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ABC Output & Impact Evaluation Report

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Author	Peter Dankmeijer
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1. Summary

The products

The products of the project are positively evaluated. Some respondents think they are too long, but on the other hand they appreciate that they are comprehensive. Part of the critical feedback on the products was already solved by editing the products to make them more concise, better readable and adding flowcharts to illustrate the concrete process of the procedure.

The impact

In general, the respondents evaluated the potential impact of the project is very positive. They think that schools are likely to use the self-assessment procedure, especially when it costs them a limited amount of time.

At the same time, there are some doubts about whether the participative aspect of the self-assessment (involving students and teachers in making their own recommendations) was successful enough in this project. European stakeholders stress that this an important part of the project and is important to secure that student participation really happens.

However, there are some signals that school managers are not always open to such participation. The self-assessment, as we developed it, requires a clear standpoint from the school management that they want to involve the entire school population in the self-assessment, not only because the self-assessment will then be more reliable but mainly because this way they will create commitment for the updated antibullying policy while developing it. The school management should also be open to include the voices of students and teachers in the school policy, even when the comments are critical and the recommendations differ from current policy.



Scoring dilemmas

Just like in the partnership itself, opinions differed among respondents whether school should be scored or not, and whether to make the score public or not. Still, 85% does support *any type of scoring* and 37% prefers *independent scoring and publishing*.

Unexpectedly, students and teachers were *more* in favour of scoring than the respondents in general, while the stakeholders were *less* likely to want to score.

About 47%-61% of the respondents is for a kind of formal label or certificate. We conclude that while the majority of the respondents both more or less favours some kind of scoring through a label or a certificate, more respondents favour a label with levels above an ISO-certification which certifies a compliance with a standard (61% versus 43%).

European recommendations

All of the European recommendations were widely supported by “interested respondents”, but the 8 respondents working in EU-umbrella organizations were not always so positive.

The recommendations were:

1. Make a review of funded projects
2. Consider to make European level guidelines
3. Organize a European antibullying campaign
4. Set up a clearing house
5. Develop a European country policy map
6. Develop a European coherent view on antibullying and democracy

At average, two to four of the eight European stakeholders were a bit reticent about some of the recommendations, scoring them neutral. With 38% the most disapproved recommendation was the one that of the European union should consider making guidelines for securing high quality antibullying policies in schools. Developing a European map on national antibullying policies scored highest with 75% support.



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2. Introduction: impact

The Anti-Bullying Certification (ABC) project aimed to develop a self-assessment procedure of the antibullying policy of secondary schools. The ultimate intention was also to develop or to strive on the long term for a way to certify schools for having an adequate quality level of antibullying policy. After piloting the products and discussing the merits of certification, the partnership aimed to initiate national and European level discussions on whether national and European antibullying policies need to be enhanced, and if some form of certification of the quality of schools in this respect is a possibility.

The planned impact of the project therefore was to develop a usable product that schools could use as a self-assessment tool for their antibullying policy quality, and the initiation of political discussion about additional quality guidelines on the national and European levels.

The project ran through 2018 and 2019, and was extended to May 2020.

The draft four intellectual outputs (products) of the ABC-project were finished late 2018 and early 2019. They have been tried out over 2019 and early 2020 in 10 schools from five countries (Greece, Italy, Spain, the Netherlands and the UK). The products were finished and published in May 2020. These products are:

1. A guide to the procedure to analyse a school's antibullying policy, including a final assessment tool
2. Surveys for teachers and students
3. Workshops for teachers and students
4. A toolkit (database) with possible interventions

The project partnership intended to evaluate the quality of the products and the impact of the project in May and June 2019. We wanted to know a lot of our participants and others the original questionnaire was 80 questions. We soon realized this was too long, and limited the number of questions to 29.

In July 2019 we wrote the first impact evaluation report. It turned out that only a limited number of 32 respondents filled in the questionnaire (out of a possible 170). These were mainly from the UK. In other countries respondents did not have the time because of exams

and because they did not finish the project yet. We also got signals that 29 questions were still too many for student respondents. When later in the year the project was extended with five months, we decided to make the questionnaire(s) even shorter and to collect the responses in April and May 2020. A second version of the report was based on the responses until 24 April and was used to inform the national and European policy discussions during the online multiplier meetings and online fora. This third and final report includes the respondents who answered the surveys between 25 April and 30 May 2020. The number of respondents was raised from 102 to 150.

3. Methodology

The aims of this research are (1) to assess the satisfaction and efficacy of the products and (2) to provide input for national and European discussions about certification of antibullying policy in schools and policy to support this.

Because this research takes place at the end of the project and the products have been finalized based on the discussion in the partnership and the results of the first report, the questions about the products in this second survey were limited.

The partnership did not quite succeed in developing a completely coherent *assessment* tool for the quality of antibullying policy in schools. This was due to a lack of scientific clarity about what constitutes an effective antibullying policy, but also to differences of opinion within the partnership itself about whether to score schools, how to score schools (with one certificate or with an “energy” label with different levels), and on whether school scores should be published. These questions turned out to be more complicated than we initially thought, and we decided to use our own dilemmas as input for a wider discussion with schools and in the political arena.

To make the questionnaires shorter, we decided to make similar but slightly different questionnaires for students, teachers, national stakeholders, European stakeholders and other interested audiences. The surveys were between 16 and 21 questions. They were



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made in Google forms. The answers were codified as numbers, which allowed us to use the same (Google) forms to translate in other languages and still get analysable results when the data were collected in one database.

We did not ask the respondents who took the longer survey in May 2019 to answer the shorter new version again, but added these data to the answers to the second versions of the questionnaire. With a few questions, the formulation or answer possibilities were slightly different in the second version. We will note this discrepancy when it occurs in this report.

There were three groups of respondents. The first group consisted of the participants in the project: the project partners themselves, and the teachers and students in the participating schools. This group was recruited by mailing them directly with the link to the relevant questionnaire and the request to fill it in before the end of April.

The second group were members of the national and European feedback committees that were recruited in an earlier stage by the project partners. The project partners had contact with this feedback group in varying ways, and they were approached to give their opinion on the national and European policy reviews by the project partners, and to fill in the specific questionnaires about national and European policy. The reviews and questionnaires for Dutch and for European stakeholders included additional questions about specific recommendations to improve the policy.

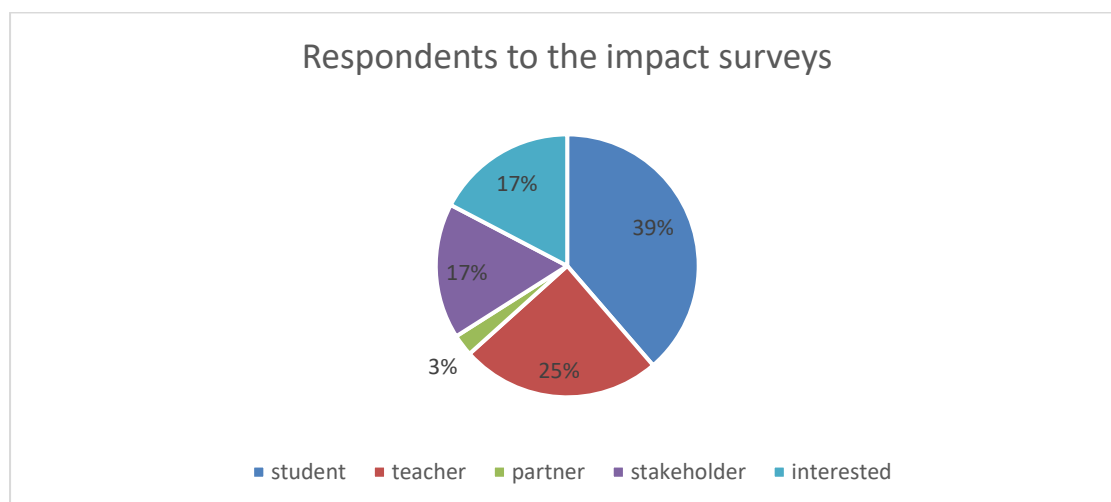
The third group consisted of other interested audiences who wanted to get involved in discussion, but were not national or European stakeholders in the feedback committees and were not involved in the project. This questionnaire included the specific recommendations for European policy and was disseminated in a very wide way via social media. Because GALE (the Global Alliance for LGBT Education) is a *global* network and the call to fill in the questionnaire was done partly through the GALE website and the GALE newsletters GALE Update (members) and LGBT Education (non-member based newsletter), there was a possibility that also non-Europeans filled in the questionnaire. However, this was not the case until the deadline for this second report.

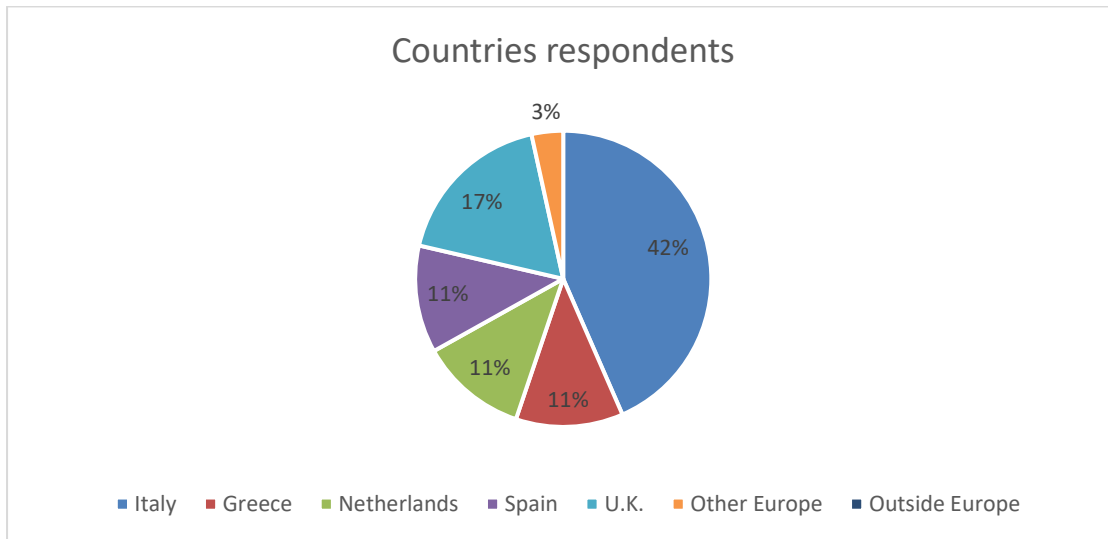
4. The respondents

A total of 150 respondents took part in the survey. The potential total number of active participants in the project is estimated to be about 170. We estimate we reached 73% of the project participants. We think this is a quite good rate. The other respondents are “other interested people” who were not related to the project.

