PARTICIPATE

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

D7.2 – e-newsletters

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Project Information

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University of Stavanger, Norway
University of Aarhus, Denmark
National and Kapodistrian University of Athens, Greece
Stichting International Parents Alliance, the Netherlands
University of Turku, Finland

Associate Partners

Irish Society for the Prevention of Cruelty of Children
European School Heads Association
Foroige - The National Youth Development Organisation
Youthworks Consulting Ltd.
Committee of the Dublin West Education Centre
Goldsmiths College
Dell Technologies

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Goldsmiths College
Dell Technologies

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Executive Summary

This deliverable documents the production and dissemination of PARTICIPATE's electronic newsletters, developed under Work Package 7 in accordance with the Communication, Dissemination and Exploitation Strategy established in D7.1.

Although the original plan envisaged quarterly newsletters, their production was concentrated in the final phase of the project, when substantive research findings and public-facing outputs became available.

Beginning in April 2026, PARTICIPATE produced 16 issues of *PARTICIPATE Spotlight*, a visually engaging series designed to communicate the project's research, results, resources and development to non-specialist audiences.

Ten issues presented the work of individual Doctoral Candidates (DCs), developed with their active contribution and approval. The remaining six focused on project outputs and activities, including two dedicated to practical toolkits.

Rather than being distributed through a dedicated mailing list, the newsletters were made publicly available through the PARTICIPATE website and promoted through social media, particularly LinkedIn.

The Spotlight campaign generated 8,624 LinkedIn impressions, 328 clicks and 394 reactions, comments and reposts across 41 posts, achieving an overall click-through rate of 3.80% and an engagement rate of 8.37%.

The complete series of 16 newsletters is included in the annexes to this deliverable.

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1. Introduction

The production of electronic newsletters formed part of PARTICIPATE's Communication, Dissemination and Exploitation Strategy, defined in D7.1. The original plan envisaged four newsletters per year to maintain communication with stakeholders and share information about the project's activities and results.

However, the implementation of this activity needed to reflect the progressive development of the research undertaken by the Doctoral Candidates. During the earlier stages of the project, substantive findings suitable for communication to non-specialist audiences were not yet available.

In the meantime, PARTICIPATE maintained its visibility through regular website updates, articles and social media communication, as documented in D7.10.

Once research findings and relevant project outputs became available, the communication team developed a dedicated newsletter format intended to make this material accessible, attractive and easily shareable.

This deliverable documents the resulting PARTICIPATE Spotlight series, its contents, dissemination channels and available evidence of visibility.

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2. Production and Dissemination of PARTICIPATE Spotlight

2.1 Development and editorial approach

The *PARTICIPATE Spotlight* series was launched in April 2026, with 16 issues produced during the final phase of the project.

Rather than maintaining a quarterly publication schedule irrespective of content availability, the communication team prioritised the production of newsletters containing substantive and relevant information, particularly the results of the Doctoral Candidates' research.

Each issue adopted a concise, visually engaging format designed to make complex information accessible to readers without specialist knowledge of the topics addressed.

The approach combined clear language, selective presentation of key findings and consistent visual design, producing materials suitable for online consultation, social media promotion and subsequent reuse.

The ten issues dedicated to individual Doctoral Candidates were developed collaboratively. Researchers contributed to the preparation of their respective content and reviewed and approved the final versions, ensuring that the necessary simplification of specialised research did not compromise its accuracy.

2.2 Contents of the series

The 16 issues covered three complementary areas:

Doctoral research – 10 issues

Each of the ten Doctoral Candidates was featured in a dedicated issue presenting the subject, principal findings and relevance of their research. The objective was to bring the project's scientific work closer to non-specialist audiences, with particular attention to parents, education professionals, civil society organisations and other stakeholders concerned with bullying and cyberbullying.

Project outputs – 3 issues

Three issues presented selected project results and resources, including two practical toolkits:

- *From Bystanders to Leaders – Parents in (Cyber)bullying Advocacy*;
- *Digital Literacy Toolkit for Parents*;

- *Parents, Diversity and Cross-National Bullying Research*.

Project development and participants – 3 issues

The final three issues presented the project's development, consortium partners and supervisors, providing readers with an overview of the organisations, individuals and collaborative processes behind PARTICIPATE.

The complete collection remains publicly accessible at:

https://msca-participate.eu/participate-spotlight/

2.3 Dissemination channels

PARTICIPATE did not establish a dedicated mailing list for the *Spotlight* series. Consequently, the newsletters were not distributed through conventional email campaigns.

Instead, an open-access dissemination model was adopted. All issues were published on the project website and promoted through social media, primarily LinkedIn.

This approach allowed the materials to circulate beyond a predefined list of subscribers, making them accessible to project followers, professional networks and other interested audiences. The individual newsletters could also be shared independently, enabling further dissemination through institutional and personal networks.

The website served as the central repository for the series, while social media provided opportunities to draw attention to newly published issues.

The Doctoral Candidate newsletters were also reproduced in printed form for distribution during the PARTICIPATE Final Conference, as documented separately in D7.3.

2.4 Monitoring and evaluation

As the PARTICIPATE Spotlight newsletters were distributed through the project website and promoted on LinkedIn rather than through a dedicated mailing list, conventional email performance indicators, such as delivery and open rates, are not applicable.

The available LinkedIn analytics provide evidence of the campaign's visibility and engagement. A total of 41 posts promoting the Spotlight series were published, including ten video posts and 31 non-video posts.

Together, these generated 8,624 impressions, 328 clicks, 332 likes, one comment and 61 reposts. The campaign achieved an overall click-through rate of 3.80% and an engagement rate of 8.37%.

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Title of table			
Indicator	Overall	Video	Non-video
Posts	41	10	31
Impressions	8,624	2,044	6,580
Clicks	328	102	226
Likes	332	50	282
Comments	1	0	1
Reposts	61	10	51
Click-through rate	3.80%	4.99%	3.43%
Engagement rate	8.37%	7.93%	8.51%

Table 1. LinkedIn performance of the PARTICIPATE Spotlight campaign

The comparison between formats reveals different performance characteristics. Video posts achieved a higher click-through rate (4.99%) than non-video posts (3.43%), suggesting comparatively stronger interaction through clicks. Conversely, non-video posts recorded a slightly higher overall engagement rate (8.51% against 7.93%).

However, these differences should be interpreted cautiously. The ten video posts generated 2,044 impressions, of which 1,246 were associated with a single post. Consequently, the video results were strongly influenced by one particularly visible publication, rather than reflecting consistently higher reach across the format.

The ten videos also recorded 697 video views, a platform-specific indicator distinct from impressions.

The evidence therefore suggests that video and non-video content played complementary roles in the campaign, without establishing that either format was universally more effective.

The data demonstrate that the series was actively promoted through repeated social media publications, generated measurable engagement, and remaines publicly accessible through the project's website.

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Conclusion

The implementation of D7.2 differed from the originally envisaged quarterly schedule, reflecting the availability of substantive research findings and project outputs.

The resulting 16-issue *PARTICIPATE Spotlight* series provided a coherent collection of accessible, visually engaging materials, combining communication of doctoral research with the presentation of practical resources and the project's development.

