

**ARBAX report on good practices**  
General report 9/2012

Compiled for the general report  
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## Country reports:

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ARBAX – Against Racial Bullying and Xenophobia 2012-2013

<http://www.schoolbullying.eu/>

## Introduction

The aim of this report is to offer an overview of good practices and experiences on bullying interventions and prevention programs from the consortium countries (Spain, Finland, Ireland and Romania) in *ARBAX – Against Racial Bullying and Xenophobia*<sup>1</sup>. This report continues the comparative report produced in the project, entitled “*Report on Inter-ethnic relations, school bullying and adolescent violence*”.

The report was compiled from four country reports produced in Spain, Finland, Romania and Ireland. These reports collected from each country five to eight examples of different types of models that have been developed and implemented. Additionally, eleven other programmes are given as examples of European work on school violence and bullying. In addition to collecting best practices, conclusions will be enriched by the data collected from the youth and adults through qualitative research (focus groups/interviews) in each country.

In a *Manual of best practices for combating and preventing bullying in education centers*<sup>2</sup> the authors define three variables in identifying best practices. The first one defines the target of the project as either preventive or interventive. Secondly practices vary in regards to their target group varying from students to parents and other stakeholders. Thirdly practices differ in the dynamic used to develop the initiative concluding in classification of seven approaches: global school intervention; in class curricular approaches; anti-bullying techniques; school organization programs; community intervention; family work programs; and cyber bullying.

For our purposes programs/campaigns have been identified on three levels based on the main topic/theme of the programme and the method/approach. Here the words used in the reports/by the programmes themselves have been preferred. In general we refer to both bullying and violence in school, the first one referring to repeated, intentional and harmful behavior and the latter includes forms of mistreatment, harm making and violence as a wider phenomenon (more on the definitions and words used in the “*Report on Inter-ethnic relations, school bullying and adolescent violence*”). In addition to the theme and method, the programmes are also listed based on their target group. Finally attention has been paid to the online practices incorporated into the programmes. This final part serves particularly our aim of providing insight and visions towards constructing the ARBAX 3D game and social network. Consequently, the report will conclude by pointing to topics for consideration for practices and approaches for the products of the ARBAX project.

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<sup>1</sup> ARBAX against racial bullying and xenophobia is a new innovative multilateral project funded by the European Lifelong Learning Comenius programme. The project began in January 2012 and will be completed in December 2013. The project is coordinated by Xunta de Galicia. Partners in the project are AtinServices (Spain), The Anti-Bullying Centre - Trinity College (Ireland), University of Oulu - Women's and Gender Studies (Finland), Grup Scolar Victor Jinga (Romania) and S.C. Concept Consulting SRL (Romania).

<sup>2</sup> MANUAL OF BEST PRACTICES FOR COMBATING AND PREVENTING BULLYING AT EDUCATIONAL CENTRES produced in a EC Leonardo da Vinci funded project Comparative analysis on methods successfully applied in the fight against bullying: training of trainers 2006-2008.

## Overlook of the country reports

### Spain

The Spanish report collected seven programs/campaigns that dealt with bullying and/or school violence and their prevention in general, and more particularly coexistence (*or convivencia*) in schools and classrooms. While many of the examples are developed and maintained by NGO's or other organizations, nationwide examples with support from ministries also exist. Some of the examples include European projects with cross-national scope.

The seven examples selected are “Anti-Bullying Helpline”, ieSocio, Cero Acoso, Maltratato entre alumnos (WebQuest), Portal de convivencia en Aragon, Andaluna y Samir, and Tutoria entre igualed (peer tutoring model). The examples include informative programs with main aim on providing accurate and supportive information for students, parents, and school staff to deal with bullying and/or school violence; and on the another hand programs to support coexistence (*convivencia*). Selection of the programs has been also guided by interest in searching for practices online – which is shown in the programs offering examples on websites, online measuring tools, animations, games and databases.

