

# NEWSLETTER #2



*'The 2nd Management Committee Meeting and 1st Working Group Meeting "Transnational Collaboration on Bullying, Migration and Integration at School Level" happened on the 2nd and 3rd of October 2019, in Dublin (Ireland)*

## CONTENT

1. Presentation of the project .....	3
2. Presentation of the Working Groups .....	4
3. Resources .....	6
4. First Transnational Working Group Meeting.....	8
5. News .....	9

## Presentation of the project

TRIBES PROJECT aims at advancing collaboration between stakeholders to evolve and improve scientific measures and guides, building capacity across these challenged areas, working holistically towards ensuring integration, reducing bullying and enhancing the safety and well-being of refugee/migrant students, and as a result, all students in EU secondary schools, aiding in the social stability of both the individual and society. Immigration is a persistent, highly contentious part of the EU's future, and the alienation of a migrant populace can lead to bullying, harassment, social unrest, and civic and economic turmoil. Conversely a migrant population well integrated into society allows individuals to prosper, and the state and EU to build on their potential as a valuable resource.

The refugee crisis in recent years has heightened the urgency of the issue, and educational provision for students with an immigrant background is ever more to the fore. Yet a balance must be maintained, between an indigenous European populace and newer refugee, migrant and older ethnic populaces (e.g. Roma/Travellers) to ensure the high standard of living the EU aspires to for all its citizens and a stable, better society to live in. When integration/ inclusiveness is not approached well, they can be breeding grounds for discontent and alienation.

The main aim of this COST Action is to advance collaboration between stakeholders to evolve and improve scientific measures and guides, building capacity across these challenged areas, working holistically towards ensuring integration, reducing bullying and enhancing the safety and well-being of refugee/migrant students, and as a result, all students in EU secondary schools, aiding in the social stability of both the individual and society.

Tribes Project will be present in the following social networks:

Facebook: <https://www.facebook.com/TribesProjectCostAction/>

Twitter: <https://twitter.com/ProjectTribes>

## Working Group Objectives

### WG1: School Climate Assessment / Development.

*Working Group Leader: Dr. Ruth Berkowitz*

*Objectives:*

- To update and design a new set of measures for school climate accounting for changes in the demographic groupings and rate of immigration across European countries. This workgroup would be considered to be the overarching workgroup incorporating elements/findings from the other groups to achieve its tasks.

### WG3: School Bullying, Tolerance & Integration.

*Working Group Leader: Prof. Eveline Gutzwiller-Helfenfinger*

*Objectives:*

- To review the application and assessment of intervention approaches to reduce bullying/violence specifically in how they promote integration, the tolerance of diversity and improve school safety.

### WG2: Immigration, Diversity and School Practice.

*Working Group Leader: Dr. Janos Gyori*

*Objectives:*

- To ascertain at a national and local level among partner states what rates of immigration exist, and what particular issues exist in that country
- What practices have been put in place for schools to deal with diversity and integration, including education of indigenous students in regards to other cultures and ethnicities and integration of immigrant pupils into the history and community of their new society with a focus on gender issues across both perspectives.
- Evaluate what assessment exists for these practices.

### WG4: Pupil Voice & The Promotion of Inclusion

*Working Group Leader: Dr. Niamh O'Brien*

*Objectives:*

- To establish the use and effectiveness of pupil voice as a method of enhancing social cohesiveness and inclusiveness, and improving the school community and climate.

*WG5: School Design & Safety.*

*Working Group Leader: Prof. Muthanna Samara*

Objectives:

- Investigate the importance given at national and local level to addressing the design of school buildings and grounds in relation to school safety, integration and reduction of violence/bullying.
- Establish the consultative use of community policing and/or private security firms by schools in enhancing school security, and what adaptive steps if any are taken in regard to working with immigrant and ethnic groups.

