LCP TOOLKIT

IMPACT EVALUATION

Contents

Preface

This report forms the fourth intellectual output of the project Learning Communities for Peace (LCP), a European project conducted under the auspices of the Erasmus+ key action 2 Strategic Partnership programme with project number 2016-1-SE01-KA201-022164. It concerns the intellectual output Impact Evaluation.

For the LCP project, a consortium with six partner organisations (project partners) from Belgium, Croatia, Greece, Spain, Sweden and the United Kingdom was built (see the Action Research report). The length of the total project was 35 months (1 October 2016 – 31 August 2019).

We thank Dr Hilary Cremin and her team of evaluators from the Faculty of Education of the University of Cambridge, Dr Sara Habibi, Dr Toshi Tsuruhara, Ms Maria Tsapali and Ms Maria Khwaja for their evaluation of our project. They visited the pilot schools and provided us with the findings of their evaluation.

In addition, we thank all the project partners who prepared for the evaluation to take place at their sites.

Last but not least, we thank all the students, staff and parents of the pilot schools in the project who were willing to be informants and contributed to this work with valuable knowledge about the impact of the project. The project partners were able to learn and see things they could not see and understand through their own eyes, thanks to the collaboration with you.

1. Introduction

Based on experiences of the project partners in other national and international projects as well as the generalized importance attached to external evaluation to monitor the quality and impact of project, the project partners decided to include an impact evaluation in their project proposal.

First, it was important to investigate which part of the LCP project should be evaluated. Secondly, we had to decide what kind of evaluation competences were needed for this task. Four of the project partners, so-called operational partners, were going to work with a pilot school during one school year (2017/2018). It was decided that this collaborative work between the project partner and the pilot school was valuable to evaluate both for the school and the project partners so as to better understand the process. During this academic year, the operational partners followed an action research cycle, starting with reflection (phase 1), followed by developing an action plan (phase 2), implementation of actions (phase 3), observation and data collection of the effects of the action(s) (phase 4) and finally analyses of the data and conclusions, and a new reflection to prepare for a new action research cycle (phase 5).

The role of the external evaluator was decided to be twofold:

1. To contribute with input/data coming from different stakeholders at the start of the first action research cycle, supporting the project partners and the school community in their observation and reflection of the situation (baseline data collection)
2. To track changes related to the implementation of the LCP process by the project partners and the pilot school by conducting a 'baseline' and 'final' data collection. The final data collection was conducted after the operational partners had completed their work with the school

Informed by this twofold aim and the fact that many children in European schools nowadays speak another language at home, the project partners came to the conclusion that an innovative, participatory and visual methodology for the impact evaluation would best fit the evaluation needs of the LCP project. It would also facilitate working with the different languages of the countries involved.

2. The impact evaluator of the project

Due to their extensive experience in doing evaluations, well-known knowledge on peace education and whole-school approaches as well as familiarity with Visual Voices, a participatory and visual evaluation methodology, Dr Hilary Cremin's research team from the Faculty of Education, University of Cambridge, UK, was assigned to execute the impact evaluation of the LCP project. The impact evaluation was both participatory and user-informed, and at the same time contained elements that could be compared across the four sites.

Four research assistants from the University of Cambridge, one for each country, visited the respective pilot schools and the operational project partners in Croatia, Greece, Sweden and the UK on two occasions. Each research assistant would spend up to five days in each setting during their baseline as well as during their final data collection to work with the pilot schools and the project partners to collect data. Data collection was planned to coincide with the action research phase 1 reflection. The collected data would be analysed so that it could serve as a baseline and, if possible, input for the development of an action plan. In addition, after about a year, when the project partners had ended their work in the pilot schools (that is, at the end of the first action research cycle and the start of the next), the process was repeated. Data were collected through:

1. Short Survey for the students
2. Short Survey for the staff

3. Visual Voices with students
4. Visual Voices with staff
5. Interviews with, for example, the principal, teacher, administration, students
6. Interviews with the project partner

In the following section, the research process, including the data-collection methods used for the impact evaluation, will be explained.

The methodology section is followed by summaries of the findings at each operational site as reported on by the impact evaluation team. The collection of data can differ slightly between the different operational sites, and therefore detailed information per site is provided in the summaries of the results.

3. Data-collection methodology

As a common theme for gathering data, the project partners decided on how *Together and Apart* were experienced.

3.1 Short survey

The development of the questions for the short surveys for adults and students used Nancy Frazer's 3 Rs of Justice (Frazer, 1997) – that is, redistribution, recognition and representation – as a basis, alongside a fourth R – reconciliation, taken from Alan Smith and Norio Novelli's (2015) use of Frazer's work in their Peacebuilding in Education and Advocacy (PBEA) programme in post-conflict settings. The surveys for staff and students mirrored each other. In total, each survey counted six questions. The questions one and six were developed to test for basic human needs for safety and for thriving (happiness). Question number two addresses issues of redistribution (defined as equity in school) and question three recognition. Question four covered Frazer's R for representation. Finally, the fifth question covers reconciliation.

In each setting, the project partners translated the survey questions and the delegates of the school were asked to check if the translated questions would be understood. In several countries, the English questions were translated; for example, they were translated into Swedish by the project partner and, as a check-up, sent to an English native speaker with good knowledge of Swedish to translate the questions back into English (to make sure that the correct translations were used). The translated questions of the surveys used in Croatia, Greece and Sweden can be found in the appendix.

Questions of the short online survey for students (5-point scale: agree / disagree):

1. I feel safe

   a. In the classroom
   b. In the school playground
   c. On the way to and from school

2. (redistribution)

   a. Homeroom teachers treat all students the same
   b. Other teachers treat all students the same
   c. Students treat each other the same

3. I feel like I belong (recognition)

   a. To my classroom

   b. In my school

4. When I express myself (representation)

   a. The teacher is interested in what I have to say
   b. Other students are interested in what I have to say

5. When there is a conflict, the following people try to sort it out (reconciliation):

   a. Students
   b. Homeroom teachers
   c. Other teachers/ pedagogue
   d. Others (counsellors, parents)

6. I am happy in my school

Questions of the short online survey for teachers

1. I feel safe at school

2.

   a. Homeroom teachers treat all students the same
   b. Other teachers treat all students the same
   c. School administration treats all students the same

3. I feel that I belong to my school

4. When I express myself.

   a. The students are interested in what I have to say
   b. My colleagues are interested in what I have to say

5. When there is a conflict, the following people try to sort it out:

   a. Students
   b. Homeroom teachers
   c. Other teachers/ pedagogue
   d. Others (counsellors, parents)

6. I am happy in my school

In Croatia, an adapted version of the short survey was used for the parents.

Some of the pilot schools conducted the survey on paper, others used a digital version. Often the class teachers instructed their students to fill out the surveys, and in some cases someone from the project team or the evaluator gave the instructions.

3.2 Visual Voices

Visual Voices for students

The Visual Voices element of the impact evaluation is a qualitative way of collecting data using a visual methodology (Cremin, Mason & Busher, 2011). For the LCP project, the binary of *Together and Apart* was used to elicit the visual voices of students in the school. Where possible, one or more classes in each pilot school worked together with their teacher to create a visual presentation on the theme of *Together and Apart*. The students took pictures, or made drawings. They then presented these to each other, their teacher and, if possible, the research assistant from the University of Cambridge or the project partner. The research assistants used the presentations as a basis for some of their interviews.

Visual Voices for teachers

The visual voices of the school staff were elicited in a similar way. Staff were also asked to bring in photos or artefacts within the theme of *Together and Apart*; that is, one mirroring 'together' and one 'apart'. These were discussed with each other, and/or the research assistant and/or the project partner.

Note: in order for the students to participate in the short survey and Visual Voices, guardians were asked to sign letters of consent.

3.3 Semi-structured interviews

The final aspect of the baseline impact evaluation data collection consisted of interviews with the principal, teachers, administrators and project partner representatives. As with the short surveys, questions were designed to fit with Nancy Frazer's three Rs as well as the fourth R of reconciliation. They also included some process questions that would help to structure the action plan of the LCP programme in each setting. The following questions were developed:

What are the issues for safety in this school?

What do you do to work towards safety, and what are the successes and difficulties?

What are the issues for equity in this school?

What do you do to work towards equity, and what are the successes and difficulties?

What are the issues for belonging and mutual understanding in this school?

What do you do to work towards belonging, and what are the successes and difficulties?

What are the issues for voice and representation in this school?

What do you do to work towards voice and representation, and what are the successes and difficulties?

What are the issues for conflict resolution and peacemaking in this school?

What do you do to work towards conflict resolution and peacemaking, and what are the successes and difficulties?

What ideas do you have for the Learning Communities for Peace project?

What resources do you have for this?

What would you like from the LCP project team?

3.4 Contribution of baseline data collection for Reflection

The baseline reports from the impact evaluation for each setting, as well as the wider activities involved in putting it together, were visualized to contribute to reflection on the state of the arts at the pilot schools (the first phase in the action research process). However, due to organizational matters (such as finalizing the formal agreement between the Evens Foundation and the University of Cambridge, the procedure of commissioning research assistants, and the time availability at the pilot school due to other objectives that dominated daily school life), the baseline data collection in Croatia, Greece, Sweden and the UK started after the operational partners had started with their reflections together with the delegates and staff from the pilot schools – in other words, later than planned. The input from the baseline reports could be used to complement instead. Furthermore, it was important for the comparison between baseline and final data collection.