SPAIN	Theme	Method/approach	Target group	Online elements
Anti-Bullying helpline .- Linea de ayuda contra el Acoso escolar	all types of mistreatment occurring in school	Awareness raising, support through helpline,	pupils, teachers, parents	helpline, information online  <a href="http://www.acosoescolar.info/index.htm">http://www.acosoescolar.info/index.htm</a>
ieSocio	peaceful coexistence, all types of bullying	prevention through online measuring tool	pupils, teachers, councillors, management teams	school evaluation tool <a href="http://www.iesocio.es">www.iesocio.es</a>
Cero Acoso – Tu DCIDS	bullying in schools in all forms	awareness raising campaign	pupils	<a href="http://www.ceroacoso.org">www.ceroacoso.org</a>
Maltrato entre alumnos	bullying in all its forms	awareness raising, support information, prevention	secondary to high school students	webOquest tool to help plan actions against bullying  <a href="http://www.xtec.cat/~cescude/Z9WQ03%20Tasques.htm">http://www.xtec.cat/~cescude/Z9WQ03%20Tasques.htm</a>
Portal de convivencia en Aragon	peaceful coexistence (convivencia) healthy school life, coexistence (intercultural, gender	information and good practices	anyone	online database of good practices <a href="http://convivencia.educa.aragon.es">http://convivencia.educa.aragon.es</a>

	equality included)			<a href="#">/ini.php?iditem=1&amp;iz=23</a>
Andaluna y samir	tolerance and diversity	awareness raising, information	pupils also parents, teachers	animations, games, information online  <a href="http://www.andaluna.org/">http://www.andaluna.org/</a>
Tutoria entre iguales	peer relations, awareness on peer violence, school community	peer tutoring model	pupils, teachers	

## Finland

In Finland, the National Board of Education emphasises anti-bullying practices; and the work against bullying has been guided in the Basic Education Act which requires all schools to draw a plan ‘to protect students from violence, bullying and harassment’. Racial bullying is implicitly part of this work. More explicitly, work against discrimination and intolerance and towards intercultural dialogue is outlined in the Equality Act and in the principles and policies supporting the integration of immigrant children. Racism is usually not a topic as such but rather approached through supporting positive intercultural dialogue. Separate programs have been drawn to support Roma education, in particular.

Eight examples were provided on programs to tackle bullying, racism or violence in schools: KiVa School Model; Verso peer mediation model; Peer student system; School peace program; School Plan Against Racism; Action week against racism; All different – All equal campaign; and Nuortennetti (Youth Web). Models were selected on the basis of their extent and visibility. On the other hand, programs were also selected to get insight into work around racism, racial bullying and xenophobia in particular and to provide examples of online tools.

FINLAND	Theme	method/approach	Target group	Online elements
Kiva school model	bullying in general	comprehensive prevention and intervention model	whole school	online game, KiVa Street, online resources  <a href="http://www.kivakoulu.fi">http://www.kivakoulu.fi</a>
VERSO peer mediation model	conflicts	peer mediation/conflict management, early	pupils	<a href="http://www.ssf-fm.com/vertaissovi">http://www.ssf-fm.com/vertaissovi</a>

		intervention		<a href="#">ttelu/</a>
Peer student system	peer relations, non-violence	early prevention, cooperation	pupils	<a href="http://www.mll.fi/kasvattajille/tukioppilastoiminta/">http://www.mll.fi/kasvattajille/tukioppilastoiminta/</a>
School peace programme 'Koulurauha'	bullying (annually different focus areas incl. racism)	awareness raising, prevention	pupils, schools	Resources collected online into a website <a href="http://www.koulurauha.fi/">http://www.koulurauha.fi/</a>
School Plan against racism	racism	prevention	pupils and teachers and school staff	
Action week against racism	racism	awareness raising, sharing best practices	pupils, schools, NGO's, the public	resources collected online <a href="http://www.punainenristi.fi/koulusivut/opetusmateriaalit/ylakouluille/rasisminvastainen-viikko">http://www.punainenristi.fi/koulusivut/opetusmateriaalit/ylakouluille/rasisminvastainen-viikko</a>
All different-all equal	tolerance and diversity	awareness raising	pupils/youth	resources collected online <a href="http://www.keks.fi/">http://www.keks.fi/</a>
Nuortennetti (Youth web)	different topics including bullying, diversity	awareness raising, information, support	pupils/youth	online discussion forums and information site <a href="http://www.mll.fi/nuortennetti/">http://www.mll.fi/nuortennetti/</a>

