagram, SnapChat, WhatsApp, TikTok, Twitter, Vodafone, Three)
Policy advocacy toolkit related to cyberbullying along lines of age, gender, social status and ethnicity (D2.2 IPA)	Workshop and presentation of the toolkit at the final conference in a special session for stakeholders with a view to them adopting it into their suite of online safety materials	PDST, Policy makers, departments / ministries of education, educational organisations, e.g. Association of Teachers'/Education Centres of Ireland (ATECI) in all partner countries
Recommendations for government in form of a report on the status of parent – teacher/school cooperation in cyberbullying	Special launch of the report at the Anti- Bullying Centre	Policy makers, departments / ministries of education, educational organisations, e.g. Association of Teachers'/Education Centres of

prevention and intervention (D3.4 DCU)	Presentation of the report at educational and teacher conferences	Ireland (ATECI) in all partner countries
Digital Safety Guideline for Parents (D4.1 DCU)	Workshop and presentation of the toolkit at the final conference in a special session for stakeholders with a view to them adopting it into their suite of online safety materials	PDST, Parents, parents organisations, partner organisations (ISPCC, Youthworks, Foroige, Webwise, IPA, ESHA). Social media and tech companies (Dell, Facebook, Instagram, SnapChat, WhatsApp, TikTok, Twitter, Vodafone, Three)
Recommendations to the government in the form of a report on the current and future state of parents' needs for digital media literacy to support young people (D4.3 DCU)	Special launch of the report at the Anti- Bullying Centre Presentation of the report at educational and teacher conferences	Policy makers, departments / ministries of education, educational organisations, e.g. Association of Teachers'/Education Centres of Ireland (ATECI) in all partner countries
Report on parents, diversity and methodological issues in society and cross-national bullying research (D5.2 GOLD)	Special launch of the report at GOLD; Presentation of the report at World Anti- Bullying Forum	Policy makers, parents organisation, departments / ministries of education, educational organisations in all partner countries

6. Roles and responsibilities

6.1 First point-of-contact

First point of contact for all administrative issues is Liz O'Connor liz.oconnor@dcu.ie. Mailing lists have been created and are administered by DCU. The lists have been circulated and are stored in a shared folder accessible by the members of the Consortium.

Requests to change / add or remove details should be made to DCU.

6.2 Internal project communications and responsibilities

6.2.1 Dissemination and Outreach Committee (DOC)

The Dissemination and Outreach Committee is chaired by the Project Coordinator and is responsible for coordinating dissemination of promotional materials and deliverables, and for engaging with various audiences. It is also responsible for the Data Management Plan.

6.2.2 Doctoral Candidate Committee (DCC)

The DC Committee involves all DCs and will be chaired by an elected chairperson from the DCs. It will liaise with SB, represent DC matters and coordinate activities involving DCs (e.g. Dissemination, Training, events).

6.2.3 Work Package Leaders (WPL)

Some responsibilities of WPLs include management of their WPs, completion of deliverables and milestones where appropriate, quality assurance of documents and deliverables produced, reporting on the Sygma portal of the European Union, and communication exchange amongst the partners involved in their WP(s).

6.2.4 File storage

Project files are managed for the consortium via the digital file storage and sharing platform Google Drive. The Drive will be used for project management information, work-in-progress documents, and final version of deliverables, etc. Access to material will be restricted and extended as necessary.

6.2.5 Utilities

DCs (especially Marie Curie ambassadors) will receive support, so they can produce the most straightforward, easy-to-understand videos about their research they possibly can. This might include but not limited to technical support in making the videos (camera setup, lighting, editing, etc.) or professional consultation to help them transform the scientific jargon of their research into clear messages.

7. Dissemination Reporting

Based on the current plan, consortium partners are required to provide data regularly on their dissemination activities in the dissemination tracker of the project that will provide information about dissemination activities per partner, their time, audience, dissemination level (institutional to international) and reach.

In case of existing evidence, partners can upload supporting materials to the respective folders shared on the project PARTICIPATE.