Timeline – impact evaluation and action research
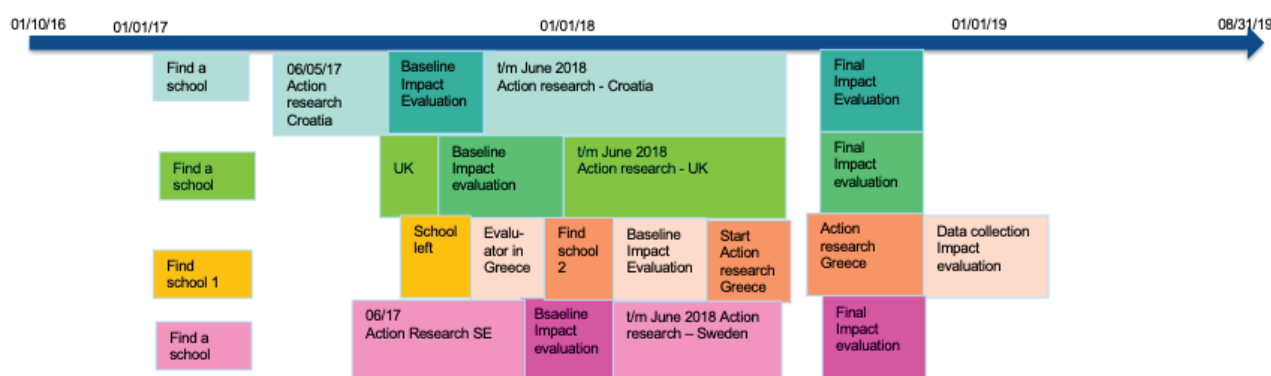
The final data collection of the impact evaluation was planned a short time after the operational part-ners had left the school. The data collection was carried out in a similar way as the first data collec-tion, and aimed at observing changes that had taken place that might be related to the project. The surveys, Visual Voices activities and interviews were repeated. The interview with the head teacher and others in the school used similar questions, but focused more on the LCP programme and re-flections about the extent to which the aims of the programme had been met.

4. Data collected

Due to a large variation of conditions and possibilities for the pilot schools, the data collected at the respective sites look different in volume and form. For example, the pilot school in Croatia is actually a school with seven schools (larger and smaller) spread out in the area; the pilot school in Greece had to wait for about five months for formal permission from the Ministry of Education; the pilot school in Sweden allocated the classes of the project delegates to the collection of data, and in the UK the size of the schools and the timing of the data collection influenced what was possible. To understand the findings it is important to know how much data were collected for the analyses and the conclusion. The following data were collected at the four operational sites.

	Croatia	Croatia	Greece 2	Greece 2	Sweden	Sweden	UK1	UK1	UK2	UK2
	Baseline	*Final*	*Baseline*	*Final*	*Baseline*	*Final*	*Baseline*	*Final*	*Baseline*	*Final*
Survey pupils	241	229	140		47	72		146		11
Survey staff	49	53	18	20	29	23				
Survey parents	29	33								
Visual Voices students classes	4	3	2		2	2	2	1	2	1
Visual Voices staff	All staff	All staff			Most staff			Some staff		Some staff
Interviews school	2	1	1	4	3	3		2		2
Interviews partner				2	3	3				

Table 1: Collected data collected at four sites: baseline and final collection

Note: The UK schools conducted baseline surveys with students but these were not fully completed and thus could not be used for the analyses.

5. Summaries of the findings: summaries of the evaluators

In the summaries of the results for each context, the main changes that could be related to the LCP project across the four settings are presented. Next, they summarize the extent to which the LCP project was associated with peace and conflict, arising from outside of the school, and arising from within, by the end of the project period. This part ends with a discussion of the findings, and a series of questions arising out of these. It is hoped that primary schools wishing to use the LCP approach might find these a useful stimulus for reflection and action.

5.1 Changes attributed to the programme

5.1.1 Greece

It is important to remember that the first pilot school in Greece left the project during the time the Greek project partner was waiting for the official permission of the Ministry of Education. When the permission came, another school was approached (referred to as Greek pilot school 2). Conse-quently, the baseline and final data collection for the impact evaluation were collected later (March and December 2018) compared to the other pilot schools (October-November 2017 and October 2018). As revealed by the data analysis of the baseline data collection, there were two main issues that potentially required the school's attention: safety and fair treatment and mutual understanding among students and teachers.

5.1.1.1 The programme

In Greece the LCP project consisted of parents putting on a play as an extra-curricular activity. The play was shown in the school buildings, and parents were involved in all aspects, including making the scenery and costumes (for more information, see the Action Research report).

5.1.1.2 Data collection

The final data collection did not include surveys with the pupils, as this was not possible. It included:

- Surveys with the students at baseline (141 responses)
- Surveys with teachers at baseline (18 responses) and at the final data collection (20 responses)
- Visual Voices with two classes of Year 6 at baseline data collection
- Interview with one teacher at baseline and two teachers who conducted the Visual Voices programme the previous academic year at the final data collection
- Interview with the school head teacher and deputy head teacher
- Interview with the project partner

5.1.1.3 Changes

Changes noted in Greece include:

- Improved communication amongst teachers. Greater interest in each other's views.
- Improved communication and cooperation skills amongst children, and greater inclusivity.
- Greater bonds between Y6 classes. More evidence of imagination, creativity and talent.
- Improved cooperation between some parents and teachers.
- Growth of interest in extra-curricular, community-run initiatives using school buildings.

5.1.1.4 The surveys

While the teachers completed both baseline and final surveys, the students only did baseline surveys. In general, most of the teachers who filled in the survey stated that they feel happy at school, feel they belong and are being treated equally by the school administration. However, the analysis of the final surveys shows that only 35% of the teachers felt that they are equally treated by children, while 50% of them believe that they are not treated the same. Although there is a slight improvement compared to the baseline data (22% and 44% respectively), it seems that there is still work to be done in this area. Another finding is that 15% of the teachers who filled in the survey felt that their colleagues are only sometimes interested in what they have to say. However, this issue had improved since the baseline evaluation when the equivalent number was 38%.

5.1.2 United Kingdom

5.1.2.1 The programme

In the UK, two schools were involved in the programme. In both schools, the LCP programme consisted of working with the youngest and most vulnerable children to try to improve their behaviour and inclusion. In St Johns, there was also a focus on reducing conflict at lunchtime and improving relationships between teaching staff and lunchtime supervisors (for more information about the programmes of both schools, see the Action Research report).

5. 1.2.2 Data collection

The data collection included:

1. Final surveys with selected children (146 in St Johns, 11 in Ravensthorpe)
2. Visual Voices with four classes (two per site) at baseline and two classes at final data collection, one per site
3. Visual Voices with selected teachers at the final data collections
4. Interview with the headteacher at St Johns (final)
5. Observations and interviews with teachers in both schools (final)

5.1.2.3 Changes as found in the analyses of Visual Voices data with students

Changes noted in the UK include:

- The majority of children are more peaceful (but extreme behaviours were therefore more visible).
- Children in Reception classes are now more settled.
- Fewer images of objects and more of friends and family drawn by children in the final Visual Voices element of the programme. More images of nature and the outdoors.

5.1.2.4 The surveys

Surveys were not administered at the baseline in the UK schools, so there is no comparison possible. In St Johns at the end of the programme, 85% of children felt safe in the classroom, whilst only 10% felt safe in the playground (64% sometimes felt safe). This suggests an ongoing need to focus on the playground. There is also a discrepancy between the degree to which children felt treated the same by the teacher (62% yes, 29% sometimes) and the extent to which they felt treated the same by other people (5% yes, 43% sometimes). Again, this suggests a need to focus on peer and other

relationships. Similar trends can be seen in Ravensthorpe, but as only 11 surveys were completed it is hard to draw conclusions.

5.1.2.5 Visual Voices

As with the Visual Voices activity for students at baseline, many of the images of 'together' included time with family or friends while 'apart' images included separation from family or friends. Many children associated 'apart' as 'alone' and with being lonely or sad. There were fewer images of objects and more of friends and family drawn by children in the final Visual Voices activity, and there were also more images of nature and the outdoors. This may reflect the priorities of the programme.

5.1.3 Sweden

5.1.3.1 The programme

Nolbyscholan agreed on two issues as priorities for their LCP project following substantial discussion, with the support of the Swedish LCP project partner. They decided to focus on developing a shared policy for rules and fundamental values in the school and reducing student conflicts during the break-time. For the first priority, they agreed that they would address three mottos: Consideration, Responsibility and Community, in different ways. For the break-time conflict, they agreed that more staff members would be assigned to the playground (for more information about the actions of the school, see the Action Research Report).

5.1.3.2 Data collection

1. Surveys with all children in Year 2, 4 and 6 at the baseline data collection and Year 3 and Year 5 for the final data collection
2. Surveys with all teachers and non-teaching staff at baseline
3. Visual Voices with two classes (Year 4 and 6) for baseline and two classes (Year 3 and Year 5) for the final data collection
4. Interview with the principal, a teacher and an administrator, and the presenters (teachers) of Visual Voices

5.1.3.3 Changes

- Teachers are more heard by students and staff members which suggests that teachers' capacity to help children to listen to others has been enhanced.
- Teachers with improved feelings of being heard by colleagues.
- Friendlier atmosphere amongst staff, more smiles, more joint working.
- Clarification of fundamental values amongst the staff and students.
- Children reporting more 'together' than 'apart' in the final Visual Voices element of the programme. Children more aware of peaceful and inclusive behaviours, and feeling safer during break-times. Children experiencing less conflict, with less running and screaming, and friendlier atmosphere.