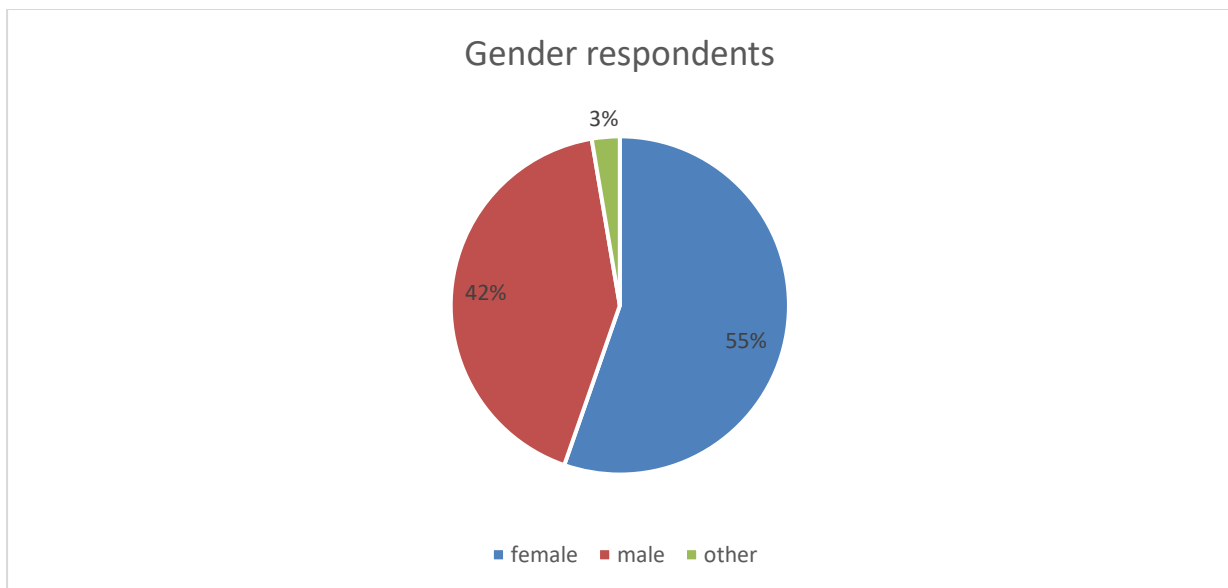
Type of participant	Potential number	In survey	
Students	80	58	73%
Teachers	30	37	123%
Project partners	15	4	27%
Stakeholders	45	25	56%
	170	124	73%

When we look at the total of the respondents, 63% is made up by students and teachers, 17% by stakeholders and 17% by other interested persons.





Almost half of the respondents is from Italy. This is because the project had two partners in Italy and several participating schools.



There are slightly more female respondents than male respondents. Two of the four transgender respondents were students, the other two were from the “other interested” audience.

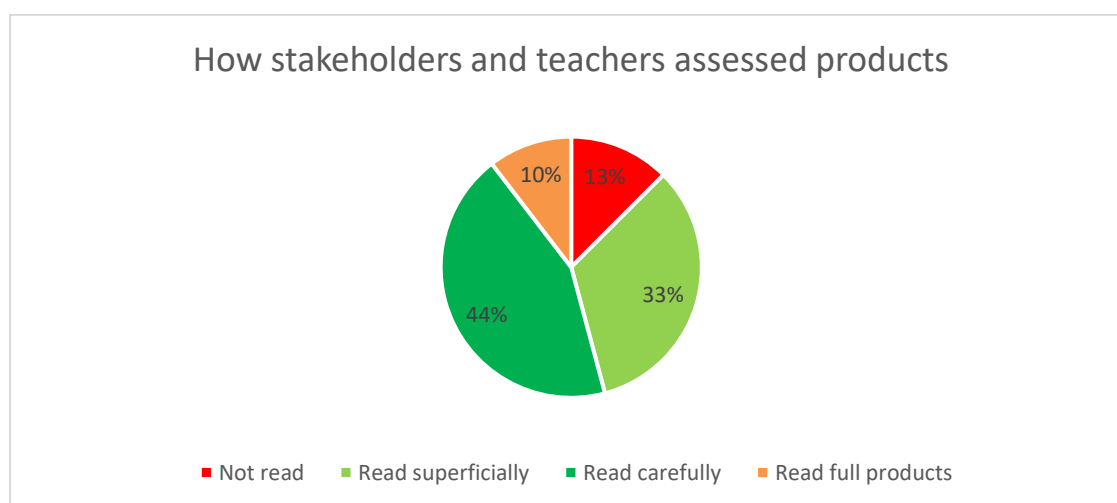
5. General evaluation

In May 2019 we asked an extensive series of questions about the general usability of the products that lead to recommendations that were implemented in the updated versions of the products later that year:

It was recommended:

- To check the English grammar
- To be more concise in language
- There were some respondents who wanted the texts to be shorter while others wanted them to be more precise and elaborate. Because we thought that most of the information included in the product was really useful, we decided to solve this dilemma by introducing the texts with reading guides and with visuals that show the different steps and procedure.

In the second questionnaire we asked stakeholders in what way they reviewed the products. A total of 48 students, teachers and stakeholders answer this question. 44% of these respondents read the extensive summary carefully of all the products in detail and another 33% read the summary superficially. 10% reviewed the full products. In total 88% of the reviewing respondents read the products to some extent, which indicates a relatively high reliability of their assessments.



6. Evaluation of products

In this chapter we go into specific remarks about the products.

Evaluation of the antibullying certification procedure guide (IO-1)

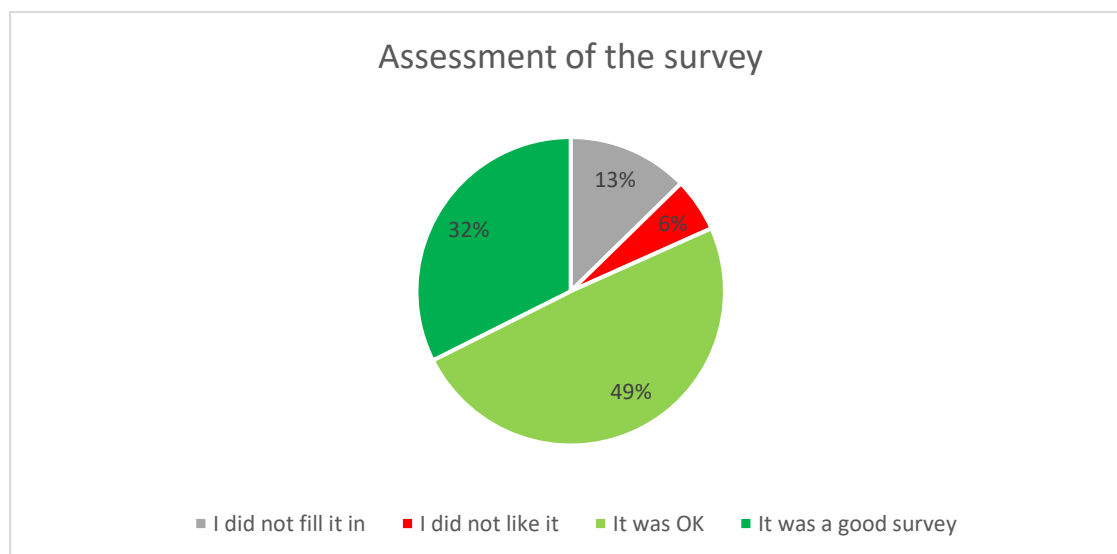
In the first evaluation, some people found the guide to be too long with 80 pages, while others found it not clear enough. In the final version the guide has 90 pages, but the extension mainly is due to more clear formatting and the addition of an elaborate bibliography.

The addition of flowcharts which clarify the different steps in the procedure makes the guide much clearer.

Evaluation of the surveys (IO-2)

One of the comments on the student survey was that it was too long and too complicated. The original survey of 34 questions was shortened to 20 questions and the questions and answers were formulated as simpler and more straightforward sentences.

The teachers also found the teacher survey quite long, but were not very upset about this. The teacher survey went from 26 to 25 questions, but there were less subitems and the grammar was improved.





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All respondents taken together, 32% thought the student and teacher surveys were good, and half thought it was okay. Only 6% (4 of 71 respondents) was unhappy filling in the survey. This indicates a good level of satisfaction.

The respondents were allowed to make comments. Unlike in the first evaluation there are both comments to make the survey shorter and at the same time to make it more detailed.

One European stakeholder noted that the surveys do not cover antibullying of teachers by students or parents. This stakeholder also notes that it could be asked if teachers feel supported by the management in carrying out the tasks, especially if they got enough training in this area. These are aspects that could be improved.

Another issue is that the students and teacher surveys are not yet totally aligned with the proposed assessment/scoring of the school. This can only be improved when we fully agree on the standard of scoring, which is a challenge (see chapter 7).

