

PEER REVIEW

14th-15th September
Athens, Greece

Pre-meeting questions

Feedback from UNAF, Spain

On Sept 14-15, you will attend the Peer Review meeting of the platform Live Without Bullying.

Prior to the meeting, we would appreciate your thoughts on the following subjects:

1. **What examples have you seen regarding the importance of anonymity/technology in anti-bullying measures?**

Anonymity is essential to encourage the report by the witnesses of bullying. Also confidentiality is crucial specially for the victims to protect them when they denounce. This is present in the different protocols of action we have had access to.

An example of how to maintain this anonymity in anti-bullying measures is [Buddy Tool Kits](#). This tool is conceived as a game to discover the sociogram of the class and detect on time possible cases of bullying. It is the first computerized screening tool for Bullying/Cyberbullying that is done expressly so that the students do not detect that they are responding to a sociometric test, but are presented as games with the class computer.

2. **What best practices have you encountered in expanding children's knowledge about their rights or what bullying means?**

Expanding children's knowledge about their rights and what bullying means is key to raise awareness about the importance of taking part and denouncing, of breaking the 'code of silence' between peers. To do so, they must also count with a reliable adult to talk to and ask for help.

TV Campaign 'Braves Wanted' ("[Se buscan valientes](#)"). Children and teenagers who suffer bullying usually report that what hurts them most is the indifference of the others. This campaign of Mediaset Spain is addressed to those witnesses

Draft agenda

with the rap song 'Se buscan #valientes'. They must take the step and take the side of the victim to stop this situation. "Telling what is happening to you does not make you a snitch, it turns you into a #brave" person, declares El Langui, rap singer of the campaign.

Competition on initiatives to combat bullying and cyberbullying by CEAPA (Spanish Confederation of Parents Associations): Addressed to children and teenagers, the objective is to promote their participation and their commitment to create ideas and initiatives which help to prevent bullying and cyberbullying, empower them and give them a leading role in the resolution of their conflicts.

Programa TEI: peer tutoring. It is a program of institutional coexistence that involves the entire educational community. It aims to improve school integration and work for an inclusive and non-violent school. It is aimed at improving or modifying the climate and culture of the center regarding coexistence, conflict and violence. It is based on emotional tutoring between equals where respect, empathy and commitment are the basic pillars of their development in schools.

Asociación No al Acoso (NACE) - **Association No bullying**: non-profit organization composed of psychologists, professors, lawyers and specialists in different areas. Its aim is to be supportive and advise those who suffer bullying, families and teachers of schools where bullying occurs. Their objectives are to intervene with students, families, teachers and management teams of schools, to assess and refer cases to health or law specialists if necessary, to collect updated statistical data on the actual social dimension of bullying and to sensitize society about the need to end bullying.

Their website includes [online form to ask for help](#) and an [app](#) for children and parents to denounce anonymously any case of bullying which they have observed or known at schools.

Programme AVE: Its based on the idea that the only way to stop the spiral of abuse and psychological harassment is to prevent this process from being triggered. This means for those in charge of education to be attentive to their first manifestations and to stop it from the root.

Designed by a research team lidered by Oñate and Piñuel, this program proposes a continuous preventive evaluation of bullying levels in class and thus guarantees the effectiveness of the intervention, knowing that we can only manage what we can measure.

The psychometric evaluation through the [psychological tests AVE ©](#) and [TEBAE ©](#) of the levels of violence and bullying in class allows to have a risk map that indicates early warnings to direct the efforts of the responsible ones to stop a process of bullying from its first manifestations.

It was tested in schools of 'priority attention' of the Community (Region) of Madrid between 2005 and 2008 in a program promoted by the Ministry of Education and

the School Council of the Community of Madrid achieving a reduction of more than 80% of Bullying and School Violence.

Lookschool is a Spanish initiative created to certify that a school meets the so-called “No Bullying Pro”, a protocol for prevention and intervention in cases of bullying similar to the finish KIVA and based on training and awareness of all the agents involved. The most qualified teachers are selected to make a team of teachers-tutors, always in a receptive and proactive attitude to combat bullying, and who in turn will train children-tutors, figures similar to those in the 'prefact' that exist in the British education model and that come to watch over the well-being of students with an attitude of observation and serving as a link between the pupil and the direction to solve problems and seek conciliatory solutions. In this case, the child-tutors will be to detect and report cases of bullying that come to light.

Network 'School: a place for peace' ('Escuela: espacio de paz'): network of educative centres interested in sharing initiatives, resources and experiences for the improvement of school life and the dissemination of the Culture of Peace, contracting a commitment to deepen the specific aspects of its Coexistence Plan.

3. What programmes or policies have you identified that educate children and their parents in life skills, such as communication tools, empathy and more?

We have identified policies at national and regional level. There's a general legal frame with the **Organic Law on Legal Protection of Minors** which entrusts the protection of children to public authorities, as well as support for parents and guardians to carry out their duties (article 12). All this without prejudice to any person, especially those who by their profession detect a situation of risk or possible helplessness of a child (such as harassment), has the obligation to communicate it to the authorities (Article 13) .