5.1.3.4 The surveys

Children's responses to the survey indicate a number of improvements since the baseline in terms of safety and a sense of being heard by the teacher and other children. The most extensive improvements were in feelings of safety in the school playground (from 72% feeling safe to 79%). The children's responses thus point to the success of the measures that were taken as part of the LCP programme. There was also a clear improvement in a sense of being heard by other children. This may be a positive outcome of the introduction of the three mottos. There were marginal improvements to Question 3b ('I feel that I belong in my school') and a decrease in Question 6 ('I am happy in my school'). Although more than 80% of the children said that they are happy at school, the slight decrease (-2.4%) may be due to a high number of new children (from the start of the academic year 2018) or else due to issues of transition and timing.

Staff members' responses to the surveys also indicate improvements in a sense of being heard, both by their children and by their colleagues (Question 4a, 4b). This may also be due to the success of the motto programme. Although marginal decreases can be seen in responses to Question 3 'I feel that I belong to my school' and Question 6 'I am happy in my school', this could also be explained by a high number of new staff.

5.1.3.5 Visual Voices

In total four classes participated in this process, two at baseline (Years 4 and 6) and two at final data collection (Years 3 and 5). There is a difference between these classes in terms of the images they photographed for 'together' and 'apart'. Almost all items that Year 3 photographed are physically together, or apart. For example, tables are attached to each other, or pencils are placed with a gap in between. In contrast, Year 5 children focused on the space. They photographed the dining hall, their classroom and the playground as a representation of 'together', reasoning that those were the places where they could be together, whereas the rooftop, a restricted area, the toilet and the hidden space around the school building were seen to represent 'apart'.

Year 5 is the only class who did the Visual Voices exercises at the baseline (January 2018). For 'together', both at the baseline and at end-of-programme, children took photos of the dining hall, the playground or the classroom as an image of 'together'. However, with regard to 'apart', more children photographed a thing that was detached (for example, a tree, a bench, or two swings with a gap in between) at the baseline, whereas at the end of the programme, they took an image of a space where they could not find their friend (rooftop, restricted area, etc). In the follow-up interviews, two children said they experienced more opportunities to be 'together' because their play spaces had been expanded. This expansion occurred because of the school policy that was implemented as a part of the LCP programme to locate more teachers in the playground, and to open up new play spaces with adult supervision.

At the end of the programme, some Year 3 children also said that they were finding more opportunities to be 'together', that they had more friends and played together more than when they were in Year 2.

5.1.4 Croatia

5.1.4.1 The programme

The Croatian school's overall aim for the LCP programme was to promote "the process of building better relations among all participants in the educational process, and more and better connections with the local community". Towards this end, the school undertook various consultations and identified priorities. These included: improved communication between teachers, parents, pupils and non-teaching staff, particularly between "centre and periphery" branch schools; increased participation of parents; improved material conditions and infrastructure; and reinforcement of positive behaviours among children and teachers in line with the school's pedagogical guidelines, house rules and community values. Specific initiatives included: creation of information-sharing networks (using Viber and Facebook) to facilitate the sharing of information and news between branch schools, among staff, and with families and the wider community; creation of an outdoor classroom/nature pavilion in cooperation with the local mayor; changes in the transportation arrangements for children in satellite areas; and an ongoing plan to add security cameras to the exterior of the main school where children sometimes reported feeling unsafe and where youth from the town would drink or vandalize occasionally at the weekends. (For more information, check the Action Research report.)

5.1.4.2 Data collection

1. Surveys with all children
2. Surveys with all teachers
3. Surveys with all non-teaching staff
4. Surveys of parents of the three Visual Voices participating classes
5. Visual Voices with four classes at the baseline evaluation and three classes (at three different school sites) at the final evaluation
6. Visual Voices with all teachers
7. Interviews with staff

5.1.4.3 Changes

- Greater inclusion and cooperation between the school sites.
- Improved sense of belonging, sense of being heard and being appreciated, improved overall happiness at the school among children.
- Improved communication and coordination amongst teachers across school sites, and between teachers and parents through creative use of technology.
- No explicit conflicts or nationalistic graffiti related to ethnicity experienced by the school during the time of the programme.
- Enhanced collaboration with the municipality on school development programmes, despite political differences.
- Less concern about socio-economic inequalities between the various school sites.

5.1.4.4 The surveys

Responses to the survey questions indicate a number of improvements since last year in terms of sense of belonging, sense of being heard and appreciated by others, and overall happiness at the school. The most extensive improvements were reported among children in upper primary (Years 5–8). These children felt safer (in the classroom from 90% to 94%, in the playground 76% to 81%, and on the way to and from school 81% to 89%). There were also improvements in feel-

ings of belonging (in the classroom from 84% to 89% and in the school 79% to 83%). Feelings of safety amongst children in lower primary either did not improve, or else worsened, whilst their 'yes' response to 'The teacher is interested in what I have to say' improved from 71% to 74%, and their 'yes' response to 'Other children are interested in what I have to say' improved from 48% to 56%. In each surveyed group, a small number of individuals still responded negatively regarding their sense of safety, sense of equitable treatment, sense of belonging, sense of feeling heard, and overall happiness in the school environment.

5.1.4.5 Visual Voices

There appeared to be less time, preparation or creative reflection given to the Visual Voices exercise during this final evaluation visit. Three classes of students participated, however, along with almost all teachers and non-teaching staff. The images that were shared (either physically or verbally/virtually) indicated a high level of community solidarity. As in the first round of Visual Voices with four classes, participants said it was easier to find images representing 'togetherness' than 'apartness'. Perceptions of 'together' were generally represented in images related to shared spaces in school (classrooms, playground, the school garden, a favourite bench, etc) and group work. Perceptions of 'apart' were mostly represented by images related to the geographical separation of branch schools and school members who have to commute long distances. Socio-economic inequalities between the branch schools was less emphasized this time compared to the first visit. Conflict behaviours were mentioned a few times but defined as mostly superficial.

Some of the images represented both 'together' and 'apart', particularly images of mobile phones and computers. Since last year, mobile phones have become common among older students, with only a few left out. This has affected the way that students communicate and socialize between themselves, with both positive and negative effects.

Interviews and discussions following the Visual Voices presentations pointed to fewer social cohesion challenges compared to last year. Improvements in communication between school stakeholders and the community seem to have helped a lot. For example, communication has reportedly improved greatly through the creation of school Viber groups and the school Facebook page. Whilst, last year, there was some concern over whether marginal voices are represented in school programmes, consultation and decision-making, this year the organization of student and parent councils has been adapted to enable the voices of satellite schools to be better heard and for locally relevant decisions to be acted upon.

Last year, teachers reported both material and social inequities between school sites. This year, while material concerns at the various school sites remain, teachers seem satisfied with the efforts made by the principal and pedagogue to find sponsors, to support income-generation at the school, to defend their interests to the Ministry of Education and to the municipality, and to support with improvements within their available resources.

Last year, students at satellite schools voiced concerns about their safety commuting to and from school and surveys revealed some sense of insecurity in the schoolyard. This year, students expressed in discussions and through surveys that they feel more secure travelling to school. However, there are still concerns about the schoolyard among children in the lower years.

5.2 Synthesis of LCP findings across settings

The following synthesis draws on all sources of data: surveys, Visual Voices and interviews across all settings (see Table 1 for information about the data collected). It reports on findings grounded in the

school community, the home, the local and national context, and the global context. It explores the extent to which the LCP project was associated with peace and conflict arising from outside of the school, and arising from within. This way of organizing findings stems from the LCP approach, which aims to improve relationships and bolster togetherness within school communities, taking a bottom-up approach.

5.2.1 Conflict from outside the schools

This report will focus first on factors outside of the school that might lead to conflict.

5.2.1.1 Factors to do with the economic crisis, poverty and social division

In Greece, conflict that originates from outside of the school comes from parents and national policy. Parents are suffering from the economic crisis, and from resulting unemployment and personal and family difficulties. This hinders parental involvement in the activities of the school, an involvement that the school would like to see.

Poverty and unemployment are also issues in the UK, with some parents existing below the poverty threshold. The threshold for social services intervention is felt by teachers to be too high. There are limited money for activities with parents. According to the Visual Voices part in the UK, adults are too busy to play with their children, and some children said that they felt the impact of family breakdown or didn't have access to their fathers. Some children were demonstrating anti-social and unsafe behaviour, e.g. swimming in a river at night.

In the UK, St Johns school has been subject to an influx of children with diverse needs. It faces the challenge of maintaining an environment for learning while providing additional support to a growing number of children with additional needs.

In Sweden, some staff members argued that socio-economic divides are drivers of conflict – that is, conflicts that occur between the students can have their roots in socio-economic differences between groups in the surroundings of the school. The principal expressed that she wonders how much parents from lower socio-economic backgrounds are given a voice and are heard.

In Croatia, conflict arises from geographic separation between the main site of the school and the branch sites; the latter are poorly funded in comparison. This can lead to low parental participation in the parents council from the branch sites.

In Croatia, one teacher expressed concern over the impact of wider societal discourses on cohesion and justice relating to majority and minority religion communities. The use of the school building during election periods as the voting centre generates intergroup tension in the wider community, which is sometimes reflected in the language used by children. A number of minority languages are spoken by the children, and teachers note that words divide as well as enable communication.

In Croatia security cameras have been fitted to the exterior of the main school where children sometimes report feeling unsafe, and where youth from the town drink or vandalize on occasions at the weekends.

