

**COST Action CA18115**

**“Transnational Collaboration on Bullying, Migration and Integration at School Level”**

**Zoom Steering Group Meeting**

**15<sup>th</sup> October 2020**

**14:00-16:00 (Irish time)**

**Minutes**

**Attending:**

Heidi Vandebosch, Sarah Hayes, Kirsi Hipp, Ruth Berkowitz, Marta Fulop, Shang Gao, Oktay Cem ADIGUZEL, Orit Nuttman-Shwartz, Julia bilbilaj, Magda Marczak, Amador Ordoñez, Eveline Gutzwiller, James O'Higgins Norman, Angela Mazzone, Marijana Markovik, Mihail Potoroaca (Chişinău), Minna Anttila, Sebastian Wachs, Bojana Bodroža, Anja Schultze-Krumbholz, Garvan Doherty, Doris Velan, Dina Tsagari, We are Fiber, Toumazis Toumazi, Christina Schulze, Elisabeth Stefanek Stefanek, Maritta Välimäki, carmel cefai, Elisabeth Stefanek Stefanek, Rasha Nagem, Angelika Echsel, Gabriella iPadje, Dilyana Keranova, M Sirajul Islam, Daniela Andonovska-Trajkovska, Vladislava Lendzhova, Liat Franco, Gabriella Kulcsar, Udo Käser, Sandra Sanmartín Feijóo, Janne Støen, Dean Iliev, Angela Mocanu, Mine GÖZÜBÜYÜK TAMER, Edita ^tuopyte, Muthanna Samara, trijntje Völlink, Bárbara Bäckström, Amer Osmic, Øystein Lund Johannessen, Zeynep Sahin Timar, Amalee Meehan, Monica Roman, Tiziana Pozzoli, Bojana Dinic, Niamh O'Brien, Alina Botezat, Glorianne Borg Axisa, Janos Gyori, Francine margarida lucas, Ana Iolanda Voda, Zrinka Puharic, Sara Pabian, Hildegunn Fandrem, Nathanael Friant, Hermina Gunnthorsdottir, CoLab, Milan Cabarkapa, Maritta Välimäki, Reda Gedutienė, Doros Polykarpou, Marko Krstic, Christiane Spiel, manuel Isorna Folgar, Davut GÜREL, manuel Isorna Folgar ting.

**1. Welcome**

Prof. James O'Higgins Norman welcomed the TRIBES members to our first virtual event.

**2. Work Group Leader Updates**

Dr. Ruth Berkowitz gave an update on Working Group 1.  
Prof. Janos Gyori gave an update on Working Group 2.  
Prof. Eveline Gutzwiller-Helfenfinger on Working Group 3.  
Dr. Niamh O'Brien on Working Group 4.  
Prof. Muthanna Samara on Working Group 5.  
Prof. Jacek Pyżalski on Working Group 6.  
Mr. Amador Ordóñez gave an update on the Action Website and Newsletter.

### **3. Breakout Sessions**

Working groups split into breakout rooms. Please see Work Group Leaders reports attached (Annex 1).

### **4. Albanian Partners**

Video presentation from Albanian Partners.

### **5. Meeting End**

Prof. James O'Higgins Norman thanked the Members for attending and closed the meeting.

## Annex 1

### Report on WG1 activity

Working group 1 used the meeting to discuss how to proceed with the mission of developing a school climate measurement tool applicable to the migrant population in Europe.

The WG has further divided into two working teams: One working team is planning to use a school climate measure that was developed in Europe to collect data in Austria and Germany, and perhaps other countries, on bullying, violence, relationships and other indicators of school climate.

The second working team interviewed in-depth migrant students and parents, and professionals working with migrants (teachers, social workers, psychologists) to collect information to explore the specific needs and challenges of the migrant population in schools. This working team has interviewed 13 people from 4 countries, and began writing a qualitative article based on these findings.

## **Report on WG2 activity**

**COST TRIBES WG2 is currently performing the following activities:**

1. We are preparing a comparative article on the immigration patterns in our WG2 countries (not all the countries).
2. We clarified the focus of our research task.
3. According to the verified focus we are designing the data collection tools for our research
4. At the end of 2020 we start our data collection on (good) examples of immigrant students' school integration in all countries of WG2.
5. We started to design long term collaborations between WG2 group members.
6. We had zoom meetings and we have a continuous within-group correspondence related to our tasks.