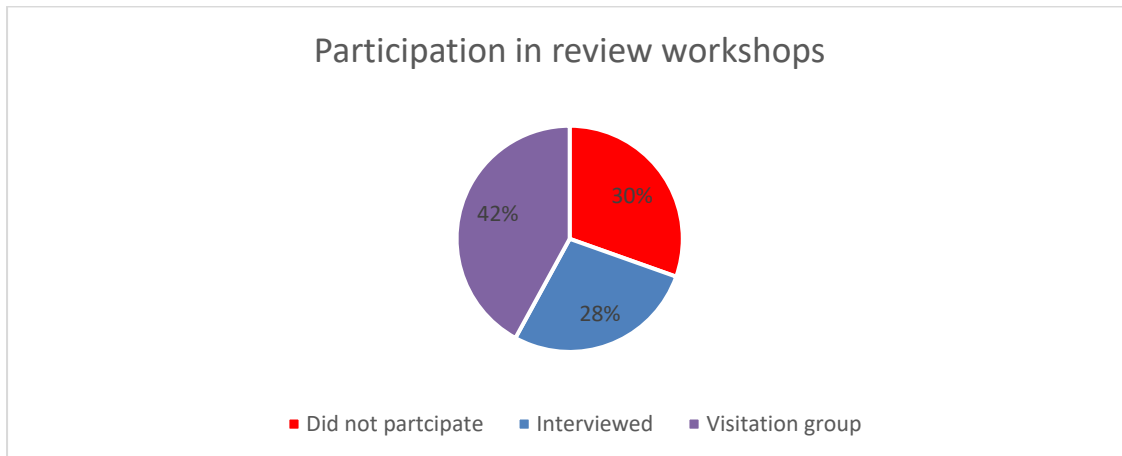
Evaluation of the student and teacher workshops (IO-3)

After the first evaluation it was recommended:

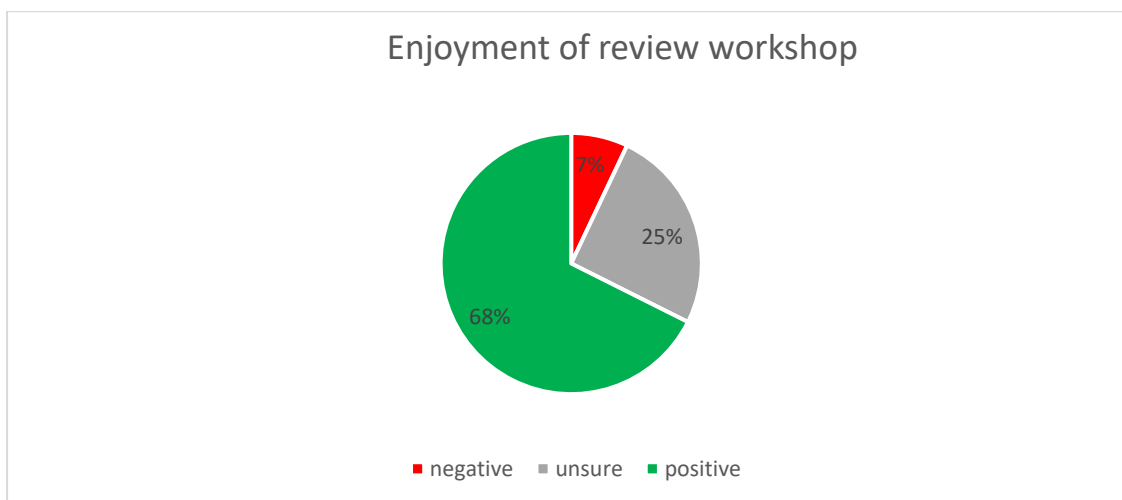
- to make the teacher workshop more readable by not spreading the information and choices over different documents (several Word files, a PowerPoint, video)
- To make it consistent with the procedure; in the procedure the students workshop feeds into the teacher workshop, but the teacher workshop “prepares” the student workshop
- To re-evaluate the attention to leadership styles in the teacher workshop, can teachers influence the managers in this, how to it relate to the assessment?

The first two recommendations were improved in and updated product itself, while the certification guide was made clearer in the role of the management during the entire procedure.

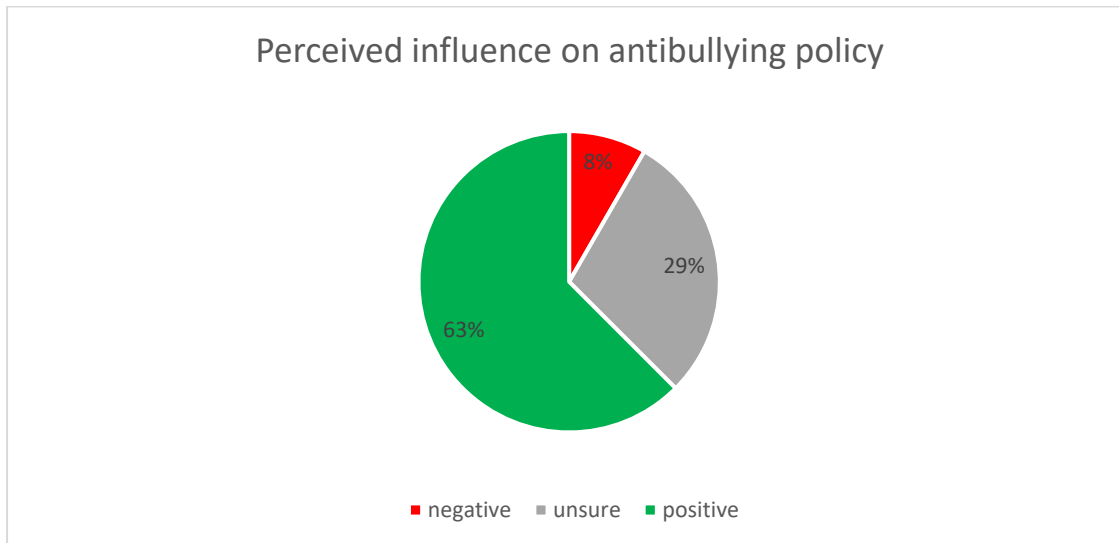
In the second evaluation we wanted to know how many of the respondents were actually involved in the student review and in the teacher review workshops. 35 students and teachers answer this question.



30% of the respondents did not participate in any way in the student review. 42% was in the review group while 28% were students that were interviewed by the students of the review group.



68% of the students and teachers enjoyed the review workshops, while 25% was unsure about this.



A majority was positive about how much about the influence of the student review on the antibullying policy, while 29% wasn't sure.

When we looked if there were differences between teachers and students, we noted that students were less positive (58%) than teachers (73%) about their influence on the school policy through this project (through their participation in a student or a teacher review workshop).

It is not quite clear why this is. The narrative reports of the student and teacher reviews from different schools were often a bit vague about the recommendations. The focus of the teacher review workshop was twofold: in part it was a training, and in part it was meant to generate recommendations for the school management. In the original version of this product, it may not have been quite clear for partners or for schools how to strike a balance between training (top-down) and a strategic discussion (bottom-up). From the narrative reports on the workshops, it seems these workshops were implemented in different ways because we left the program quite open.

These responses also call in question to what extent teachers and especially students were allowed to really have an influence on school policy. This of course depends on the type of school organization and the level of democracy and participation in decisions. A negative example is that in one school, the management finalized the ABC-assessment by adopting a policy which was not only *not* following the students recommendations, but also contravening their recommendations. However, these students did not take part in second evaluation, so this would not have influenced the statistics.

From the comments of the respondents in the second evaluation, it seems that some of respondents have confused the workshops during the two international exchanges with the school-based student and teacher reviews of the school policy.

So maybe a tentative conclusion from these results could be that the project implementation of the student review and the teacher review was not always done in line with the intentions of the procedure, and that questions remain about how to fully integrate democratic participation of students and teachers in school policy. Although the final products are much clearer than originally on how this can be organized, the pilots may not have been clear enough in how to experiment with this.

Evaluation of the intervention toolkit (IO-4)

In the first evaluation, 47% of the respondents was able to read this product carefully, and 38% read it superficially, while 13% did not read it.

Only one respondent found the toolkit to be too long and too complex. It was recommended to add more practical tools for teachers. Another suggestion was to make the toolkit available as an online database. These recommendations were followed up by adding an item in the database on how to practically implement the tools and by offering a reading guide. The toolkit was also developed in Excel, which provides a basis to export the data to one online database (supported by the EAN website). This still has to be done, as the EAN website is being redeveloped currently.

In the second evaluation the toolkit was not a topic. This choice was made to limit the number of questions and because the toolkit was already finished.

7. To score or not to score, and how

During the development of the products, the partnership had some discussions about underlying topics. These topics were whether to score schools or not, if we would score, on which criterion or criteria we would do this and if we would strive for a European guideline or label.

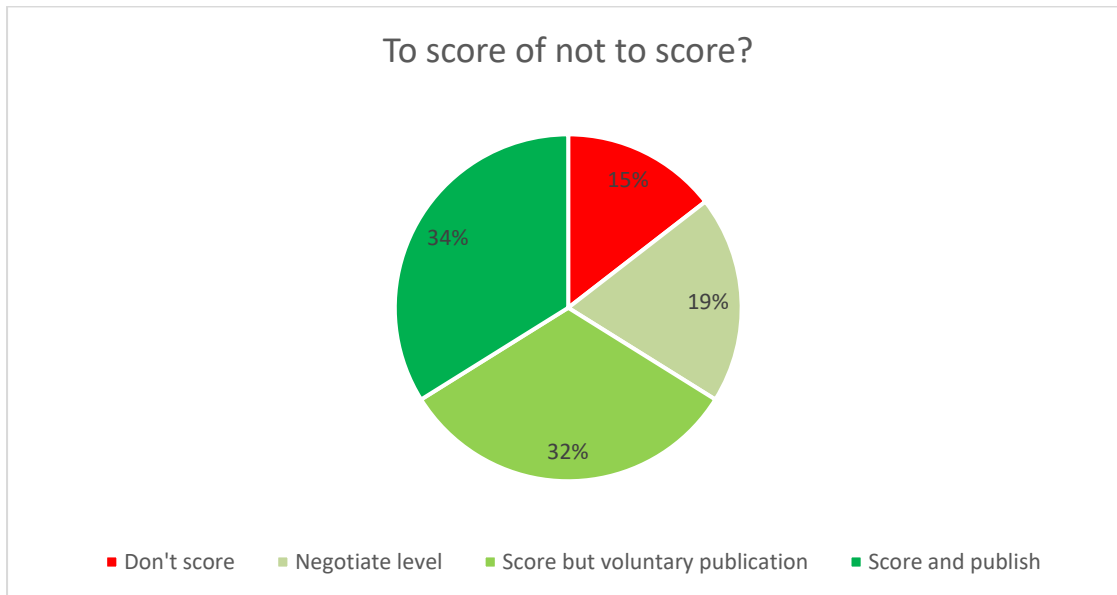
On these topics we could not reach a consensus in the partnership. This is an important observation. In our sustainability plan, we intended to have similar discussions on the national levels and on the European level, in an attempt to stimulate higher quality national and EU policies on antibullying. We decided to see our differences of opinion not as a weakness but as a common challenge which is up for discussion. The ultimate aim of the discussion is to enhance the quality of antibullying policy in secondary schools, but this requires agreement on what a good antibullying policy is and how it can be monitored.

Scoring or not?