*WG6: E-Technology, Cyberbullying & Online Safety.*

*Working Group Leaders: Prof. Jacek Pyżalski*

Objectives:

- To ascertain how etech and the internet can be, and is, used as a pro-social tool to prevent and combat, intolerance, racism and xenophobia, and promote inclusion and respect
- Examine to what extent the school community as a whole is involved in these actions.

## Resources

### **Immigration status and bullying victimization: Associations across national and school contexts**

*Gonneke W.J.M. Stevens<sup>a,\*</sup>, Maartje Boera<sup>a</sup>, Peter F. Titzmann<sup>b</sup>, Alina Cosmaa<sup>a</sup>, Sophie D. Walsh<sup>c</sup>*

This study examined whether the association between immigration and bullying victimization differed across immigrant generation, age and national and school context. Data were used from the 2013–14 Health Behavior in School-Aged Children study among nationally-representative samples of young people in 26 countries/regions. Multilevel logistic regression analyses showed that first- and second-generation immigrants were more likely to report bullying victimization than non-immigrants. However, differences according to immigration status were more pronounced for first- than second-generation immigrants. For both immigrants and non-immigrants, bullying victimization was less prevalent at older ages. Strikingly, all immigration effects were similar across countries, and only differences in bullying victimization between second-generation immigrant and nonimmigrant youth varied across schools. This variation was not related to school-level classmate or teacher support. Findings point to the vulnerability of immigrant youth for bullying victimization throughout Europe.

More information: <http://www.tribesproject.com/wp-content/uploads/2020/01/Stevens-et-al-2019-ImmigrationstatusandbullyingvictimizationAssociations....pdf>

## Understanding Alternative Bullying Perspectives Through Research Engagement With Young People

*Niamh O'Brien*

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Anglia Ruskin University, Chelmsford, United Kingdom*

Bullying research has traditionally been dominated by largescale cohort studies focusing on the personality traits of bullies and victims. These studies focus on bullying prevalence, risk and protective factors, and negative outcomes. A limitation of this approach is that it does not explain why bullying happens. Qualitative research can help shed light on these factors. This paper discusses the findings from four mainly qualitative research projects including a systematic review and three empirical studies involving young people to various degrees within the research process as respondents, co-researchers and commissioners of research. Much quantitative research suggests that young people are a homogenous group and through the use of surveys and other large scale methods, generalizations can be drawn about how bullying is understood and how it can be dealt with. Findings from the studies presented in this paper, add to our understanding that young people appear particularly concerned about the role of wider contextual and relational factors in deciding if bullying has happened. These studies underscore the relational aspects of definitions of bullying and, how the dynamics of young people's friendships can shift what is understood as bullying or not. Moreover, to appreciate the relational and social contexts underpinning bullying behaviors, adults and young people need to work together on bullying agendas and engage with multiple definitions, effects and forms of support. Qualitative methodologies, in particular participatory research opens up the complexities of young lives and enables these insights to come to the fore. Through this approach, effective supports can be designed based on what young people want and need rather than those interpreted as supportive through adult understanding.

More information:

[https://www.frontiersin.org/articles/10.3389/fpsyg.2019.01984/full?&utm\\_source=Email\\_to\\_authors\\_&utm\\_medium=Email&utm\\_content=T1\\_11.5e1\\_author&utm\\_campaign=Email\\_publication&field=&journalName=Frontiers\\_in\\_Psychology&id=457221](https://www.frontiersin.org/articles/10.3389/fpsyg.2019.01984/full?&utm_source=Email_to_authors_&utm_medium=Email&utm_content=T1_11.5e1_author&utm_campaign=Email_publication&field=&journalName=Frontiers_in_Psychology&id=457221)

## Second transnational partners meeting

Presentation on the current status of the Action: start and end dates of Action, participating COST countries, participating NNC/IPC institutions and Specific Organisations.

Short Term Scientific Missions (STSM): review of completed reports and new applications.

A brief description of STSM and ITC grants was presented. The MC members were encouraged to apply and to pass on the STSM and ITC information to colleagues who may be interested.