5.2.1.2 Factors to do with education and social policy

In Greece, there were bureaucratic delays with ethical permissions for LCP research. Formal permission from the Ministry of Education is needed before an NGO can work with a school. This delay influenced the process. There was also a lack of motivation for teachers to get involved with the programme due to poor employment prospects and lack of job security.

In Greece, mistrust in NGO involvement in schools hampered the programme. NGO involvement is counter-cultural.

In the UK, pressure from Ofsted (the government inspection service) creates internal tension within schools. Ofsted's primary concern is academic attainment in UK schools and, unless students reach the minimum standards set by the government, schools will be labelled as 'requiring improvement' or 'inadequate' whatever root cause. However, Ofsted also goes to great lengths to listen to the school's parents, who will use the Ofsted inspection as an opportunity to complain about the school, especially if they feel the school has ignored their concerns. Despite this, both Ofsted and the head teacher interviewed, agreed that parents often complain about things that are outside of the school's control.

In the UK, competition arises because each school needs to be seen as an exemplar for other schools.

5.2.2 Drivers of peace from outside the schools

The report will now focus on drivers of peace that have their origins in factors mainly outside of the school.

In Greece, the extra funding that the LCP programme itself brought was seen as a driver of peace. It enabled meetings and extra-curricular activities to be run by a team of teachers and parents. Many parents participated, including making scenery for a play.

In the analyses of the Visual Voices element of the final data collection in the UK, it could be observed that many children chose family time as a space where they experienced peace.

In Croatia, the teachers appreciated the efforts made by the school leader to ensure enough quality textbooks, roof repair, and computers for each site. Children appreciated the school garden and plants. An outdoor classroom/nature pavilion was created in cooperation with the local mayor with whom the school leader fostered good collaboration through the LCP programme.

According to the surveys in Croatia, children feel more secure travelling to school. Older children no longer travel on the same bus. However, this is perhaps a form of negative peace, as it leaves underlying issues unresolved.

Mobile phones are seen as a way of bringing people together in Croatia, especially when they live long distances from each other. They are also seen as a way of keeping people apart, however, when people on their phone ignore those around them.

In Croatia, some parents provide a good deal of support with festivals, field trips, baking, and a maths evening. All the parents and teachers of Year 7 helped with redecorating the schoolyard.

In Croatia also, connections between children in the school and others at schools in Europe have been made via an e-Twinning programme.

5.2.3 Conflict from inside the schools

The report will now focus on conflict that has its origins mainly in factors inside the school.

5.2.3.1 Factors to do with teachers

In Greece, the passive attitude of many teachers, and the need for the head teacher to maintain a low profile for this LCP programme, contributed to less progress being made overall.

In Greece, teachers felt that children did not treat all teachers equitably.

In Sweden, there was no improvement in feelings of belonging amongst teachers within the time-frame of the programme, although a start was made on improving the voice and representation of staff.

In Sweden, teachers focused on a lack of shared policy regarding rules and fundamental values in the school as the main part of the programme. They chose to focus on responsibility – being on time, and taking responsibility for one's own learning. There was some discussion about how this affects children differentially.

In Sweden, the teachers and the headmaster mentioned that the time for reflection and dialogue was limited. A need was expressed to get together and think together more often.

In Croatia, children did not like teachers using computers to teach in non-interactive ways.

In Croatia, new or younger and older teachers do not socialize much. Tight schedules mean that they are not often in the same space together – breaks are not at the same time – and this dilutes a sense of community.

5.2.3.2 Factors to do with relationships between teachers, parents and other adults

In the UK, a lack of channels for positive communication, between midday supervisors and teachers about lunchtime conflict, was one of the areas that St Johns wished to focus on. This appears to have been successful.

The teachers in St Johns saw parents as disengaged, not reading the school newsletters or websites, buying into the school's mission, etc. There was a 'deficit model' of the community, which needed to be 'chipped away'. There was therefore a lack of communication and consultation. The head teacher suggested that there may have been 'unconscious bias' among the staff.

In Sweden, one of the school administrators evaluated the impact of the LCP programme as 'zero' as s/he had not observed any improvements with regard to conflicts between the students, nor an increased sense of community between the staff.

Also in Sweden, plans to work with parents were not implemented during the time the project partner and the pilot school were working together. These plans were postponed to the next academic year.

5.2.3.3 Factors to do with children

In the UK, evidence from St Johns school suggested conflict increased for the minority of children who did not feel comfortable and safe in school. According to their final survey report, only 10% of children always felt safe in the playground. In the Visual Voices element of the programme, St Johns' students saw friends and siblings who did not play with them as factors that drove them apart. Additionally, only 5% reported, in the final survey, the feeling that everyone was treated the same by adults other than teachers.

In Sweden, children continued to report conflict at break-times to staff members. According to the

surveys, there was an improvement in feelings of belonging to 'my school', but not to 'my classroom'. This could be due to a lot of new arrivals.

In Croatia, in the Visual Voices element of the programme, conflict behaviours between peers are mentioned a few times, but defined as mostly superficial. Children in the lower years expressed on-going concerns about the schoolyard.

In Croatia, there were negative evaluations by a small number of disaffected individuals regarding sense of safety, equitable treatment, belonging, feeling heard, and overall happiness in the school environment.

In Croatia, in the Visual Voices element of the programme, studying, exams and separate class-rooms are seen as pushing people apart.

5.2.4 Peace from inside the schools

The report now focuses on peace that has its origins mainly in factors inside the school.

5.2.4.1 Factors to do with teachers

In Greece, teachers reported high levels of happiness, belonging and equity, despite the difficulties they face.

In the UK, St Johns' teachers focused on the language they used with children, in order to be non-confrontational. They tried to use the same script, and to strengthen the use of rewards for positive behaviour. They felt that they were able to include children at risk of being excluded or even imprisoned in later life. There were also mechanisms in place to meet the additional needs of chil-dren, e.g. Forest School and school council. Teachers have worked hard to create a safe emotional space for children, with values of creativity and empowerment.

In the UK, teachers are working on self-care and nurture, which include lessons on nutrition.

Due to a reorganization of the breaktime schedule in Sweden, there was increased staff supervision of play areas at break-times, sometimes with staff leading games.

In Sweden there were regular meetings for LCP with all staff. The aim of these meetings was to hear their voices and representation. During a two-day conference we took time for 'getting to know you' activities for new staff.

In Sweden the three mottos, Consideration, Responsibility and Inclusion, were posted throughout the school, in classrooms, dining-area, etc, and were engaged with in various ways by teachers with their classes.

In Sweden there was elicitive facilitation to resolve staff conflict.

In Sweden the school leader worked hard to identify the 'spirit of Nolby'. She regularly visited class-rooms and could be found on the schoolyard in the morning to get to know the children and their parents. She uses breath work and mindful attitudes to bring about peace.

In Croatia, life-skills are taught in all homeroom classes.

In Croatia, additional support continues to be provided for at-risk groups, e.g. those transferring from small branch schools to larger school centres. Transition from Year 5 to the larger school in Year 6 is

well supported, despite perennial challenges. Children are now well integrated in Year 6.

Following awareness programmes, there are fewer incidents of cyber-bullying.

In Croatia, teachers participate in both professional development and personal development workshops organized by the school pedagogue. Recent topics have included active listening and communication skills, and nonviolent conflict resolution/peer mediation. These are greatly appreciated by teachers.

In Croatia, the school leader created decentralized student council meetings in each of the branch schools to feed into the main school council, which is a government requirement.

In Croatia, conflict between teachers is rare.

5.2.4.2 Factors to do with relationships between teachers, parents and other adults

In the UK, efforts were made to improve relationships between teachers and midday supervisors, and to resolve conflict. 'Sweetie Monday' is an example, where one of the midday supervisors regularly brings in sweets for teachers.

In the UK, St Johns school had a morning ritual of handshaking amongst teachers, parents, children and siblings, initiated by the head teacher with the aim of community-building. The teachers involved felt that this improved understanding and strengthened relationships between teachers and parents.

At both UK schools there are workshops for parents, including on meeting additional learning needs. There is also a breakfast club for parents.

In Croatia, cleaners and the janitor felt included in the school community, and able to express their ideas. School cooks help to build by making it possible for children to enjoy eating together. Community activities for fund-raising, trips and improving the environment involve everyone and create a strong sense of 'family' and commitment to each other.

In Croatia, Facebook and Viber pages were created to increase sharing and information flow between the school and the community, and also between the main site and branch schools.

In Croatia, adaptations to the organization of student and parent councils have enabled satellite schools to be better heard, and locally relevant decisions to be acted upon.

In Croatia, garden programmes help connect young and old. The school redecorated the garden and planted medicinal herbs, and it has featured on TV as the best natural school garden in Croatia. They sell garlic to raise money for the school, and have created a feeding point for wild animals.

5.2.4.3 Factors to do with children

In the UK, according to the final surveys of both schools, 80% of children feel happy at school. In St Johns school in the Visual Voices element of the programme, children saw friends and siblings who play with them as factors that bring them together.

In Sweden in the Visual Voices element of the programme during the final data collection, the children focused on spaces for people, and not just on objects as they had done at the baseline. There were more pictures of play space.

In Sweden, the children seem to have learnt from the mottos Consideration, Responsibility and Inclu-

sion which the teachers worked with. They said that they supported them to 'listen to other people', 'listen to someone when s/he speaks', to 'work together', to not 'laugh at mistakes' ('Wrong answers are OK'), helped to ensure that 'everyone is welcomed to a group' and that 'everyone's idea is valuable', and to avoid teasing and fighting.

