



Project Number 511645-2010-LLP-IT-KA1-KA1SCR

VIRTUAL MEETING TO PRESENT AND DISCUSS THE RESULTS OF THE FEEDBACKS PROVIDED FOR THE ENGLISH, GREEK AND BELGIAN CASE STUDIES

MINUTES of the Virtual meeting 23 April 2012 at 16.00 CET

The video of the meeting is available on this Internet address:

<http://flashmeeting.e2bn.net/fm/022b37-15289>

Agenda

Introduction to the Virtual Meeting (EuroED)
Presentation of the English Case Studies (Whilstorpe)
Discussion on the English Case Studies (All partners)
Synthesis of main results of the discussion (Whilstorpe)
Presentation of the Greek Case Studies (ASPETE)
Discussion on Greek Case Studies (All partners)
Synthesis of main results of the discussion (ASPETE)
Presentation of the Belgian Case Studies (INFOREF)
Discussion on Belgian Case Studies (All partners)
Synthesis of main results of the discussion (INFOREF)
Conclusion of the Virtual Meeting (EuroED)

Participants

No.	Name of the participant	Country, Institution represented	Role in the project
1.	Christine Cloes	BE, INFOREF	Project team member
2.	Francesco Picone	BE, INFOREF	Project team member
3.	Martine Prignon	BE, AEDE-EL	Teacher
4.	Zori Staneva	BG, Zinev Art Technologies	Project team member
5.	Teodora Gospodinova	BG, 138 Secondary school "Prof. Vassil Zlatarski"	Teacher
6.	Joaquin Mora-Merchan	ES, University of Seville	Project team member
7.	Rosario del Rey	ES, University of Seville	Teacher
8.	Diana Cantos	ES, Colegio Compañía de María	Teacher
9.	Dimitris Alimisis	GR, Aspete	Project team member
10.	Nikos Marinopoulos	GR, Aspete	Project team member and teacher
11.	S.Armakolas	GR, Aspete	Tec. assistant
12.	Sophia Mitroulia	GR, Gymnasium Ag.Vasiliou	Teacher
13.	Nemis Felonis	GR, Lyceum	Teacher
14.	Irene Gianakopoulou	GR, Technical Institute	Teacher
15.	Anthi Karatrantou	GR, Technical Institute	Teacher
16.	Ashimina Stathoulia	GR, Lyceum	Teacher



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17.	Lorenzo Martellini	IT, Pixel	Project coordinator
18.	Adriana Battaglia	IT, Istituto di Istruzione Superiore Don Milani	Project team member
19.	Massimiliano Branchini	IT, Istituto di Istruzione Superiore Don Milani	Project team member
20.	Sara Pistolesi	IT, Istituto di Istruzione Superiore Don Milani	Project team member
21.	Domenica Sturiale	IT, ICS Santa Teresa di Riva	Teacher
22.	Domenica Crupi	IT, ICS Santa Teresa di Riva	Teacher
23.	Ruta Kukucionytė	LT, Kaunas University	Project team member
24.	Lucia Petrescu	RO, EuroEd	Project team member
25.	Carmen Antonita	RO, EuroEd Primary School	Teacher
26.	Marcelina Antal	RO, UAIC	MA Student
27.	Alexandra Sarbu	RO, UAIC	MA Student
28.	Madalina Lica	RO, UAIC	MA Student
29.	Roger Murfin	UK, Wilsthorpe Community School	Project team member
30.	Mick Flower	UK, Wilsthorpe Community School	Project team member
31.	Ann Foxley-Johnson	UK, Springwell Community College	Teacher
32.	Elaine Allen	UK, Heanor Gate Science College	Teacher

TECHNICAL MATTERS

Lorenzo (Pixel, IT) opened the meeting and make sure that all the partners do not have any technical issues. All the partners have been invited to test their connections, equipment to make sure that they can be heard during the virtual meeting. Also during the entire meeting Lorenzo intervened to assure that all the participants are logged in and do not have problems with the microphone.