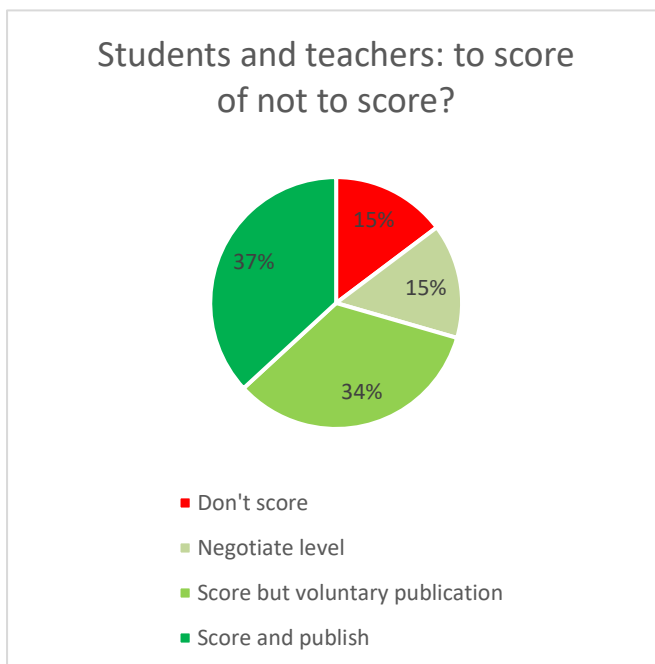
The partnership has been discussing to what extent *scoring* a school stimulates a reflection and an improvement process. The partners had different perspectives on this. In the partnership we distinguished four possible choices: don't score at all, give a preliminary score but negotiate the final score with the school (as they can be seen as experts on their own situation), give an independent score but allow the school to publish it (to avoid the schools rejecting the project/self-assessment completely), or score the school independently and make publication mandatory.

For the work in the pilots, the partnership decided on the third option (give a score but allow the school not to publish). However, it was unclear whether this partnership choice was implemented in all participating schools.

We asked the respondents' opinion on this. These were the results:

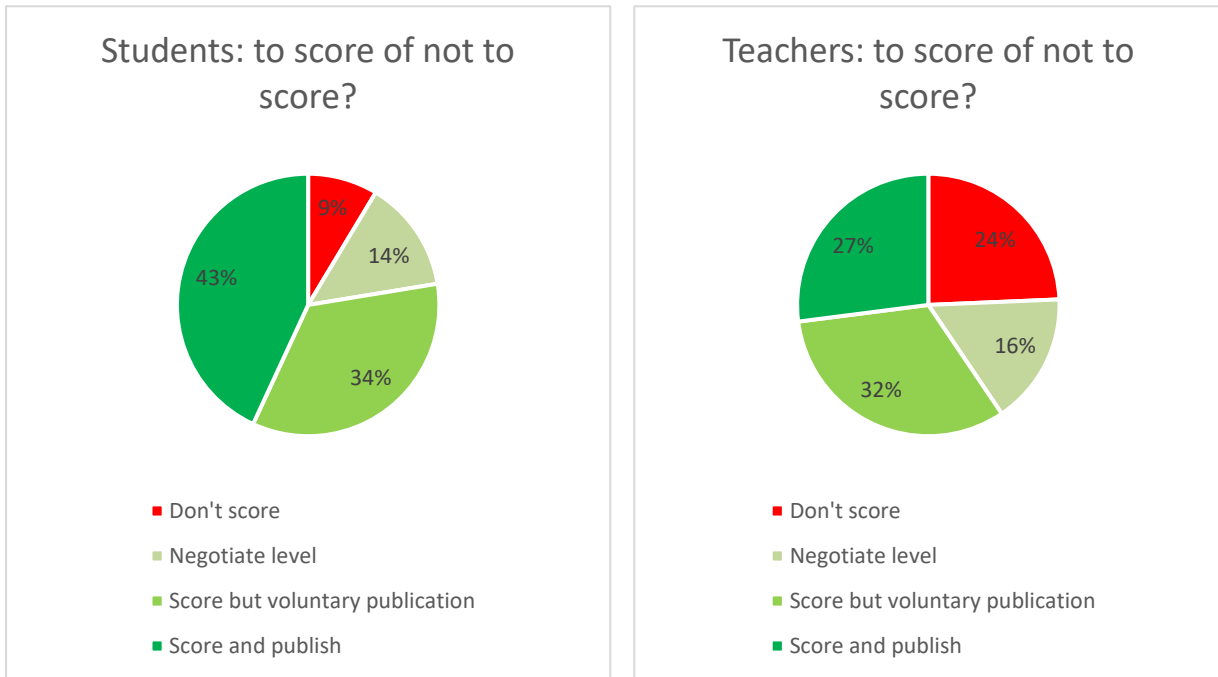


As can be seen, the opinions are divided, although **85%** does support *any type of scoring* and **37%** prefers *independent scoring and publishing*



The ABC-project and the option to score schools was discussed at several international conferences, and there we noticed that teachers and principals were often hesitant to “score” schools for a variety of reasons, while NGO stakeholders and politicians were often more interested in an assessment to make schools more accountable. To find out if this trend was

the same among our respondents, we compared the (95) students and teachers on one hand with the (25) stakeholders on the other hand. Surprisingly, students and teachers were actually more in favour of independent scoring (71%) than the respondents in general, while the national and international stakeholders were less likely to want to score (52%).



We then wondered whether there is a difference between the opinion of students and the opinion of teachers. This was indeed the case. 43% of the students was for scoring and publishing and another 34% for scoring with an own choice to publish (a total of 78% for independent scoring). Of the teachers, only 32% favoured scoring with mandatory publication (total 59% for independent scoring).

In summary, the majority of the respondents is in favour of independent scoring of the antibullying policy of high schools. However, there are differences between the different stakeholders in and around the school. Students favour independent scoring most (78%), teachers favour scoring considerably less (59%), and external stakeholders favour scoring lowest, even though a small majority of them still favours it (52%).

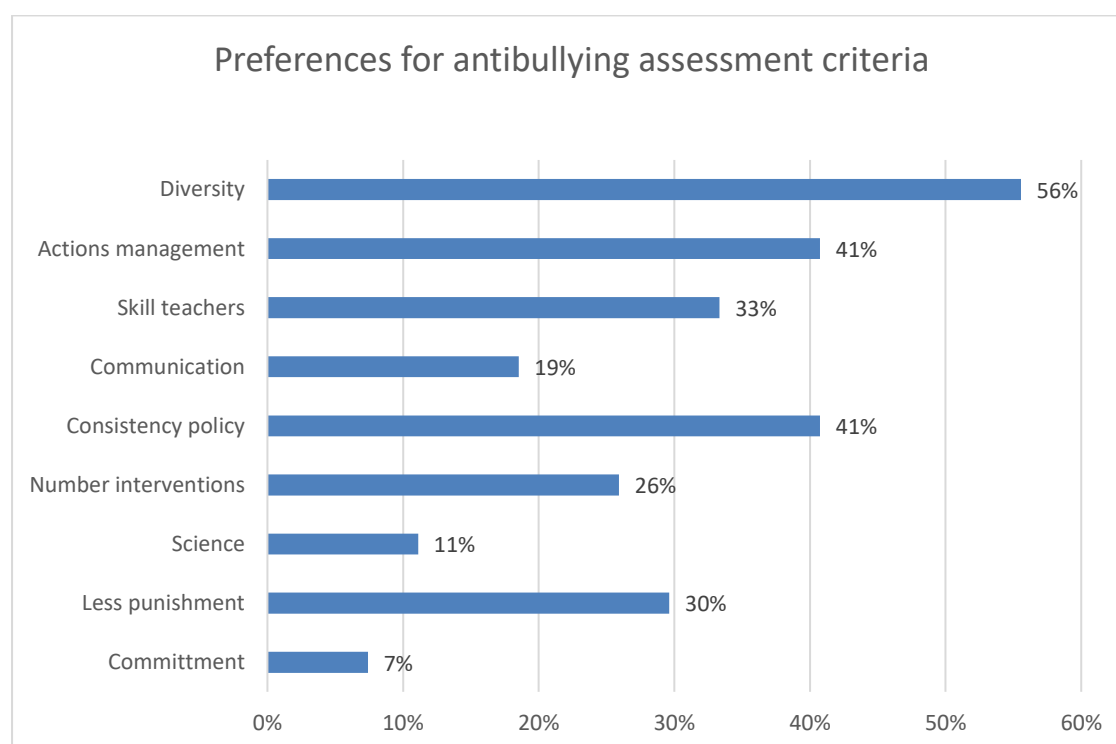
How to score

The partnership also had discussions on what to score on. If we want to develop a “label” with different levels, the criterion to score a school on should be consistent across the levels, otherwise the comparison is not possible. We asked: “We have considered several ways of defining levels. Which criterium do you think is the MOST ESSENTIAL to base a score on?”

The options we gave were all based on scientific findings that these factors are relevant for the quality of antibullying policy. In the partnership we had a discussion as well about to role of science: should science be leading to indicate effective elements of antibullying policy?