The collaborative preparation of the Doctoral Candidate issues helped ensure scientific accuracy, while publication through the project website and promotion via social media made the newsletters freely accessible beyond a fixed subscriber base.

The LinkedIn campaign generated measurable visibility and engagement, with video and non-video posts demonstrating complementary performance characteristics.

The complete series remains available as a reusable communication resource and is reproduced in the annexes to this deliverable.

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Annexes

The following annexes reproduce the 16 *PARTICIPATE Spotlight* newsletters in their published PDF format.

Doctoral Candidate Research

- Annex 1 – Spotlight 1: Ebru Ozbek
- Annex 2 – Spotlight 2: Deniz Celikoglu
- Annex 3 – Spotlight 3: Shan Hu
- Annex 4 – Spotlight 4: Kainaat Maqbool
- Annex 5 – Spotlight 5: Meghmala Mukherjee
- Annex 6 – Spotlight 6: Luisa Morello
- Annex 7 – Spotlight 7: Isabel Machado da Silva
- Annex 8 – Spotlight 8: Luca László
- Annex 9 – Spotlight 9: Anastasiia Petrova
- Annex 10 – Spotlight 10: Giorgia Scuderi

Project Results and Resources

- Annex 11 – Spotlight 11: From Bystanders to Leaders – Parents in (Cyber)bullying Advocacy
- Annex 12 – Spotlight 12: Digital Literacy Toolkit for Parents
- Annex 13 – Spotlight 13: Parents, Diversity and Cross-National Bullying Research

Project Development and Participants

- Annex 14 – Spotlight 14: The Journey
- Annex 15 – Spotlight 15: The Partners
- Annex 16 – Spotlight 16: The Supervisors

Deliverable: D7.2 e-newsletters will be produced four times a year

Annex 1

PARTICIPATE
SPOTLIGHT

issue 1

Developing knowledge about consequences of cyberbullying experiences and schools' action, also involving parents

Cyberbullying and psychological adjustment outcomes: Exploring potential moderations by school, family, and individual characteristics

NAME
Ebru Ozbek

AFFILIATION
University of Stavanger

BIO: Developmental psychologist on socioecological factors, cyberbullying victimization, and adolescence

RESEARCH SUMMARY

This research examines the association between cyberbullying victimization and psychological adjustment. It investigates how personal, familial, and school factors influence psychological maladjustment among youth experienced cyberbullying victimization.

ONE KEY FINDING

.15

unique association of cyberbullying victimization with internalizing problems

Cyberbullying victimization is uniquely associated with internalizing problems, even after controlling for offline bullying victimization in a meta-analysis. Meta-analysis showed that the association is stronger for young people with vulnerabilities.

WHY IT MATTERS

Examining the unique role of cyberbullying victimization is important for targeting its distinct aspects from offline bullying. Since it occurs where adults aren't always present, it's crucial to study how parental and school factors moderate its impact.

KEY CONCLUSION

Enhancing parents' and schools' knowledge of how parenting and the school environment buffer cyberbullying's effects, considering the needs of vulnerable youth, can guide interventions targeting psychological maladjustment.

PARTICIPATE
SPOTLIGHT

issue 1

Inside the Research

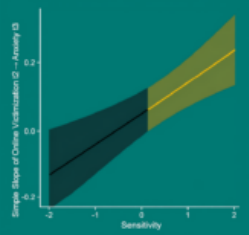
ABOUT THE RESEARCH

The roles of key personal, familial, and school-related factors in the association of cyberbullying victimization with psychological adjustment in youth was examined using rigorious quantitative methodology.

STUDY AT A GLANCE

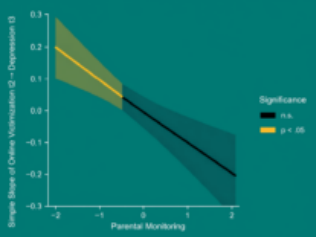
country: global, Finland, Norway.
participants: children and adolescents – majority are secondary school students.
method: quantitative (meta-analysis, longitudinal, cross-sectional)
focus: cyberbullying victimization, psychological maladjustment, and moderators.

FINDING 1



young people with higher environmental sensitivity develops higher anxiety when they experienced cyberbullying victimization.

FINDING 2



low parental monitoring in daily life is a risk factor for developing depression following cyberbullying victimization.

FINAL CONCLUSIONS

Cyberbullying victimization is both a consequence and a predictor of psychological maladjustment. Personal factors, parenting, and the school environment shape the extent to which young people are affected. Strengthening parents' and schools' understanding of these factors is crucial for improving their cooperation and capacity to prevent and effectively address the consequences of cyberbullying.

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Annex 2

PARTICIPATE SPOTLIGHT issue 2

Understanding Pathways into the Manosphere: Boys' and Parents' Perspectives

A qualitative study exploring how boys and parents interpret and respond to the manosphere and everyday patriarchy

NAME
Deniz Celikoglu

AFFILIATION
Dublin City University

BIO: researches how parents and boys make sense of, and respond to male-supremacist ideologies online.

RESEARCH SUMMARY

The manosphere has shifted from fringe forums to mainstream platforms. This study explores how parents and boys (12-17) perceive and respond to it. Its growing influence is linked to misogyny, harassment, and harm to women and girls, highlighting the need for strategies to counter its spread and impacts.

ONE KEY FINDING

Boys and young men demonstrate strong awareness of digital literacy, having largely developed their critical digital skills independently. They tend to trust content creators who reference studies, or present themselves with authoritative titles that lend credibility, and use scientific terminology.

Manosphere actors build trust by distorting data and framing misleading claims as evidence-based. While extreme content is rejected, subtler forms focusing on self-improvement are often accepted. This reveals a paradox: digital literacy alone does not protect against strategically credible-looking mis/disinformation.

WHY IT MATTERS

The manosphere spreads by aligning parts of male supremacist ideas with accepted norms, while rejecting overt extremes. This selective process normalizes harmful beliefs and stretches what is seen as acceptable, shaping attitudes, relationships, and everyday behavior.

KEY CONCLUSION

The manosphere's mainstreaming relies on subtle, credible messaging that aligns with existing norms, making harmful ideas harder to detect and resist. Addressing its impact requires more than digital literacy, focusing on context, culture, and critical awareness.

PARTICIPATE SPOTLIGHT issue 2

Inside the Research

ABOUT THE RESEARCH

The study aimed to understand how the manosphere became mainstream, perceptions of it, and how parents and young men responded. Data from parents and boys aged 12-17 in Ireland were collected separately through interviews and focus groups.

STUDY AT A GLANCE

country: Republic of Ireland

participants: Parents (N=13), Young Men (N=40)

age group/school level: 12-17; 1st year-6th year

method: Interviews with parents, Focus groups with boys and young men

focus: Mainstreaming of the Manosphere, Awareness, Concerns, Strategies

FINDING 1

Mothers carry more emotional labour at home and show greater patience and attunement toward sons and their exposure to harmful content.

FINDING 2

Boys feel they must be emotionally resilient and rational, reflecting both broader cultural patterns and manosphere influences.