WELCOME OF PARTICIPANTS

Lucia (EuroEd, RO) welcomes all the participants for joining in the second transnational virtual meeting and reminding the topics that will be discussed (English, Greek and Belgian case studies and the related teacher's comments). Lucia (EuroEd, RO) gives the word to Mick (Wilsthorpe Community School, UK) the English project team member to present the case studies and the teacher's comments received.

PRESENTATION OF THE ENGLISH CASE STUDIES

Mick (Wilsthorpe Community School, UK) started the presentation by providing information about the number of the case studies produced (10) and identifying them by being very interesting and varied and based on real incidents that took place in the UK's schools. The variety covered by: cyberbullying, physical differences between students, racism, friendships. It was mentioned that the bullying phenomenon occurs a long time ago, having as proves the Shakespeare's and Dickens's works.



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The first case study mentioned by the partner was: "No Love Lost - bullying over a long period". The case study was one very long, involved and complex case, which received only one transnational comment, but very significant. The comment received mentioned that "more specific and goal-oriented measures should be implemented by making the two young people to communicate and express their fears and thoughts, rather than by making they avoid each other thus intensifying the feelings of mistrust, fear and intolerance." This can start discussions on the importance on bringing together the ones involved in teh cases.

The second case study: "Bullying in a Science Lesson", received comments from the teachers who mentioned that "being overweight itself increases the chances of suffering bullying" – in UK 1 from 3 kids are overweight. Also have been highlighted the importance of encouraging students to seek help. This case study can launch discussions on identifying ways on how to involved students in finding solutions.

The third case study: "Bullying on the School Bus", received comments on similar vulnerable situations and on the risk areas in the school. It was mentioned that the architects who build schools must take into consideration these risk areas. One of the comments raises the question on when the school responsibility starts and ends. Also the issues of peer mentoring and involvement were also raised, and it seems as being the direction on which all of us should take in.

The next case study: "A Long History of Bullying", deals with students as bullying victims. The case study raised the issues on what is the school responsibility when they spot the bullying activities. The discussions between teachers were on what methods to be used (restarted justice) to deal with the situation; also another comment was on the importance of training the parents, because children learn the imperfections of their parents – point which is recommended to be further discussed.

The next case: "Girls Name Calling", involved parents. The comments produced mentioned that the case has been solved by the pupils' involvement and pupils' voice. Another comment mentioned that the teachers are always two steps behind the students.

The fifth case study: "A knife in school", received comments from 4 different countries. The discussions were on where the school drove the line and let the police to take over. Also the issue of mediation was raised and again the importance of bringing together the victims and the bullies. One of the teachers, who comment the case, was surprised that the student who brought the knife in school wasn't expelled from the school.

The next case study: "Issues of Transfer from Primary to Secondary School", raised the importance of peer mentoring and the teachers agreed that the transition period is a difficult time. It was mentioned that it is very important for the students who have been transferred from primary school to secondary school to be helped by a support program of the school.

The next case deal with homophobic bullying, highlighted the effective system had in UK for dealing with these types of bullying. The problem of the small number of the councillors in schools has been raised.

The case who deal with cyberbullying – "Pretending to be 'her'", launch the discussion on if it is necessary to exclude the student from the school and was identified that this is not a good solution, because if the student will be excluded from the school will have more time free to spend on internet, continuing to bully.

Through the final case study: "Appearance is everything", the English partner launched the invitation to the partners to discuss about the attitudes that the people have to physical differences.



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DISCUSSIONS ON THE ENGLISH CASE STUDIES

Lucia (EuroEd, RO) and Lorenzo (Pixel, IT) thanked to the UK partner for the presentation of their case studies developed and of the comments received and launched the invitation among the all partners to start a round table of discussions and feedback on the English case studies.