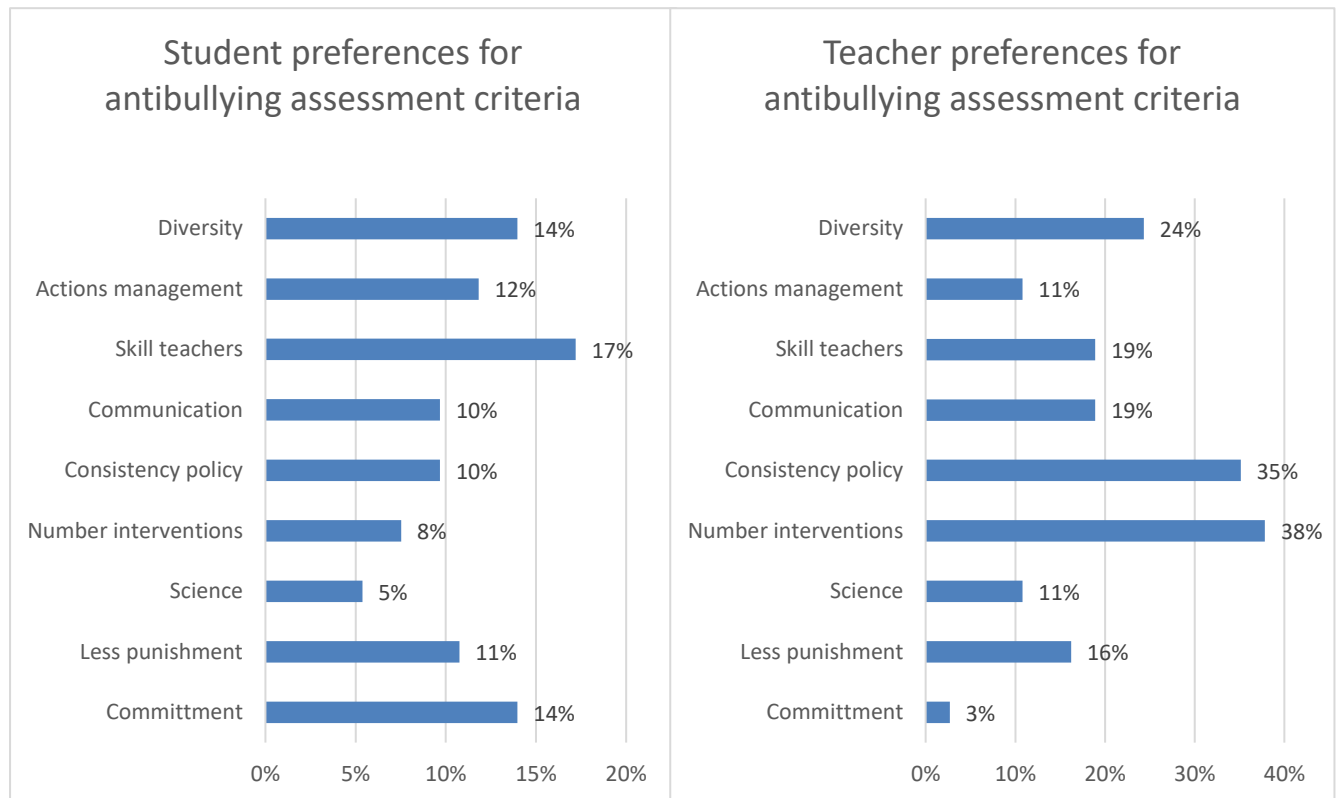
There were partners who thought statistics could be misleading and who favoured the insight and commitment of the schools themselves. This is why we also added “science” (scientific recommendations for effective antibullying policy) itself as an option in this question.

These are the results:



This graph should be read with much care, because the respondents did not always understand the question correctly. The respondents were allowed to choose three priorities, but apparently not all the respondents read the question carefully: some give three options, but others only one and someone gave four options. In the first evaluation (32 of the 150 respondents), the respondents could only choose one option and the option diversity was not part of the list.

The general graph shows a relative majority of votes for diversity, which is not surprising because a lot of the interested other stakeholders were from diversity organizations.



Comparing students to teachers, it appears that teachers find the number of interventions and the consistency of the policy more important than students. On the other hand, students appear to find commitment more important than teachers. It is surprising that students and teachers differ that much on your opinion on punishment. However, because of the inconsistency of how this question was filled in, it is unclear to what extent we should take these results as indications for preferences.

In the comments, it became clear that the respondents often have own experiences in mind to score this question, or they find it difficult to choose because they lack knowledge (in the pilots and the international exchanges and trainings there also was also a lot of need to get more information about what works in an effective antibullying policy). In addition, some respondents noted that an effective antibullying policy is a combination of factors, in which some may be more dominant or leading than others, but which ones are unclear.

A general but very preliminary conclusion might be that the respondents think there is too limited knowledge to establish a “standard” for quality antibullying policy and to objectively distinguish between a good, average or bad policy.

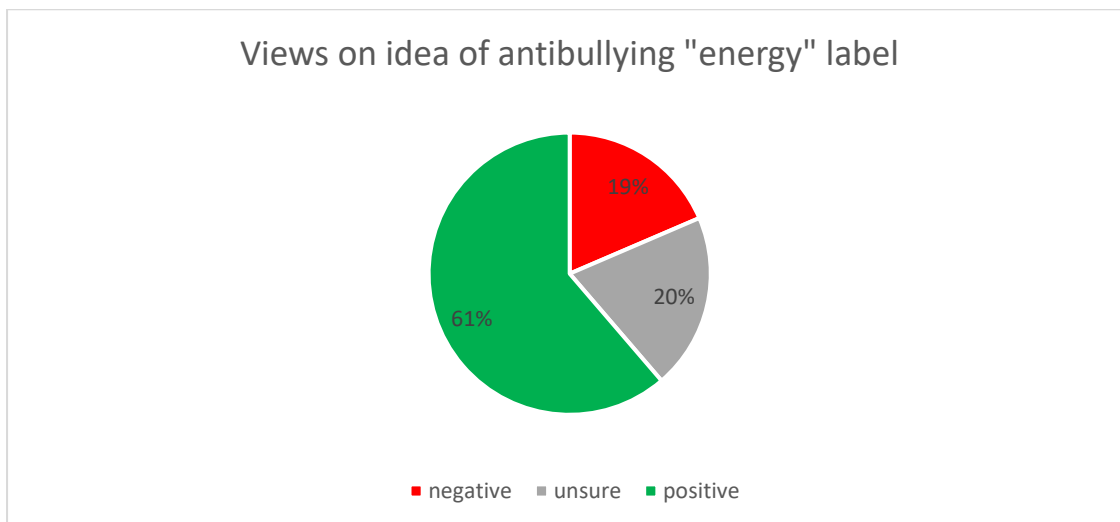
The evaluated version of the procedure included a draft tool to score the school on *commitment*. This tool was based on findings from innovation research, which shows that an innovation in an organization is gradually adopted and that the success of innovation depends on managing this gradual adoption process. In the ABC-tool we made the assumption that innovation in the school can only structurally start when the school management takes the initiative, when gradually the teacher/staff team takes over the innovation and when after this the student body gradually adopts the new innovative school culture. This view implies that structural change in schools does not occur only at the initiative of a few students or teachers; at some point is *must* be taken over by the school management and the process needs to be effectively managed by them.

The presentation of a first draft of this model in a project exchange in Palermo (September 2018) was well received by the school participants. In the first evaluation we asked the respondents how they evaluated this scoring instrument on a scale 1-10. 88% scored it as 7, 8, 9 or 10. 41% scored 7, while joint scores for 8-9-10 were 47%.



European antibullying label

One of the thoughts in the project team was to suggest the creation of a European antibullying label for schools. Such a label could look like the energy label which is now a mandatory label for apartments and energy-using apparatuses in Europe. The idea is that anti-violence is a European priority and an antibullying label could set a standard and stimulate schools to increase their level of attention and impact in this area. However, even within the partnership there were different views on this. Some thought the autonomy of schools should be paramount, while others believed in the stimulating force of a label. We asked the respondents whether it would be a good idea to create a national or European label.



There is 62% support for the establishment of a national or European antibullying label.

When we had a look at differences between stakeholders, students and teachers, we were surprised to find that teachers were (with 65%) a bit more in favour to establish a label, while the stakeholders were less than average eager to establish a label (48% for it and 36% against), with students voting exactly like the average but being slightly more unsure (29%) and much less against (9%).

We also asked comments on this idea. A summary of the comments:

- Appreciation for the general idea
- The comparison with the European energy label is appreciated



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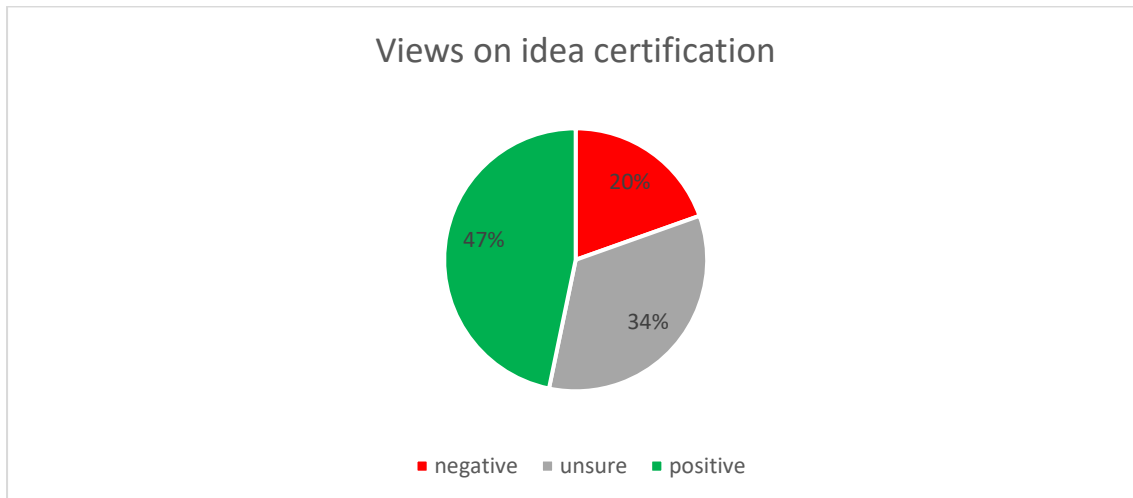
- Appreciation that a label creates insight, goals for enhancement and transparency
- A label would require a clear objective and quantifiable standard to be able to score schools on a specific level; the current scoring method has not reached that objective quality yet; it was suggested to do a follow up project with a scientific partner to establish an even more reliable “standard”
- Different opinions on whether it would be feasible to establish a label in different countries (changeability of national policies)
- Doubt if a label would help create intrinsic motivation, or that it even may be disadvantageous for intrinsic motivation
- Worry that a public label would maintain or increase inequality because schools are part of their environment and economic context and can often not escape from this context

ISO-certification

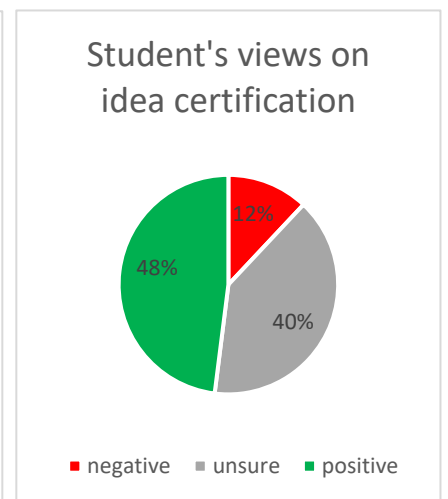
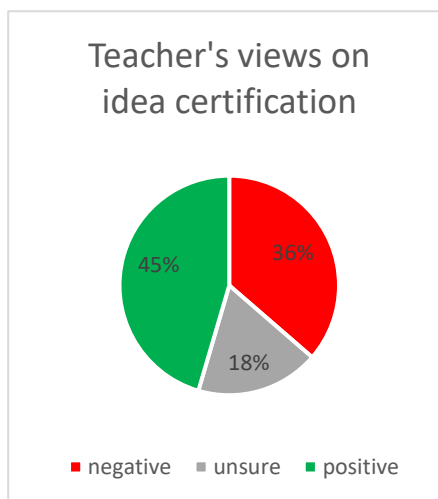
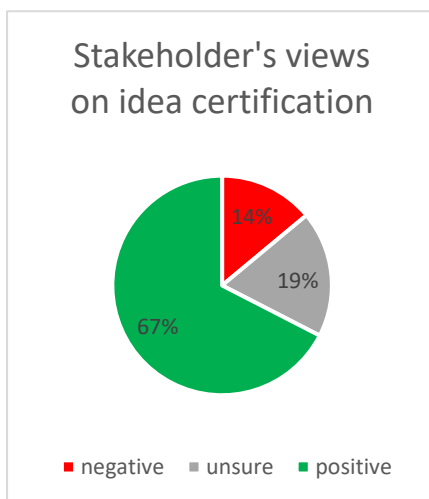
When we started the project, our idea was to “certify” schools, which implicitly referred to and ISO-certification. But during the project we discovered that the partners in the partnership were not able to develop a formal ISO-certification because only organizations that are a certified ISO-certification institute can formally do this. One of the partners, the European Antibullying Network (EAN) propose to connect to such an organization to develop a formal certification. Not all partners were enthusiastic about this, especially with a view to the other challenges we already faced about the lack of objective criteria for the quality of antibullying policy.