FINAL CONCLUSIONS

This study examines how parents and young men understand, negotiate and resist male supremacist ideology circulating through the manosphere. Including parents shows how online platform structures, cultural beliefs, and everyday practices work together to shape how these ideas are circulated and understood. It emphasizes the urgent need for developing critical digital literacy to enable boys to question and challenge such content and its sources.

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Annex 3

PARTICIPATE SPOTLIGHT issue 3

The Importance of Measurement Issues on Prevalence Rates of (Cyber)bullying in International Large-Scale Assessments

Why bullying rates differ across international large-scale surveys: examining how measurement choices shape results and what this means for research, policy, and cross-national comparisons.

NAME
Shan Hu

AFFILIATION
University of Stavanger

BIO:
PhD candidate on Educational Sciences focusing on bullying measurement.

RESEARCH SUMMARY

My research examines how bullying and cyberbullying are defined and measured in international large-scale surveys. It asks how different methods affect reported rates across countries. This matters because policies rely on these data, which may vary depending on the measurement used.

ONE KEY FINDING

(Cyber)bullying and (cyber) victimization rates do not systematically differ between measurement approaches across countries.

Using different definitions of bullying does not consistently change reported rates. Instead, differences vary across countries, suggesting that results depend more on context than on the measurement approach itself.

No consistent difference were found between EU Kids Online (EUKO) and Health Behaviour in School-aged Children (HBSC) across countries.

WHY IT MATTERS

Bullying and cyberbullying data are widely used to guide research and policy. If differences are not caused by definitions alone, comparing countries or studies without caution may lead to misleading conclusions.

KEY CONCLUSION

Differences in (cyber)bullying rates between international large-scale surveys cannot be explained by definitions alone. Country context and survey conditions play a crucial role and must be considered when interpreting results.

PARTICIPATE SPOTLIGHT issue 3

Inside the Research

ABOUT THE RESEARCH

This study compares how (cyber)bullying and (cyber)victimization are measured in two international surveys (EUKO and HBSC). Using data from over 120,000 students aged 10–16, it examines whether different measurement approaches lead to different reported prevalence rates.

STUDY AT A GLANCE

country: 19 countries included in both EUKO and HBSC surveys.

participants: 123,206 students across the two international surveys.

age group: Students aged 10-16 years.

method: Multilevel logistic regression using Bayesian estimation.

focus: How measurement affects reported (cyber)bullying and (cyber)victimization prevalence rates.

FINDING 1

(Cyber)bullying and (cyber) victimization rates do not systematically differ between measurement approaches across countries.

different definitions do not consistently change bullying rates across countries (please refer to the chart below).

FINDING 2

Survey conditions influence reporting

where and how students are surveyed can affect how often bullying is reported (please refer to the chart below).

FINAL CONCLUSIONS

(Cyber)bullying and (cyber)victimization prevalence rates in international large-scale surveys are shaped by multiple factors, not definitions alone. Country context and survey conditions play a key role. Reliable comparisons require careful attention to how data are collected and interpreted.

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Annex 4

PARTICIPATE SPOTLIGHT issue 4

Growing up as an Afrodescendant in Greece: Young People's Experiences of Racial (Cyber)Bullying

A decolonial participatory study with Afrodescendant youth in Athens, using artivism and counter-storytelling to examine racial (cyber)bullying as historically sustained and structurally embedded inequality.

NAME
Kainaat Maqbool

AFFILIATION
National and Kapodistrian University of Athens

BIO:
Decolonial, data-led DEI researcher and social & digital inclusion entrepreneur

RESEARCH SUMMARY

This research centres Afrodescendant experiences of navigating and resisting racial (cyber)bullying. It reveals bullying as a cultural, political, and relational practice rooted in historical dehumanization, trivializing minority stereotyping, amplified online, and sustained by structural racism.

ONE KEY RESULT

1st

Afrodiasporic youth living archive and Anti-Bullying Collective

Rather than being passive 'participants', youth emerged as knowledge-holders, producing counter narratives to reveal, resist and challenge racism in public and online spaces in Greece. They used these creative outputs to engage peers, sharing them widely on social media, even drawing their racist bullies into these conversations.

WHY IT MATTERS

Most anti-racism work rests on a "we are all humans" ideology that can pathologize bullying behaviours. If true inclusion is the goal, interventions must address systemic inequalities, not just individual behaviour.

KEY CONCLUSION

Racial bullying is a social process moving from ideology to action through institutions and digital spaces. It is socially taught, symbolically performed, systemically sustained, and reinforced structurally, not through isolated acts.

PARTICIPATE SPOTLIGHT issue 4

Inside the Research

ABOUT THE RESEARCH
The study explored racial (cyber)bullying in Athens through participatory workshops and interviews with Afrodescendant youth and parents, co-producing knowledge led by youth narratives. Meaningful intervention must be built on lived realities, not methodological and theoretical assumptions.

STUDY AT A GLANCE
country: Greece
participants: 27 Youth and 10 Parents
age group: 13-18 (for youth)
method: Creative and arts-based workshops and in-depth interviews (for youth). Workshops and interviews (for parents)
focus: Deconstructing racial (cyber)bullying investigation through youth-led cultural research

FINDING 1
In-person bullying extends online via anonymity, virality, and algorithmic discrimination. Tech platforms censor Black voices and content.

FINDING 2
Black parents prefer children stay silent and not seek help after bullying because school heads discriminate them further.

FINAL CONCLUSIONS
Racial (cyber)bullying is a social performance, enacted through symbolic, verbal, physical, psychological, aesthetic, algorithmic, and digital practices that frame racial difference as deviance. Bullies are not born, but made: shaped by historical and colonial power structures, maintained through communities of practice, where racial codes are learned, shared, and normalized across generations.

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Annex 5

PARTICIPATE SPOTLIGHT issue 5

Navigating digital childhood: Balancing children's rights and parental mediation for online safety and inclusion

Exploring young people's participation rights in relation to parental engagement in their online lives

NAME
Meghmala Mukherjee

AFFILIATION
Dublin City University

BIO:
Background in Psychology, pursuing a PhD in children's digital rights and parental mediation

RESEARCH SUMMARY

Children today grow up in a world shaped by digital technologies. Parents' varied attitudes toward these technologies can influence how children's rights are upheld. This research explores how parental mediation can support children's protection online while enabling their voices are heard. Ensuring safety should not come at the expense of children's participation.

ONE KEY FINDING

13

Parents commonly treat this age as a threshold where children are seen as more capable

Young people and parents highlight the importance of trust in shaping parental mediation, particularly in relation to rule-setting and enabling children's voices. Age 13 is often identified as a point at which parents begin to ease restrictions and allow greater autonomy in navigating online environments.

WHY IT MATTERS

By conducting qualitative research with parents and young people, this research provides a holistic understanding of the relationship, and possible conflict, between parental mediation and children's digital participation rights.

KEY CONCLUSION

While parental mediation has been extensively studied, there is a need for research that focuses on children's rights, especially their participation and voice for their best interests and expressing online experiences.

