



## ESTIMATED IMPACT

Our partnership “Erasmus Minus Bullying, Practices in Prevention and Intervention in European schools” approached the problem of school violence from many various angles, from individual's everyday life aspects expanding to the whole school community and even society, if we consider its influence on bullying victims personalities and future lives.

We used e-surveys, evaluation forms for each of the 7 short-term training sessions we organized and evaluation questionnaires for the 1<sup>st</sup> and 2<sup>nd</sup> year of the EMB project, addressing parents, students and teachers of our schools. We also intensified observation and exchanged our views in person and via numerous e-mails. Finally, we addressed the German EU Deputy, Mr Norbert Neuser, and the Child Ombudsman in Greece Mr. George Moschos, the former being acquainted with our project, in Strasburg, March 2016 during the 6<sup>th</sup> short-term training session in Bad Ems, Germany and the latter having participated in the 2<sup>nd</sup> short-term training session in Athens, March 2015, to reflect on our project. Thus, we gathered evidence on the impact EMB had on the participants, our school communities and important stakeholders relating to education. EMB also participated in a Romanian National Contest and came 6<sup>th</sup> in a line of 154 entries.

It is obvious that the project has had a deep effect on numerous teachers', pupils' and parents' attitude towards school violence. We had observed with sadness that in some communities bullying was regarded as a natural part of school routine, passed down from generation to generation, and we wanted to prove that this belief is harmful and wrong. It is worth mentioning that after three years of constant cooperation –including the period of “meeting” each other on e-Twinning educational platform, formulating opinions and goals and writing our application for EU funding, a phrase most commonly heard among us, teachers and students is: “I have changed”.

### **BULLYING**

Thanks to the project activities our students gained self-confidence which often serves as an effective protective shield against peer aggression. They acquired knowledge on different kinds of school violence, cyber-bullying included, and are aware of the fact that bullying does not necessarily involve physical violence or even words. They are able to recognize various forms of aggression. Consequently, they became more sensitive to bullying they witness and if they are victims, they became better at handling the situation without panic and self-hatred. We are confident that most of them, if exposed to school violence, they will know how to react sensibly and calmly.



## **DIFFERENT CULTURES**

One of our partnership's aims was the development of understanding of other cultures. We wanted our students to be aware of cultural differences and respect them at the same time. "Erasmus Minus Bullying, Practices in Prevention and Intervention in European schools" raised awareness of false, sometimes even absurd assumptions that underlie national stereotypes. The pupils were encouraged to challenge bias, unfairness and stereotypical views. Moreover, thanks to the active participation in the project, our students experienced European cooperation in practice.

## **ACADEMIC SKILLS AND PERSONAL SKILLS**

Our programme was based on PBL (Project based Learning) , thus the level of motivation to learn English and other foreign languages rose significantly, not only as far as our students are concerned but also teachers. To do the project tasks, participants had to communicate in English in natural, everyday situations, not only in the classroom. "Erasmus Minus Bullying" boosted our students' motivation and engagement through activities which combine various communication tools. They developed their knowledge on partner countries, which will be useful in the future for many school subjects, for example Geography, History, Literature, Art.

Our partnership also developed the basic skills and competences needed for personal development, future employment and for active European citizenship of our students. It had educational value too – our students learned to feel responsible for joint tasks since success depended on all group members' commitment. Besides, it developed children's learning autonomy, creativity and artistic talents. Internet activities and communication enabled everyone, shy and inhibited students included, to show their true colours and participate actively.

EMB was integrated into each partner schools core curriculum and it enriched it. Many subjects were involved in activities. Teachers of different subjects integrated some of the project aims into the basic curriculum and special skills were used and cultivated.

We are citing some examples:

1. Creating and conducting a survey about bullying, children had to use their skills in the following areas:
  - Their native language (to create and write out the questionnaire)
  - Mathematics (to tally results and figure percentages)
  - Computer Science (to prepare the questionnaire and present the results)
  - English (to translate and disseminate the results to the partner countries)
  - Critical thinking (to chose what to include and what to leave out in a survey)



2. Creating a logo and participating in a logo competition, children had to use:
  - Their artistic skills
  - Critical thinking
  
3. Writing and presenting poems they:
  - Enhanced their writing skills in their mother tongue and/or in English
  - Acquired or ameliorated their presentation skills
  
4. Creating EMB games they:
  - Improved team skills (many games were made by a team, with brainstorming techniques)
  - They raised their emotional quotient (feelings were always in question, so as to create meaningful, worth playing anti-bullying games)

The ICT skills of both pupils and teachers were especially improved when innovative teaching methods were encouraged in our schools. The partnership activities also had a positive impact on pupils' and teachers' social skills in terms of teamwork.

Teachers improved their methodology. Better relationships between teachers and pupils were also attained.

### **BROADER IPMACT**

Concerning the impact of the project on a wider level, it would probably be unwise on our part to draw conclusions since time is necessary to give us some more insight. However, we are confident to say that the publicity we gave to the EMB project was very effective. To be more specific, in different countries we:

- Involved parents in the hosting activity and the planning of some parts of our meetings
- Gave parental counseling in the form of seminars with the EMB school psychologist
- Organized open to the public conferences
- Issued numerous press releases
- Gave radio and TV interviews



- Cooperated with local experts, who also gained knowledge about our anti-bullying methods in different countries
- Addressed an international audience with our two visits to the European Parliament, both in Brussels and Strasburg
- Invited members of our NAs, who participated in our short-term training sessions and were introduced to EMB
- Presented and disseminated our project to other schools in our own countries and to educational conferences of related issues
- Created
  - a blog: <http://ourearasmus.blogspot.com>
  - ERASMUS MINUS BULLYING webpage: <https://erasmusminusbullying.wikispaces.com>
  - ERASMUS MINUS BULLYING YouTube channel : <https://www.youtube.com/channel/UCfKrPFufp4M5AQUh1xzSe9w>
  - a closed Facebook group for teachers
  - a Twinspace portal for EMB members
- Uploaded the present guide on The European Treasure Platform

### **A FINAL THOUGHT**

In conclusion, participation in such a large - scale, school - to - school partnership of ten countries is a telltale proof of the impact EMB had on so many people in the European educational community and of the extent to which it contributed to a dialogue between individuals, institutions and cultures.