The difference between creating an “energy” label and ISO-certification is that the “energy” label would have four or more levels, while a typical ISO-certification would simply be a declaration that the school abides by required standards. In this sense, and ISO-certification does not give a diagnosis of the quality level but a declaration of compliance with minimum standards, usually expressed by the description of procedures that have to be followed.

We asked the respondents to score the idea of an ISO-certification on a five-point scale from “not good at all” to “very good”. We summarize the findings as negative (not good at all, not so good), unsure (don’t know) or positive (rather good, very good).



The support for certification is a bit less (55%) than for an energy label with levels (62%). A somewhat larger number of respondents is unsure about this (28% doubt about certification, 20% doubt about label), while the number “against” is the same (17%).



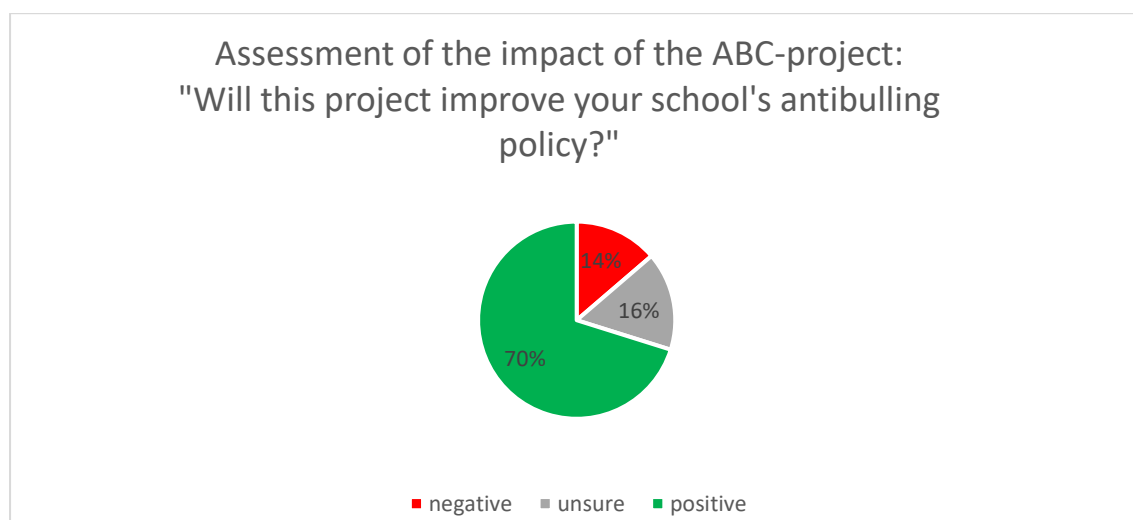
When we look at the differences between stakeholders, students and teachers, it turns out that teachers are (with 36%) more negative about certification than the other groups, and students and stakeholders are more unsure (35% and 40%). As educational stakeholders, they at average are less enthusiastic about certification than the “other interested” respondents.

We conclude that while the majority of the respondents both more or less favours some kind of scoring through a label or a certificate, with more respondents favouring a levelled label above an ISO-certification.

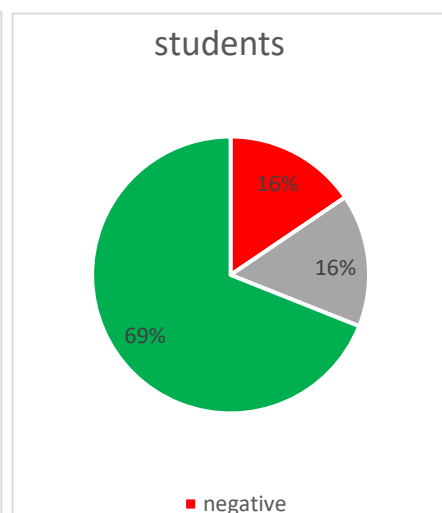
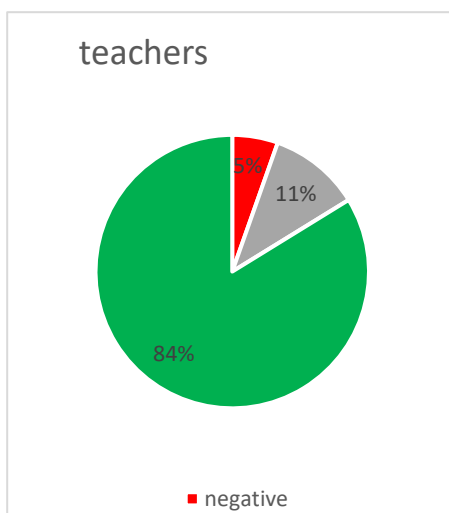
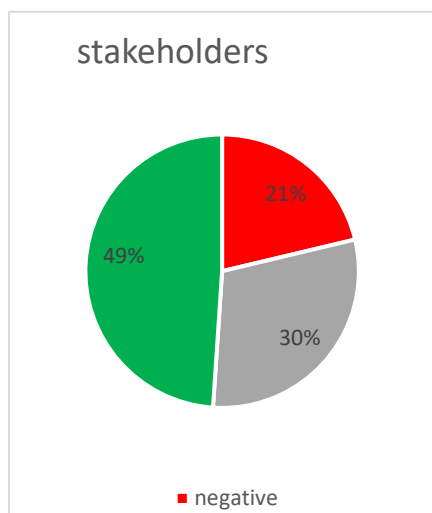
8. Impact of the project

The main reason to undertake this research was to assess whether the project was likely to have an long-term impact.

School policy



We asked respondents if they thought that this project will improve the school's antibullying policy. 67% of the respondents thought it will, 14% thought it is not likely to have an impact and 18% was unsure.



If we compare the opinions of students, teachers and stakeholders, we see that teachers are much more positive than other groups about the expected impact of the project: 84% expects it will have lasting effects, while only 5% thinks it will not have an impact. The students answer almost in the same way as the respondents as a whole. Stakeholders are least enthusiastic. Only 48% thinks the project likely has an impact, 28% doubts this and 24% thinks the impact will be not so good (20%) or not good at all (4%). It is not quite clear whether this is due to their judgment of the self-assessment procedure itself or whether they - in some way - refer to national policies implementing school policies. Some comments seem to point to the latter.

In the comments, respondents noted: (full comments added as annex)

- the self-assessment procedure will have impact, because it gives a school insight and encourages to enhance the policy
- another respondent (a teacher) is disappointed that the school management did not adopt the recommendations, which does not put the procedure in question, but the lack of implementation leaves it without (the desired) impact
- despite the procedure being an interactive exercise in policymaking, one respondent is wondering if the other teachers and students can be motivated to implement the recommendations
- several respondents noted that each school is different and unique and different outcomes of the self-assessment and the recommendations are therefore necessarily different; it is unclear whether this is a supportive comment for the procedure which takes all the differences into account, or whether it is a criticism (“it is difficult to standardize scores because all schools are different” says one respondent in the comments to another question)
- a respondent notes that if the procedure would take relatively little time, there is a chance that schools would do this self-assessment every few years
- some respondents refer to external contexts like national and regional legislation, the socio-cultural environment of the school and social media which all influence the school culture; some respondents doubt if the project can influence those aspects



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When we look specifically at the opinions of the (5) European stakeholders in this area we noticed that one European stakeholder thinks online training modules would be more beneficial than a self-assessment procedure. Two other European stakeholders think the strength of the ABC-project lies in the participation of the students and teachers and even stress that having the teachers present all the time during the review by students could bias the user recommendations of the students.

In general, we tend to conclude that the project mostly reached what it aimed for on the school level and that the self-evaluation instrument is likely to be used by schools in the future, especially when the time investment can be limited.

Some respondents refer to external elements that are difficult to influence by the school. This is a limitation of the self-assessment. In the products and pilots we gave little attention to parents and caretakers, because we wanted to limit our focus to audiences that we could involve directly and because we suspected that parents have a less contact with secondary schools than with elementary schools. We got feedback that some of the respondents would have preferred us to give more attention to parents. In a possible upgrade of the self-assessment we recommend to include this.

National policies

We already mentioned that stakeholders answered less positive on the question whether this project would have a positive influence on school antibullying policy. We remarked that this may be due to stakeholders answering this question related to the perspective of national policy rather than a judgment if school would assess themselves. The surveys contained no comments to explain why stakeholders would doubt the impact of self-assessment on schools, only comments which were doubtful if national policies would change.

We tend to conclude that the respondents and especially the stakeholders agree with our original assessment that the ambition to change national policies or even European policy is



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quite high. This is why our actual goal on this level focuses more on creating discussion and openings, rather than actually change the policy at this stage.