PARTICIPATE SPOTLIGHT issue 5

Inside the Research

ABOUT THE RESEARCH

This study explores in what ways parents navigate their approaches to digital mediation while balancing their children's participation rights and how do children negotiate their digital participation within the context of parental mediation. Data from parents and young people aged 12-16 in Ireland were collected through interviews and focus groups.

STUDY AT A GLANCE

country: Republic of Ireland

participants: Parents (N= 11), Young people (N= 40)

age group: 12-16; Post-primary 1st year-4th year

method: Interviews with parents, Focus groups with young people

focus: adult bullying and its effects on children.

FINDING 1

Parents frame their mediation practices through a lens of spatial and temporal rules, technical monitoring, and differentiated approaches to gaming and social media.

FINDING 2

Young people perceive a gap between their digital knowledge and that of their parents, which can make them more aware of how to bypass parental rules.

FINAL CONCLUSIONS

This research explores how young people navigate their online lives, focusing on the balance between parental mediation and children's participation rights. It shows that parents' use of mediation is shaped by their digital knowledge, cultural beliefs, parenting approaches, and children's age. This study highlights that parental digital mediation is not solely about control or protection, but an ongoing negotiation between safety, trust, and children's rights to participate and be heard online.

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Annex 6

PARTICIPATE SPOTLIGHT issue 6

Cyberbullying involving ethnic minority pupils and the role of parents for prevention and intervention

Ethnicity and Indigeneity in Cyberbullying among Youth: A Multi-Method Exploration for Informing Research and Intervention Approaches

NAME
Luisa Morello

AFFILIATION
University of Stavanger

BIO:
Developmental clinical psychologist and researcher on cyberbullying and ethnic identity

RESEARCH SUMMARY

This research explores youths' experiences of general and identity-based cyberbullying perpetration, asking how ethnicity and Indigeneity shape involvement. Understanding their protective role can inform prevention and intervention efforts.

MAIN FINDING

D = 0.342

small-to-moderate effect size difference between students with high ethnic identity commitment and students with low ethnic identity commitment

Students with a stronger sense of belonging to their ethnic group tend to engage less in general and ethnicity based cyberbullying compared to those who feel less connected. A strong sense of ethnic belonging may function as a protective factor, supporting more reflective engagement in digital environments.

WHY IT MATTERS

Equipping young people with skills to navigate cultural diversity in digital contexts is essential, and ethnic identity development represents a promising component of comprehensive cyberbullying prevention efforts.

KEY CONCLUSION

Ethnic identity is relevant not only for minorities but also for ethnic majority youth. A stronger sense of ethnic belonging may foster greater understanding of others, potentially reducing engagement in general and ethnicity based cyberbullying.

PARTICIPATE SPOTLIGHT issue 6

Inside the Research

ABOUT THE RESEARCH

The research examined ethnicity- and Indigeneity-related factors in general and identity-based cyberbullying among ethnic minority, Indigenous, and ethnic majority youth, through a database search and school-based research in Norway.

STUDY AT A GLANCE

country: globally for scoping review, Norway for empirical studies.
participants: children and adolescents
age group: up to 18 years old for scoping review; 11-16 years old for empirical studies
method: multi-method (systematic scoping review, quantitative and qualitative)
focus: ethnicity, indigeneity in general and identity-based cyberbullying

FINDING 1

An intersectional lens helps explain the relation between ethnic identity development and cyberbullying perpetration

FINDING 2

Sámi youth show a strong identity connection and value inter minority empathy, shaping their views on cyberbullying

FINAL CONCLUSIONS

Although ethnicity and Indigeneity are frequently framed as sources of vulnerability, they may also serve as protective factors toward cyberbullying for both minority and majority youth. Integrating ethnic and Indigenous identity development into prevention and intervention programs may therefore strengthen their effectiveness.

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Annex 7

PARTICIPATE SPOTLIGHT issue 7

Enhancing Family-School Partnerships to Address and Prevent (Cyber)Bullying

A qualitative ethnographic study of how students, parents, and teachers understand and experience online/offline bullying, and how responsibility is allocated and contested among them.

NAME
Isabel Machado Da Silva

AFFILIATION
Dublin City University

BIO:
Sociologist researching educational inequality and social stratification

RESEARCH SUMMARY

As online and offline spaces increasingly merge, bullying is no longer bounded by place. Social media and school life shape each other: what happens in one spills into, and feeds back on, the other. This research asks how young people and the adults in their lives navigate and understand bullying in that entangled reality.

MAIN FINDING

Bullying reflects existing social divisions around race, class, gender, ethnicity, sexuality and ableism, while harmful online content increasingly shapes young people's experiences in school and on screens.

This reframes bullying as a social phenomenon, not a simple individual issue. Addressing it means acknowledging the role of wider actors, such as Big Tech companies, who profit from the very content that shapes these dynamics.

WHY IT MATTERS

How we frame bullying determines how we respond to it. Current framing and anti-bullying programmes demand those who suffer to cope, to "fix themselves", and those who cause it to learn empathy. This doesn't allow for accountability nor structural change.

KEY CONCLUSION

Addressing bullying means confronting inequality: not just in schools, but in the platforms, political discourses, and media ecosystems that profit from the very divisions young people are asked to navigate.

PARTICIPATE SPOTLIGHT issue 7

Inside the Research

ABOUT THE RESEARCH

An ethnographic study across two Irish post-primary schools; one middle-class, one in an area of socioeconomic disadvantage. Parent interviews were conducted across the Republic of Ireland. The study aims to understand how students, families, and schools navigate (cyber)bullying together, and how to better support them.

STUDY AT A GLANCE

country: Republic of Ireland

participants:

- Young people (12-18 years old)
- School Staff (Principals, Teachers, Special Needs Assistants, Councillors)
- Parents and Guardians

method: Ethnography, observations, in-depth interviews, PhotoVoice, focus groups

focus: (Cyber)Bullying, responsibility, family-school relationships, social class

FINDING 1

Online tools (anonymity and algorithms) have made the policing of gender, race, and class borders more pervasive, more violent, and harder to escape.

FINDING 2

For students, anti-bullying procedures and restorative practices were hollow rituals: changing nothing and sometimes making things worse.

FINAL CONCLUSIONS

Bullying is socially learnt, performed, and rewarded. But beyond individual acts lie the social and political contexts that enable and sustain these dynamics. As families and schools grapple with growing divisions and newer forms of (cyber)bullying, there's a need to acknowledge the implications of those who benefit the most from it. Resilience/empathy programmes will not fix a system that is, for some, working exactly as intended.

Funded by the European Union

PARTICIPATE

Annex 8

PARTICIPATE SPOTLIGHT issue 8

The Impact of Adult Bullying on Children Becoming Bullies

Investigating associations between adult-to-child bullying in family and school contexts and children's involvement in peer and cyberbullying, addressing gaps in prevention research

NAME
Luca Janka László

AFFILIATION
Parents International

BIO:
Social scientist; NGO experience; parental engagement specialist

RESEARCH SUMMARY

This research examines associations between bullying by adults in children's homes and schools and their involvement in peer and cyberbullying. It asks how these relationships manifest and why recognizing adult roles is essential for more effective prevention strategies.

