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Cross-National Report

Cross National Report On the Findings of The BReAThE Project:
Preventing Bullying and Discrimination of Roma Children

Our Partners

The National Anti-Bullying Research and Resource Centre (ABC) is a University designated research centre located in DCU's Institute of Education. The Centre hosts the UNESCO Chair on Tackling Bullying in Schools and Cyberspace and is known globally for its research excellence in bullying and online safety. It is home to scholars with a global reputation as leaders in the field. The work of the Centre builds on 25 years of research in which we were the first in Ireland to undertake studies on school, workplace, homophobic and cyber bullying. The aim of ABC is to contribute to solving the real-world problems of bullying and online safety through collaboration with an extensive community of academic and industry partnerships. The extent of our resources and the collaboration between disciplines drive quality education, understanding and innovation in this field.

Manouche (formerly known as Musicantia) – Ireland National Roma Centre was established in 2019 in collaboration with Musicantia, which was founded in 2013 as an NGO seeking to promote Roma inclusion through music, culture and advocacy. Manouche (the Romani word for 'community') is the national representative body for Roma and has a management committee made up of Roma from across Ireland. Manouche is also a part of Empower program and serves to empower Roma people through a rights-based strategic plan, which covers education, employment, housing, health, welfare and entitlements. Manouche also offers a number of specific programmes including advocacy clinic, English language training, employment preparation, intergenerational project, Roma women's groups and much more.

KISA, Cyprus - is a NGO focused on the fields of Migration, Asylum, Racism, Discrimination and Trafficking, and it includes awareness-raising of Cypriot society as well as lobbying in order to influence the legal and structural framework, the policies and practices in these fields. The combination of activities of social intervention and the operation of services as well as the strong ties with ethnic, migrant and refugee communities enable KISA to have a very accurate and updated picture about the realities in the areas of its mandate.

Table of Contents

Summary

The present cross-national report has four main objectives:
- to identify the prevalence of victims and perpetrators among a convenience sample of Roma students in Ireland and Cyprus;
- to outline gender differences in the prevalence of victims and perpetrators, with a particular focus on the experiences of Roma girls;
- to describe differences in the Roma victims and non-victims' perceptions of school climate, engagement, and social emotional health; and
- to detect attitudes towards classroom ethnic-diversity, especially Roma inclusion, among a convenience sample of school staff in Ireland and Cyprus.

Section I provides an overview of the Roma population, official status, education and anti-discrimination laws in relation to policies for the educational inclusion of Roma in Ireland and Cyprus.

Section II describes the data collection and analysis of responses by Roma student samples in Ireland and Cyprus under four parts: (a) research ethics, methods, instruments, and data collection; (b) the sample of Roma students in Ireland; (c) the sample of Roma students in Cyprus; and (d) cross-national comparisons of the Roma student samples in Ireland and Cyprus. The last three parts include descriptions about: (i) the number of self-reported victims and perpetrators of peer-bullying, (ii) corresponding gender differences, and (iii) comparisons between victim and non-victims' perceptions of school climate, engagement, and social emotional health.

Section III is about the school staff samples in Ireland and Cyprus, describing data collection and analyses of their responses (to questions about school climate, cultural beliefs, multicultural ideology, and general and classroom ethnic-diversity burnout) under four parts: (a) the research ethics, methods, instruments, and data collection; (b) the sample from Ireland; (c) the sample from Cyprus; (d) cross-national comparisons of the school staff samples from Ireland and Cyprus.

Section IV presents a discussion of the research findings, limitations, and implications for the Roma community in Ireland and Cyprus.

Section I

This section provides an overview of the Roma population, official status, education and anti-discrimination laws in relation to the inclusion of Roma in Ireland and Cyprus under three subheadings. First we provide a brief introduction of existing policies for the inclusion of Roma in Europe. Next we give an exclusive focus on Roma inclusion in Cyprus, followed by an outline of the situation of Roma inclusion in Ireland.

1.   Introduction

Issues or problems impeding Roma inclusion have been 'Europeanized' (Rostas & Kovacs, 2020). Roma inclusion has been defined as one of the most serious challenges, mainly due to poverty and ethnicity/race-based discrimination and bullying/victimisation that imped their social and educational accommodation, in Europe (European Commission, 2011). Central to tackling with this challenge is legislation on Roma inclusion (ethnic or citizenship status) in the country of residence:

> *Austria, Belgium, Bulgaria, Croatia, Cyprus, Czechia, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg (excluding Malta), the Netherlands, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden, and the United Kingdom*.

An extensive review of *National Roma Integration Strategies* (NRIS*)* of 27 countries (including the UK) of the European Union (EU) was conducted in order to identify exclusive *legislations* on the educational and social inclusion of Roma children (Kuldas, 2020). On 5 April 2011, the European Commission adopted the "EU Framework for National Roma Integration Strategies up to 2020, which was undertook by Hungarian EU Presidency (Council of Europe, 2020a, 2020b). Livia Jaroka, a Roma Member of the European Parliament, became the leading figure of the EU framework process (Rostas & Kovacs, 2020). On 19 May 2011, the Council approved its conclusions and the EU Member States were invited (with the exception of Malta where there is no Roma population) to submit their own NRIS by the end of 2011 (Council of Europe, 2020a, 2020b), referred to as Roma integration goals, promoting Roma's equal access to four key areas: *Education, Employment, Healthcare and Housing* (European Union, 2019). The member states have submitted their own national Roma integration strategies *as political declaration* or basis for future initiatives. Being just political declaration, the national strategies should not be taken as legally binding document, unless they are legally enforced. In order to highlight the specific situation in Ireland and Cyprus, we provide the relevant information for these two countries here (see Kuldas 2020 for a detailed cross-country comparison of the educational and social inclusion of Roma in the 27 countries).

1.1.   Roma Inclusion in Cyprus

According to the Council of Europe (2012a) and European Union Agency for Fundamental Rights (2012a):

1.1.1. Population
- There are about **1,250 Roma in Cyprus**, about 0.16% of the country population, living there since the 14th century.

1.1.2. Official Status
- The Constitution of Cyprus recognizes ethnic minorities only under the category of the *religion*.

- The tree recognized *religious groups* are: Maronites, Armenians, and Latins.

- No particular legal protection is given to the country citizens of Roma ethnicity.

1.1.3. Education
- There is no legislation on the educational inclusion Roma children or the inclusion of minority languages in the Cyprus educational systems.

- There are patterns of segregation of Roma children in education.

- Article 20 of the Constitution of the Republic of Cyprus safeguards the right to education, which free and accessible to all students at all educational levels (Primary, Secondary General, Secondary Technical and Vocational Education and Training) without prejudice based on gender, abilities, language, colour, religion, political beliefs or ethnic backgrounds.

