Cyberbullying in adolescence: investigation and intervention in six European countries

# Details

## Year

Not reported

## Scope

Multinational

## Countries

* Italy
* United Kingdom
* Spain
* Greece
* Germany
* Poland

## Type

Empirical research – Mixed methods

## Methodologies

* Survey
* Experimental / Quasi-experimental
* Participatory

## Researched Groups

* Children
* Teachers / Educators
* Parents

## Children Ages

## Funder

DAPHNE III Programme

## Funder Types

European Union / Commission

## Has Formal Ethical Clearance

## Consents

* Consent obtained from parents
* Consent obtained from children
* Consent obtained from school officials / principal

## Informed Consent

Consent obtained

## Ethics

Ethical considerations and/or protocol mentioned in the research design

## URL

https://ec.europa.eu/justice/grants/results/daphne-toolkit/content/cyberbullying-adolescence-investigation-and-intervention-six-european-countries\_en

## Data Set Availability

Not mentioned

# Goals

The study goals were:
"1. Investigation of diffusion and characteristics of cyberbullying among adolescents in schools in six European Countries and one non-EU Country. In particular, Italy, Spain, UK and Bosnia- Herzegovina, collected new data with the questionnaire (EQBC) at different age levels in the secondary schools in order to examine any changes over a 2 to 3 year period in the diffusion of traditional bullying and cyberbullying. The University of Calabria investigated the diffusion of cyberbullying in the Southern Region of Italy, in order to compare different regions. A new questionnaire put into evidence individual and contextual risk factors and a more detailed analysis of the cyberaggression. This questionnaire was translated into the Italian, English, Spanish, Greek, German, Polish and Bosniac languages in order to compare all the data on a wide European base.
2. Testing effective strategies in European schools, as well as in an at risk context (Bosnia- Herzegovina and South of Italy). The intervention strategies had involved adolescents, teachers and parents in all the countries. Each country has devised its own intervention model, in order to account for contextual differences among school systems and school priorities."
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