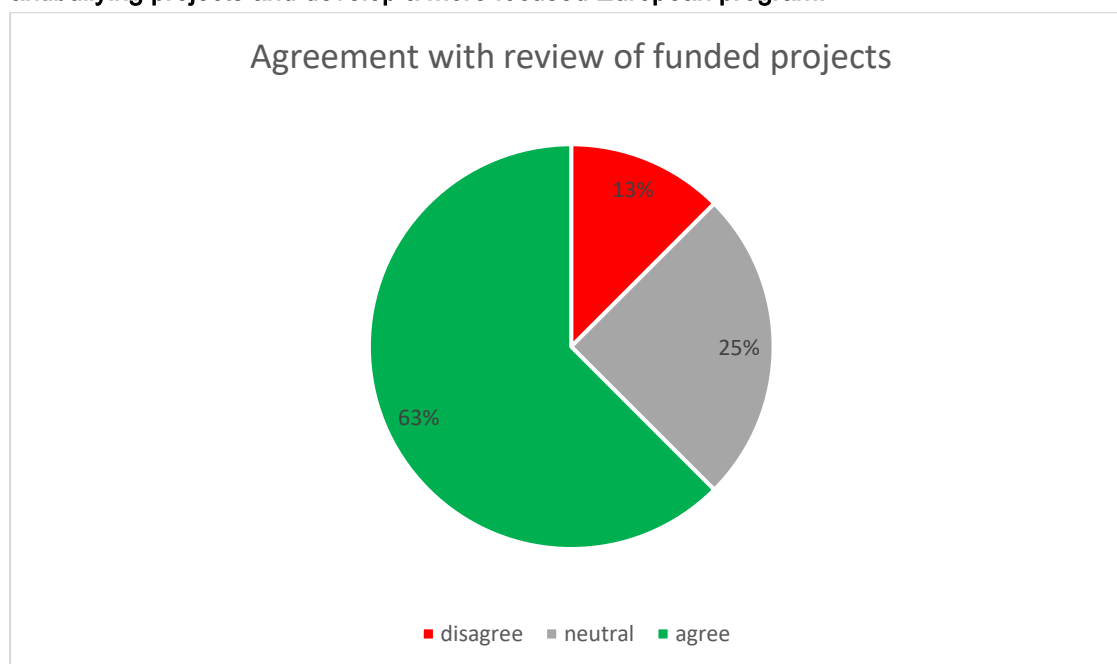
The surveys for stakeholders in Greece, Italy, Spain and the UK did not contain specific questions about recommendations for national policies. The Dutch survey for stakeholders contained five recommendations, but at the time of this second report we only had four responses which is not enough to seriously report on. Therefore this chapter will hopefully be more elaborate in the third and last version.

European policy

In the European level stakeholder survey, we listed the six recommendations we made for policy change on the European level. These were made based on a [review of European policy](#). We asked the respondents (stakeholders and the non-stakeholder interested audience) to what extent they agreed with the recommendations. They could answer on a five-point scale: 1. Strongly disagree, 2. Disagree, 3. Neutral, 4. Agree, 5. Strongly agree. In our discussion of the results, we collapsed 1 and 2 as “disagree” and “4 and 5 as “agree”. We asked 8 European stakeholders and 25 other “interested” respondents their opinion on our policy suggestions. The “interested persons” voted in large majorities for all the recommendations. Here we report on the 8 representatives who represented European umbrella organizations, because they are the potential influencers of European policy.

1. Review of funded projects

The European Union could do a review of funded projects on antibullying. This could help focus future antibullying projects and develop a more focused European program.



There is a majority for this recommendation, with 25% of the stakeholders remaining neutral and 13% against.

2. European level guidelines

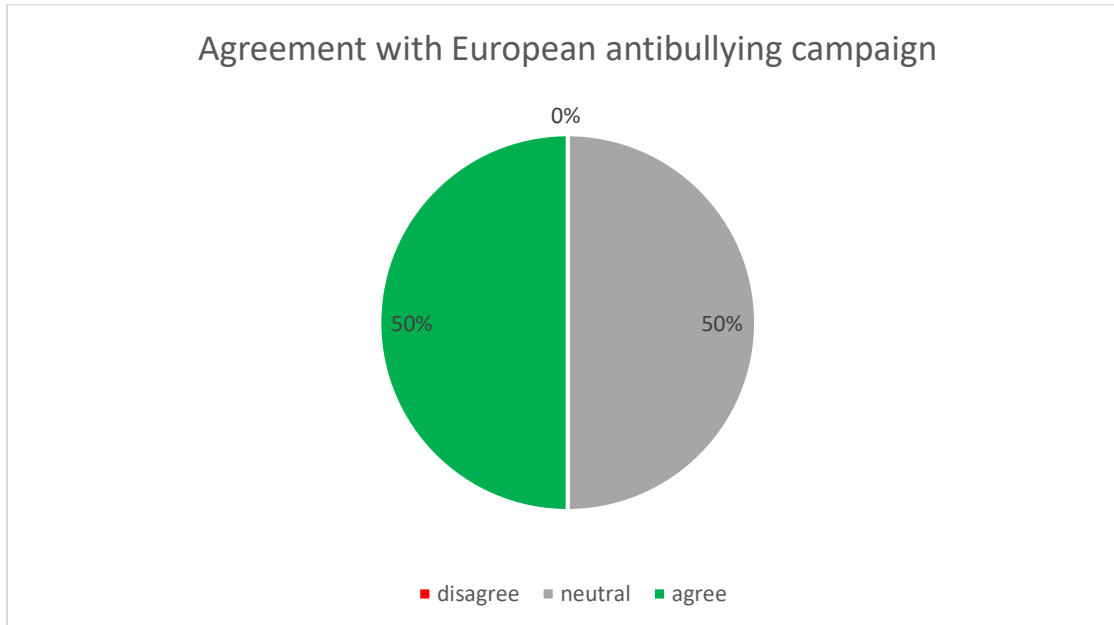
The European Union could consider if European level guidelines for social safety and inclusion in schools would be possible.



This is the recommendation which is most in line with a sustainability goal of the ABC-project: is the European Union willing to consider any kind of guidelines in the area of bullying? The review of European policy showed that this is contentious; half of the respondents agrees with it, while 38% disagrees.

3. European antibullying campaign

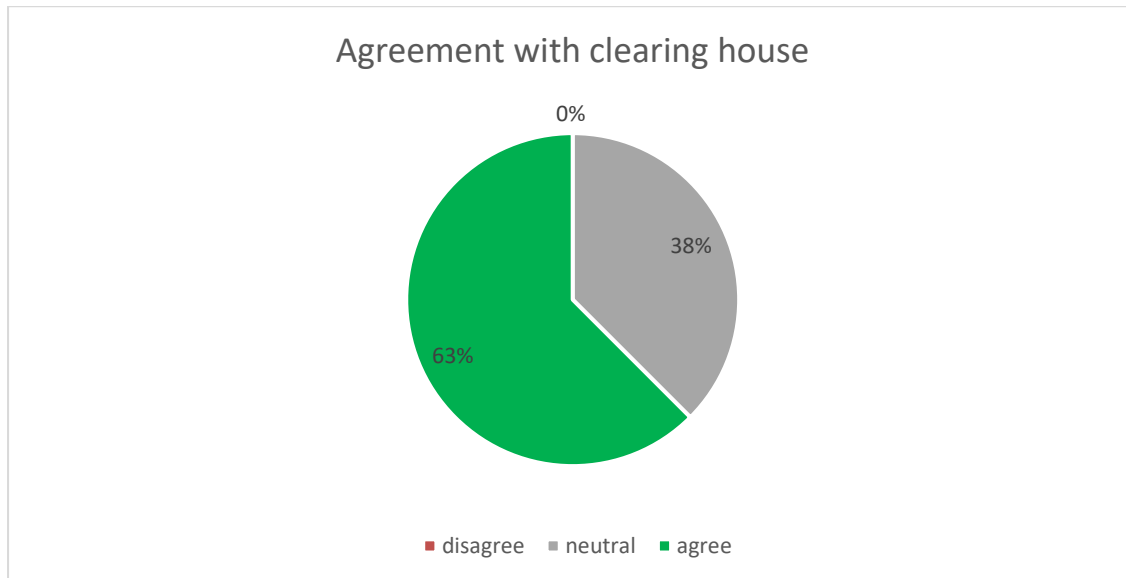
The European Union could consider making it a priority to open a tender for an ongoing European antibullying campaign.



The recommendation to regularly do a European antibullying campaign, including an annual antibullying day, is an old wish of the European Antibullying Network (EAN). Half the respondents is for it, but half remains neutral.

4. Clearing house

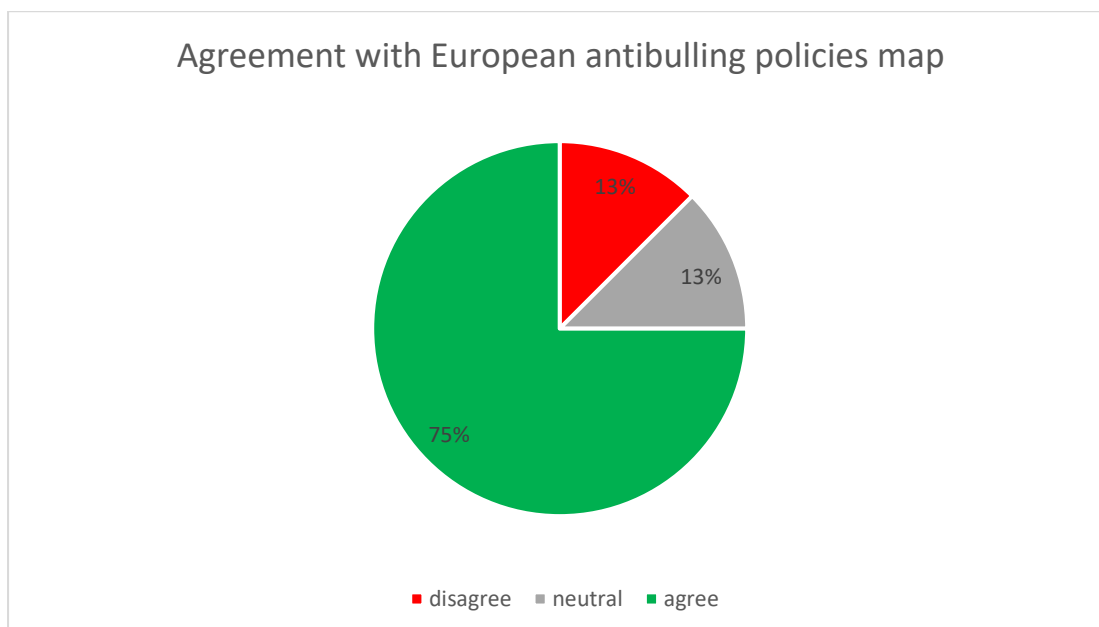
Part of such a campaign could be the development of a clearing house of projects and methods.