- The Ministry of Education and Culture has "adopted" *Zones of Educational Priority* policy, as adopted UNESCO's strategy of positive discrimination, the educational inclusion of children from ethnic/ linguistic and other minorities.

- The Ministry of Education and Culture has implemented a *Multicultural Education curriculum*, aiming at the smooth integration of students from diverse ethnic backgrounds into the educational system of Cyprus and not their assimilation.

1.1.4. Anti-Discrimination Law
- Cyprus considered Roma as of the Turkish-Cypriot community, but for the first time acknowledged that the country has the responsibility for the protection of the Cypriot Roma.

- Cyprus has enacted the anti-discrimination legislation in the context of its harmonisation with the European Union acquis (Equal Treatment - Racial or Ethnic Origin Law, 2004 – Law 59[I]/2004).

1.2. Roma Inclusion in Ireland
According to the Council of Europe (2012b) and European Union Agency for Fundamental Rights (2012b):

1.2.1. Population
- There are approximately 3000-6000 Roma in Ireland, but no official statistics on the exact number.

1.2.2. Official Status
- In 2001, Ireland recognised Roma, who were the first asylum seekers to be accommodated in Monaghan, as refugees.

- Roma as a nationality or ethnicity is not reflected in any official identity papers.

- Roma who are EU citizens are covered by the provision of the European Communities - Free movement of Person No. 2, Regulations 2006).

1.2.3. Education
- Education Act, 1998 ensures that *all students* experience an education that "respects the diversity of values, beliefs, languages and traditions in Irish society and is conducted in a spirit of partnership".

- Assistance is provided based on students' needs (e.g., gaining proficiency in the language of instruction) and not on their cultural background.

1.2.4. Anti-Discrimination Law

The key anti-discrimination measures are:
- the prohibition of discrimination on race/ethnicity ground;

- the Prohibition of Incitement to Hatred Act 1989;

- the Unfair Dismissals Acts 1977;

- the Employment Equality Acts 2004;

- the Equal Status Acts 2004 (Equality Acts 2004).

The 1989 Prohibition to Hatred Act also makes it an offence to publish, display, or distribute racist written, verbal, or visual materials (e.g. images, words, expressions).

Section II

Data Collection and Analysis — Roma Student Samples in Ireland and Cyprus

Section II is divided into four parts to describe the data collection and analyses of Roma student samples in Ireland and Cyprus. Part A presents information about the research ethics, methods, instruments, and data collection. Part B provides descriptive analyses and results of responses from the sample of Roma students in Ireland, reporting (i) the number of self-reported victims and perpetrators of peer-bullying according to gender differences, and (ii) victims' perceptions of school climate, engagement, and social emotional health as compared to non-victims of peer-bullying. Part C is allocated to the sample of Roma students in Cyprus. Part D provides a brief cross-national comparison, comparing both samples of Roma students in Ireland and Cyprus.

2. Part A: The Research Ethics, Methods, and Instruments

2.1. Overview

The present research is aimed at estimating prevalence of bullying and victimisations among Roma students in schools in Ireland and Cyprus. The research is based on a descriptive method. The target population was Roma students in primary schools in Ireland and Cyprus. A convenience sampling technique was applied to access Roma (the hard to reach population) and collect data.

2.2. Ethical Considerations

The research has received ethical approval from Dublin City University. The distribution of questionnaires was accompanied with an information letter (plain language statement) and data privacy policy about the research and provided a consent form to be signed by school principals (when distributed to schools), parents, and students. Students were also informed that they do not have to complete the survey, are free to stop participating at any time, their responses will remain confidential and anonymous. Students had to actively select a response saying they gave their consent before they were able to access the survey. All information letters and consent forms were available in English, Greek and Romani.

2.3. Methods

2.3.1. Data Collection from Roma Students in Ireland

An accurate number of Roma population in Ireland is yet to be estimated due to several reasons: (a) most government services do not currently collect data on ethnicity, (b) 'Roma' is not included as an ethnic group in the Census under ethnic origin, and (c) there is no uniform human rights-based approach to ethnic data collection in government services. Although the population size is unknown, the number of primary and post-primary school students who declared themselves of Roma ethnicity or ethnic-cultural background was recently made available in Ireland. A total of 1,585 primary pupils and 526 post-primary pupils enrolled in 2017/2018 identified themselves as Roma or with Roma ethnic origin or cultural background (Statistics Section of the Department of Education, emailed to the authors in 2019). A three-step procedure was followed for recruitment of Roma students in schools in Ireland.

Figure 1

Methods of Recruiting Roma Student Participants in Ireland

- A general list of all primary schools in Ireland was created and emailed about the survey.
- No Roma students self-reported.

- A spesific list of schoolls with an expected population of Roma students was created with the help of Roma centre (the project partner).
- No Roma students self-reported.

- Roma research assistants and the project partner (Musicantia) distributed and collected questionnaires offline and online.
- A total of 55 Roma students self-reported/responded to the offline or online survey

N = 0

N = 0

N = 55

Step 1 - A General List of All Schools: All primary and post-primary schools in the country were contacted by email. Background information about the study was provided and principals were asked to return an email if they wanted to take part. The survey was initially distributed online to a total of 3,242 primary schools with a total population of 567,716 (Statistics Section – Department of Education, 2020). The distribution via emails to all school principals in Ireland started in September 2019, with monthly reminders sent by emails and then by phone calls before the survey closed in December 2020. Although there was about 8% response rate (n = 28 schools with a total 145 students), no Roma respondents self-reported or were accessed via this method of data collection.

Step 2 - A Specific List of Schools: The postdoctoral researcher on this project, along with our Roma centre partner, *Musicantia*, determined some of the schools around the Dublin area where there was expected a high population of Roma students. We called each and every school in the list (N = 55) and explained our projects. We had at least three remaindering calls at the begging, middle, and end of semesters. Among the school principals of the listed schools, only 15

them gave consent to deliver the online questionnaire to their students in the classroom. However, four of the school principals withdrew their consent due to their busy schedule. Among the rest of schools, number of respondents were very low (N = 82), no Roma respondents self-reported or were among them.

Step 3 - Roma Research Assistants: Our two Roma research assistants and the executive manager of *Musicantia*, (renamed as *Manouche* – Ireland National Roma Centre) recruited Roma students from their personal circles offline and online. They distributed and collected the survey in person (before the Covid-19) or sent it online to personal emails of Roma parents. As a result, a total of 55 Roma students across primary schools in Ireland completed the survey.