Presentation of the current budget status. The MC members voted and agreed to update grant period 1 budget to include 2 MC/Workgroup meetings in year 1.

Presentation from the COST Association. This included information on STSM, Training Schools, ITC's, MC decisions, e-votes and the reimbursement process.

The meeting discussed the MoU objectives and work group leaders gave a brief update of status of the working groups.

The meeting discussed how the Working Groups could achieve tasks and deliverables. The MC members agreed that to achieve all goals all Working Groups should meet twice a year.

### Action Budget Planning

The meeting discussed the budget for Grant Period 2 and agreed that 2 MC/workgroup meetings should be included in the Plan.

Long-term planning (including anticipated locations and dates of future activities)

The meeting discussed possible locations for Grant Period 1,2 and 3 meetings.

Presentation on hosting the first MC/Working group meeting in Grant period 2 in University of Duisburg, Essen. Information on the venue, travel and accommodation was presented. The MC Members agreed to host the first

MC/Working Group meeting in Grant Period 2 at the University of Duisburg, Essen Germany in Autumn 2020. Exact dates to be confirmed.

The meeting discussed possible venues to host the second MC/Work Group meeting in Grant Period 1. It was agreed to host the meeting in Albania in March 2020.

The meeting discussed the possibility of hosting the first MC/Work Group meeting in Grant period 3 in Croatia in Autumn 2021.

The meeting agreed that all information in relation to the TRIBES Action should be available on the Action Website.





## News

### COVID-19 – Information for TRIBES COST Action CA18115

COST are monitoring the situation carefully and are committed to informing COST Actions of any new developments related to the COVID-19 outbreak, which may impact activities

### Current recommendations from COST:

- ✚ COST recommend the use of virtual meetings until at least September 2020.
- ✚ As different countries are implementing different measures regarding gatherings and events, COST advise all Actions to check individual country stipulations before planning any future meetings.
- ✚ For physical meetings COST recommend all individuals purchase travel cancelation insurance, which is an eligible expense.

### How COVID-19 is impacting TRIBES COST Action CA18115

- ✚ Postponement of our next MC meeting to February 2021. Exact date TBC.
- ✚ Suspension of STSM's and ICT Conference Grants.

### TRIBES Upcoming Events

- ✚ October 2020 – All Members, Zoom Update Meeting, exact date TBC
- ✚ February 2021 – MC Meeting, Essen, Germany, exact date TBC

**Thematic Issue: 'School design, climate and safety: strategies for anti-bullying interventions and inclusiveness', November 2020.**

Call for Papers: We are pleased to announce a call for papers for a Thematic Issue of the International Journal of Emotional Education ([www.um.edu.mt/ijee](http://www.um.edu.mt/ijee)) on 'School design, climate and safety: strategies for anti-bullying interventions and inclusiveness.' Consistent with the broad themes of the journal, we are seeking papers that relate to one or several of the following related topics:

- ✚ The role of school design in improving school safety, climate and security and their effects on bullying, absence from school and inclusion of children from different backgrounds (e.g., migrants, refugees)
- ✚ School ground and playground design and their effects on bullying and marginalisation
- ✚ The importance of pupils' participatory on school design and bullying interventions
- ✚ School design and relationships and communication among and between pupils and teaching and non-teaching staff
- ✚ Innovative anti-bullying interventions and data collection methods based on school design and safety

We would kindly invite anyone interested in submitting a paper to provide a short (approximately 200-250 word) abstract of their paper, including author names and affiliations. Please send your abstracts by 17th August 2020, to Professor Samara at: [M.Samara@Kingston.ac.uk](mailto:M.Samara@Kingston.ac.uk)

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**Join Working Group 5: School Design & Safety.**

We invite people to join and take part in the activities of Working Group 5. If you are interested to join this working group, please get in touch with Professor Muthanna Samara on: [M.Samara@kingston.ac.uk](mailto:M.Samara@kingston.ac.uk).