

Title

Action Antibullying (AAB)

When was the measure first started?

September 2014

What were the conditions and steps taken that have contributed most to the success of the measure?

The partners were chosen to ensure geographical distribution, expertise and interest and complementary experience in the field. The geographical spread across the EU helped ensure a deep analysis of bullying in different social contexts and the opportunity to test comprehensive solutions.

Which stakeholders were involved in identifying needs and in the planning and design of the measure?

The project built on and combined the strengths of the each of the partners' previous experiences and recent innovative developments in solution-focused, learning behaviour methodology and strategies. This resulted in a coordinated range of leadership training materials applying a child centred, whole school approach to the effective reduction of bullying in schools. The project developed an on-line school review instrument for the monitoring of bullying and the evaluation of the effectiveness of the school organisation for the reduction of bullying. This review instrument was used for the thorough evaluation of the programme and as an ongoing tool for schools to use in the school improvement cycle.

Who was involved in implementing the measure? Who has key responsibility for implementation?

The project consisted of four phases:

- 1) Research and analysis to combine the experience and existing successful practice in the partner countries. Initial focus group interviews and consultations with the schools to clarify the needs of children and young people in each country. Design of the cascade training process and development of training materials and the on-line school self review instrument.
- 2) Training leaders of bullying reduction in each school and support as they implemented the review instrument, developed a school action plan and implement changes in their schools.
- 3) Repeated applications of the review instrument to assess improvements in school organisation and reductions in bullying; further school action plans for ongoing improvements; evaluation of the programme.
- 4) Improvement of programme materials in the light of the review and wide dissemination of the results

Each partners' network disseminated the products amongst their EU contacts and existing networks of which they were members.

How are the different people involved in implementation being supported (e.g. do they receive specific training?)

Access to whole the training programme was open to:

- private or public organisations and institutions (local authorities at the appropriate level, university departments and research centres);
- working to prevent and combat violence against children, young people and women; protect against such violence; provide support for victims; implement targeted actions to promote rejection of such violence; or encourage attitude and behaviour change towards vulnerable groups and victims of violence.

What have been the obstacles to introducing the measure? How have they been addressed?

N/A

Is there a monitoring/evaluation system in place? What is monitored?

The project developed a school review instrument for monitoring bullying and evaluating the school organisation for bullying reduction, resulting in improved knowledge on effective programmes for the reduction of bullying at school.

Who monitors and how?

School leaders, local school administration, national facilitators

Are further evaluation planned and when will the results be available?

Tools and materials are available online at www.actionantibullying.eu

What has been the impact of the measure?

The project reached 13,000 children and young people, 1,015 members of the school staff and nearly 12,500 parents/guardians. Pilot schools identified an average reduction in bullying incidents of between 26% and 29% on average during the time of the project. Schools judged there was an average improvement in noticeable instances of pro-social behaviour varying from 26% to 36%.

What resources are involved (material, space, amount of funding)?

Trainings held in schools, local NGOs

Is the measure still running? If not, why not?

The program ran for 24 months but the tools are still being used.