2.3.2. Data Collection from Roma Students in Cyprus

An accurate number of the Roma population in Cyprus is unknown. An estimated number of 1,250 Roma live in Cyprus (about 0.16% of the country population), since the 14th century (European Union Agency for Fundamental Rights, 2012a). An accurate information about schools that have Roma students is unavailable because of several reasons: (a) the governmental services do not collect data on Roma ethnicity, (b) the state constitution does not recognise *Roma* as ethnic minority, and (c) there is no uniform human rights-based approach to ethnic data collection in the governmental services (Council of Europe, 2012a; European Union Agency for Fundamental Rights, 2012a). Therefore, a narrower approach was required due to the much smaller but hard to reach population of Roma students. Figure 2 shows three steps taken to recruit a convenience sample of Roma school students in Cyprus.

Figure 2

Methods of Recruiting Roma Student Participants in Cyprus
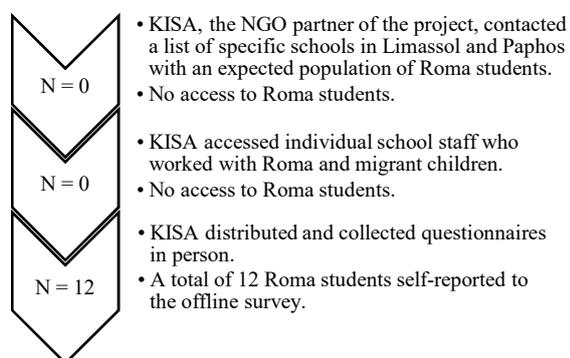
Step 1 – A List of Specific Schools: KISA, the NGO partner of the project, contacted (via emails and phone calls) a specific list of schools, located in the city of Limassol and Paphos. The project partner informed school principals about aims of the research and asked their consent to distribute questionnaires to their Roma students in classroom setting. This started in December 2019 and followed with monthly reminders sent by emails and then by phone calls before the survey closed in December 2020. No school principals gave the consent.

Step 2 – Individual School Staff: The project partner accessed to a number of individual school staff as a contact point to access Roma students and parents in Cyprus. Only three school staff agreed to distribute the questionnaire to their students, if they could get parental consents. Although there were only 23 respondents, no Roma self-reported or were accessed via this method of data collection.

Step 3 - Roma Families/Neighbourhood: The executive manager of KISA accessed Roma parents and students in Roma neighbourhood between Northern and Southern Cyprus. He distributed and collected the survey in person after getting verbal or written consent from Roma

parents. As a result, only 12 Roma students completed hard copies of the survey.

2.4. Instruments

The data collection method was questionnaire online and offline. Research instruments included measures of demographic variables (gender, age, ethnicity, the main language spoken at home, school class, classroom size) and scales measuring prevalence of victims and perpetrators of peer-bullying, school climate, student engagement, and social-emotional health. The questionnaire was available in English, Greek and Romani. More information about the research instruments is provided here.

2.4.1. The Olweus Bully/Victim Questionnaire - Revised (OBVQ-R)

The OBVQ-R (1996) was used to estimate self-reported frequency of victimisation and perpetration of peer-bulling among the three ethnic groups of primary school students in Ireland. The OBQ asked a total of 10 questions, one non-specific question about the frequency of victimisation of peer-bullying in the past couple of months; one question about the victimisation of *ethnic/racial* bullying (i.e., I was bullied with mean names or comments about my race or colour); two questions about victimisation of *physical* bullying (e.g., I was hit, kicked, pushed, shoved around, or locked indoors); two questions about victimisation of *verbal* bullying (e.g., I was called mean names, was made fun of, or teased in a hurtful way); two questions about relational/indirect bullying (e.g., other students let me out of things on purpose, excluded me from their group of friends or completely ignored me); one question about *sexual* bullying (i.e., I was bullied with mean names, comments, or gestures with sexual meaning); and one question about online bullying (i.e., I was bullied with mean or hurtful messages, calls

or pictures, or in other ways on my mobile phone or over the Internet/computer).

Response options consisted five points of frequencies of a victimisation of peer-bullying: "I haven't been bullied in school (0), It has only happened once or twice (1), 2 or 3 times a month (2), about once a week (3) and several times a week (4)". Responses were coded as non-victim (0 and 1) to the first two options and as victim (2, 3, and 4) to the last three options. Responses to the two questions for each specific types of peer-bullying (physical, verbal, and relational) were combined to give an avoid an overestimation of their frequency (i.e., not counting the same case for two times (questions) reporting victimisation of verbal, physical, or relational bullying). The same procedure was applied to similar questions and coding in relation to perpetration of peer-bullying. The final categorisation into four groups included: (1) bullies (i.e., responses to the option of 2, 3, or 4 as frequently involved in bullying others), (2) not bullies (responses to the option 0 or 1 as never or rarely bullied someone); (3) victims (i.e., responses to the option of 2, 3, or 4 as has been frequently bullied by someone), and (4) not victims (i.e., responses to the option 0 or 1 as never or rarely been bullied by someone).

For the student sample from Ireland, all the responses had a good internal consistency with a Cronbach's alpha value .76 for victimisation and .82 for perpetration of peer-bullying scale in the current study. For Cyprus, All the responses had a good internal consistency with a Cronbach's alpha value .84 for victimisation and .79 for perpetration of peer-bullying scale in the current study.

2.4.2. Delaware School Climate Survey – Student Version 3-5 (DSCS)

The DSCS (Bear et al., 2011, 2016) was used to measure school climate based on the following seven subscales with a total of 30+1 items ranked on a 4-point scale (1 = Disagree A Lot, 2 = Disagree, 3 = Agree, and 4 = Agree A Lot). Responses of the student samples to the items of all the seven subscales had good or acceptable internal consistency as estimated by Cronbach's alpha value of:

- *Teacher-Student Relations* scale, 5-item (α = .89 for Ireland and α = .85 for Cyprus) including respect for diversity (e.g., Teachers treat students of all races with respect).

- *Student-Student Relations* scale, 5-item (α = .89 for Ireland and α = .72 for Cyprus) including respect for diversity (e.g., Students respect others who are different.).

- *School-Wide Bullying* scale, 3-item (e.g., Students bully one another.) — α = .77 for Ireland α = .56 for Cyprus.

- *School-Wide Student Engagement* scale, 6-item (e.g., Most students try their best.) — α = .81 for Ireland and α = .72 for Cyprus.

- *Clarity of Expectations* scale, 4-item (e.g., Students know what the rules are.) — α = .81 for Ireland and α = .72 for Cyprus.

- *Fairness of Rules* scale, 4-item (e.g., Classroom rules are fair.) — α = .82 for Ireland α = .75 for Cyprus

- *School Safety*, 3-item (e.g., Students feel safe) — α = .82 for Ireland and α = .74 for Cyprus.