Zori (Zinev, BG) presented a brief summary of the comments sent for the English case studies. The first one was related to the “Appearance is everything” case study, and it was mentioned that the case contain a strong trust in the school institution and how the parents relies on the active involvement of the specialists in the school. According to the teacher who gave the comment, these aspects are missing from the Bulgarian school education systems.

For the “Cyberbullying” case study there were 2 comments offered. The comments highlighted the idea of not excluding the students, rather enforcing them in discussions.

The “Homophobic bullying” received one comment which mentioned that it is important to “imagine a solution by the school as possible, a more effective and successful approach could have involved in-depth sessions with a psychologist/ counselor and no detention in isolation since this would only intensify the anger and the feelings of mistrust and violence.”

Also there are some general comments and ideas about support groups, individual work with those involved, and also there was a split idea on bringing the students together or having separate discussions on their problems.

The representative from (ASPETE, GR) discussed about the discipline problems which affect the teaching, learning and administration processes, from the classes and in the school in general. The aspect highlighted was that the teachers must adopt educational strategies and specific pedagogical technics and that each case, student, teacher and other parties involved should be studied as a unique case

Joaquin (University, ES) launched the invitation to discuss and to take into consideration the possibility to transfer/define the general ideas/strategies/guidelines developed by the UK education system, which proved as having a long tradition on dealing with the bullying in schools.

Mick (Wilsthorpe School, UK) responded to the invitation launched by the Spanish partners, that from his point of view this could be a great idea and with a lot of benefits. The concern was on the problem that there is not a general national strategy, each school develops it owns strategies and action plans.

Ann (Springwell College, UK) provided a positive answer regarding the discussion on developing an international guideline in which definitely the UK education system and anti-bullying strategies will be proposed for being included. Was suggested to start with a policy of the acceptable behaviours, workshops with parents – it is very important to bring parents in school. The guideline should include also lows and strategies on how to educate students from the beginning.

Joaquin (University, ES) mentioned that we have to focus on developing a common guideline to deal with the school bullying. And the case studies developed and the comments received are very important elements which need to be developed and further discussed and what is most important to try to identify the common elements between all the countries involved and all the educational systems. The following question was launched to the partners to debate and identify what can be done in each country to combat bullying.

Lorenzo (Pixel, IT) highlighted the idea mentioned by the Spanish partner on the fact that the case studies, virtual meetings, feedback received from the teachers are instruments and starting points to find what is the national situation and what is in common on that the school bullying is concern and then try to define a common European Guidelines to propose the prevent and tackle school bullying. The next step will be to analyse the different case studies and each partner will be in charged with defining which are the priorities



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and suggestions to combat bullying and to propose them at national level and then a transnational work which will summarize what have been developed – the outcome being a Transitional European Policy.

The representative of INFOREF, BE presented a brief summary on the comments provided to the English case studies, highlighting the common elements. Also in the Belgian schools the physical, intellectual, social weaknesses or differences occurs and quickly become a target of bullying. Also cases of homophobic bullying can be encountered in schools, but until now no case which involves weapons. The partner discussed also the importance of identifying the best ways of intervention.

Sara (Istituto Don Milani, IT) provided a brief summary of the comments sent by the Italian teachers to the English case studies. The aspects mentioned were: public institutions should offer more opportunities and give space for cultural, sport, drama, music and leisure activities to enable social integration and attract the student's attention; the training of teachers should enhance teachers on how to develop activities during and after the school time; as to homophobic and overweight students with high level of anxiety and depression and loneliness from peers – the opinion is to give space for interaction between teachers, students and their families; involvement of parents in activities; class discussions on various topics, as racism, marginalisation, etc.; teachers should be trained how to identify and intervene in case of bullying; advertising campaigns to make everyone aware of the bullying problem in general; students should work with teachers on how to react and how to involve in pupils needs.

Ruta (Kaunas University, LT) shared the Lithuanian teacher's ideas, regarding the professionalism developed by the English teachers on working with school bullying.