## Ireland

In Ireland the Education Act 1998 was enacted to “make provision....for the education of every person in the state....to ensure that the education system is accountable to students, their parents and the state for the education provided, respects the diversity of values, beliefs, languages and traditions in Irish society...”. In addition schools are obliged to have written codes of practice under the Education Welfare Act 2000. Currently there is no legislation governing anti-bullying policies in schools, although new initiatives have commenced in 2012. All schools are obliged under the Education Welfare Act to prepare a ‘code of behaviour’ in accordance with the guidelines drawn up by the National Education Welfare Board. As part of this exercise schools are advised to implement Government recommendations in setting up or reviewing anti-bullying policies (Department of Education and Skills, *Guidelines on Countering Bullying Behaviour*, 1993).

A policy of ‘interculturalism’ rather than ‘multiculturalism’ has been adopted as an underlying principle in the Irish education system. The Intercultural Education in Post-Primary School, Guidelines for Schools (2006) provide guidance for teachers and school management. General anti-bullying, anti-racism and xenophobia initiatives include: National Anti-Bullying Coalition; Anti-Bullying Forum; Government Working Group to tackling bullying, including cyberbullying, homophobic bullying and racist bullying; and the Anti-Bullying Center, TCD. Additionally the Immigrant Council of Ireland hosts seminars and campaigns combating racism, xenophobia, discrimination and promoting diversity.

The programmes selected here are all well-known models promoted in Irish schools and in the community in general. Three of the programmes (Safe school; ABC and Cool School) are based on whole school approach. Two of the examples are mainly awareness-raising campaigns (Show racism a red card, Blue shield); one of these is the only example with particular focus on racist bullying.

IRELAND	Theme	Method/approach	Target group	online elements
Safe School – anti bullying campaign tolos for teachers	Bullying behavior,	raising awareness, dealing with incidents, comprehensive model based on ‘Reform not blame’	teachers, students	<a href="http://www.antibullyingcampaign.ie">www.antibullyingcampaign.ie</a>
ABC whole school community approach (Donegal project)	bullying and violence	whole school community approach, anti-bullying policy, training, resources for teachers and parents	whole school	<a href="http://www.abc.tcd.ie">www.abc.tcd.ie</a>
Stay safe	personal safety skills	lessons to recognize, resist and report abusive encounters	students 7-10 years	<a href="http://www.staysafe.ie">www.staysafe.ie</a>
Cool school programme	bullying	whole school approach – studies policy, teaching materials, support for teachers, group therapy for victims	whole school, second level school	
Blue shield campaign	bullying incl homophobic bullying, cyberbullying	general awareness raising campaign	students	<a href="http://www.ispcc.ie">www.ispcc.ie</a>



Show Racism the red card	racism in sports	awareness raising education back	youth	dvd, online form to report racist incidents <a href="http://www.theredcard.ie">www.theredcard.ie</a>
Violence in Schools Training Action (VISTA)	whole school approach (WSA) to school violence	training of teachers	teachers, school staff, non-teaching staff, policy makers, parents	online training <a href="http://www.vista-europe.org">www.vista-europe.org</a>