2.4.3. Delaware Student Engagement Scale (DSES)

The DSES with 12+1 items (Bear et al., 2016) was used to measure the following

three subscales of student engagement, ranked on a 4-point scale: (1 = Disagree A Lot, 2 = Disagree, 3 = Agree, and 4 = Agree A Lot). Responses to the three subscales had good internal consistency estimated by Cronbach's alpha of:

- *Cognitive Engagement* scale with 4-item (e.g., I turn in my homework on time.) — α = .80 for Ireland and α = .84 for Cyprus.

- *Behavioural Engagement* scale with 4-item (e.g., I stay out of trouble at school.) — α = .75 for Ireland and α = .74 for Cyprus.

- *Emotional Engagement* with 4-item (e.g., I like students who go to this school.) — α = .84 for Ireland and α = .80 for Cyprus.

2.4.4. Social Emotional Health Survey-Primary (SEHS-P)

The SEHS-P with 20-item (Furlong et al., 2013) was used to measure the following five subscales, ranked on a 4-point scale (1 = Almost never, 2 = Sometimes, 3 = Often, 4 = Very often). Responses to the five subscales had good internal consistency estimated by Cronbach's alpha of:

- *Gratitude* scale, 4-item (e.g., I feel thankful for my good friends at school.) — α = .84 for Ireland and α = .81 for Cyprus.

- *Zest* scale, 4-item, (e.g., I get excited when I learn something new at school), — α = .86 for Ireland and α = .86 for Cyprus.

- *Optimism* scale, 4-item (e.g., I expect good things to happen at my school.) — α = .80 for Ireland and α = .67 for Cyprus.

- *Persistence* scale, 4-item (e.g., I keep working and working until I get my schoolwork right.) — α = .85 for Ireland and α = .92 for Cyprus.

- *Prosocial Behaviour* scale, 4-item (e.g., I follow the classroom rules.) — α = .85 for Ireland and α = .76 for Cyprus.

3.   Part B: Descriptive Data Analyses of the Roma Student Sample from Ireland

A total of 55 Roma students took part in this research in Ireland.

3.1.   Ethnicity

Ethnicity or ethnic identity of all the 55 Roma (31 Boys, 23 Girls, and one not reported) participants were based on four measures as identified:

i.   by themselves (self-identified),
ii.   by their parents,
iii. by members of their community,
iv.   self-report of Romani as the main language spoken at home.

However, solely self-reported ethnic identity was considered for cases (n = 2) who were identified as Roma by their parents and members of the community but not by students themselves. Self-report of the main language spoken at home is also an insufficient indicator of identifying ethnic identity. Among the research participants, there was no self-report of the Romani language spoken at home without self-identification with Roma ethnicity. Therefore, the measure of Roma ethnicity is not also based on just one criterion, self-report of the Romani language spoken at home.

3.2.   Gender

Figure 3 displays that there were 31 Boys (47.7%), 23 Girls (39.2%), and one reported

no gender among the Roma sample from Ireland.

Figure 3

The Roma Student Participants in Ireland by Gender

3.3. Age

Figure 4 showcases that the age ranged from 10 to 14 years old among the Roma sample from Ireland.

Figure 4

The Roma Student Participants in Ireland by Age Groups

- 10 years old ■ 11 years old ■ 12 years old
- 13 years old ■ 14 years old
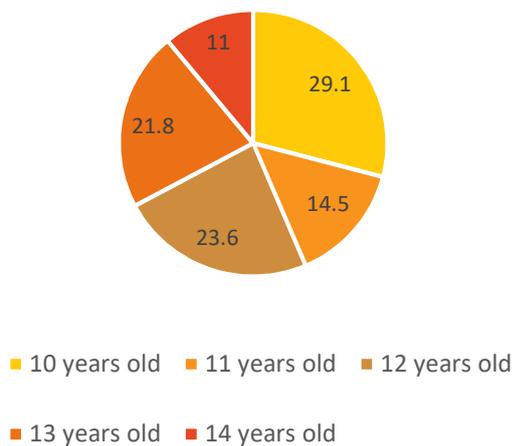
3.4. Results

Among the Roma respondents, 31.5 % (17/54) reported they were victims of peer-bullying, either (a) non-specific, (b) specific, and (c) two or more specific (i.e., ethnic/racial, physical, verbal, relational/indirect, sexual, and online) types of peer bullying; whereas only 3.7% (2/53), self-reported involvement in only peer-bullying.

One central focus of the research was to identify the frequency of victimisation of peer-bullying and make a cross-gender comparison among the Roma students.

■ Boys ■ Gils
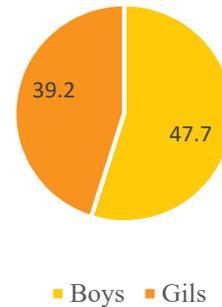
Figure 5 presents the number of self-reported victims among the Roma sample in Ireland (N = 54; Boys = 31, Girls = 23, and one missing case) and outlines the gender comparison for the different forms of victimisation.

Figure 5

Number of Self-Reported Victims by Gender among the Roma Student Sample in Ireland
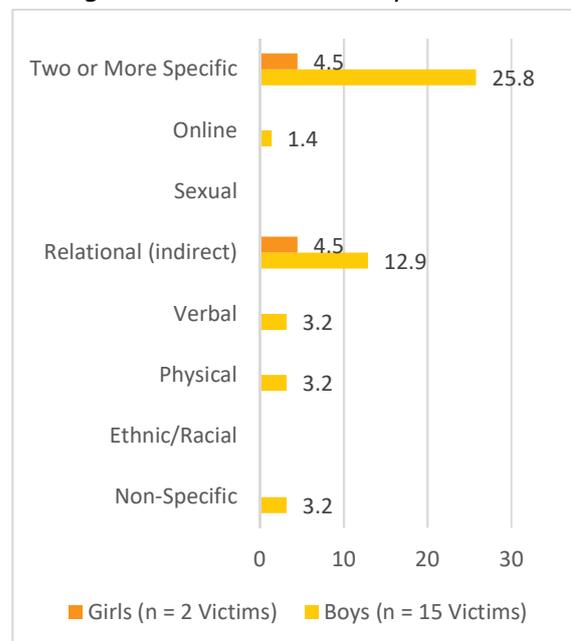
There were 3.2% (1/31) *non-specific*, 3.2% (1/31) *physical,* and 3.2% (1/31) *verbal* victims of peer-bullying among boys but not girls. About 12.9% (4/31) of boys and 4.5%

15

(1/22) of girls were among the victims of *relational/indirect* bulling. Victims of *two or more* specific types of peer-bullying (e.g., ethnic- sexual or ethnic-verbal-sexual) were 25.8% (8/31) of boys and 4.5% (1/22) of girls. There was neither no victim of ethnic/racial or sexual bullying alone.