Carmen (teacher, RO) highlighted some ideas mentioned by the Romanian teachers regarding the English case studies: there will be always pupils who believe that these behaviours are acceptable and in these cases the support from parents seems to have a little effect – we have to accept that in our day's parents no longer responsible for their children actions in society and in school; the head teachers and the school policy should be more strict, should have rules and regulations and stop any attempt of bullying from the very beginning; parents should be also engaged in collaborating with the school and find solutions; cooperation between schools and other community institutions or experts (like, psychologists, social workers, etc.) who can really help in such situations.

CONCLUSIONS OF THE ENGLISH CASE STUDIES

Mick (Wilsthorpe School, UK) concluded the discussions on the English case studies with the necessity of developing a clear European Policy and finding ways in putting the strategy into practice and also on the need of having more school counsellors involved and to reconsider the role of the head teachers.

Roger (Wilsthorpe School, UK) emphasized the issues related to the cyberbullying, mentioning the following aspects: the differences between generations; a higher knowledge from the children from today regarding internet and social media; parents don't talk with the children about these aspects because they cannot understand them; schools should have a media school counsellor to discuss with students and to be able to prevent cyberbullying events; involve students in trainings and protection regarding the use of internet.

Joaquin (University, ES) highlighted the idea and the importance of working for identifying who is responsible and who are the main actors involved in dealing with school bullying.

PRESENTATION OF THE GREEK CASE STUDIES

Nikos (ASPETE, GR) provided a brief presentation of the case studies developed by the Greek teachers. A categorization of the 11 case studies developed has been done presenting the main aspects.

The first case study named "Human dignity in rubbish", present the case of a 12 year boy from Albania who have been aggressed by a boy from Greece from another school. The two principals acted separately and after some disputes a two-day symposium at school with the help of the teachers and children as well, against racism and promoting children's rights. The case study received comments from Belgium, Bulgaria, Romania, Italy and England and the highlighted aspects were: that no punishment of the student haven't sent the correct message; lack of policies in the school to deal with this type of events; difference between the two principals approach.

The second case study, named "Mary is leaving school", present the case of Maria, an 18 years old girl suffering from dyslexia and a group of five (5) students who teased and ridiculed Maria. After a long period of aggression Maria had left school. The actors intervene only after the school dropping. This case study was the most commented and they mentioned that: this situation is very common also in other countries; the importance of prevention in such cases because a student with low self-esteem due to their disabilities and who is aggressed can drop school.

The next case study took place in a school for children with special needs, bullying between students who want to make them get noticed and students with low self-esteem. The violence happened during the breaks and in the school bus. As solutions the counsellor have been involved and had discussions with the students and also an informative event was held in school to aware the students about this situations and how they have to act. Comments: importance of an anti-bullying policy in school.

The fourth case study presents an affair between two students also a pregnancy has been involved. The girl has a sister in the same school attempted suicide in the toilets of the school, where she was found with a note beside her: "Do not look for why. The important thing is my sister to be fine". After counselling the sister declared that the father of her sister child forced her to have sex and to take drugs. The school, the counsellors, the parents, authorities and specialized institutions have been involved to support and solve the situation. Partners from Italy, England and Bulgaria comment the case: the importance of having sex education programmes in schools; proper monitoring actions in school; support counselling for the young parents and for the students' parents before and after the pregnancy.

The next case study is about a shy boy without self-esteem, who had to move to another city because of the job transfer of his father. A group of students instead of supporting the new student to adapt they played different games making fun of the boy. The strategies involved to combat the bullying were: the committee of school has been involved; discussions between teachers and students; discussions between the principal and the parents. The comments: cooperation between actors and other specialized association who can really help in these situations.

The last case study is the story of a 14 years old girl who made use of sedative pills. Offensive comments regarding the girl have been made by other colleagues though Facebook. The parents responded by announcing the school principal that will sue the school in order to protect their girl. The principal identified the colleagues involved and discussed with them the gravity of their actions. The partners comment and discuss about the effects of cyberbullying and the importance of involving the schools in informing and awareness activities.



