Help public policies forward: an example for France

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The various steps towards awareness

• 1: 1980-1991: Violence in schools waseither ignored or a taboo issue
• 2: 1991-2011:
  - Violence and ideology: fascination for a paroxysmal violence
  - Violence and scientific research: victimization surveys, international and comparative research.
• 3: 2011-2015: A systemic policy?
The actual state of the situation

<table>
<thead>
<tr>
<th>IHG classé</th>
<th>Nb. cit.</th>
<th>Fréq.</th>
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</thead>
<tbody>
<tr>
<td>Not victims</td>
<td>4662</td>
<td>37,8%</td>
</tr>
<tr>
<td>Very occasional victims</td>
<td>4121</td>
<td>33,4%</td>
</tr>
<tr>
<td>Occasional victims</td>
<td>2110</td>
<td>17,1%</td>
</tr>
<tr>
<td>Moderate bullying</td>
<td>825</td>
<td>6,7%</td>
</tr>
<tr>
<td>Severe bullying</td>
<td>420</td>
<td>3,4%</td>
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<tr>
<td>Very severe bullying</td>
<td>186</td>
<td>1,5%</td>
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<tr>
<td><strong>TOTAL OBS.</strong></td>
<td><strong>12326</strong></td>
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Bullied students in French primary schools (OIVE/UNICEF, 2011)
Achievements

• The international Observatory’s world conferences.
• General conference on bullying.
• Creation of a ministerial delegation.
• Actions against bullying: website, contest, training, helpline, national laws and regulations.
• Direct and indirect interventions.
LE HARCELEMENT, SI ON N'EN PARLE PAS, ÇA NE S'ARRÊTE PAS.

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NON AU HARCELEMENT

education.gouv.fr/ennaaharcelement
#NonAuHarcelement

avec le soutien de :

The Walt Disney Company France
General lessons we have learned

• Research can help fight ideology
• The importance of national leadership
• A top-down approach only is inadequate
• School climate and violence in schools are related: prevention should be part of schools daily routine.
• From a ready-made to an adapted hand-stitched intervention: ADHERE
STOPPONS LE HARCELEMENT AVANT QU'IL NOUS STOPPE !!
Sitographie

• IOVS website: http://www.iijvs.org
• National website against bullying– page Facebook : http://www.nonauharcelement.education.gouv.fr/
In a global context of socio-economic recession and increasingly tense political and social climate, hate crime has become common throughout western countries of the EU (FRA, 2012; 2013) and the US (Hawdon, Oksanen and Räsänen, 2015; Potok, 2011; Lennings, Ammon, Brummert, 2010) and particular concern is rising about the young people who are victims, authors, or witnesses of online hate spreading. 12% of the young people who participated to a survey in 2015 in France stated they were exposed to online hate sites with racist, anti-Semitic, xenophobic contents and in some secondary schools, up to 20% reported to be cyberaggressed during the last 6 months prior the survey due to the color of their skin or religion.

Cybernate survey (CNRS):
Objectives: To assess, prevent and combat cyberhate (racism, anti-Semitism, islamophobia, xenophobia), and possibly radicalization, among youth.
Questionnaire survey and face-to-face interviews: 3,000 young people surveyed.

A similar project has been submitted to the EU DG Justice call for proposals with 13 countries involved under the direction of the French team.