

# NEWSLETTER #4

**Cost Action 18115 TRIBES**

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

**Paris, France**

**10th May 2022**

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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 and Events

### **Perception of School Climate Among First and Second-Generation Migrant Students, Parents and School Staff: A qualitative Study**

*Angela Mazzone, Ruth Berkowitz, Marta Fulop, Tiziana Pozzoli & Orit Nuttman-Shwartz*

**Introduction:** School should constitute a safe base offering stability, and a sense of belonging that could promote the integration of migrant students in the host country (Svensson & Syed, 2019). Alongside the benefits of inclusive schools, research has shown that migrant children experience bullying and discrimination through interactions with peers and school staff (Mazzone et al., 2018).

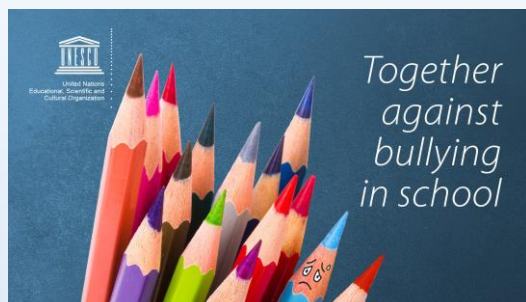
**Methods:** To better understand migrant children's experiences of bullying at school, a series of semi-structured interviews were conducted with first and second-generation migrant students (N= 5, aged 10-18), parents and school staff (N= 10, aged 24-59) in four countries (Hungary, Ireland, Israel, and Italy). The interviews inquired about students' sense of school belonging, tolerance and inclusion, violence, bullying and sense of safety. School staff's challenges in relation to working with migrant students were also explored.

**Results:** Although schools were perceived as safe and tolerant, yet migrant students reported some bullying experiences, including teasing and peers using racial slurs. First generation migrant students believed that the motives for having been teased were to be found in their shyness and difficulty to integrate in the local community.

From the perspective of parents and school staff, native and migrant students tend to affiliate with segregated peer groups within the school. Peer segregation is somehow tolerated by teachers and parents. Some parents and all members of the school staff downplayed episodes of bullying and perceived the school as a safe place. The main challenges outlined by the school staff were related to the communication problems with students and their parents (i.e., language barrier) and to the lack of adequate training to work with multicultural classrooms.

**Conclusion:** The preliminary findings of this study offer important suggestions both in terms of anti-bullying intervention programmes aimed to foster inclusion and diversity and in terms of the need for multi-cultural teacher training.

## International day against violence and bullying at school including cyberbullying



School violence and bullying including cyberbullying is widespread and affects a significant number of children and adolescents.

UNESCO Member States declared the first Thursday of November, the **International Day against Violence and Bullying at School Including Cyberbullying**, recognizing that school-related violence in all its forms is an infringement of children and adolescents' rights to education and to health and well-being. It calls upon Member States, UN partners, other relevant international and regional organizations, as well as civil society, including non-governmental organizations, individuals and other stakeholders to help promote, celebrate and facilitate the international day.

### CELEBRATIONS IN 2021

This year we will mark the International Day on Thursday 4 November 2021 under the theme "Tackling cyberbullying and other forms of online violence involving children and young people". As countries are responding to COVID-19 at varying stages, the lives and education of children and young people across the world have increasingly moved online. Compared to the prior year, children's screen time had doubled by May 2020, and while online access presents opportunities for connection and learning, it is also increasingly putting children and young people at the risk of online violence.

Although global data is limited, evidence shows that cyberbullying has been on the rise in various regions during the pandemic. In Europe, 44% of children who were cyberbullied prior to COVID-19 reported that it had increased during lockdown. Data from several countries also reveals that children, in particular girls at the age of 11 to 13 years, are increasingly at risk of being targeted by criminal sex predators. In the USA, 98% of online predators have never met their targets in real life.

Although online violence is not limited to school premises, the education system has an important role to play in addressing online safety, digital citizenship and technology use. Formal education can and should play a key role in providing children and young people with the knowledge and skills to identify online violence and protect themselves from its different forms, whether perpetrated by peers or adults.