## Romania

In Romania, the Ministry of Education, Research, Youth and Sports adopted in 2007 the Strategy for Reducing the Violence Phenomena in Primary and Secondary Education Units. This strategy is defined and adopted on the basis of the “Violence in schools” study developed by the Institute of Education Sciences, done and published with the support of UNICEF Romania. In order to coordinate the activities at national level and also to monitor and evaluate the implementation of the National Strategy, the National Council for Preventing and Combating Violence in Schools was constituted. Besides the National Council, based on the National Strategy, the Regional School Inspectorates established Regional Commissions in order to prevent and control the violence in schools. The Commissions are responsible with the development and implementation of the Regional Plan for the reduction of violence in the local schools. The Commissions also evaluate the fulfillment of the established objectives. At school level the Commission for violence prevention and control in the school environment is responsible for the development and implementation of the Schools’ Operational Plan regarding violence prevention.

The Romanian report gives examples of both national programmes promoted by the Ministry of education, and regional programmes promoted by local institutions and NGO’s. Of the five examples, one is particularly aimed at schools as institutions (“Youth against violence”) and the other four for both students and teachers.

ROMANIA	Theme	Method/approach	Target group	online elements
“Youth against violence” - “TINERI ÎMPOTRIVA VIOLENŢEI”	All kinds of school violence	prevention at school level, monitoring and development at structural level	school institutions, school staff	<a href="http://www.tineriimpotriviavolentei.edumanager.ro/">http://www.tineriimpotriviavolentei.edumanager.ro/</a>
“Safe adolescence - ADOLESCENŢA ÎN SIGURANŢĂ”	criminal and minor offenses in school	awareness raising and education	16-18 year old students and teachers	
Without violence in school - FĂRĂ	all forms of school	awareness raising through workshops,	15-18 year old students and	

VIOLENȚĂ ÎN ȘCOLI”	violence	collective counseling, good practices exchange	teachers	
“The museum of school violence – MUZEUL VIOLENȚEI ȘCOLARE”	all forms of school violence	awareness raising through artistic methods and information campaign	students and teachers	
“Let’s expel violence – SĂ EXMATRICULĂM VIOLENȚA”	school violence particularly in rural areas	awareness raising through discussions, information campaigns and non formal learning (drama)	students and teachers	

## Other

The Spanish report collected international and foreign (UK/USA) models and programs mainly related to online tools on anti-bullying work. Ten examples were provided with majority online tools (ABV4Kids&Teens, AVC@SL, aVaTaR@School), best practice -based online recourses for teachers and other adults/professionals (I am not Scared, Comparative Analysis of methods successfully applies in the fight against bullying: training for trainers, The Visionaries-net,) for the youth (Bullying UK, Heroes campaign) or for both (Tackling bullying behavior). Additionally the report included the Olweus bullying prevention model as an example of a systematic bullying prevention program.

OTHER	Theme	Method/approach	target group	online
ABV4Kids&Teens (EU project, GER)	bullying prevention	information, cooperation in an virtual world	pupils	virtual world <a href="http://www.abv4kids.org/">http://www.abv4kids.org/</a>
AVC@SL (EU project, GER)	bullying and violence in schools	information, training, exhibitions, discussions	teacher, professionals	Second life <a href="http://www.antiviolencecampus.org/">http://www.antiviolencecampus.org/</a>
Avatar@School (EU project, ITA)	Conflict resolutions, bullying, incl.racism and xenophobia	prevention and awareness raising through role plays online	pupils	3d role-plays <a href="http://www.avataratschool.eu/">http://www.avataratschool.eu/</a>
I’m not scared (EU project, BE)	all forms of bullying	information, awareness raising, resource paltform	teachers, school directors	resource platform <a href="http://iamnotscared.pixel-online.org/">http://iamnotscared.pixel-online.org/</a>

