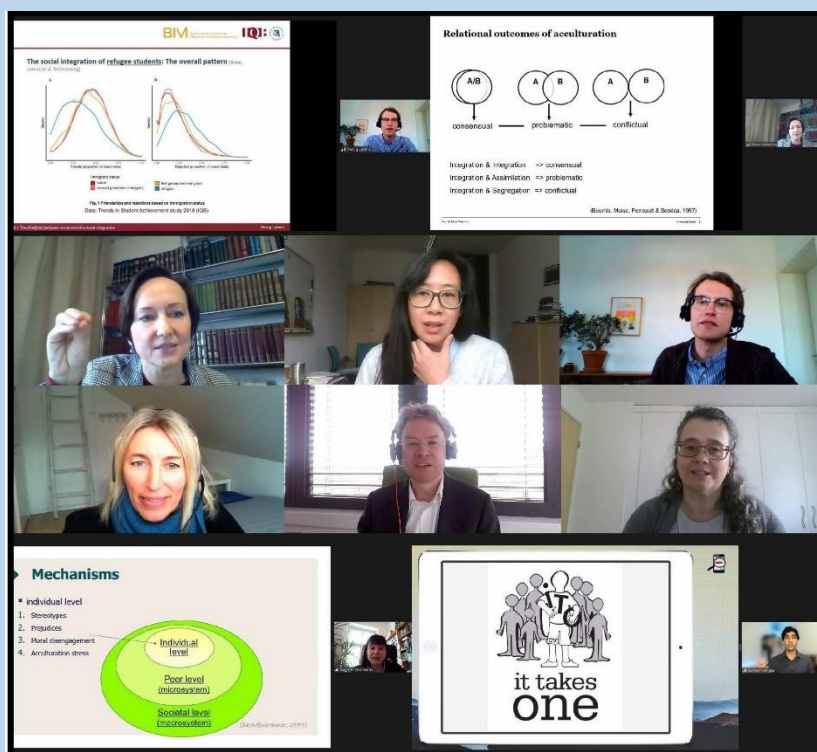


NEWSLETTER #3



Joint Focal Meeting InZentIM and COST CA18115 (TRIBES)

February 18th / 19th 2021

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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>

Youtube: <https://www.youtube.com/channel/UCeg9Z1xCBNP8sxz4ren2avQ>

Presentation of the Working Groups

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

Wellbeing in the Irish Junior Cycle: the potential of Religious Education

Amalee Meehan

Wellbeing is central to the new Junior Cycle (lower secondary education) in Ireland as a principle and curricular area. This paper argues that while it should never be the case that the rights of parents or their children regarding Religious Education are compromised, Religious Education can make a real and positive contribution to wellbeing in the Junior Cycle. The paper begins by reviewing two recent international longitudinal studies to demonstrate the strong positive correlation between religion and wellbeing. It goes on to highlight the potential of Religious Education in helping schools to fulfil the Junior Cycle wellbeing requirements. It concludes that as a legitimate source of wellbeing, Religious Education with sound content and pedagogy, well taught by qualified and supported teachers, can be an integral part of a Junior Cycle programme.

More information: [Wellbeing in the Irish Junior Cycle: the potential of Religious Education: Irish Educational Studies: Vol 38, No 4 \(tandfonline.com\)](#)

Third transnational partners meeting

"Transnational Collaboration on Bullying, Migration and Integration at School Level"

Zoom Steering Group Meeting - 15th October 2020

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.

COST TRIBES WG2 is currently performing the following activities:

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

A new WG3 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.
- ✓ We organised our work in four subgroups to continue analysing our data; the focus will be on comparative analyses of (a) the national legal frameworks; and (b) the categorisation of national programmes addressing bullying, discrimination, & violence in relation to migration and diversity (e.g., ethnicity, language, nationality)
- ✓ We defined a timeline and milestones for our work, also regarding a first publication

WG4 - 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.

Action points - The following steps will include:

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

Social Integration of Migrants in Schools – Developing Professional Skills for Bullying Prevention and Positive Social Relationships

How to map the interrelations between bullying, migration, and integration at school and classroom level? The Joint Focal Meeting of the Interdisciplinary Center for Integration and Migration Research and the COST Action “Transnational Collaboration on Bullying, Migration, and Integration at School Level” (TRIBES; see <http://www.tribesproject.com/>) addressed this issue in an online conference that took place online on February 18-19 2021. The COST Action works “towards ensuring integration, reducing bullying/enhancing the safety/well-being of refugee/migrant students, and all students in EU secondary schools, aiding in the social stability of both the individual/society” (Memorandum of Understanding, COST 2018, p. 2.).

Against this backdrop InZentIM, with its established expertise in migration and integration research, provided the Action Members and Working Groups a broader embedding into research on migration and integration in educational contexts.

Two basic questions lay at the heart of the meeting: How do migration and acculturation processes impact the socio-psychological dynamics within classrooms? And how can schools and communities be supported in fostering a positive, safe, and inclusive culture and climate? Leading questions addressed in the keynotes and the panel discussions were:

- What kind of educational strategies have proven successful in closing the achievement gap for migrant children and youth in Europe?
- How do personal and intergroup relations develop under the constraint of ethnic diversity?
- How do ethnic discrimination and the development of ethnic identities affect wellbeing during adolescence?
- How can teacher education adapt to the challenges of multi-cultural and multi-lingual school environments?
- How do stereotypes among teachers and students affect educational success and what can be done to prevent their devastating effects?
- What are the challenges for social learning and social interaction in culturally diverse settings and how can we turn these challenges into resources?

- What are risk factors for adolescent aggression within schools, and how can school development contribute to prevention strategies?
- What are the consequences of cyberbullying for marginalized youth?

160 attendees from 31 countries contributed to a vivid exchange in the context of keynote lectures and various session formats. Keynotes by Dr. Georg Lorenz and Prof. Elena Makarova offered in-depth insights into processes of social and structural integration (Lorenz) and acculturation (Makarova) in school and their meaning for school social relationships. Against this backdrop, Prof. Dagmar Strohmeier offered a systematic analysis of research and key findings on school bullying related to migration in a multicultural context. Prof. Sameer Hinduja presented the state-of-the-art of cyberbullying research and showed how schools and educational institutions can better serve outsider/marginalized youth.

Practice-related sessions gave insights into programs and initiatives to counteract bullying and discrimination in varying educational settings. Examples are the “Literature Opera Cologne”, a theatre training project for pupils from high-risk schools; a Gypsy, Roma and Traveller antibullying project delivered by the Anti-Bullying Alliance (UK); and two bottom-up initiatives to counteract bullying by a former and a current high school student, respectively. The complementary approaches and viewpoints presented provided a sound basis for inter- and transdisciplinary discourses to better understand the challenges culturally diverse settings pose for social learning and social interaction in schools, and to find ways to turn these challenges into resources.

For more details on the conference including recordings of keynotes please see

<https://www.uni-due.de/inzentim/2021ca18115>