All the victims reported one or more reasons for being bullied. **Almost half of the victims (8/17) perceived reason to be bullied was because of their ethnicity, race, or skin colour**. Five of them perceived reason as a joke. One of them did not now any reason. The rest reported no reason.

Victims also reported whether or not they told anyone about being bullied in the past couple of months. Nine victims told someone: (a) one told to brother or sister, (b) one told to friend, (c) five told to another adult at school, (d) one told to school teacher, parent and friend, (e) one told to all (teacher, another adult at school, parent, brother, sister, friend). Two victims (12 years old girl and 10 years old boy) did not tell anyone about their victimisations of two or more specific types of peer-bullying.

3.4.2. Self-Reported Perpetrators of Peer-Bullying by Gender
Of the total 53 Roma sample (30 Boys, 23 Girls, and two cases reported no gender), 6.7 % boys (2/30), but no girls, self-reported as perpetrators in only *relational/indirect* peer-bullying. They reported they did not know the reason or as a joke. There was no perpetration in non-specific, specific (i.e., ethnic/racial, physical, verbal, sexual, online), or two or more specific types of peer-bullying.

3.4.3. School Climate
Figure 6 illustrates mean scores as the extent to which victims and non-victims perceived their school climate to be positive or negative. Victims mostly scored lower than non-victims on the overall positive

school climate, while scoring higher on the aspect of school-wide bullying.

Figure 6

School Climate Perceptions by Victim and Non-Victims among the Roma Sample in Ireland
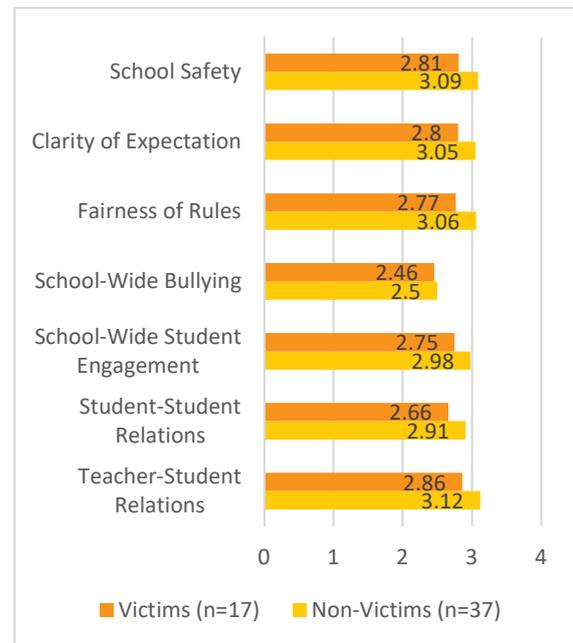
3.4.4. Student Engagement
Figure 7 portrays mean scores of responses by victims and non-victims among the Roma sample to describe the extent of their cognitive, behavioural and emotional engagement in their school education. Victims scored lower than non-victims on the specific and overall student engagement.

Figure 7

Cognitive, Behavioural, and Emotional Engagement of Victims and Non-Victims among the Roma Sample in Ireland
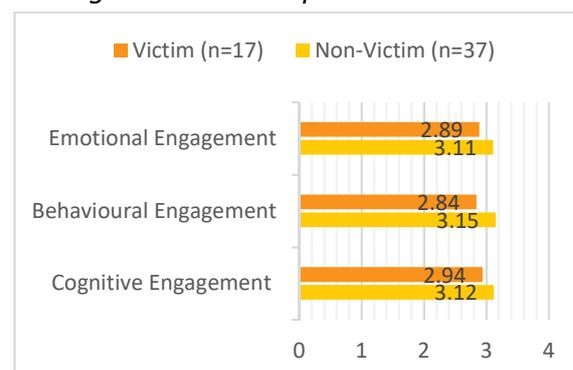
3.4.5. Social Emotional Health

Among the Roma respondents, victims ranked lower than non-victims on their social emotional health, namely, gratitude, zest, optimism, persistence, and prosocial behaviour (see Figure 8).

Figure 8

Social Emotional Health of Victims and Non-Victims among the Roma Sample in Ireland
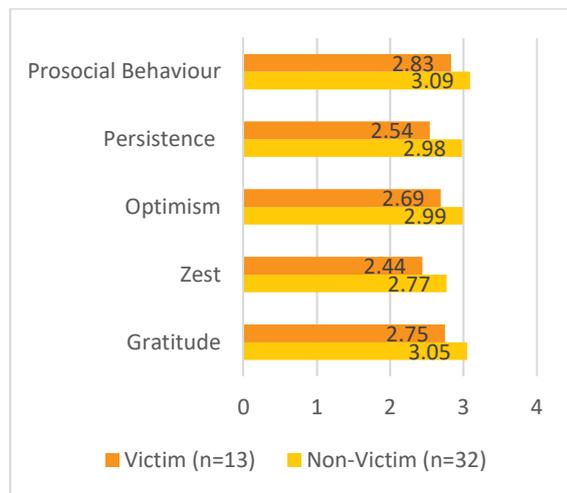
3.5. Conclusion

The present descriptive report provided a frequency rate of bullying and victimisations among a total of 55 self-identified Roma students (10-14 years old) in primary schools across Ireland. The sample consisted of 31 Boys, 23 Girls, and one who did not reported gender. The respondent self-reported their experiences of victimisation and perpetration of peer-bullying, school climate, student engagement, and social emotional health. Approximately 31.5 % (17/54) of the respondents (15 Boys, 2 Girls) self-reported victims of non-specific, physical, verbal, relational or two or more specific peer-bullying, while only 6.7% (2 Boys) self-reported involvement in relational bullying. Almost half of the victims perceived their ethnicity or race to be the reason to be bullied. Only nine of them told someone about the

victimisation. Most of the victims scored lower than non-victims on their overall positive school climate, student engagement, and social emotional health, while scoring higher on the aspect of school-wide bullying.

4. Part C: Descriptive Data Analyses of the Roma Student Sample from Cyprus

A total of 12 Roma students took part in this research in Cyprus.

4.1. Ethnicity

As for the sample from Ireland, the four measures of ethnicity or ethnic identity of all the Roma participants in Cyprus were identified:

  i.   by themselves (self-identified),
  ii. by their parents,
  iii. by members of their community,
  iv. self-report of Romani as the main language spoken at home.

4.2. Gender

As Figure 9 displays, the Roma sample from Cyprus consisted of nine Boys (75%) and three Girls (25%).

Figure 9

*The Roma Student Participants in Cyprus Gender*
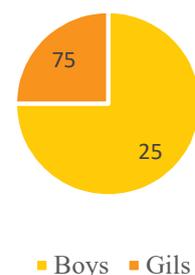
4.3. Age

Figure 10 shows the age ranged from 10-14 years old among the Roma sample from Cyprus.