ONE KEY FINDING

75.5%

of participants report teacher bullying and 31.8% family bullying, highlighting widespread bullying by adults substantial exposure beyond peer contexts.

Across categories, many students report experiencing bullying at least once, a notable share report frequent exposure, and many also witness it, across peer, teacher, and family contexts.

WHY IT MATTERS

Bullying is often seen as a peer issue, but these findings show that adults are also part of the problem. Recognising this can improve prevention, strengthen accountability, and ensure children receive safer, more supportive environments.

KEY CONCLUSION

Bullying should be understood as a multi-context issue, not just a peer problem: experiences involving teachers and family members are common and closely linked to students' own bullying behaviours.

PARTICIPATE SPOTLIGHT issue 8

Inside the Research

ABOUT THE RESEARCH

This study examined peer, teacher, and family bullying among 11–14-year-old students in Hungary, aiming to assess prevalence across contexts and explore how these experiences relate to peer bullying behaviours.

STUDY AT A GLANCE

country: Hungary
participants: 371 students from 15 public schools
age group: ages 11–14, lower secondary and upper primary
method: Cross-sectional survey using structured questionnaire
focus: Peer, teacher, and family bullying and their associations

Key number / statistic / result

FINDING 1

students who experience bullying by adults are more likely to also bully their peers.

FINDING 2

seeking help alone does not reduce bullying; how helpful the support feels matters more.

FINAL CONCLUSIONS

Bullying is not limited to peer interactions but occurs across relationships with teachers and family members. Understanding these wider contexts highlights the need to address adult behaviour and improve support systems to create safer, more effective prevention environments.

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Annex 9

PARTICIPATE SPOTLIGHT issue 9

Gender, Diversity and Parental involvement in (Cyber)bullying Interventions

This study explores diversity among parents in bullying and cyberbullying prevention and intervention, examining their attitudes, home practices and perception of schools.

NAME
Anastasiia Petrova

AFFILIATION
University of Turku

BIO:
I research on parental involvement in (cyber)bullying intervention in Finland

RESEARCH SUMMARY

This research examines how parents advise children in (cyber)bullying situations, and how this relates to their views of school prevention efforts. It asks what guidance parents provide and how perceptions shape responses. It matters for improving collaboration between families and schools in prevention.

MAIN FINDING

98%

of parents said they would encourage their child in case of victimisation to tell a teacher and would also work together with them to figure out what to do if it happens again.

This result suggests that most parents prefer calm, supportive ways to help their child handle bullying. They focus on talking things through and involving teachers, rather than encouraging fighting back or ignoring it, showing a tendency toward constructive and cooperative solutions.

WHY IT MATTERS

Bullying harms children's wellbeing and learning, and parents play a key role in how children respond. Yet we know little about parents' advice or what shapes parents' reactions, especially in perpetration cases, limiting how well prevention efforts can support families.

KEY CONCLUSION

Parents tend to give constructive advice like telling a teacher or stopping harmful behaviour, but the key factor shaping this guidance is whether they take bullying seriously - those who minimise it are more likely to give dismissive or harmful advice.

PARTICIPATE SPOTLIGHT issue 9

Inside the Research

ABOUT THE RESEARCH
This study surveyed 2,842 parents of children aged 6–17 in Finland. It examined parents' advice on bullying victimisation and perpetration, their views of school anti-bullying efforts, and aimed to understand how parents guide their children in such situations.

STUDY AT A GLANCE
country: Finland
participants: Parents of school-aged children
age group: Primary and middle school
method: Questionnaire distributed through schools
focus: Parents' advice and views on children's bullying and prevention

FINDING 1

Most parents suggest telling a teacher or talking it through, and stress stopping bullying and understanding harm.

FINDING 2

Parents who downplay bullying are more likely to suggest ignoring or fighting back than help-seeking.

FINAL CONCLUSIONS
Parents play a key role in how children deal with bullying. Most offer supportive advice, but responses vary depending on how seriously they view the issue. When bullying is minimised, guidance becomes less helpful, showing that raising awareness is essential for effective prevention.

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Annex 10

PARTICIPATE SPOTLIGHT issue 10

Young people and Parents Negotiating and Policing gender through online bullying

A qualitative study with young people and adults in Sicily and Denmark, using art-based research methods to explore how gender norms are negotiated, enforced, and resisted across digital and analogue spaces.

NAME
Giorgia Scuderi

AFFILIATION
Aarhus University

BIO:
Researcher on gendered norms and (online) bullying; Inclusive Education Trainer

RESEARCH SUMMARY

This study examines how bullying across digital and analogue spaces can be a way young people police gendered norms. It explores how gendered perception of the self is shaped through belonging and exclusion, and understands bullying as a systemic social process, in order to develop more effective and comprehensive interventions.

ONE KEY FINDING

Gender norms construction and (online) bullying emerge as shared, relational processes shaped through interactions between young people, adults, and digital platforms across everyday contexts.

(Online) bullying is a key practice of gender policing, enforcing norms across digital and analogue spaces.

WHY IT MATTERS

This research reframes (online) bullying as a systemic social process tied to gender norms, belonging, and exclusion. It shows the need to move beyond individual blame and address the wider conditions shaping inequality and young people's everyday experiences.

KEY CONCLUSION

Gender norms are reproduced through subtle negotiations and boundary-making, where dominant heteronormative narratives coexist with and resist alternatives. Young people navigate and reshape these norms across digital and everyday contexts, through belonging and exclusion.

PARTICIPATE SPOTLIGHT issue 10

Inside the Research

ABOUT THE RESEARCH
This study examines how gender norms are negotiated and enforced across analogue and digital spaces, where (online) bullying acts as gender policing. It involved youth, teachers, and parents in Denmark and Italy, plus social media ethnography.

STUDY AT A GLANCE
country: Italy and Denmark
participants: 222 young people, 19 parents and 24 teachers
age group: 11–15 years old (young people)/ lower and upper secondary school (Italy), folkeskole (Denmark)
method: Ethnographic work combining traditional qualitative methods with art-based practices conducted with/in analogue and digital spaces
focus: negotiation and policing of gender norms among young people across analogue and digital spaces

FINDING 1
Gender norms are negotiated and policed through (online) bullying as part of a broader societal issue linked to systemic discrimination intersecting with social, cultural, geographical, political and material forces.

FINDING 2
Adults and youth are differently and equally entangled in digital life, reshaping authority, belonging, and gendered norms.

FINAL CONCLUSIONS
(Online) bullying is a social practice within gender policing across analogue and digital spaces, shaped by socio-cultural, political, material, and algorithmic forces. These entanglements shape young people's understanding of gender, belonging, and what is speakable.