A majority agrees with the recommendation to set up a European clearing house for projects and methods, but over 1/3 is neutral.

5. European country policy map

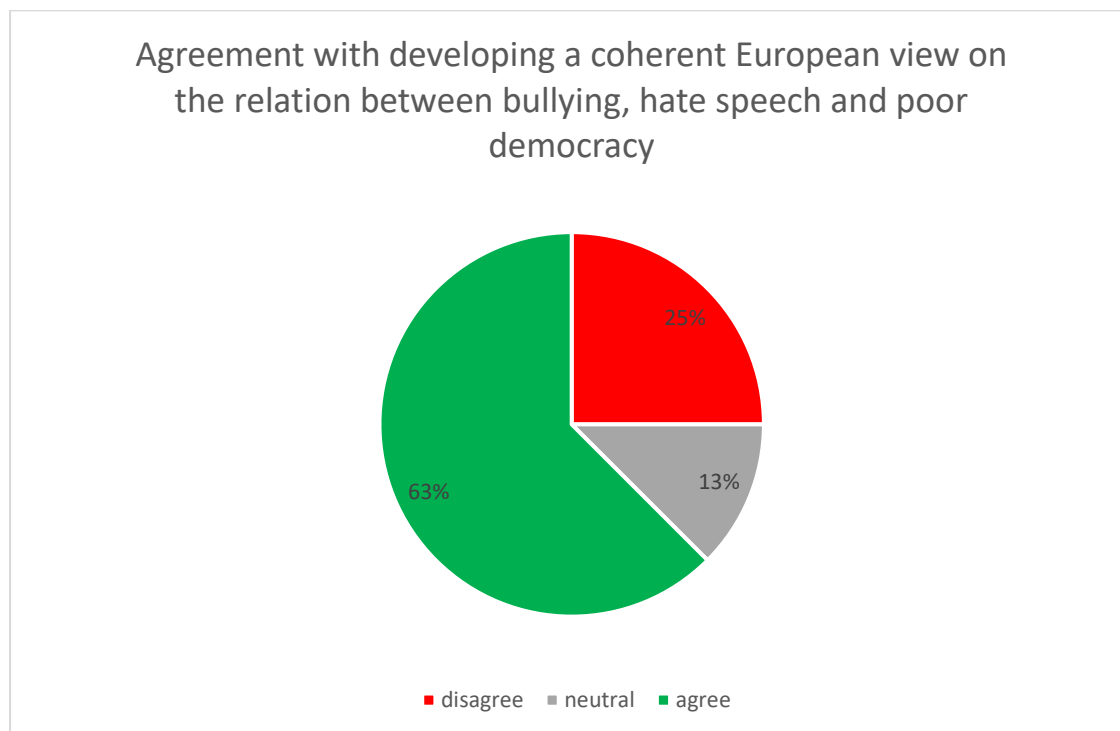
Another part of such a campaign could be the development of a European “map” of national antibullying policies and related best practices.



Of all our recommendations, this one has most support with 75%.

6. Coherent view on antibullying and democracy

The international development to legitimize ideological and political hate speech should be recognized as a serious threat to antibullying and to democracy. The EU should consider developing a coherent view antibullying and democracy.



A majority of the respondents agrees that it should be recommended to clarify the European point of view on how bullying hate speech and poor democracy are intrinsically linked to each other. 2 stakeholders disagree and 1 is neutral.

Summarizing we conclude that the respondents generally support the six recommendations, with European stakeholders being less supportive on some of the recommendation, notably the one on EU-guidelines. In the comments on other questions the European stakeholders stress that it is important to make sure that any tool or recommendation directly benefits the schools.

Annex: comments of respondents

Comments on an energy label

I like the 'energy' label, because you can identify it with a label that currently exist. That makes it easier to understand for the school and possibly even for parents and students.

Unlike energy certifications that are based on easily measurable concrete data, any anti-bullying label would only ensure the existence of internal policies and rules aimed at preventing the phenomenon but could in no way guarantee compliance. Bullying episodes that are not revealed or are otherwise not known are very frequent

A simple but effective means of communication but how would a school be awarded a label? Question 10 makes me choose only one option, how do you plan to change the world if you don't even know how to do questionnaires?

If you set criteria very well, it may work, but first you have to try this out as a pilot

Focus on the value for schools / teachers and students..

It's good to have a challenge. If a school scores a "b" instead of an "a", they know they are on the right track, but they also know that there is room for improvement. It is also interesting to stay in the higher classes, so that they really have to work for it.

It must be evaluated annually

I don't think a 'label' is the solution. It's about intrinsic motivation of a school leadership and community to work on an safe school

i think that is a good idea to have the opportunity to evaluate schools in this aspects

I think the idea to give to schools a score is wrong. They should rather focus on achieving common standards and get a certification.

I think we must to be very carefully with with label and score when it is about human relationships and make sure before that results can be positive

I wonder how many schools will be able to do the self-assessment. Many some larger secondary schools; primary schools probably not.

I'm not really sure "energy" itself (similarity to already used mark for something else) is a good idea, but something on that line, if it's not visually connectable to something else, is, in general, a good concept.

Include the educacion at home



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it is something new so it's well accepted

It will be essential to create commitment to this idea and to the underlying assumptions of what constitutes a high quality school policy. Even in the partnership and in EAN we disagree on this, it seems. Discussion about this seems difficult because some partners take their own view as the norm, or avoid discussion to avoid conflict. So at this stage, it looks like the creation of any label is a far way off.

It's like a virus. You can take precautions, but it's not sure that disease won't happen.

I consider it an excellent idea.

I don't understand it

in Italy it is not possible to evaluate and label schools

It would be a very positive idea

Should be public

Sounds like a great idea but if the consortium already had difficulties to agree on certain criteria

I'm not sure how institutions in different member states will react, but it's certainly worth trying

but the development will need to involve all stakeholders and be a very inclusive process to insure acceptance.

Such label would rate schools without taking into account the social, economic and cultural factors of the education institutions. Such rating would deepen the inequalities among schools and students.

The label should take into account national differences but at the same time be global enough to create a sustainable commitment and even not only a commitment, but real interest to participate and comply with.

The letter A appears four times in different ways (with or without plus). It can be misleading, if a school says i.e. "We reached an A-level". If one doesn't know the whole scale he could think it is the best level although it is only average. Perhaps you should work with more letters from A to G or use numbers from 1 to 7.

We need another project which includes scientists to develop such a label in a grounded way.

I do not like labels, above all in Education

It not very clear the goal of it

I would propose to establish a maximum of 3 levels of Label: the equivalent of Beginner, Intermediate and Advanced.

With the qualification of the school is enough I do not see the label necessary

Create it more in a form of incentive having a "practical use".



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There will be more time to talk and discuss certain problems

More possibilities to talk about certain topics

I'm not sure it can work in my school

It is not applicable in Italy

A meaningless idea

It's not useful

Final comments

IT'S NOTHING EASY BUT WHEN YOU LOVE THAT YOU'RE GOING TO PURCHASE YOUR GOAL.

Although I strongly agree with all the recommendations, I doubt that the European Community is willing to engage with these recommendations.

As the use of social media is a reality, even for the students of primary schools, besides the projects which intend to reduce the "hate speech", I think we should suggest positive ways of social media usage.

At our school, the management has no enthusiasm for this project, perhaps but some parts of it, which I think is a pity. And if they are not interested in that, we will not be able to do it.

During the evaluation process the school should come to a score through their self-evaluation process which she is then free to publish or not but the results will probably be shared by the students anyway.

Either no score or scoring available at request and with action plan attached.

I believe that this project will improve in our school if we find a way to motivate the students and teachers to follow this policy.

I think the methods, and theory is very useful. I don't think certification should be the goal, a safe school is the goal

I think this is just a waste of time, because in the end when this project ends it will return to the starting stage, lol

If we will have a certification, schools are more obliged to look closely at the bullying policy. It is then rewarded with proof of good work. If this certification does not come, the bullying policy is still a matter of conscience.

Indicate their improvement areas and associated content.



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It will be very different per school, and it depends on how many handles there are in the self-evaluation process to work with. I estimate that schools will participate if it takes them relatively little time, but otherwise it is not one of the priorities.

It's all about connecting to people. Bullying has a cause, it's a strategy that works for all parties involved. Find their needs and support them in finding new ways to fulfill the need.

Maybe every year and especially after the project ends, we should re-contact teachers and having discussion or/and interview with them so to collect feedbacks on a long-term processus
Some general comments: It is necessary, in my opinion, to emphasize the fact that each school deals with its own issues that may differ significantly from school to school, depending on the student population, the teaching

The chance the procedure creates commitment of all students and staff heavily depends on how the procedure is implemented. I fear that in traditional schools that tend to be "total institutions", the participatory aspects of this procedure will not work or function as a cover for low-level participation.

The whole idea of the certification procedure is more than interesting and enriching. I find as a "problem" to solve the big complexity and the national or even local laws that would allow or not the procedure to be implemented. I also find interesting to keep working on two aspects - one more abstract in order to get the attention and interest and one more specific/technical in order to find the way to get real implementation/results. Too, it's very important to leave space for continuous improvement/changes.

The self assessment needs to be accompanied by some form of independent assessment - even if this is a combination of pupil and parental assessment.

It'll be one more thing you have to do on a long to do list

It depends on whether te schools sees it as an interesting educational activity or as a policy development activity. I think ISO-certification will be very useful, but only when it's involves setting quality standards on the content of the policy, and will it is not only a monitoring of correct procedures and their implementation.

pupil voices need to be heard and actioned

I feel like schools will implement things just to hit the score but not necessary use the properly. You can slice and dice data in many ways which can sometimes draw any conclusion you like. This could give parent a false sense of security, when the culture isn't as anti bullying as it seems.



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Each schools and place has different bullying issues and problem so I do not think to compare all schools is the best solution but why not if assesings is different regarding stakes schools

Include the parents

Very difficult to standardise as all schools care different

Pure self-assessment does not seem as a good approach, if not validated by another entity.

If the lowest or negative results of the self-evaluation are not accompanied by some type of measures that oblige them in some way to improve those results, it is not clear to me that in countries like Spain the possibility of improvement is high.

Work more toward a more humanistic approach combined with the bureaucratic / administrative compliance.

I believe that these types of initiatives serve to spread and influence anti-bullying policies

It is very important to raise awareness of anti-bullying actions in all schools. Well then this project and all the activities it has experienced, we hope there will be others in the futur.

For the school it must be simple and immediate to join.