Comparative Analysis of methods successfully applies in the fight against bullying: training for trainers (EU project, Durango)	bullying in general	information and good practices	teachers	database of good practices <a href="http://www.maristakbullying.com/">http://www.maristakbullying.com/</a>
The Visionaries-net (EU project, GER)	bullying, including “some new trends” of bullying and violence	information on bullying and violence	teachers, professionals	e-book <a href="http://www.bullying-in-school.info/">www.bullying-in-school.info/</a>
Bullying UK (UK)	bullying, incl. racist bullying	information and advice on prevention	young people, parents, school staff	website <a href="http://www.bullying.co.uk/">http://www.bullying.co.uk/</a>
Hero campaign (USA)	bullying	campaign, awareness raising to promote those who stand up	pupils, teenagers, parents, teachers,	
Tackling bullying behavior (UK)	bullying incl. racist bullying	information on the phenomenon and successful methods to combat and prevent	teachers, professionals	resource bank <a href="http://www.anti-bullyingalliance.org.uk/">http://www.anti-bullyingalliance.org.uk/</a>
Olweus bullying prevention programme (USA)	bullying, racial bullying as one of the forms of bullying	systematic prevention programme	whole school	
ECRI – educational resources	racism and xenophobia	information/practices for teachers	pupils, teachers	resource bank

## Comparative notes

The selected practices provided as examples are a selection of ongoing or past work in the field of anti-bullying work and work around school violence, but are naturally not descriptive of all the work and practices developed and/or used within the ARBAX consortium area. The selection provides, however, a basis to elaborate the directions the ARBAX project could take. Some of the selected programs are based on research; others have been reported more or less descriptively and others have not yet been evaluated. There are also practices that have strong backing in research while others' frames and basis are less explicated.

### Themes

Most commonly, the aim of the programs is the prevention of **bullying or school violence** through awareness-raising, including sharing information about the topic and about practices for its prevention. It was very common to find the programs targeting “any kind of bullying” or “all types of bullying”. In some cases the information provided on the programs did, however, also explicate different grounds or types of bullying or current themes, such as cyber bullying or homophobic bullying. For example, in the Irish Safe Schools model it is considered that all forms of bullying are expressions of an underlying ‘bullying attitude’ based on power imbalance. Specific kinds of bullying behavior are then dealt with in the same way as any others. Some of the programmes strictly target bullying, following the definition which emphasizes that the bullying is repeated over time, harmful and intentional (e.g. Kiva School model, Safe School). On the other other programmes include a variety of other types of forms of mistreatment such as ‘happy slapping’, dating violence and “other new trends” (The visionaries-net).

In addition to violence and bullying, another aim also strongly present in the examples was that of promoting a positive atmosphere in school and in the classroom (e.g. ABC Whole School approach) or coexistence (see examples from Spain). Coexistence sometimes also *convivencia*, refers to living with others, in “...a spirit of solidarity, fraternity, co-operation, harmony, a desire for mutual understanding, the desire to get on well with others, and the resolution of conflict through dialogue or other non-violent means”<sup>3</sup>. This was approached by supporting healthy school climate and peer relationships and, when focusing on intercultural matters, dialogue, tolerance and diversity. In the ‘Portal de Convivencia en Aragón’ the education for coexistence acknowledges the existence of conflict, and promotes confronting them positively and effectively.

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<sup>3</sup> Ortega, del Rey, & Mora-Merchán, 2004, p. 169. Ortega, R., del Rey, R., & Mora-Merchán, J. A. (2004). SAVE model: An antibullying intervention in Spain. In P. K. Smith, D. Pepler, & K. Rigby (Eds.), *Bullying in schools: How successful can interventions be?* (pp. 167-185). Cambridge: Cambridge University Press.

Racial bullying was only implicitly present in many of the selected “general anti-bullying programs” or not present at all as mentioned above. If racial or ethnic issues are present, they are more likely found from the ones with interest in information sharing and campaigns and least likely in models that also offer models for interventions (Show racism the red card; Action week against Racism; All different – all equal). Only in few cases was racism explicitly taken into account in intervention measures (e.g. School Plan against racism).