In the field of education, the **Organic Law on Education 2/2006** recognizes the important role of the school in preventing and combating bullying, establishing among its inspiring principles (article 1): "Education for conflict prevention and peaceful resolution, as well as non-violence in all areas of personal, family and social life, and especially in bullying".

In 2007, through Royal Legislative Decree, the **State Observatory for School Coexistence** was created, with the aim of promoting actions that facilitate the improvement of the school climate and coexistence in schools. (According to CEAPA, this Observatory has not met in the last 5 years).

Draft agenda

Many **Regional Governments** have also created bodies and established policy instruments, as well as plans to address bullying and cyberbullying: [Regional legislation](#) , [Regional protocols](#).

[Strategic plan for School Coexistence](#), launched in 2015-2016 through a participatory process coordinated by the Ministry of Education, Culture and Sport, through the National Center for Innovation and Educational Research.

[Telephone Assistance Service in Cases of Abuse and Bullying](#) in Teaching Centers of the Spanish Educational System. During its first two months of operation registered more than 5,552 calls, of which 1,955 were identified as possible cases of bullying. Associations such as CEAPA or UNAF consider that this is a measure that does not address the root of the problem and is used when prevention has failed.

[Web on School Coexistence](#)

[State Congress on School Coexistence](#) (held in April 2017)

[Online training course for Teachers](#)

State Coexistence Registry (it was planned to start up in June 2016 but there is still no data). Only [Save the Children](#), [Fundación ANAR](#) y [Fundación Mutua Madrileña](#) have recent figures.

Territorial Cooperation Program in collaboration with the Regional Governments (we don't know what has happened so far with this program)

Apart from these policies, there are initiatives from the civil society like the one by UNAF, with a program on [Awareness on mediation and conflict resolution in school centers](#), supported by the Ministry of Health, Social Services and Equality. Developed for over 10 years, this is an holistic program which involves the whole community (parents, students and teachers) and provides training and information on methods for conflict resolution (like mediation) as well as training on values and social and communication skills (respect, cooperation, empathy, self-esteem, tolerance, self-control, active listening...) **to promote a good coexistence and prevent violence**. Part of the sessions is specifically dedicated to bullying and cyberbullying (what is it, types, differences between conflict and bullying, the use of social networks, etc.).

CEAPA (Spanish Confederation of Parents Associations) has publications to guide educators and teachers on the **Development of social and emotional skills and values to prevent bullying**, with different versions for [6 to 12 years old](#) and from [12 to 16 years old](#).

4. **What are some of the challenges that you believe an anti-bullying programme may encounter?**

Systematic and institutional approach to all practices which promote a culture of peace, cooperative effort among all actors in the educative community, raise awareness on the importance of collaboration of peers, provide teachers with techniques to identify bullying behaviors.

5. What would be an indicator of success for an anti-bullying programme?

Number/percentage of teachers/students/parents who have participated and consider bullying and cyberbullying a serious problem

Number/percentage of teachers/students/parents who have participated and would denounce a situation of bullying/cyberbullying

Number/percentage of teachers/students/parents who have participated and would try to stop a situation of bullying/cyberbullying if their security was not in risk

Number of interventions

6. How anti-bullying programmes can be inclusive to the needs of all children and promote diversity?

International research indicates that some groups are more vulnerable to this type of situation, such as Lesbian, Gay, Bisexual, Transsexual, Intersex, Queer or others (hereinafter LGBTIQ + 5), migrants, ethnic minorities, people with disabilities and women.

UNICEF points out that the incidence of violence against children with some form of disability can range from 26.7% of violent actions combined, to 20.4% suffering physical violence or 13% 7% claiming to have been victims of sexual violence. It is concluded that these boys and girls are almost four times more likely to be victims than their peers.

And the survey conducted by Save the Children in Spain (21,487 students of Secondary School between 12 and 16 years old) indicates that 9.3% of the students surveyed believe that they have suffered traditional bullying in the last two months and 6.9 % is considered a victim of cyberbullying. 3.2% of victims of bullying and 4.2% of those who have suffered cyberbullying believe that they have been victims because of their sexual orientation. 5.1% and 5% state that the reason was their skin color, culture or religion.

Thus anti-bullying programs should take into account this situations of vulnerability and promote the inclusion of diversity. There are also specific programs on bullying promoting respect to diversity like [Arbax](#), an European Program against racial bullying and xenophobia.

7. Is there anything that you have seen in other European anti-bullying programs that will provide a benefit to Live Without Bullying?

Draft agenda

[European antibullying network \(EAN\)](#): Granted by a Daphne program, the aim of this network was to contribute to the coordination of anti-bullying actions and developing a common strategy against the problem at European level.

Other interesting projects to look at can be [#DeleteCyberBullying](#), lead by COFACE, and [FearNot!](#), a [virtual reality school](#) through which children can simulate bullying situations and learn to solve the problem effectively. Both can be good practices to include in the Live Without Bullying Platform.