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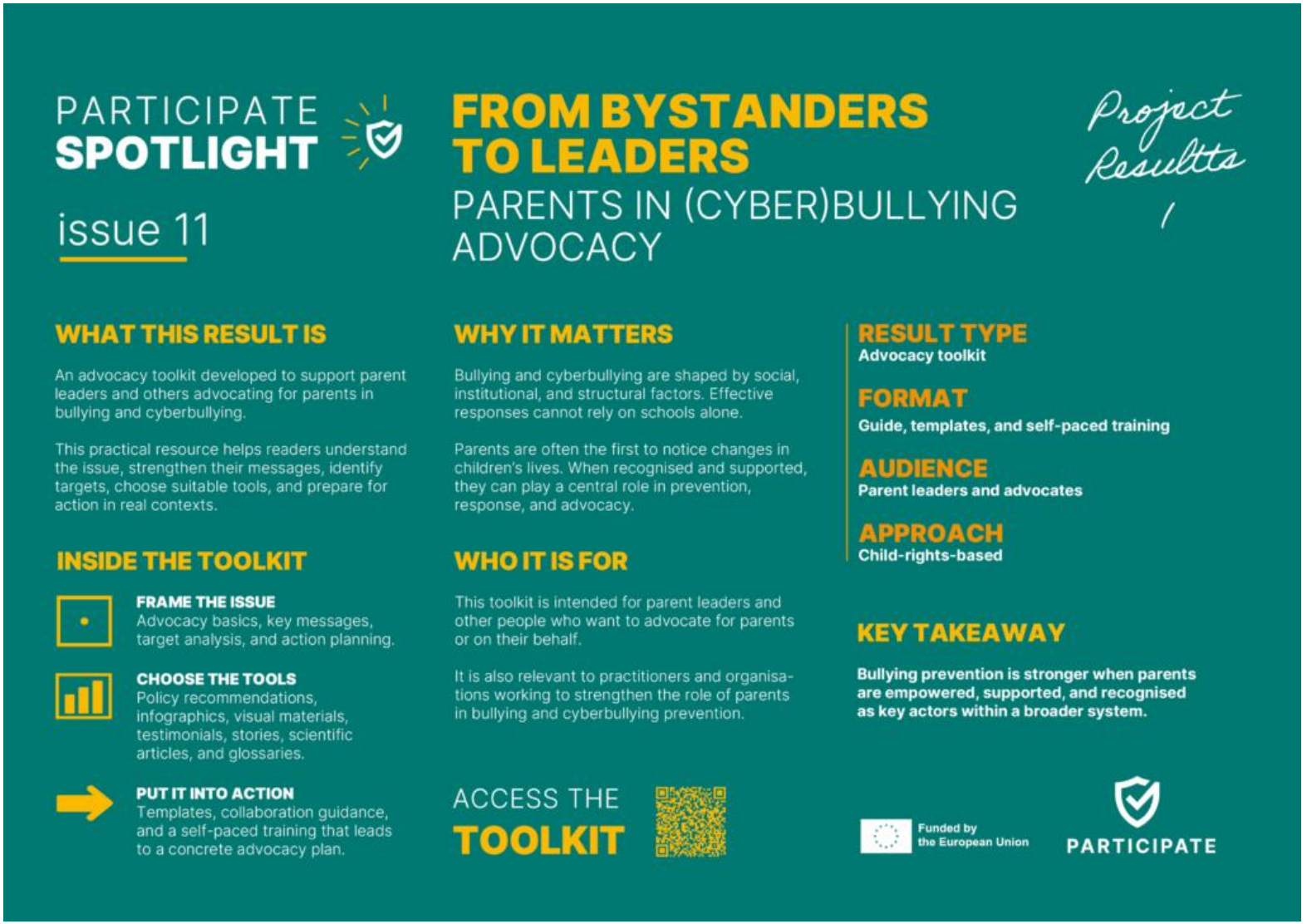
PARTICIPATE

Annex 11


PARTICIPATE
SPOTLIGHT
issue 11
FROM BYSTANDERS TO LEADERS
PARENTS IN (CYBER)BULLYING ADVOCACY
Project Resultts
WHAT THIS RESULT IS
An advocacy toolkit developed to support parent leaders and others advocating for parents in bullying and cyberbullying.
This practical resource helps readers understand the issue, strengthen their messages, identify targets, choose suitable tools, and prepare for action in real contexts.
INSIDE THE TOOLKIT
FRAME THE ISSUE
Advocacy basics, key messages, target analysis, and action planning.
CHOOSE THE TOOLS
Policy recommendations, infographics, visual materials, testimonials, stories, scientific articles, and glossaries.
PUT IT INTO ACTION
Templates, collaboration guidance, and a self-paced training that leads to a concrete advocacy plan.
WHY IT MATTERS
Bullying and cyberbullying are shaped by social, institutional, and structural factors. Effective responses cannot rely on schools alone.
Parents are often the first to notice changes in children's lives. When recognised and supported, they can play a central role in prevention, response, and advocacy.
WHO IT IS FOR
This toolkit is intended for parent leaders and other people who want to advocate for parents or on their behalf.
It is also relevant to practitioners and organisations working to strengthen the role of parents in bullying and cyberbullying prevention.
ACCESS THE TOOLKIT
RESULT TYPE
Advocacy toolkit
FORMAT
Guide, templates, and self-paced training
AUDIENCE
Parent leaders and advocates
APPROACH
Child-rights-based
KEY TAKEAWAY
Bullying prevention is stronger when parents are empowered, supported, and recognised as key actors within a broader system.
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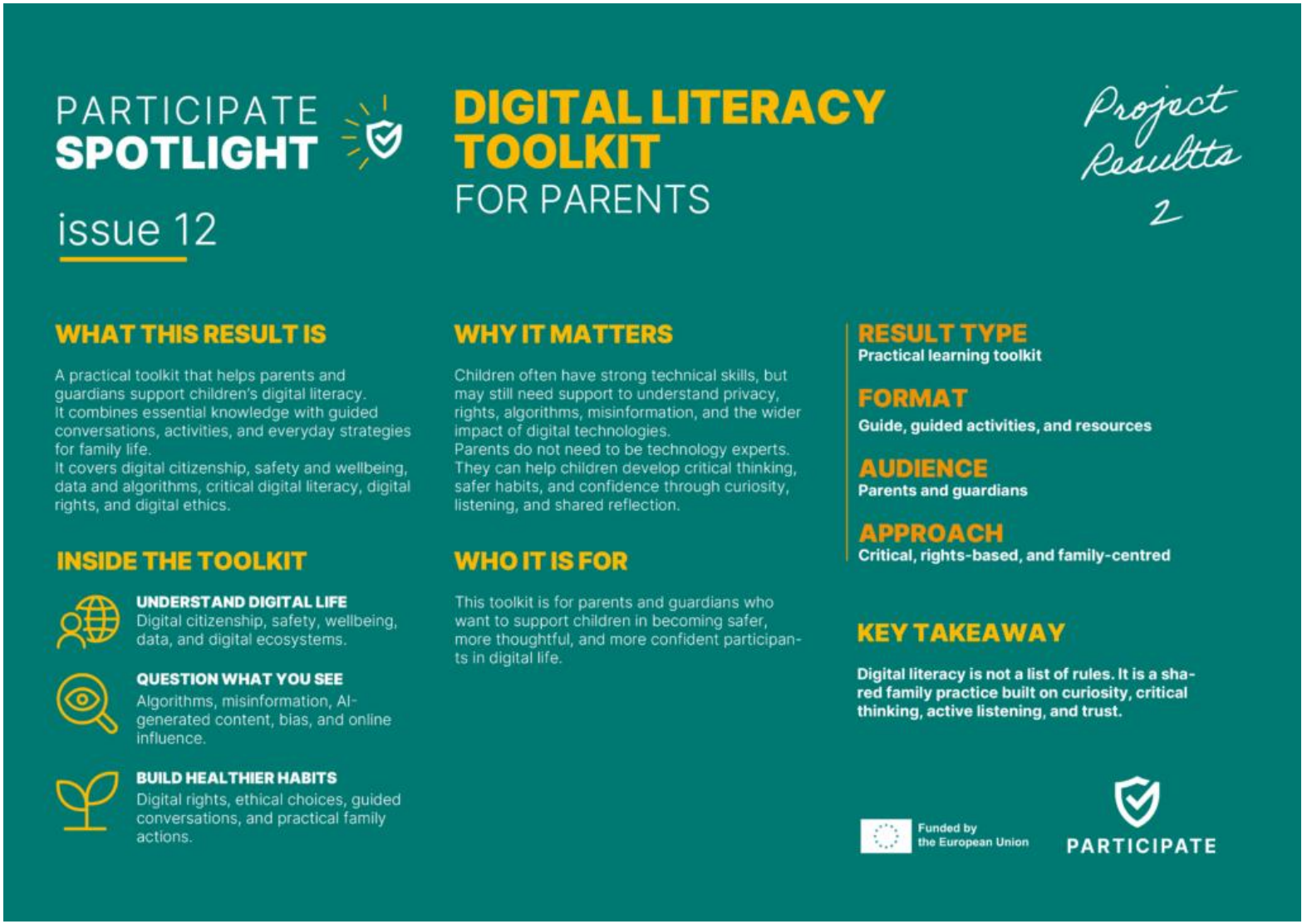
PARTICIPATE