Online violence including cyber bullying has a negative effect on academic achievement, mental health, and quality of life of students. Children who are frequently bullied are nearly three times as likely to feel left out at school as those who are not. They are also twice as likely to miss out on school and have a higher tendency to leave formal education after finishing secondary school.

This Day calls on global awareness of the problem of online violence and cyberbullying, its consequences and the need to put an end to it. It calls on the attention of students, parents, members of the educational community, education authorities and a range of sectors and partners, including the tech industry, to encourage everyone to take a part in preventing online violence for the safety and wellbeing of children and youth.

More information: <https://antibullyingcentre.ie/international-day-against-violence-and-bullying-at-school-including-cyberbullying-4/>



### **World Anti-Bullying Forum 2021**

The World Anti Bullying Forum 2021 took place on November 1– 3 2021 at Stockholm Waterfront Congress Centre in Stockholm, Sweden. WABF 2021 was a hybrid event which meant that delegates could attend in a digital conference platform as well as at the venue. The conference was organized by Friends together with Partnership against bullying and UNESCO.

The Forum was attended by 717 delegates from 40 different countries. 389 of the delegates attended on-site in Stockholm and the remaining 328 attended on-line in the conference platform.

The program consisted of 2 pre-conferences, 14 Keynote Speakers, 150 Oral Presentations, 65 Poster Presentations, 6 special sessions and 39 Workshops.

The Opening Ceremony was attended by Anna Ekström, Swedish Minister of Education. The Closing Ceremony was attended by Stefania Giannini, Assistant-Director General for Education, UNESCO.

More information: <https://worldantibullyingforum.com/previous-forums/wabf-2021/#abstractbook2021>

## Safer Internet Day

On **Tuesday, 8 February 2022** we celebrated the 19th edition of **Safer Internet Day (SID)** with actions taking place right across the globe. With a theme once again of **"Together for a better internet"**, the day called upon all stakeholders to join together to make the internet a safer and better place for all, and especially for children and young people.

Noting the global reach of the Safer Internet Day campaign, on this site you can discover more about the actions of European Safer Internet Centres, global Safer Internet Day Committees and a range of organisational and industry supporters to mark the day. And even though SID has passed for another year, the efforts of stakeholders don't stop; we'll continue to update profile pages with SID success stories in the coming weeks.

Much of the day's activity played out on social media. Be sure to check our Facebook, Twitter, LinkedIn and TikTok profiles, and review the #SaferInternetDay and #SID2022 hashtags to see the discussions which took place. You can also read the public campaign report.

Read on to find out more about practical ways in which you can get involved in the campaign, not just on Safer Internet Day but all year around. Whether you are a young person, a parent or carer, a teacher or an educator, a policy maker, or whether you represent an organisation or industry, everyone has a role to play in creating and maintaining a better online world.

And as one SID draws to a close, we already start planning the next. Save the date for Safer Internet Day 2023 which will take place on Tuesday, 7 February 2023.

More information: <https://www.saferinternetday.org/>

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

**Paris, France - 10th May 2022**

During the meeting held in Paris in May, the partners have worked on a series of topics, as presented below:

- Action management: structure, leadership positions and other supporting roles.
- Implementation of the COST Excellence and Inclusiveness Policy
- Grant Awarding by the Action
- Progress of each working group
- Science Communication Plan
- Progress on MoU Objectives, WG tasks, deliverables, and Goals for the current GP.

The partners have agreed on a series of topics relevant to the future of the project, as the revision of Work and Budget Plan of the current GP, draft plans for the following GP and upcoming activities.

COST Scientific Officer Rossella Magli advised the meeting that costs for the Handbook must be included in the yearly budgets. COST no longer offer standalone budget for final dissemination.

- Vice Chair Prof. Hildegunn Fandrem advised the members that all Working Groups are asked to submit at least 1 chapter for the Handbook. Publisher letters to be sent out over the summer with a view to completing the handbook as early as possible in 2023.

**FUTURE MEETINGS:** *“TRIBES Conference in Albania”* September 6<sup>th</sup> and 7<sup>th</sup>, 2022