CAMPANIILE DE SIGURANŢĂ PE INTERNET ŞI PREVENIREA CYBERBULLYING-ULUI ÎN ŞCOLI. O POVESTE A COPIILOR, SPUSĂ DE DATELE PROIECTULUI EU KIDS ONLINE

Engl. transl.: SCHOOLS’ CAMPAIGNS FOR ONLINE SAFETY AND CYBERBULLYING PREVENTION. A CHILDREN’S STORY BASED ON THE DATA OF THE EU KIDS ONLINE PROJECT

# Keywords

* Cyberbullying
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## Topics

## Sample

"This paper is based on the qualitative data from the EU Kids Online III project, that were collected in 2013, in nine European countries (Cyprus, Malta, Spain, Portugal, the Czech Republic, England, Ireland, Romania, Belgium, Italy and Greece) and took the form of individual face-to-face interviews (114) and focus groups (56) with 368 children aged 9-16 years old. The sample is composed of an approximately equal number of boys and girls, from 51 schools (for an in-depth presentation of the method, see Smahel Wright, 2014)." (Velicu Blaya, 2018, p. 8, codeAuthors' translation)

## Implications For Educators About

Professional development

## Implications For Policy Makers About

Stepping up awareness and empowerment

# Abstract

"Although cyberbullying mostly happens outside school, it negatively affects students’ wellbeing, and school experience, contributing to the deterioration of school climate. However, teachers’ commitment to address cyberbullying varies, as some feel they lack the skills or that it is not their responsibility. This paper presents childrens’ perception and experience of what the teachers’ and schools’ involvment is in raising awareness on issues like online risks, e-safety and cyberbullying.The paper is based on the data of the EU Kids Online III project that took place in nine European countries in 2013. The project consisted in a qualitative survey, interviews and group discussions, on children aged 9‒16. Findings show that schools mostly deal with the prevention of sexual abuse, teaching about online privacy. Students are reluctant to ask for teachers’ help and do not trust their ability in supporting them. However, in some countries, students – school staff communication seems easier in case of cyberbullying. Worryingly, children also reported unethical online behaviours from staff (spying on students’ online life). In conclusion, teachers need further digital literacy training to support students toward a positive use of the Internet. Also, a public discussion of the role of school and teachersin preventing cyberbullying phenomenon is needed. As schools from some countries are more proactive and children more prone to seek help from their teachers in this issue, cross-cultural differences deserve further investigation."

# Outcome

"""Overall this survey shows that largely, in Europe, school is involved in prevention and mediation. However, it also reveals different strategies from one place to another, depending on the national and school culture and on the teachers’ digital skills and knowledge. Mediation, although sometimes provided by some external agencies, is mainly part of the teachers’ classroom activities.
Even though many schools have radically banned the use of portable phones and smartphones, it is perceived negatively and as an inappropriate solution. Being permanently connected to their friends is part of the young people’s social life and prohibiting the use of handheld devices contributes to deviant behaviours, intended to bend the rules and to a lack of communication. (...) Although teachers are aware of the safety issues, they do not feel comfortable with dealing with them and need some in-depth training on digital skills, safety issues and cyberbullying, so that they can improve their mediation skills as well as their self-confidence in their ability to do so. This could also contribute in building up the necessary trust, in adults/children relationships. Not least, it would help adults’ to engage as actors of change and to curb their own unethical behaviours they sometimes adopt, as our data have shown (Gottfredson et al., 2005). Likewise, it should increase the emotional support teachers could provide in case of cyberbullying, which is important, as previous studies have shown (Perren et al., 2012). Finally, as stressed by Bickmore (2011), developing mutual respect, responsibility, autonomy and ultimately, healthy relationships – which stays for the third kind of policies analysed in this paper, i.e. peacebuilding policies – might be more effective than focusing on control and adults’ intervention.
"" (Velicu Blaya, 2018, pp.19-20; Authors' translation)"