In Croatia, there is good integration of minorities, so that their rights to instruction in their own language, religion and culture are met. Community languages are taught to all children, and there is a strong culture of multiculturalism.

6 Discussion and Stimulus Questions for LCP Schools

The following discussion and questions arise out of the findings of the impact evaluation. It is hoped that primary schools wishing to use the LCP approach might find the formulated questions at the end of this section a useful stimulus for reflection and action.

First, however, it is useful to reflect on the original vision and aims of the LCP project. It was developed in 2016, at the moment of the refugee crisis in Europe and elsewhere. It was clear to all project partners, in Belgium, Croatia, Greece, Spain, Sweden and the UK, that there was a hardening of attitudes towards refugees, and a dangerous and growing fear of 'the other', especially those seen as would-be terrorists. In the light of this, the overall vision of the project was to address the rise of conflicts in school settings as a consequence of changing European realities. The essence of the project lies in the assumption of each setting's uniqueness and in the belief that shared ownership is crucial. The project focused on supporting the pilot schools to develop their own unique peacebuilding strategies to become a hub for peace in their respective communities. This implies that there are no readymade strategies, tools or methods that can be implemented to achieve the overall project goal. It also means that the overall goal is redefined locally to correspond to the lived reality in each setting.

The aims of the programme were therefore to work with schools to enable:

- A learning community for peace at the heart of each school, engaging students, parents and other community actors in reaching the project goals
- Improved relationships in each school, with related feelings of safety and empowerment
- Improved capacity to cooperate, participate and engage in democratic dialogue among adults and children in school, including among different community stakeholders
- Shared responsibility for student learning outcomes and peaceful coexistence
- Reduced fear of difference

The findings show that these aims were achieved to a certain extent. The main limitations came from the fact that most of the pilot schools did not have strong reciprocal community relationships to start with (with one exception, the pilot school in Croatia), and that the pressure on schools to ensure high standards in student learning and attainment, especially in literacy and numeracy, reduced their ability to focus on the project work. Communication with parents tended, in some of the pilot schools, to be one-way, with parents seen as in need of guidance and support to meet the schools' academic objectives, largely due to the pressures that the schools were under (to varying degrees) to deliver standardized outcomes for children. Meeting the demands of academic objectives has a different underlying rhetoric to that of the elicitive and empowering approach of the LCP programme. It could therefore slow down the process.

Another key limitation came from poverty and the economic crisis, and the impact that this has had on both schools and families. Unemployment, low pay and family pressures meant that many children did not get as many opportunities for play and connection as they would have liked, and the

schools were generally not able to do as much as they wanted to support children and families in crisis.

It was certainly the case that most settings experienced improvements in the way conflicts were dealt with, and in more positive relationships and participation as a result of the project. The LCP approach enabled the schools to draw on the available resources to further develop their core mission of high-quality education. It is worthy of note, however, that, in all settings, children felt safer in spaces supervised by adults, just as they mostly felt that teachers were more interested than their peers in what they had to say. This suggests a need to refocus on the quality of peer relationships and the support that peers can offer to each other with regard to the conflicts they need to manage.

To what extent students have been able to develop values, knowledge and skills for reciprocity, care, empathy, connection and responsibility we do not know. Solutions such as increased surveillance of play spaces and organized play activities by adults in Sweden, and organising separate buses for younger and older children in Croatia increased feelings of safety (as the findings of the final surveys show). A question that remains is: can such interventions contribute to tackling the root causes of alienation, bullying, violence and aggression? None of the pilot schools focused in its work on tackling such causes; they focused rather on changing the things that were not working. Complementary to the excellent peacebuilding activities undertaken in the schools, these forms of peacekeeping and negative peace did not receive direct attention.

6.1 Conflict and peace from outside the schools

The origins of conflict and peace that come from outside of these schools are complex. In settings that are undergoing substantial changes, social division and a reduction in family quality of life can arise. This affected the pilot schools in two ways: first, in the troubled behaviours that many children demonstrated, and secondly in the schools' reduced resources for community-supported education. Many parents were busy, stressed or too poor to be able to engage in ways that would support their school. It is noteworthy that hunger was a real issue, whether as a result of inequality in relatively wealthy countries such as the UK, or through poverty in countries such as Croatia.

All of the pilot schools in our study, however, were grappling with these issues in admirable and inspiring ways. It is humbling to note that the school in Croatia, which had the least material resources, appears to have the strongest community. In this setting where some parents need to grow and sell garlic to buy the textbooks their children need, community support seems to have been developed the strongest. As existing community relations was not one of the prerequisites for a school to become a pilot school, it would be interesting to study schools at the different operational sites that already have developed a relation with stakeholders in the community. It seems that schools can be vehicles for community-building where local people engage in reciprocal and genuine relationships with teachers and children in order to ensure a good education for all. It seems that this is less evident where the state's influence is strongly felt, to the extent that parents and teachers do not feel free to set their own shared agendas outside of raising academic attainment. Feelings of powerlessness and disconnection were amplified in the pilot schools where resources for meeting educational and socio-emotional needs were felt to be inadequate.

A final discussion point in this section relates to the use of social media and mobile phones. These were found to be factors promoting both peace and conflict. From a positive point of view, they enabled people who were separated geographically or socially to communicate and engage with each other in ways that would not be otherwise possible. From a negative point of view, they were seen as divisive when they diminished opportunities for face-to-face contact.

The following questions might help a school to engage with these issues.

6.1.1 Factors to do with the economic crisis, poverty and social division

1. In what ways can your school encourage moments of quality family life and friendship that are so valuable for all children? How can you take account of the very real barriers for some?

2. Are children and their parents suffering from hunger or malnutrition in ways that affect their education and wellbeing? What can be done to alleviate hunger in your school community?

3. Are there ways in which the school buildings are used that are detrimental to community relations?

4. Are negative graffiti, litter, broken facilities or other factors in the physical environment affecting the morale of children and adults in your school community? Can the community be mobilized to take positive action?

6.1.2 Factors to do with education and social policy

5. How do you balance your accountability to the state, and testing and inspection regimes, with your accountability to your school community, especially to the most vulnerable children and adults? Are there unintended consequences of a strong focus on test scores and academic outcomes?

6. Are you clear about the relationship between the state, local authorities, NGOs, parent groups, teachers, non-teaching adults and children in your school? How do you manage any conflicts of interest?

7. Are your efforts for peace oriented towards containment and control (peacekeeping and negative peace) or towards positive peace and peacebuilding? How do you avoid overuse of sanctions and coercion, and encourage young people to build peace in empowering and morally aware ways.

8. Can mobile phones and mobile technology be used to generate peace? Can the ways that they divide be countered in any way? How do you monitor and address cyber-bullying in your school?

6.2 Conflict and peace from inside the schools

It is interesting to reflect that many of the difficulties in reducing conflict and promoting peace among children in these schools stemmed from a lack of peace among adults. Where improvements were made among the children, this was largely because of improved wellbeing and relationships among adults. Teachers spoke of their need for time and space to think, to reflect, to socialize and to communicate with each other. Their own peer conflicts needed to be recognized and addressed, and they needed to feel valued. In some cases a lack of feeling valued seemed to be stronger among non-teaching staff. Simple actions went a long way in this LCP project. For example: sharing food and gifts; practising mindfulness; celebrating cultural and religious festivals; and thanking, noticing and honouring people, especially at times of transition. More extended actions included: developing, discussing and deepening shared values; strengthening teams; peer working and peer learning; and problem-solving and relationship-building.

Teachers also benefited from learning active listening and conflict transformation skills. They were able to apply these to children, to their peers, and to parents. Limitations came from pressure to ensure that parents and children adhere to a predetermined set of behaviours and outcomes. This limited opportunities for listening and growth, especially among parents who do not appear to share the values or ethos of the school.

The following questions might help a school to engage with these issues.

6.2.1 Factors to do with teachers

9. How do you enable community-building among all adults responsible for children's education and care in your school? Do teachers have space to socialize? Do older and younger teachers socialize together? Have you taken account of how long it takes to build community and a sense of belonging in a school?

10. How do you strengthen teams and enable joint-working, motivation and peer learning among teaching and non-teaching staff in your school?

11. How do you manage and celebrate comings and goings and transitions in your school community? Are children and adults actively welcomed, thanked, supported and honoured when they leave?

12. Do teachers and other adults in school, especially women and people from minority groups, ever experience bullying? Do children treat all adults equally?

13. Are the values on which your school community is built articulated and clear to all? How are they visible in the everyday life of the school?

14. Do teachers in your school know how to calm down children and adults, and how to listen effectively, even in highly charged situations?

6.2.2 Factors to do with relationships between teachers, parents and other adults

15. What can you do to encourage the participation of parents in your school community who are facing economic or cultural difficulties, including unemployment, lack of mobility or forced migration?

16. How do teachers, parents and children know that you are taking action, however small, to redress some of the inequalities in your school community? Do they have a voice in what these actions are? Do they have a part in evaluating outcomes?

17. How do you enable communication in your school community? What parent-friendly methods have you tried? How do teachers and other adults stay connected? How do children communicate their successes? Is there a role for social media?

18. How do you enable counter-cultural (and perhaps in your view counter-educational or anti-social) views to be expressed by parents? How do you engage with them without framing communities as somehow in 'deficit' and needing to be 'corrected'. Are you open to being changed by what you hear? Are you open to acting on what you hear in ways that have integrity for the school community as a whole?

19. In what ways are parents and community members involved in extra-curricular activities in the school? How do you ensure that this is as inclusive and community-driven as possible?