Figure 10

The Roma Student Participants in Cyprus by Age
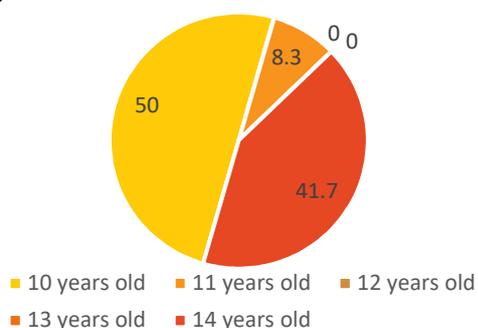
4.4. Results

Of the Roma respondents in Cyprus, 75% (9/12) reported they were victims of a specific and two or more specific (i.e., ethnic/racial, physical, verbal, relational/indirect, and sexual) types of peer bullying; whereas 41.6 % (5/12) reported their involvement in a specific or two or more specific types of peer-bullying.

4.4.1. Self-Reported Victims of Peer-Bullying by Gender

Similar to the sample from Ireland, one of the central focus was on the number self-reported victims of peer-bullying among Roma students in Cyprus. Figure 11 presents the number of self-reported victims among the Roma sample in the Cyprus (N = 12, Boys = 9, Girls = 3) and outlines the gender comparison and the different forms that victimisation can take.

Figure 11

Number of Self-Reported Victims by Gender among the Roma Student Sample in Cyprus
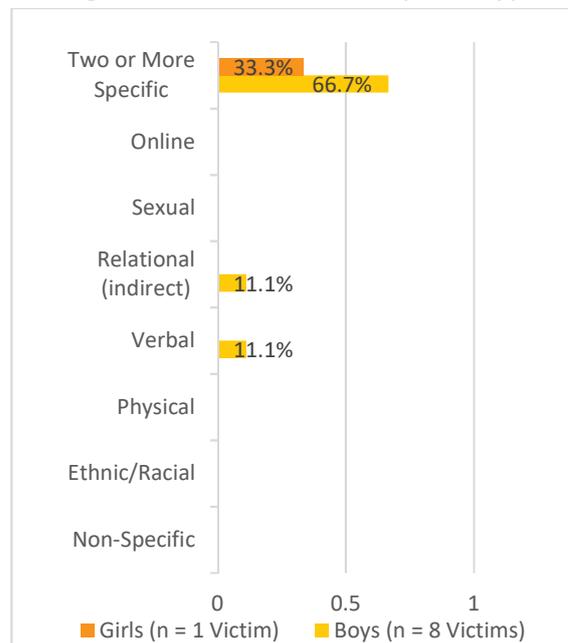
About 88.8% (8/9) of boys and 33.3% (1/3) of girls self-reported as victims of peer-bullying. Peer-bullying among boys was 11.1% (1/9) *verbal,* 11.1% *relational* (1/9), and 66.6% (6/9) *two or more* specific types. Only 33.3% (1/3) of girls was victim of two or more specific types of peer-bullying.

All the victims were asked to report one or more perceived reasons they were bullied. As the main reason, most of the victims (7/9) reported that they were bullied because of their ethnicity, race, or skin colour. The rest two victims perceived reason as to annoy, to bother, or as joke.

Victims responded to a question as to whether they told anyone that they were bullied at school in the past couple of months. Seven out of nine victims among told someone about being bullied: one told to their brother or sister, (b) one of them told to class teacher only, (c) six of them told to one told to all, class teacher, parent, brother, sister, friend. Two of the victims of two or more specific types of peer-bullying did not tell anyone about it.

4.4.2. Self-Reported Perpetrators of Peer-Bullying by Gender

Among them, 22.2 % (2/9) boys and 33.3% girls (1/3) reported involvement in only *two or more specific* (verbal, relational, physical, and sexual) types of peer-bullying. For the verbal (1/9) and physical (1/9) peer-bullying, only 22.2 % percent of boys but no girls reported their involvement. There was no involvement only in non-specific or specific (i.e., ethnic/racial, physical, verbal, sexual, online), or types of peer-bullying among boys and girls.

All the perpetrators among Roma students (5/5) reported their reasons for peer-bullying as to annoy, to bother, or a joke. However, in addition, two of the perpetrators reported that because they were also bullied. Peer-bullying because of race, ethnicity, or religion, was reported reason by another two of the perpetrators.

4.4.3. School Climate

To describe the extent to which they perceive school climate to be positive or negative, Figure 12 depicts mean scores of responses by victims and non-victims as well as perpetrators and non-perpetrators among the Roma student sample. Victims scored higher than non-victims on the overall positive school climate. While victims more agreed, non-victims less agreed, about their teacher-student relationships, school-wide student engagement, clarity of expectations at school, and school safety. However, regarding their agreement levels of the fairness of rules at school and student-student relations, victims ranked slightly lower than non-victims.

Figure 12

Perceptions of School Climate by Victim and Non-Victims among the Roma Sample in Cyprus
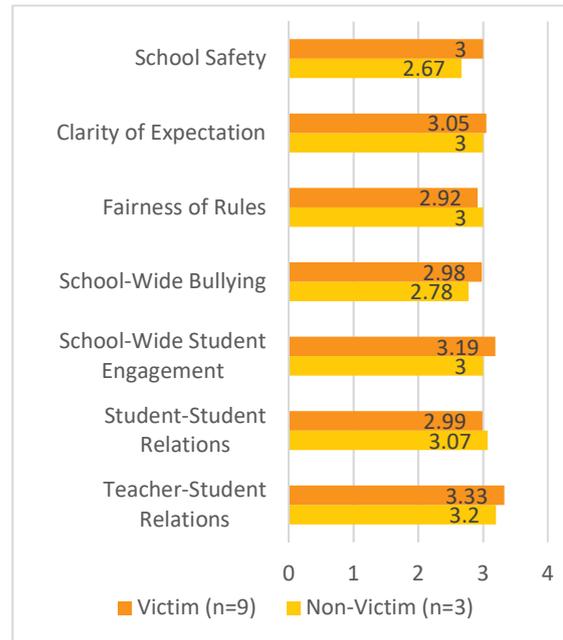
4.4.4. Student Engagement

Figure 13 displays mean scores of responses by victims and non-victims as well as perpetrators and non-perpetrators among the Roma sample to describe the extent of their cognitive, behavioural and emotional engagement in their school education.