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COMMENTS ON THE GREEK CASE STUDIES + DISCUSSIONS ON WHO ARE THE DECISION MAKERS IN EACH COUNTRY WHEN WE REFER TO BULLYING

Zori (Zinev, BG) offered information about the comments provided by the Bulgarian teachers to the Greek case studies: the cases related to racism are much more frequent in Greece than in Bulgaria; the common case study was the one related to cyberbullying – the students should be taught, the information should be implemented in their brains, that anyone, any personality can be discovered. Also they have to know that there is somebody who know what and who are doing these things; the police is starting to be more and more active in Bulgaria, in providing a system in preventing bullying in schools; there are cases in Bulgaria when children wanted to share their thoughts but they received the answer that they do not have a enough knowledge to help the students in their problems.

To whom do we address in terms of bullying? – social pedagogical experts who can support the children with aggressive behaviour or to provide psychological support to the children who have been bullied; police involved in graver cases; and the most important institution is the family institution – it's role should be increased mostly; parents should be made aware of the role and importance of their involvement.

Inforef, BE mentioned the following aspects: all the actors are involved in preventing and combating the acts of bullying; importance of monitoring in schools; involvement of Social Psychological centres in schools; support of the teachers in working with students; mediation.

Lucia (EuroEd, RO) provided the answer to the question *To whom do we address in terms of bullying?* – in Romania is quiet difficult cu reach the authorities from a high level. The ones that can be reached and who can have a better approach for these situations in terms of bullying and education are local decision makers. Also in Romania, the parents are more involved in monitoring the students learning process and grades and less concerned about the behaviour. Perhaps, because the schools do not address this problem properly. We do not have a general policy addressing to this phenomenon and there is no education about this in school. The actual situation, system needs a bottom up approach.

Carmen (RO) provided her opinion on the Greek case studies, mentioning: the most effective ways to deal with these situations is to develop the cooperation between students and students and teachers and students, because lack of communication goes to conflicts. In Romania we supposed to have sexual education, but teachers and parents avoid, because they are embraced to talk about these situation. The good thing is that in such cases the schools are involved in reintegrating the students in the school system.

Ann (Springwell College, UK) mentioned about the system from UK where all teachers are involved in anti-bullying trainings to learn how to deal with. Also the students are involved in trainings related to these situations and the sexual education is very important in the schools from UK – school nurse facilities, where students can discuss confidentially. Importance on teaching the students that they have rights, but also responsibilities and they have to learn how to behave – this is the call for any policy in schools.

Sara (Istituto Don Milani, IT) added a very important fact, that mass media and social network seems that replaced the family and the educational programme. The partner raises the importance of courses and extracurricular activities involving students, parents, and experts. More resources are necessary.

Roger (Wilsthorpe School, UK) mentioned about one myth that circulate which says that if a violent act between students happened in other spaces than schools, in this case the situation is not under the school authority, they are not responsible. Fact that is not correct, the form teachers is still responsible.



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CONCLUSIONS OF THE GREEK CASE STUDIES

Nikos (ASPETE, GR) summarized the Greek case studies mentioning the following aspects: Greece has been drastically affected by the influence of the immigrant's invasions and the transition process was fast and neither the policy makers nor the teachers weren't ready for that. The 11 case studies presented the differences between cultures and very serious bullying acts. And they highlighted the need of the decision makers, of the state in be more aware of the effects of this phenomenon. The case studies presented also the increased phenomenon of cyberbullying. The schools situation is also affected by the economic situation of the country. Overall the aspect which was the most highlighted is the lack of counsellors in schools. In Greece the counsellors occur only in the schools with students with special needs. So these schools bullying situations remain in the hand of non-specialized people who need to deal with them.

PRESENTATION OF THE BELGIUM CASE STUDIES

Inforef, BE summarized the comments received for the Belgium case studies in 3 axes: first – the act of bullying; second – the observation of the answers given, comparisons of the experiences; third – the recommendation.