6.2.3 Factors to do with children

20. How does your school support children to see themselves as part of a globalized world? How does it encourage them to work towards human rights and the protection of animals and the planet?

21. What opportunities are there for spending time in nature and sport for all children and adults in your school community?

22. What opportunities for expression through the arts are there for all children and adults in your school community?

23. Are there times in the school calendar when children can learn in ways that are not segregated according to their age, subject or their classroom?

24. Do teachers have time to play with children?

25. What pedagogies (including IT-based ones) can be used to engage young people in groupwork and peer learning?

26. What opportunities for self-care and nurture are there for all children and adults in your school community?

27. Do you teach children and adults ways of obtaining a sense of inner peace? What is the role of breath, mindfulness and self-awareness in the peace work of your school?

28. How can you support those children who may become anxious or isolated as the majority learn new peace-making and peace-building skills, knowledge and attitudes?

29. How do you think about additional learning needs, including those arising from socio-emotional difficulties, in your school? Where is the problem located? In the child? The school? The family? Local or national authorities? If the problem is shared by all, how can team-work best support the child in localized common-sense ways?

30. Are you vigilant about the ways in which unconscious bias might impair the progress of some children in your school? What steps are you taking to become more aware of it, and to address it?

31. How do you model compassion and support for the most vulnerable and challenging children in your school community? How do you engage peers in rich learning opportunities for compassion and support?

32. How do you balance consistency and fairness with the need to respond sensitively to the needs of individual young people? How do you balance the needs of individual young people for extra support with the needs of all children for additional opportunities for learning (e.g. nurture rooms or forest schools)?

33. How do children experience travel to school, break, lunchtimes, the schoolyard? Are some children fearful or more vulnerable to conflict and bullying than others? How do you know? What actions are you taking to make spaces outside of teacher-control feel safer for all children?

Reference: Fraser, N. (1997). *Justice Interruptus: Rethinking Key Concepts of a Post-socialist Age*. New York: Routledge.

Appendix One:

LCP Final Evaluation Reports from Each Setting

The final evaluation was conducted in October 2019 (Greece: December, 2019). Data were collected through survey, interview and Visual Voices. However, the sample groups and sizes depended on the research opportunities in each country. Reports were collated by the research assistants who carried out the evaluation. The following summaries are taken from their final reports. The full reports are available on request.

Sweden

Summary

The school focused on the two issues: 1. No shared policy towards rules and fundamental values; 2. Conflicts between children during the break time. For the shared policy, they agreed on the three mottos: Consideration, Responsibility, and Inclusion. These words were posted in all classrooms and the corridors, and the dining hall. For the break-time conflict, they agreed to assign more staff members to the playground during the break time by re-organising the time for the morning break.

The final evaluation concludes that these two programmes (the mottos and the break-time) were implemented successfully, with the following evidence.

a) Both Year 3 and Year 5 children told the researcher that they felt more 'together' now than in January 2018.

b) The children survey result shows the extensive improvements in safety in the school playground. Two interviewees reported less conflict, running and screaming, and a friendlier atmosphere among children.

c) Both children and staff members surveys suggest a clear improvement in the sense of being heard by the other children. Although the survey data did not support improvement in a sense of belonging to the class and the school, Visual Voices data suggest deeper understanding of 'apart' among Year 5 children.

d) The staff members survey also suggests an improvement in the sense of being heard by their colleagues. This may be an unexpected outcome of the motto programme.

e) The principal's management policy may also explain the improvement in the sense of being heard among the staff members. She reported that she welcomed suggestions from the staff members, instead of telling them what to do. Also, she reported that she spent time in listening to the staff members when they faced issues and conflicts in the school, rather than making an active intervention.

f) With regard to a sense of belonging in the survey data of both the children and the staff members, not many differences were seen between the baseline and the final evaluation. Nonetheless, more than 80% of the children and the staff members answered positively.

g) The remaining issue to be addressed is the inclusion of parents and the community. This was planned, but not implemented.

Surveys

- The children's responses to the survey questions indicate a number of improvements since last year in terms of safety and sense of being heard by the teacher and other children.
- Staff members' responses to the survey questions also indicate improvements in terms of sense of being heard, both by their children and colleagues (Question 4a, 4b).

Visual Voices

- Year 5 is the only cohort who also did the Visual Voices exercises at the baseline (January 2018); therefore, comparison is possible. For 'together', both at the baseline and the end-of-programme, children took photos of the dining hall, playground or classroom as an image of 'together'. However, with regard to 'apart', more children photographed a thing that was detached (for example, a tree, a bench, or two swings with a gap in between) at the baseline, whereas at the end-of-programme they took an image of a space where they could not find their friend. This is qualitative evidence of the children's developmental transformation whereby 'together' and 'apart' were viewed from the perspective of their learning community.

Interviews

1. Opinions were divided over the evaluation of the LCP programme. The principal and one of the teachers in the LCP committee described their programme experiences positively, whereas the administrator did so neutrally.
2. For safety in the school, the principal and the teacher reported fewer conflicts and less running and screaming, and a friendlier atmosphere among children.
3. Regarding belonging and mutual understanding, the staff members had a series of meetings to discuss what to focus on in the LCP, and decided to focus on the break-time conflict prevention, and the school mottos. The principal also reported that some staff members talked about the spirit of Nolby (the name of the school). She identified any positive attitudes or behaviours as 'a spirit of Nolby', which she thought had created a friendly and happy atmosphere.
4. The interview data suggests that the principal's management policy also helped voice and representation. She welcomed suggestions from the staff members and motivated them to work for school improvement. Although the tangible activities implemented as a programme activity were limited, they were created based on voice and representation of the school staff members, which exactly matches the concept of the LCP programme.
5. For conflict resolution and peacemaking for the staff members, the principal reported that she had supported the staff members in conflict (or facing issues with their children) by listening to them, and visiting the classroom to meet children. She said that she had solved most of the issues with this approach. She also reported that she did 'not need to spend too much energy' on something that did not work, and rather focused on the things that did.
6. For conflict resolution and peacemaking for children, the teacher reported that they had fewer conflicts during the break-time, because more teachers were assigned to the playground, which allowed more play spaces for children in a safer environment.
7. For equity, the school had planned to involve parents and the school community in the programme. However, this plan did not develop into an activity.

Croatia

Summary

- The school's overall aim was **to promote "the process of building better relations among all participants in the educational process, and more and better connections with the local community".** Towards this end, the school undertook a participatory self-evaluation in May 2017, and the following priorities were identified for development:

  a) **Improved communication** between teachers, parents, pupils and non-teaching staff, particularly between 'centre and periphery' branch schools (including information-sharing, understanding of the teaching process and mutual appreciation), to redress feelings of exclusion and promote feelings of social cohesion

  b) **Increased participation of parents**

  c) **Improved material conditions and infrastructure**, including external spaces, interior facilities and teaching resources

  d) **Reinforcement of positive behaviours** among children and teachers in coherence with the school's pedagogical guidelines, house rules and community values

- Based on feedback gathered during the final evaluation visit, it is concluded that **these objectives have been substantially met**. Specific initiatives that resulted from consulting on the baseline evaluation report support this conclusion.

  a) Creation of information-sharing networks (using Viber and Facebook) to facilitate the sharing of information and news between branch schools, among staff, and with families and the wider community. This development was highly praised by the majority of staff members.

  b) Creation of an outdoor classroom/nature pavilion in cooperation with the local mayor (who is from an opposing political party, but with whom the head teacher fostered positive collaboration through the LCP programme)

  c) Changes in the transportation arrangements for children in satellite areas

  d) An ongoing plan to add security cameras to the exterior of the main school where children sometimes report feeling unsafe and where sometimes youth from the town drink or vandalize at weekends

For the most part, minorities remain well integrated and their rights to instruction in their own language, religion, and culture are provided. There were however some concerns voiced by a religion teacher concerning the impact of wider societal discourses on cohesion and justice between majority and minority religion communities.

Surveys

Responses to the survey questions indicate a number of improvements since last year in terms of sense of belonging, sense of being heard and appreciated by others, and overall happiness at the school.

Visual Voices

- The images that were shared (either physically or verbally/virtually) indicated a high level of community solidarity.
- Perceptions of 'together' were generally represented in images related to shared spaces in school (classrooms, playground, the school garden, a favourite bench, etc) and group work. Perceptions of 'apart' were mostly represented by images related to the geographical separation of branch schools and school members who have to commute long distances.

- Interviews and discussions following the Visual Voices presentations pointed to fewer social cohesion challenges compared to last year. Improvements in communication between school stakeholders and the community seem to have helped a lot

Interview

- Concerns regarding safety: The school continues to organize prevention programmes and behavioural interventions designed "to reduce risk factors and strengthen protective factors" at three levels: 1. Universal/whole-school programmes; 2. Targeted risk groups; 3. Personalized intervention, and also worked on inter-ethnic relations, integration of district school children, and cyber-bulling issues.
- Concerns regarding equity: Branch schools continue to face infrastructural inequalities with the main school, but efforts have been made to ensure they have enough quality textbooks, that the roof damage at one site was repaired, that computers are bought for each, and that communication between all schools is more inclusive.
- Concerns regarding belonging and mutual understanding: Although centre-periphery realities as reported following the baseline study continue, the impact of the initiatives undertaken through LCP have shifted the dynamic towards greater inclusion and cooperation between the school sites.
- Concerns regarding voice and representation: Centre-periphery dynamics affecting voice and representation have changed with the introduction of the Viber and Facebook groups. Greater satisfaction with parent participation was also reported by teachers, although participation on the parents council remains a challenge. The functioning of the student council also remains a challenge, but the school has devised its own solution.
- Concerns regarding conflict resolution and peacemaking: During the 2017/2018 school year, the following behavioural incidents were referred to the school pedagogue, psychologist and director for resolution: 1. 26 interventions throughout the school year; 2. Five pedagogical measures undertaken; 3. Daily talks with children related to behavioural incidents; 4. 17 mediation sessions to resolve disputes; 5. One set of mediation trainings for 30 fourth-grade children and 22 of their parents. The pedagogue reports that tensions between teachers are rare. They participate in many trainings together and have reportedly acquired many communication and problem-solving competences. This view is largely supported by the questionnaire responses.