Figure 13

Cognitive, Behavioural, and Emotional Engagement of Victims and Non-Victims among the Roma Sample in Cyprus
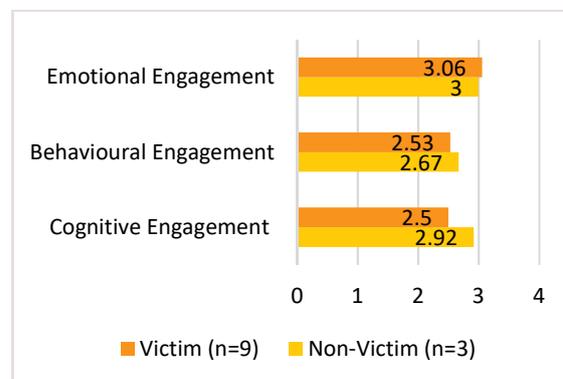
The victims ranked lower than those non-victims on overall student engagement. As descriptively compared to non-victims, victims ranked lower on their behavioural and cognitive engagement, but slightly higher on their emotional engagement.

4.4.5. Social Emotional Health

The Roma victims scored lower than those non-victims on their overall social emotional health. As compared to non-victims, victims ranked lower on their levels of gratitude, zest, optimism, persistence, but almost the same rank for their prosocial behaviour (see Figure 14).

Figure 14

Social Emotional Health of Victims and Non-Victims among the Roma Sample in Cyprus
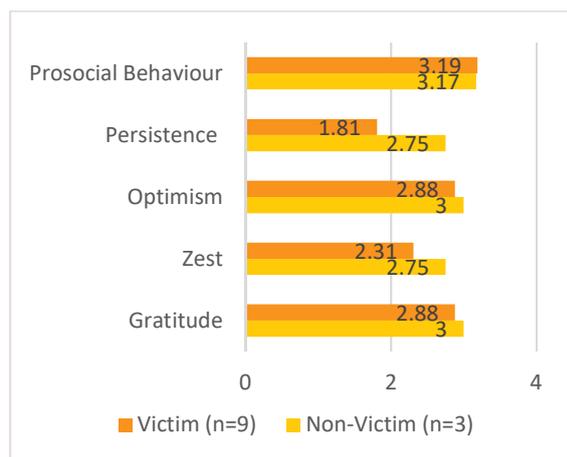
4.5. Conclusion

The current descriptive report provided a frequency rate of victimisation and perpetration of peer-bullying among a total of 12 self-identified Roma students (10-14 years old) in primary schools in Cyprus. The sample consisted of nine boys and three girls. The respondent self-reported their experiences of victimisation and perpetration of peer-bullying, school climate, student engagement, and social emotional health. About 75% (9/12) of the respondents (8 Boys, 1 Girl) self-reported victims of verbal, relational, or two or more

specific types of peer-bullying, while only one of the girls reported victim of two or more specific types of peer bullying. Almost all of the victims perceived that they were bullied because of their ethnicity or race. Seven of them told about it to someone, usually parents and class teacher. Based on their average scores as compared to non-victims, most of the victims ranked higher on their overall positive school climate, but lower on their student engagement, and social emotional health.

5. Part D: Cross-National Comparisons of the Roma Student Samples

Part D presents a cross-national comparisons of data from Roma student samples in Ireland (N = 55, aged 10-14 years) and Cyprus (N = 12, aged 10-14 years), comparing (a) the number of self-reported victims and perpetrators of peer-bullying, (b) corresponding gender differences, (c) reasons to be bullied or to bully, and (c) victims and non-victims' perceptions of school climate, engagement, and social emotional health.

Of the Roma sample from Ireland, 31.5 % (17/54) self-reported victims of non-specific, physical, verbal, relational or two or more specific peer-bullying, while only 6.7% self-reported involvement in relational bullying. By gender, the victims included 15 boys and two girls, while the two self-reported perpetrators were only boys. As to the sample from Cyprus, 75% (9/12) self-reported victims of verbal, relational, or two or more specific types of peer-bullying, whereas 41.6 % (5/12) self-reported perpetration in one, two, or more specific types of peer-bullying. By gender,

the victims were eight boys and one girl, whereas the perpetrators were four boys and only one girl.

Almost half of the victims among the sample from Ireland and most of the victims among the sample from Cyprus perceived their ethnicity, race, or skin colour to be the main reason to be bullied by their peers. Among both samples, all the perpetrators reported their reasons for peer-bullying was to annoy, to bother, or a joke. In contract to the sample in Ireland, peer-bullying because of race, ethnicity, or religion, was reported reason by another two of the perpetrators among the sample in Cyprus.

Compared to non-victims, most of the victims among the Roma sample from Ireland scored lower on their perceptions of overall positive school climate, engagement (cognitive, emotional, and behavioural, and social emotional health), but scored higher on the aspect of school-wide bullying. Such a comparison for the Roma sample from Cyprus indicated similar results, victims ranked lower than non-victims on their perceptions of engagement, and social emotional health. However, different from the sample in Ireland, most of the victims among the sample from Cyprus ranked higher than non-victims on their perceptions of overall positive school climate.

It is difficult to determine the reasons for the differences in experiences for the Roma students in Ireland and Cyprus. One reason might be a difference in being from the first, second, and third generations or Roma in the respective countries. The sample from Ireland mostly included second or third generation of Roma children (who were born in Ireland and

have good command of English), while the sample from Cyprus were of the first generation (born in the northern part of Cyprus or their country of origin and had a poor command of Cypriot-Greek language). It was noted by our partners in Cyprus that some of the Roma children who participated in this research found the questionnaire difficult to understand in parts and this should also be noted as a potential confounding factor on the data.

Roma children of the first generation are likely to compare their current school climate in Cyprus or Ireland with the one in the country or region of origin. Such a comparison usually includes negative stories they hear from their parents and other adults in the community. Therefore, they might perceive the current school climate as more positive than the one in the country of origin. Another potential factor underlying the difference can be risk perception or internalised discrimination. The sample from Cyprus might not able to perceive risk (negative school climate), especially when comparing the present school in Cyprus with the past one in the country or region of origin.

Finally, there are differences in educational and/or inclusion policy at the national levels between Ireland and Cyprus which may influence the subjective experiences of Roma children in schools in both countries. It appears that inclusion policy is more advanced (although still lacking-see our Policy Advisory Document) in Ireland compared to Cyprus. In 2013, the Department of Education and Skills in Ireland published an *Action Plan on Bullying* and related *Anti-Bullying Procedures for Primary and Post-Primary Schools.* The aim of these procedures was to tackle bullying/victimisation in primary

and post-primary schools in Ireland and there does not appear to be anything like them in Cyprus. The procedures require all boards of school management to produce an anti-bullying policy and consider eight guiding principles of best practice in tackling bullying: (1) a positive school culture and climate, (2) effective leadership, (3) a school-wide approach, (4) a shared understanding of bullying and its impact, (5) implementation of education and prevention strategies, (6) effective supervision and monitoring of pupils, (7) supports for staff, (8) consistent recording, investigation and procedures for bullying behaviour. These procedures also reference identity-based bullying such as racist bullying (Department of Education and Skills, 2013a). They also articulate that the responsibility for tackling bullying lies with the local school. All of these measures may give an indication for the differences in bullying levels found here between Ireland and Cyprus.