## Report on WG3 activity

### *General Issues*

- A new WG member, Amer Osmic / University of Sarajevo was welcomed. Eveline sent him basic documents regarding the action as well as central WG protocols and products. She will fill him in on the work in WG3 in a separate meeting.
- The protocol of the last WG meeting was accepted, no changes were proposed.
- Eveline linked our Dropbox folder with Slack so everyone should have access to the latest versions of the national metadata template, the legal frameworks document, and the legal frameworks metadata template.

### *Work in Subgroups*

- Each subgroup needs to nominate a spokesperson. Spokespersons are “liaison officers” between subgroups. Of course, if the spokesperson is not available, someone else from the subgroup takes over. Subgroups organise their work on an eye-to-eye basis. Having spokespersons should facilitate communication between subgroups.
- Work on the **legal frameworks à 1 subgroup** (Janne & Dean) à spokesperson = Janne
- Work on the **metadata template à 3 subgroups**
  - Compare program elements and implementation in the metadata framework (Aleksandar & Vebina) à spokesperson = ? – to be decided, the subgroup will inform Eveline asap [Remark: In the meantime, Aleksandar offered to be the spokesperson.]
  - Compare program quality and outcomes, designs and measurement, and see what main programs (e.g., Olweus) can be found in the different countries (Eveline, Doros & Clara); this includes work on the classification of interventions à spokesperson = Eveline
  - Compare target populations and the focus on migration/ethnicity etc. (Dilyana, Juliana, Gabriella & Amer) à spokesperson = ? – to be decided, the subgroup will inform Eveline asap.

### *Collaboration With Other WGs*

- Eveline got in touch with WG1 (Ruth), WG2 (Janos), and WG4 (Niamh). So far, she has not yet talked to Janos, who will come back to her. We will discuss this at our next meeting how work in the subgroups and collaboration with other WGs can be organised. We will also discuss how the CA18115 can be utilised for communication.

### *Continuing Our Work*

- Each subgroup will browse through their respective data and check whether there is any incomplete or missing information that they would need for their analysis. If so, they and get in touch with the respective national representatives. Afterwards, subgroups will then start analysing the respective data. The call for and exchange of information should be finished by Nov. 16. Eveline will send out a doodle poll for a next meeting of the WG as a whole.

## **Report on WG4 activity**

### **Discussion points and actions**

#### **Literature review**

We spoke about the difficulty in obtaining literature specifically related to migrant pupils' involvement in anti-bullying guidelines/policies/initiatives in schools. For schools that include pupil voice in their work, they tend to take a whole school approach and not focus on any specific groups within the school.

Subgroup one have asked all WG members to populate the literature table that was sent at the end of September and to return this as soon as possible (attached). Subgroup one will then decide how best to proceed with this literature. Subgroup one members:

Finland: Kirsi Hipp/Maritta Välimäki/ Minna Anttila

Romania: Alexandru Gradinaru

Iceland: Hermína Gunnþórsdóttir

Switzerland: Angelika Echsel/ Christina Schulze

Subgroup two are still collecting practice examples of how migrant pupils have been involved in designing anti-bullying guidelines/policies/initiatives in their schools. This data is rare/non-existent in the research literature, so all practice examples are welcome. Please return any examples you are aware of to subgroup two members:

Germany: Katrin Hahn-Laudenberg

The Republic of North Macedonia: Daniela Andonovska-Trojkovska

UK: Niamh O'Brien

#### **School anti-bullying policies and guidelines**

We spoke about the implications that Covid-19 has had on our ability to move this project forward. We are currently unable to collect any empirical data from schools (pupils, head teachers etc.) due to not being allowed to enter school premises. We spoke about the possibility of designing a questionnaire to send to schools, as we had discussed previously. However, given that schools are under a lot of pressure this might not be appropriate at this time. We therefore discussed accessing school websites to determine whether their anti-bullying guidelines/policies/initiatives specifically address the involvement of migrant pupils.

Some WG members suggested that this activity might not be possible within their countries, as all school policies and initiatives are determined at local and national government levels. It was agreed, that in this case, this is in fact a finding to be added to the results.

Maritta spoke about a guidelines evaluation tool that they have used in Finland that could be helpful for us to adapt for this project. Maritta has subsequently sent this tool to Niamh and it is attached to these minutes. Please can everyone read this very helpful document? The checklist on pages 1&2 are very comprehensive for analysing the quality of a school's anti-bullying guidelines/policies/initiatives. We could also use this for assessing the content in relation to pupil voice. So for example in 'Domain 2. Stakeholder Involvement' we could reword this to specifically focus on how schools include the students as stakeholders in designing/writing/agreeing the anti-bullying guidelines/policies/initiatives. We will need to agree 10-15 simple terms we would like to use. If everybody could please read through this document we could then have a meeting to agree the terms we would like to use.