Greece

Summary

The main success of the programme is that the teachers and the parents developed a team and are willing to continue running activities and hold a meeting regularly.

- It is suggested that the communication among teachers improved. Teachers reported feeling that their colleagues were more interested in what they say. They also reported that the children had improved their commutation and cooperation skills, and created a more inclusive classroom atmosphere.
- However, a substantial number of teachers reported that their children were not treating them the same.
- Major challenges during the programme included a conflict with a few parents, which delayed ethical permissions, and caused some teachers to be passive during the programme.
- Surveys with children and Visual Voices programme were not conducted due to restricted access to the school because of a conflict between some parents and the school administration regarding the involvement of an NGO in the school processes.

Surveys

The survey indicates that the majority of the teachers feel happy at school, that they belong to the school, and that all teachers are being treated equally by the school administration. However, only 35% of the teachers feel that they are being equally treated by children, while half of them believe that they are not being treated the same by their children. Although there is a slight improvement compared to the baseline data (22% and 44% respectively), it is suggested that there remains some work to be done. Another finding is that 15% of the teachers who filled in the baseline survey felt that their colleagues were only sometimes interested in what they had to say. However, this issue improved to 38% at the final evaluation.

UK

Summary

- The programme focused on **trust between adults, safety and safeguarding, and determining what is best for children**. In both schools, this had largely been subsumed in the need to maintain an environment for learning and providing additional support to the vast majority of children with additional needs.
- Both schools were facing struggles significantly different from what was originally reported in the LCP baseline. They were also attempting to accommodate an influx of children with diverse needs. **Due to these concerns regarding children's behaviour, both schools had not had an opportunity to implement the goals set forth in the original study**.
- This seemed more immediately evident in Ravensthorpe School but the atmosphere at both schools was more rushed and frenetic than the year before during the baseline evaluation. Both schools, according to surveys, had some concerns with playground behaviour and safety and respect between children. **This indicates perhaps a shift is needed between concerns about conflict among adults to concerns about conflict among children.**
- However, both schools, according to surveys, had children who overwhelmingly felt they were safe and belonged at the school.
- The focus at St Johns seems to have shifted to managing 'more extreme behaviours' in children rather than general conflict resolution between children and adults.

Surveys

- Survey data was not included for either school in the initial study, so it is difficult to draw any conclusion.
- At St Johns, these are related to the playground and cafeteria issues cited during the LCP study and it appears that the relationships between children are not as harmonious as they seem.
- At Ravensthorpe, we received data only for selected Year 3 and 4 children, 11 in total. Children again appear to be happy in school but there are inconsistencies regarding others being interested in what they say and everyone being treated the same, which may have to do with behavioural difficulties.

Visual Voices

- At St Johns, Visual Voices was conducted with selected Year 1 children, some of whom had participated the year before. Again, the children often had trouble understanding conceptions of 'together' and 'apart'. A notable shift, however, is that children drew fewer images of food and home and more of friends and family, indicating a desire for peer-group recognition that did not present itself in the baseline study. Oddly, a strong theme emerged of 'apart' indicating a separation between family members or 'walls' coming up between them. This was not fully explained by children, perhaps due to their age.
- At Ravensthorpe, Visual Voices was conducted with Year 4 and 5 classes, including many of the same children who had participated in the baseline study. Teachers still used the notion of 'together' and 'alone' rather than 'apart', and the photo exercise was not sent to researchers for inclusion in this report. During the time of this report, there was an unprecedented level of anxiety in the school around navigating the 'unregulated behaviours' of children in Key Stage 1 and the increase in difficult behaviours, including physical violence and cursing.

Interviews

An interview was conducted with the head teacher of St Johns.

- Concerns regarding safety: The head teacher highlighted that, before the start of the programme, school staff were not as "aware of the issues at lunchtime" and "thought things were better than they were". There were no conclusions drawn from this as 1) the initial evaluation had been aimed at communication between adults and the head teacher was quite clear that only school staff, not lunch-room staff, should be handling children's difficulties and 2) the 'awareness' created from this, although both 'interesting' for Mrs Firth, the head teacher, and her staff and potentially useful as an avenue to understanding safety in the lives of the children, did not result in further action research.

- Concerns regarding equity: There is the potential for further research in relation to the unique nature of St Johns's approach, not because of the organization, creativity or care of its staff but because it is equipped to create a 'safe emotional space' for an overwhelming majority of children who have additional learning needs.

- Concerns regarding belonging and mutual understanding: Reconciliation between staff and dinner ladies was achieved. This year the school is focusing on the theme of 'investing in yourself to invest in others'.

- Concerns regarding voice and representation: Although the Ofsted inspector acknowledged the head teacher's effort to resolve complaints by parents, she felt that the parents did not "feel the problem was absolutely sorted and solved". The interview revealed that some teachers are creating opportunities for parents to feel they have a voice. However, the emphasis at St Johns is firmly less on voice and representation among the parents and children and more on creating a 'culture of progress' for children to succeed.

- Concerns regarding conflict resolution and peacemaking: This year the school chose to use a behaviour management style (non-academic) focused on non-confrontational conversations with children. The head teacher feels that the environment was more chaotic and felt "safer for someone used to the hubbub" but, now that the majority of children are calmer, some feel less safe and are reacting accordingly.

Appendix Two: Summary of Survey Data

	SWEDEN						CROATIA						GREECE						UNITED KINGDOM					
	Yes			Sometimes			Yes			Sometimes			Yes			Sometimes			Yes			Sometimes		
1. I feel safe.	B	F	±	B	F	±	B	F	±	B	F	±	B	F	±	B	F	±	B	F	±	B	F	±
a) in the classroom.	85.1	88.9	4.8	14.9	8.3	6.6	93.0	94.0	1.0	5.0	7.0	2.0	92.9	-	-	6.4	-	-	87.5	-	-	8.5	-	-
b) in the school playground.	70.2	79.2	9.0	29.8	19.4	10.4	76.0	67.5	8.5	29.5	19.5	10.0	62.6	-	-	32.4	-	-	36.5	-	-	50.0	-	-
c) on the way to and from school.	87.2	91.6	4.4	10.6	7.0	3.6	76.5	79.0	2.5	23.5	13.0	10.5	53.6	-	-	31.2	-	-	80.5	-	-	15.0	-	-
2. a) Homeroom teachers treat all students the same.*	87.0	80.6	6.4	8.7	16.7	8.0	79.5	89.0	9.5	11.5	11.5	0.0	53.6	-	-	20.0	-	-	76.0	-	-	19.0	-	-
b) Other teachers treat all students the same.	61.7	76.4	14.7	29.8	20.8	9.0	69.0	66.5	2.5	15.5	30.5	15.0	-	-	-	-	-	-	-	-	-	-	-	-
c) Students treat each other the same	38.3	36.1	2.2	46.8	51.4	4.6	51.0	50.5	0.5	24.0	36.0	12.0	30.9	-	-	36.7	-	-	29.5	-	-	39.5	-	-
3 a) I feel that I belong in my classroom.	93.6	84.3	9.3	6.4	15.7	9.3	87.0	92.5	5.5	6.0	9.5	3.5	80.3	-	-	14.6	-	-	81.0	-	-	18.5	-	-

b) in my school.	76.6	82.9	6.3	21.3	17.1	4.2	79.0	83.0	4.0	12.5	17.5	5.0	81.6	-	-	-	87.5	-	-	-	12.5	-
4. When I express myself,																						
a) The teacher is interested in what I have to say;	87.2	87.5	0.3	10.6	12.5	1.9	68.0	75.0	7.0	24.0	28.0	4.0	78.7	-	18.4	-	75.5	-	-	-	25.5	-
b) other students are interested in what I have to say;	43.5	52.8	9.3	54.4	43.1	11.3	43.0	50.0	7.0	40.0	51.5	11.5	40.3	-	51.1	-	45.0	-	-	-	55.0	-
5. When there is a conflict, the following people try to sort it out:																						
a) students;	53.2	46.5	6.7	40.4	49.3	8.9	55.5	51.0	4.5	21.0	37.0	16.0	50.0	-	32.4	-	-	-	-	-	-	-
b) homeroom teachers;	74.5	87.5	13.0	21.3	12.5	8.8	87.0	86.5	0.5	13.0	6.5	6.5	84.2	-	13.0	-	-	-	-	-	-	-
c) other teachers/pedagogue;	63.8	77.8	14.0	27.7	18.1	9.6	80.0	75.5	4.5	14.0	12.5	1.5	-	-	-	-	-	-	-	-	-	-
d) others (counsellor, parents)	63.8	79.2	15.4	27.7	15.3	12.4	51.5	53.5	2.0	18.0	25.0	7.0	62.7	-	22.4	-	-	-	-	-	-	-
6. I am happy in my school.	83.0	80.6	2.4	15.0	18.1	3.1	78.0	85.5	7.5	7.5	22.0	14.5	78.8	-	17.5	-	90.0	-	-	-	10.0	-

Note: All figures in percentage.