Annex 12


PARTICIPATE
SPOTLIGHT
issue 12
DIGITAL LITERACY TOOLKIT
FOR PARENTS
Project Resultts 2
WHAT THIS RESULT IS
A practical toolkit that helps parents and guardians support children's digital literacy.
It combines essential knowledge with guided conversations, activities, and everyday strategies for family life.
It covers digital citizenship, safety and wellbeing, data and algorithms, critical digital literacy, digital rights, and digital ethics.
INSIDE THE TOOLKIT
UNDERSTAND DIGITAL LIFE
Digital citizenship, safety, wellbeing, data, and digital ecosystems.
QUESTION WHAT YOU SEE
Algorithms, misinformation, AI-generated content, bias, and online influence.
BUILD HEALTHIER HABITS
Digital rights, ethical choices, guided conversations, and practical family actions.
WHY IT MATTERS
Children often have strong technical skills, but may still need support to understand privacy, rights, algorithms, misinformation, and the wider impact of digital technologies.
Parents do not need to be technology experts. They can help children develop critical thinking, safer habits, and confidence through curiosity, listening, and shared reflection.
WHO IT IS FOR
This toolkit is for parents and guardians who want to support children in becoming safer, more thoughtful, and more confident participants in digital life.
RESULT TYPE
Practical learning toolkit
FORMAT
Guide, guided activities, and resources
AUDIENCE
Parents and guardians
APPROACH
Critical, rights-based, and family-centred
KEY TAKEAWAY
Digital literacy is not a list of rules. It is a shared family practice built on curiosity, critical thinking, active listening, and trust.
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Annex 13

PARTICIPATE
SPOTLIGHT
issue 13
PARENTS, DIVERSITY AND CROSS-NATIONAL BULLYING RESEARCH
Project Resultts 3
WHAT THIS RESULT IS
This report brings together findings from three PARTICIPATE doctoral projects on how bullying and cyberbullying are measured across countries, how ethnicity-based cyberbullying affects minority and Indigenous groups, and how parents understand and respond to these experiences. It combines large-scale international datasets with original qualitative research conducted in Greece and Norway.
INSIDE THE TOOLKIT
COMPARE THE EVIDENCE
How definitions and measures shape bullying and cyberbullying prevalence estimates.
MAKE DIVERSITY VISIBLE
Research gaps involving ethnicity, Indigenous groups, intersectionality, and underrepresented regions.
CONNECT RESEARCH TO ACTION
Parental responses, digital-literacy gaps, school practices, and policy recommendations.
WHY IT MATTERS
Bullying data are shaped by the definitions, categories, and methods used to collect them. At the same time, ethnicity-based cyberbullying remains understudied and is often hidden within broader measures of bullying.
By connecting measurement, diversity, and parental perspectives, the report shows why more culturally sensitive research and stronger institutional responses are needed.
WHO IT IS FOR
This report is intended for researchers and policymakers working on bullying, cyberbullying, diversity, and children's rights.
It is also relevant to school leaders, teacher educators, practitioners, and organisations supporting migrant, ethnic-minority, Indigenous, and diasporic communities.
RESULT TYPE
Research report
FORMAT
Cross-national analysis, literature review, and qualitative research
AUDIENCE
Researchers, policymakers, educators, and practitioners
APPROACH
Cross-national, intersectional, and culturally sensitive
KEY TAKEAWAY
Cyberbullying cannot be fully understood or addressed without considering how it is measured, whose experiences are represented, and how social inequalities shape both harm and response.
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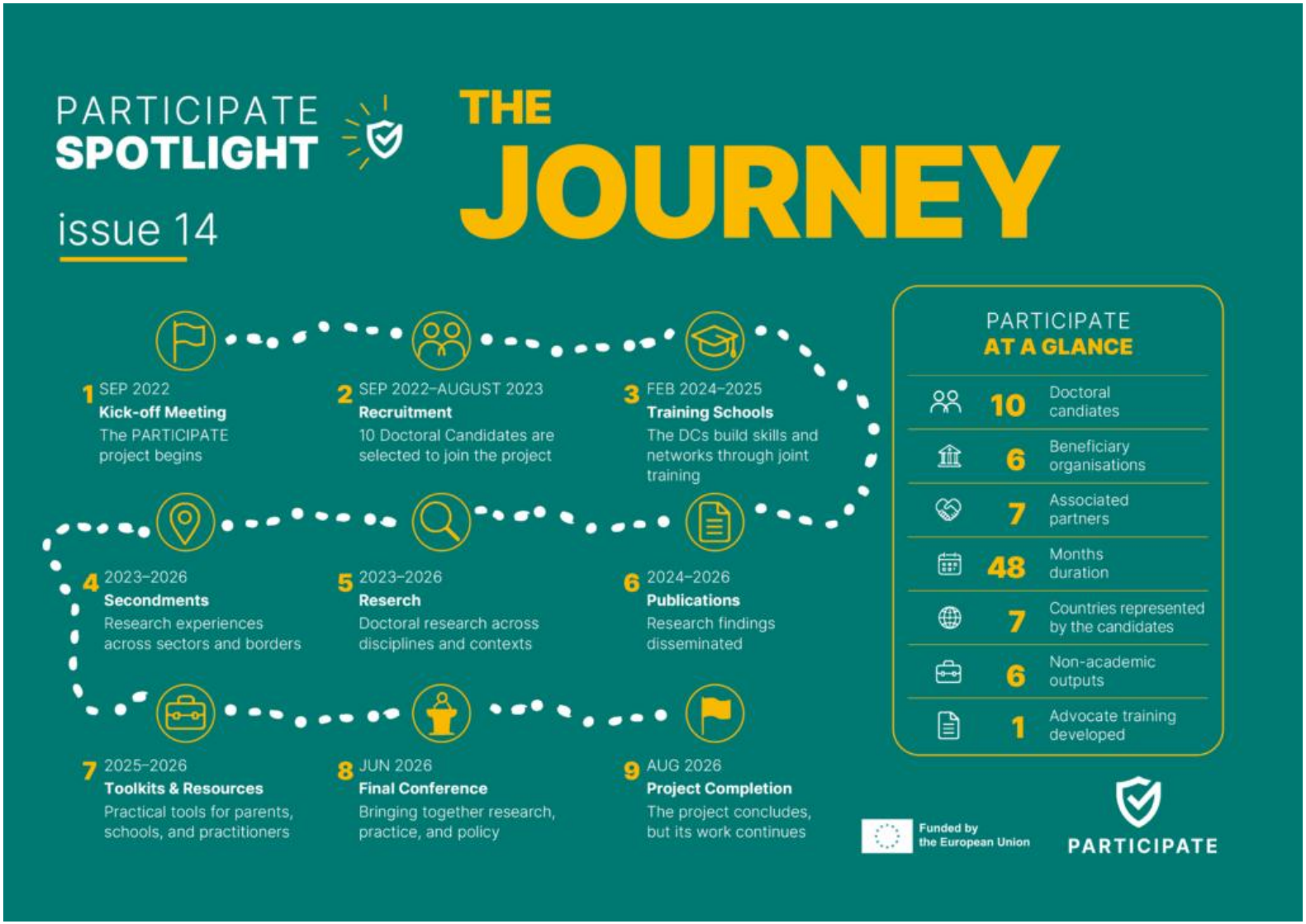
Annex 14