In connection to coexistence issues of tolerance and diversity were present in many examples and in the European projects for mediation (Avatar@school) multicultural issues were also approached in conflict situations.

### **Target groups**

The target groups in the examples are usually defined as students and teachers, sometimes also parents. Pupils are offered information about bullying and where to turn in case one is bullied. Some of the programs address the needs of the victims of bullying with more focus (e.g. helplines, youth web, Stay safe). The perpetrator of violence is in the focus more rarely. In one case the programme particularly recognized active bystanders (Heroes). Of those programs where intercultural issues were present the information seemed to be often targeted to the “non-immigrants” with the focus on accepting differences and tolerance.

### **Methods and approaches**

The methods and approaches in the collage of programs varied from campaigns to prevention and intervention models, and to good practice databases. Campaigns and models varied in their length, ranging from short term to annual or continuous. Needless to say, programs and campaigns based on awareness-raising are abundant and information is provided to both students of different ages as well as adults – teachers and parents, and the public in general. Awareness-raising aims to increase the knowledge on bullying or racism and its effects and to promote zero tolerance. They offer also information about support channels and ways to reach help. The topic of the campaigns are often bullying, in which case it is often said to address all form of bullying. On the other hand, specific examples are also on tackling particular phenomena – such as racism and discrimination. The examples from Spain also included examples of these types of programmes, particularly on peaceful coexistence.

Some programmes also aim to produce and/or collect and to offer practical tools that can be used as part of the school’s anti-bullying work. These include training and recourse banks for teachers, with also game like features where teachers can pick and choose elements or get current information about bullying/school violence topics (VISTA training programme, e.g. campaigns and adjacent resource banks such as School Peace Programme). More comprehensive school

prevention programmes (The Finnish Kiva School Model, from Ireland the ABC models, Safe School and Cool School; Olweus bullying prevention programme) were also included in the examples, as well as peer mediation or support models. Comprehensive models that address either bullying or support coexistence/tolerance are models that are implemented with a whole school approach and include elements of awareness raising, prevention and intervention. All these examples tackle bullying in particular. In thinking about the success of different programs, Blaya & Debarbieux<sup>4</sup> underline that “A positive school climate is one of the explanations for the programmes’ implementation success, as it is the major condition for a comprehensive approach, involving the entire teaching team. It is essential to see the positive relationship between the total commitment of the school and the programme’s success.”

### **Practices online**

Several of the selected programs include online-elements such as role playing and online workshops and additionally all are in one way or another online – at least in the form of websites. For the purposes of this report, however, online elements of interest are those that include interactive elements (thus excluding mere informational sites). The most innovative approaches are often EU projects and may be short lived but nevertheless provide important insight into the work done here. The results of these projects are missing, so access to the successes and failures of these types of activities is not possible. Most of the role-play programmes in the examples deal particularly with peer mediation and peer to peer activities, giving models to practice different scenarios and ways to act in mediation situations. Other types of scenarios that also focus on the emotions may be of interest to develop further. Games can also be more informative in nature and be used to provide a playful, visual way to share information, do quizzes or think about anti-bullying work (e.g. Kiva Street). Videos have also been used for these purposes.

Online tools, particularly those most interactive in nature are often targeted to children and youth. Teachers and schools are provided with several best-practices resource banks. Social media was not present in the examples; and its potentials are still most likely unexplored even if social media applications are integrated into the websites (e.g. Youtube, Facebook, Twitter, feed apps).

### **Recommendations for the ARBAX online tools**

The following comparative notes draw from the examples provided above as well as experiences from the ARBAX comparative report on “*Inter-ethnic relations, school bullying and adolescent violence*”.

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<sup>4</sup> 2007, 56

### **What is the focus of the tools?**

Many of the programmes and tools are targeting ‘bullying’ or ‘school violence’ or ‘all forms of bullying/school violence’. In the anti-bullying programmes bullying is defined as behaviour that is harmful, intentional and repeated. On the other hand, in the policies, for example in Romania, the focus is on school violence. In planning the tools it should be clear what the project aims to tackle; but the definitions should afford room to include the experiences of the youth and help them reflect on the violence happening at school and pushing the limits of normalized violence in order to recognize different forms of violence and bullying.