-: Data not available

* In Greece and the UK, 2a and 2b are combined to a single statement: 'Everyone is treated the same by the teacher'.

Appendix Three: Translated survey questions

Sweden

For students	For teachers and non-teaching staff
För elever	För lärare och annan personal
Ja ☐ Nej ☐ Ibland ☐	
Ålder: Kön: Jag är född i: Mitt modersmål är:	Antal år som lärare: Kön: Jag är född i: Mitt modersmål är:

1. Jag känner mig trygg
  a) I mitt klassrum;
  b) På skolgården;
  c) På vägen till och från skolan.
	1. Jag känner mig trygg I skolan.

2. Min lärare behandlar alla elever på lika sätt. Andra lärare behandlar alla elever på lika sätt. Eleverna behandlar varandra på lika sätt.	**2.** Lärare behandlar alla elever på lika sätt. Eleverna behandlar varandra på lika sätt. Skolledningen behandlar alla lärare på lika sätt.

3. Jag känner att jag är en del av gruppen
  a) I mitt klassrum
  b) I skolan.
	3. Jag känner att jag är en del av skolan.

4. När jag säger något,
  a) Är läraren intresserad av vad jag har att säga;
  b) Mina klasskamrater är intresserade av vad jag har att säga.
	4. När jag säger något,
	  a) Är eleverna intresserade av vad jag har att säga;
	  b) Kollegor är intresserade av vad jag har att säga.

5. När det är problem eller konflikter försöker följande personer att lösa det:
  a) Elever
  b) Läraren
  c) Andra lärare/speciallärare-specialpedagog
  d) Andra vuxna (skolpsykolog, kurator, föräldrar)
	5. När det är problem eller konflikter försöker följande personer att lösa det:
	  a) Elever
	  b) Läraren
	  c) Andra lärare/speciallärare-specialpedagog
	  d) Andra vuxna (skolpsykolog, kurator, föräldrar)

6. Jag mår bra i skolan.	**6. Jag mår bra i skolan.**

Croatia

Za učenike	Za nastavnike i nenastavno osoblje	Za roditelje
Imam _____ godina. Dječak - djevojčica: Narodnost:	Godine rada u školi: Spol: Narodnost:	Spol: Narodnost:
(Using a 3-point scale - Yes/No/Sometimes, with smiley faces):		

1. Osjećam se sigurno,
  a) u svojoj učionici;
  b) na školskom dvorištu;
  c) na putu od kuće do škole.
	1. U školi se osjećam sigurno.	**1. Moje se dijete osjeća sigurno,**
		  a) u svojoj učionici;
		  b) na školskom dvorištu;
		  c) na putu od kuće do škole.

2.
  a) Razrednik/razrednica se odnosi jednako prema svim učenicima;
  b) Učitelji se odnose jednako prema svim učenicima.
  b) Učenici se odnose jednako prema svim učenicima.
	2.
	  a) Učitelji se odnose jednako prema svim učenicima.
	  b) Učenici se odnose jednako prema svim učiteljima.
	  a) Uprava škole se odnosi jednako prema svim učiteljima.
		2.
		  a) Učitelji se odnose jednako prema svoj djeci.
		  b) Učenici se odnose jednako prema svim učenicima.

3. Osjećam pripadnost,
  a) mom razredu;
  b) školi.
	3. Imam osjećaj pripadnosti školi.	**3. Moje dijete ima osjećaj pripadnosti:**
		  a) svom razredu;
		  b) školi.

4. Kada se izražavam,
  a) nastavnik je zainteresiran za ono što želim reći;
  b) drugi učenici iz razreda su zainteresirani što želim reći.
	4. Kada se izražavam,
	  a) učenici su zainteresirani za ono što želim reći;
	  b) moje kolege su zainteresirane za ono što želim reći.
		4. Kada se moje dijete želi izraziti,
		  a) učitelj je zainteresiran za ono što on/ona želi reći
		  b) drugi učenici iz razreda su zainteresirani za ono što on/ona želi reći

5. Kada se dogodi sukob, sljedeće osobe ih pokušaju riješiti:
  a) učenici
  b) razrednik
  c) drugi učitelji/ pedagog
  d) ostali (stručne službe, roditelji…)
	5. Kada se dogodi sukob, sljedeće osobe ih pokušaju riješiti:
	  a) učenici
	  b) razrednik
	  c) drugi učitelji/ pedagog
	  d) ostali (stručne službe, roditelji…)
		5. Kada se dogodi sukob, sljedeće osobe ih pokušaju riješiti:
		  a) učenici
		  b) razrednik
		  c) drugi učitelji/ pedagog
		  d) ostali (stručne službe, roditelji…)

6. Sretna sam/sretan sam u svojoj školi.	**6. Sretna sam/sretan sam u svojoj školi.**	**6. Moje dijete je sretno u svojoj školi.**

Greece

Ερωτηματολόγιο για γονείς

Φύλο: Άνδρας / Γυναίκα Εθνικότητα:

....

Συμπλήρωσε τον παρακάτω πίνακα

	Ναι 👍	Όχι 👎	Μερικές φορές
1) Το παιδί μου νιώθει ασφαλές:			
Α) Στην τάξη			
Β) Στην αυλή του σχολείου			
Γ) Στο δρόμο προς και από το σχολείο			
2) Όλα οι μαθητές έχουν την ίδια αντιμετώπιση:			
Α) Από τους δασκάλους			
Β) Από τους άλλους μαθητές			
3) Νιώθει ότι ανήκει:			
Α) Στην τάξη του/της			
Β) Στο σχολείο του/της			
4) Όταν το παιδί μου εκφράζει τη γνώμη του/της:			
Α) Ο/Η δάσκαλος/α δείχνει ενδιαφέρον για το τι λέει			
Β) Οι συμμαθητές του/της δείχνουν ενδιαφέρον για το τι λέει			
5) Όταν υπάρχει κάποιο πρόβλημα ή σύγκρουση οι παρακάτω άνθρωποι προσπαθούν να το λύσουν:			
Α) Οι μαθητές			
Β) Ο/Η εκπαιδευτικός			
Γ) Άλλοι (σύμβουλος, γονείς κτλ)			
6) Το παιδί μου είναι χαρούμενος/η στο σχολείο.			

Ερωτηματολόγιο για μαθητές

Ηλικία ....

Τάξη ....

Φύλλο: Αγόρι / Κορίτσι ....

Ποια από τις παρακάτω ομάδες περιγράφει καλύτερα την εθνικότητά σου;

1) Ελληνική καταγωγή ☐
2) Αλβανική καταγωγή ☐
3) Ρουμάνικη καταγωγή ☐
4) Γεωργιανή καταγωγή ☐
5) Πακιστανική καταγωγή ☐
6) Άλλο ☐

Συμπλήρωσε τον παρακάτω πίνακα:

	Ναι 👍	Όχι 👎	Μερικές φορές
1) Νιώθω ασφαλής:			
Α) Στην τάξη μου			
Β) Στην αυλή του σχολείου			
Γ) Στο δρόμο, όταν πηγαίνω και γυρίζω από το σχολείο			
2) Όλα οι μαθητές έχουν την ίδια αντιμετώπιση:			
Α) Από τους δασκάλους			
Β) Από τους άλλους μαθητές			
3) Νιώθω ότι ανήκω:			
Α) Στην τάξη μου			
Β) Στο σχολείο μου			
4) Όταν εκφράζω τη γνώμη μου:			
Α) Ο/Η δάσκαλος/α δείχνει ενδιαφέρον για το τι λέω			
Β) Οι συμμαθητές μου δείχνουν ενδιαφέρον για το τι λέω			
5) Όταν υπάρχει κάποιο πρόβλημα ή σύγκρουση οι παρακάτω άνθρωποι προσπαθούν να το λύσουν:			
Α) Οι μαθητές			
Β) Ο/Η δάσκαλος/δασκάλα			
Γ) Άλλοι (σύμβουλος, γονείς κτλ)			
6) Είμαι χαρούμενος/η στο σχολείο μου.			

Ερωτηματολόγιο για εκπαιδευτικούς

Χρόνια προϋπηρεσίας ....

Γυναίκα/Άνδρας ....

Συμπλήρωσε τον παρακάτω πίνακα

	Ναι 👍	Όχι 👎	Μερικές φορές
1) Νιώθω ασφαλής στο σχολείο μου			
2) Όλα οι μαθητές έχουν την ίδια αντιμετώπιση στο σχολείο			
3) Όλοι οι εκπαιδευτικοί έχουν την ίδια αντιμετώπιση:			
Α) Από τους μαθητές			
Β) Από τη διοίκηση του σχολείου			
4) Νιώθω ότι ανήκω στο σχολείο μου			
5) Όταν εκφράζω τη γνώμη μου:			
Α) Οι μαθητές μου δείχνουν ενδιαφέρον για το τι λέω			
Β) Οι συνάδελφοι δείχνουν ενδιαφέρον για το τι λέω			
6) Όταν υπάρχει κάποιο πρόβλημα ή σύγκρουση οι παρακάτω άνθρωποι προσπαθούν να το λύσουν:			
Α) Οι μαθητές			
Β) Ο/Η εκπαιδευτικός			
Γ) Άλλοι (σύμβουλος, γονείς κτλ)			
7) Νιώθω χαρούμενος/η στο σχολείο μου.			

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arc Alternative
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Conflict

CENTAR ZA MIR,
NENASILJE I
LJUDSKA PRAVA
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