**Action:** Niamh will send an email asking for availability for a future meeting to discuss and agree this – meeting likely to be end of November 2020.

Once we have agreed the terms we can then proceed with the following and we can open this up to the wider COST action, All members to:

1. Identify 10 schools (mix of primary and secondary schools) across their countries located across a variety (if possible) of diverse population areas.
2. Visit these schools' public facing websites to access their anti-bullying guidelines/policies/initiatives.
3. Apply the criteria we have agreed to determine whether each policy/initiative/guideline includes a) the voices of all pupils b) the voices of migrant pupils and how is this demonstrated.

#### **WG4 leadership**

Niamh announced at this meeting that she will continue to lead WG4 up until end of March 2021. After this time this position will be open to any other WG4 member who would like to take on this role. Please email Niamh if you are interested: [Niamh.obrien@aru.ac.uk](mailto:Niamh.obrien@aru.ac.uk)

## Report on WG5 activity

Group 5 members:

- 1) Muthanna Samara (Professor of Psychology, Kingston University London): [M.Samara@kingston.ac.uk](mailto:M.Samara@kingston.ac.uk)
- 2) Peter Smith (Professor of Psychology, Goldsmiths College London): [P.Smith@gold.ac.uk](mailto:P.Smith@gold.ac.uk)
- 3) Carmel Cefai (Professor of Psychology): [carmel.cefai@um.edu.mt](mailto:carmel.cefai@um.edu.mt)
- 4) Marijana Markovikj (Associate Professor, Institute for Sociological, Political and Juridical Research, Skopje, Macedonia): [marijana@isppi.ukim.edu.mk](mailto:marijana@isppi.ukim.edu.mk)
- 5) Kulcsár Gabriella Dr. (Assistant Professor, University of Pécs, Department of Criminology) [kulcsar.gabriella@ajk.pte.hu](mailto:kulcsar.gabriella@ajk.pte.hu)
- 6) Jacinta Francis Dr. (Healthway Research Fellow, Telethon Kids Institute, Western Australia): [Jacinta.Francis@telethonkids.org.au](mailto:Jacinta.Francis@telethonkids.org.au)
- 7) Liat Franco: Zefat Academic College, School of Law: [liatfranco@gmail.com](mailto:liatfranco@gmail.com)

**Muthanna** has summarised the history of this group which started later than the other groups and with three members only. He also summarised the activities of the group so far including: 1) The initiation of a special issue on: ‘School design, climate and safety: strategies for anti- bullying interventions and inclusiveness’ as part of the International Journal of Emotional Education

2) Gathering relevant material on the topic.

**Jacinta** showed her research about the relationship between school design and bullying and the systematic search and review on this relationship. The research can help the group to define its next steps and benefit from the research that Jacinta performed.

Jacinta will share the search terms used for the group to see whether there is a need to perform separate systematic search.

**Marijana** shared her opinion on the effect of COVID-19 pandemic on the cyberspace and how bullying became more prevalent using the technology and thus became the environment of the students instead of the schools.

**Carmel** emphasized on the importance of an enjoyable environment and not just safety. In addition, Carmel pointed out the importance on capturing children’s voices and include them in the design itself.

**Gabrilla** raised her concern on introducing policemen (security men) for each school in Hungary. These policemen behave aggressively with school children. Also, schools have no anti-bullying policies. Thus, collecting data about this issue would help.



Marijana responded to Gabrilla that it depends on how we implement and introduce models. Improving the communication between police, staff, parents and children is maybe the way forward.

**Liat** talked about Israel and the importance of cyberbullying as it is related to traditional bullying. In Israel children don't report about bullying. In addition, Liat suggested an important anti-bullying tool which includes introducing a report box as it is anonymous and measure its effectiveness.

#### **Action points:**

The following steps will include:

- 1) Perform a **systematic review** on the topic school environment and design and bullying/victimisation.
- 2) To work on the validation of a **suitable tool (questionnaire)** to measure safety, design and school environment while taking into account bullying/victimisation.
- 3) Anti-bullying: to suggest suitable **anti-bullying intervention** that take into account School design, climate and safety.

To arrange a meeting for the group during November.

The group members were thanked for their contribution and attendance.