### **What are the particularities of racial bullying and xenophobia?**

Attentions should be paid to include racism and racial bullying as a clear and visible target and theme of the tools, and to discuss what the characteristics of racial bullying are. The discussion on racial bullying and racism at schools is still in early stages in some of the European countries and discussions on it are only now taking place. The terminology and framing of these phenomena should have a common ground and be also able to cater for the current debates and needs in different countries at the same time, encouraging critical reflection, reconceptualisations and mutual learning.

### **What roles should the themes of school culture, “peaceful coexistence” and non-violence play in the 3d scenarios and in the social network?**

Affecting the school climate has been seen influential in preventing school violence. The school climate has been addressed in the past through programs focusing on tolerance, intercultural dialogue and coexistence (or convivencia). This early intervention and emphasis on “getting along with everybody” and diversity was also considered important by the youth themselves.

### **Reflective spaces and practicing online**

The EU LLP projects have provided interesting views on using 3d scenarios in practicing mediation skills. In the focus group interviews, the youth saw a value in approaches made to consider bullying from different perspectives and to think about how others may feel. The Expel violence –report<sup>5</sup> suggested that reflective, practical, interactive and imaginative activities support preventive work and conclude that “most effective prevention programs grant a privileged place to interactive methods (role-playing, real-life situations, and practical work on feelings and emotions...) and are not reduced to an information transmission” and continue “Changing behavior needs an improvement of cognitive capacities more than an external conditioning.”

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<sup>5</sup> Blaya & Debarbieu 2008 Expel violence! A systematic review of interventions to prevent corporal punishment, sexual violence and bullying in schools. Observatory of School Violence, p 57

Imaginative exercises that look at bullying or diversity and tolerance in general from different perspectives push people to consider the situations, as well as one's own actions and their effects. Also including reflections from the bystanders' position is equally important as those of mediators', of the perpetrator or that of the one facing violence.

### **What structures are needed to support the use of the tools?**

Both students and teachers need support to deal with bullying/violence situations. We can see that the youth, for example, may be in agreement with bullying prevention and intervention on a general level, but do not act on these principles in practice. Practical measures and models and possibilities to reflect one's actions should be provided with links and sources of more information. Also tying the game scenarios to reflection and debate should be considered and channeled either to, for example the ARBAX social network or to the school (in which cases teachers should be provided with more detailed guidelines). Schools should be supported to consider the work against violence and bullying from a holistic perspective.

### **Considering gender and other socio cultural factors in the planning of the tools**

While ethnicity and cultural background are self-evidently present in the project, attention should be also paid to other intersecting factors like age, gender, sexual orientation, religion, socio-economic background etc. Paying attention to these should be included in the information shared in/through the tools as well as in planning what kind of practices and scenarios to develop. Additionally, planning the game and social network features should be considered in light of this, as well as considering the uses of the internet and games by the youth in general, where girls are seen more prone to prefer social interaction and boys gaming<sup>6</sup>.

### **How to ensure sustainability for the project outcomes?**

It will be a challenge to create a tool that will remain active after the project ends. To begin with, it will be of the utmost importance to time the piloting of the tool to suit school schedules and annual programs.

Some research data also revealed how the otherwise systematic models may not be embedded into the practices of the whole school, and serve instead only a small minority or those already otherwise aware of the issues. The tools should include support/suggestion on integrating the tools into everyday school practice. Tools online are quickly forgotten. Other already existing practices (annual campaigns for example, or the International day for the elimination of racial discrimination, 21<sup>st</sup> March) could be

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<sup>6</sup> e.g. Harri Oinas-Kukkonen and Heli Kurki (2009) INTERNET THROUGH THE EYES OF 11-YEAR-OLD CHILDREN: FIRST-HAND EXPERIENCES FROM THE TECHNOLOGICAL ENVIRONMENT CHILDREN LIVE IN. In An Interdisciplinary Journal on Humans in ICT Environments, Volume 5(2), November 2009, 146–162



valuable possibilities to support the sustainability of the project results in the years to come.