1: - Various acts of bullying through SMS, sexual bullying, boys dominate girls, etc. – are very common in all countries.

- Origins of the acts: imbalance of the relations of power between students, children need a leader, many children are not able to cooperate, students forget that sometimes they have duties and rights.

2: - school bullying is unaccepted; recognition of the bullying too late; concerns in the involvement of the school staff in these situations; community schools are very reluctant to tackle these kinds of problems; importance of dialog and cooperation with parents.

- Regarding the external services - discussion on the role of mediation. Lack of counsellors in schools.

- Regarding the sanctions – the comments approves the role of sanctions for the bullies.

- Measures – counselling; informing and involving the parents; mediation among the parties; develop empathy; establish justice; involve students in problem solving; psychological assistance and monitoring; to work on the self-esteem of the victims.

- Victims and bullies – face to face discussions and reconstruction of relationship.

- Parents – the family environment is essential; parents are not enough involved in the children education; counselling for parents.

3: - Development of preventing and training measures; Develop within the school a policy against bullying; Training of educational school teams; Mutual respect; Important of providing training for parents and teachers; Develop the students social skills, helping them to develop proper values;

DISCUSSIONS ON THE BELGIUM CASE STUDIES

Carmen (RO) mentioned that the school plays a very important role, is the key in these matters. The involvement of the counsellors, the psychological teachers and the specialists in schools is very important. In Romania we have a counsellor or psychologist in every each school. Regarding the cases which involves students or teachers who are filmed in classes in various situations, some of them not proper, became in the last years very common in the schools from Romania. These situations are considered as being criminal acts and the students can be expelled from the schools.

Zori (Zinev, BG) continued with a comment sent to the case study named “Young boy victim of bullying due to overweight and who could finally be treated for this disease”, the approach used was simple and raised more duties for the school staff, but granted the safety of the students. The approach should be multiplied



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also in Bulgaria. The partner also discussed about the situation of racism and cyberbullying in the schools, Bulgaria is not a state which creates immigration, is a state which creates emigration. The national and cultural difference is that the Bulgarian bullies at schools have not been given the chance to check if they have racism inclination or not. We have proven to have inclination on intolerance towards physical and mental disabilities, because this is what Bulgarian students meet every day.

Nikos (ASPETE, GR) comment on the Belgium case studies mentioning that reading the case studies he was able to find a lot of similarities with the situations from the other countries. The main aspect noticed was that the schools from Belgium have problems with the continuity of the incident. There were mentioned incidents that lasted for several months. This is a point where we have to work, to shorten as much as possible the bullying period.

DISCUSSION SUBJECT FOR THE NEXT MEETING

Joaquin (University, ES) launched a discussion subject for the next meeting: Are there any kind of official protocols in every country?

Sara (Istituto Don Milani, IT) added a new question for the partners regarding the use, the distribution of photos, videos, image of a person without his/her approval, with the purpose to violate the dignity and image of the person. The teachers from Italy are invited to be careful with the use of web spaces during lessons. The question is if this situation is similar in the other countries, is there any law to protect the children within this regards?

Due to the multitude of the questions raised during the online meeting, the partners discussed to develop a blog where they can meet and discuss these issues and questions raised.

CONCLUSIONS OF THE BELGIUM CASE STUDIES

Inforef, BE summarized the discussion on the Belgium case studies and comments received which mentioned the need to: develop in the school a policy against the bullying and prevention plans, with rules and procedures to intervene when a case of bullying occur; train the teachers who are not prepared to deal with these situations; provide seminars for parents; use of mediation and cross cooperation among all parties; involve both students and parents in various activities.

END OF THE MEETING

Lucia (EuroEd, RO) thanked to all partners for the great job in collecting the case studies and for the involvement and discussions raised and also for the work done on finding the aspects that overlap or the aspects that make the difference. And invite the partners to focus and to work on developing the future plan of the project. For the next meeting the partners will be invited to discuss about the questions raised.



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