PARTICIPATE
SPOTLIGHT
issue 14
THE
JOURNEY
1 SEP 2022
Kick-off Meeting
The PARTICIPATE project begins
2 SEP 2022–AUGUST 2023
Recruitment
10 Doctoral Candidates are selected to join the project
3 FEB 2024–2025
Training Schools
The DCs build skills and networks through joint training
4 2023–2026
Secondments
Research experiences across sectors and borders
5 2023–2026
Reserch
Doctoral research across disciplines and contexts
6 2024–2026
Publications
Research findings disseminated
7 2025–2026
Toolkits & Resources
Practical tools for parents, schools, and practitioners
8 JUN 2026
Final Conference
Bringing together research, practice, and policy
9 AUG 2026
Project Completion
The project concludes, but its work continues
PARTICIPATE
AT A GLANCE
10 Doctoral candiates
6 Beneficiary organisations
7 Associated partners
48 Months duration
7 Countries represented by the candidates
6 Non-academic outputs
1 Advocate training developed
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Annex 15

PARTICIPATE
SPOTLIGHT
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THE
PARTNERS
PARTICIPATE brought together universities, parent and youth organisations, education networks, support services, and technology partners from across Europe, and their competences. Beneficiary partners led the research and training programme, while associated partners connected the project with practice, professional communities, families, and wider society. Together, the consortium combined academic expertise with practical experience to strengthen the prevention of and response to cyberbullying.
FULL PARTNERS
DCU
Dublin CityUniversity
Project Focus: Online hate, digital rights, family–school links
AARHUS UNIVERSITY
Project Focus: Gender norms, digital culture, systemic bullying
University of Stavanger
Project Focus: measurement, ethnic bullying, impacts, responses
UNIVERSITY OF TURKU
Project Focus: Parental advice, diversity, bullying interventions
National and Kapodistrian University of Athenns
Project Focus: Racial cyberbullying, identity, youth experiences
PARENTS INTERNATIONAL
Project Focus: bullying by adults, working with parents, advocacy
ASSOCIATED PARTNERS
esha
School leadership network
Goldsmiths
UNIVERSITY OF LONDON
Digital media and society
DELL Technologies
Technology and digital innovation
Youthworks
Youth research and consultancy
foróige
Youth work and community engagement
webwise.ie
Digital literacy and online safety
ispcc
Child protection and support
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PARTICIPATE
SPOTLIGHT
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THE
SUPERVISORS
PARTICIPATE's supervisors brought together expertise in bullying and cyberbullying, digital media, education, diversity, developmental psychology, youth culture, and parent and children's rights. Through interdisciplinary guidance, they have supported the doctoral candidates in developing rigorous research while connecting evidence with practice, policy, and the experiences of children and families.
Debbie Ging
Dublin City University
Researches digital media, gender, online hate, and young people's experiences of gender-based abuse.
James O'Higgins Norman
Dublin City University
UNESCO Chair on Bullying and Cyberbullying and a Clinical Sociologist researching bullying prevention and intervention in schools and online.
Audrey Bryan
Dublin City University
A sociologist of education and childhood specialising in gender, sexuality, bullying, and human rights.
Hildegunn Fandrem
University of Stavanger
Researches inclusion, diversity, migration, bullying, and the emotional consequences of cyberbullying.
Dagmar Strohmeier
University of Stavanger
Studies peer relations and bullying across cultures, focussing on immigrant youth and prevention programmes.
Ashley Bourke
Dublin City University
DCU psychologist researching children's rights, wellbeing and education.
Simona Carla Silvia Caravita
University of Stavanger
An educational psychologist researching bullying, cyberbullying, peer relationships, moral development, and ethnicity-based bullying.
Eszter Salamon
Parents International
Specialises in parent engagement, children's and parents' rights, inclusion, school leadership, and educational collaboration.
Liza Tsaliki
National and Kapodistrian University of Athens
Uses qualitative approaches to study youth and media, gender, race, class, sexuality, and participation.
Christina Salmivalli
University of Turku
Researches children's peer relations, bullying, and evidence-based prevention, including the KiVa programme.
Dorte Marie Søndergaard
Aarhus University
Researches bullying, youth culture, gender, digital practices, technology, and processes of inclusion and exclusion.
"The PARTICIPATE research outcomes have provided solid scientific evidence on what we had anecdotal evidence for earlier. Furthermore, the project provides important insight into dynamics of vulnerability and trust that are very different from the assumptions used in policy making and training provisions. Parents International will build a lot of its future advocacy and training activities on this. Furthermore, the research has also identified research gaps we need to fill in the future. Most importantly, the project trained our future Director."
Eszter Salamon
"Research on cyberbullying requires active dialogue across researchers from different disciplines, as listening to diverse perspectives is essential to identifying the most effective solutions.
Our aspiration is that cyberbullying research embraces active interdisciplinary engagement, recognising that the most effective solutions emerge through collaboration."
Hildegunn Fandrem, Dagmar Strohmeier
Funded by the European Union
PARTICIPATE

Deliverable: D7.2 e-newsletters will be produced four times a year