It will also be important to consider the ‘users’ of the tools and the target groups: what is the role of teachers in using/facilitating the use of the tool? How self-standing will these tools be?

### **What are the best ways to use social media?**

The possibilities of social media have to be considered from the point of view of the students and the teachers as both could benefit from the use of such media. Social media, with its low threshold nature and participatory culture could be utilized to gain an added value and new innovative perspectives on bullying prevention rather than just dissemination channels.

It is evident that national, local and European project have been successful in producing databases on good practices and information resource banks. While these then already exist additional value should be searched from interaction, and approaches that support the teachers/school to critically reflect the offered models, adjust them to their context and reflect their success and failures. Users sharing their ways of usage could also support the sustainability of the tools.

### **What kinds of scenarios should be built for the 3D game?**

The lessons to be learned from the country reports give different possibilities to develop the online tools for the youth. Important issues raised are to create scenarios which are relevant and real. Even videos were suggested and/or considered useful in the past. Issues to be considered are the look of the characters particularly for international tool as the ARBAX tools will be. One challenge will be to adjust the game-like feature to such that it appeals to the target group in particular without being too “childish” and being to-the-point.

To increase relevance, some contents were suggested in the country reports. The following are collected from the focus groups/interviews:

- Exclusion and refusing to participate with someone in classroom activities
- Rumors used to exclude someone and give him or her a bad reputation
- Rumors as a direct attack on a group
- Teasing and making fun of someone’s characteristics through name calling, nick names etc.
- Physical violence (tripping, slapping, shoving), whether private or public
- Sexualised violence, through making sexualised comments, particularly about a girl or girls
- Anonymous calls made to threaten or intimidate someone

- Sharing photos or videos online for the purpose of humiliating someone
- Using social networks to spread rumours
- Creating false profiles to insult or to humiliate
- Recording videos /taking photos of someone without agreement, in order to extort, or publish to humiliate
- Hacking personal social network sites
- Stealing things or personal data/accounts online
- Pressure from a group of ‘friends’ to engage in anti-social behavior

More general ideas from the focus groups/interviews:

- Scenarios where bystanders laugh or cheer a bully
- Scenarios in the PE class/changing rooms/sports field
- Scenarios during break or in school corridors
- Scenarios in the classroom
- Scenarios on the way to/from school
- Scenarios taking place online
- Scenarios related to a group’s pecking order or the social hierarchies of a class
- Scenarios that portray the emotions/feelings of those involved
- Scenarios about those forms of violence which may be easily overlooked/ left unnoticed
- Particular issues of the Roma community, religious minorities (e.g. Muslims)

These suggestions represent the realities of behaviour taking place in schools, and are echoing issues considered important. In developing the tools and drawing from these suggestions we also need to reflect on what other forms of violence/situations we see as important to consider, and what hidden or normalized structures and cultures we should start to unearth.

## **Conclusion**

In this report we have aimed to provide an insight into anti-bullying work and work on and around issues of bullying, aggression and school violence. Collecting good practices has helped us map out questions to be considered when continuing to develop the ARBAX tools. The questions have been informed by these past experiences, but also by the youth and adults themselves. From them we have received suggestions on themes and topics and opinions about what these kinds of tools could be. The challenge of the development team now will be to acknowledge the needs and lessons learned as well as expectations to inform the design process. The issues raised here in the “ARBAX Good Practices and Searching for Conclusion” as well as in the conjoining report on “Inter-Ethnic Relation, School Bullying and Adolescent Violence” aim also to challenge discussion around the topics of creating a safe and non-violent learning environment on a European level.