Section III

Data Collection and Analysis — School Staff Samples in Ireland and Cyprus

Section III describes data collection and analyses of the school staff samples in Ireland and Cyprus under four parts. Part A explains the research ethics, methods, instruments, and data collection about school climate, cultural beliefs, multicultural ideology (pluralist and assimilationist), burnout (general and classroom ethnic-diversity related). Part B presents descriptive data analyses and results of responses by the sample from Ireland. Part C is related to the sample from Cyprus. Part D provides a cross-national comparisons of the school staff samples from Ireland and Cyprus.

6. Part A: The Research Ethics, Methods, and Instruments

6.1. Overview

One aim of the BReAThE project was to investigate attitudes of school staff towards Roma and the types of inclusive strategies schools engaged. The results presented here describe teachers' attitudes towards classroom ethnic diversity in schools in Ireland and Cyprus. The research is based on a descriptive method and convenience sampling technique. The target population was school staff (principals and teachers) in Ireland and Cyprus.

6.2. Ethical Considerations

This research received ethical approval from Dublin City University in Ireland.

Distribution of the research instruments (online surveys) was accompanied with an information letter (plain language statement) and data privacy policy about the research and provided a consent form to be signed by school principals when distributed to schools. School staff were also informed that they did not have to complete the survey, they were free to stop participating at any time, and that their responses would remain confidential and anonymous. The participation required school staff to give their consent before they were able to access the survey. All information letters and consent forms were available in English for Ireland and Greek for Cyprus.

6.3. Methods

6.3.1. Data Collection from School Staff in Ireland

A convenience sampling technique was used to recruit school staff as participants. An email invitation was sent to both primary school principals and the national association of teachers in Ireland. The data collection (online survey) from school staff in Ireland involved three main steps shown in Figure 15.

Figure 15

Methods of Recruiting School Staff in Ireland

N = 30	• A general list of all primary schools in Ireland was created and emailed about the survey. • Approx 30 school staff participated.
N = 82	• A spesific list of schoools with an expected population of Roma students was created with the help of Roma centre (the project partner). • About 52 school staff participated.
N = 104	• A teacher association was contacted. • A total of 34 school staff participated • A total 12 school staff did not give consent

Step 1 - A General List of all Schools: All primary schools in the country were contacted by email. Background

information about the study was provided and principals were asked to return an email if they wanted to take part. The survey was initially distributed online to a total of 3,242 primary schools (Statistics Section – Department of Education, 2020) with a total population of 28,474 teachers in Ireland (Department of Education, 2019). The distribution via emails to all school principals in Ireland started in September 2019, with monthly reminders sent by emails and then by phone calls before the survey closed in December 2020. This initial steps received approximately 30 responses.

Step 2 - A Specific List of Schools: The postdoctoral researcher on this project, along with our Roma centre partner (*Musicantia*) determined some of the schools around the Dublin area where there was expected a high population of Roma students. They every school in the list (N = 55) and explained the project. They made three other attempts by phone to engage schools at the beginning, middle, and end of the school semester. Among the school principals of the listed schools, only 15 gave consent to deliver the online questionnaire to their staff. However, four of the school principals withdrew their consent due to their busy schedules. Among the rest of schools, the resulting number of respondents was 82.

Step 3 - Teacher Association: An national association of teachers in Ireland was contacted to distribute the online survey via their social media platform. This step added 34 respondents.

As a result, a total of 116 school staff across primary schools in Ireland responded to online the survey. Among them, 12 gave no consent. Hence, the research had a final sample size of 104 school staff.

6.3.2. Data Collection from School Staff in Cyprus

In Cyprus, a narrower approach to data collection was required because of much smaller but hard to reach population of staff of schools having Roma students. Figure 16 shows three steps taken to recruit a sample of school staff in Cyprus.

Figure 16

Methods of Recruiting School Staff in Cyprus

N = 0
- A list of specific schools in Cyprus with an expected population of Roma students was created and emailed about the survey.
- Received no response.

N = 20
- KISA accessed individual school staff who worked with Roma and migrant children.
- A total of 20 school staff responded.

N = 35
- KISA distributed to another 15 school staff and collected questionnaires in person.
- A total of 35 school staff participants.

Step 1 – A List of Specific Schools: The NGO partner of the project contacted (via emails and phone calls) a specific list of schools, located in the city of Limassol and Paphos. The partner informed school principals about aims of the research and asked their consent to distribute questionnaires to school staff. The distribution started in December 2019, with monthly reminders sent by emails and then by phone calls before the survey closed in December 2020. This call for participation received no response/consent.

Step 2 – Individual School Staff: The project partner accessed (emailed) individual school staff having an experience with Roma and other migrant students. The email provided information about aims of the projects. This call for participation received consent from about 20 school staff.

Step 3 - Roma Neighbourhood: The team of the project partner accessed to another 15 staff in schools located in the vicinity of Roma neighbourhood. The team distributed and collected the survey via emails. As a result, a total of 35 school staff responded to the survey.

6.4. Instruments

Research instruments (i.e., online surveys) included measures of demographic variables (gender, age, years of school experience, types of schools, roles in the school, and number students at school) and scales measuring prevalence of school climate, teacher cultural beliefs, teacher burnout (in general and in relation to ethnic diversity), multicultural ideology (pluralist vs assimilationist). The questionnaires were available in English for Ireland and Greek for Cyprus. Below is more information about the research instruments.

6.4.1. Delaware School Climate Survey-Teacher/Staff (DSCS-T/S)

The DSCS-T/S (Bear et al., 2011, 2016) was used to measure school climate based on the following seven subscales with a total of 38 items ranked on a 4-point scale (1 = Disagree A Lot, 2 = Disagree, 3 = Agree, and 4 = Agree A Lot). Responses of the school staff samples to the items of all the nine subscales had good internal consistency as estimated by Cronbach's alpha value of:

- *Teacher-Student Relations* scale with 5-item (α = .86 for Ireland and α = .90 for Cyprus) including respect for diversity (e.g., Teachers treat students of all races with respect).

- *Student-Student Relations* scale with 5-item (α = .87 for Ireland and α = .89 for Cyprus) including respect for diversity (e.g., Students respect others who are different.).

- *School-Wide Bullying* scale with 3-item (e.g., Students bully one another.) — α = .72 for Ireland and α = .73 for Cyprus.

- *School-Wide Student Engagement* scale with 6-item (e.g., Most students try their best.) — α = .86 for Ireland and α = .83 for Cyprus.

- *Clarity of Expectations* scale with 4-item (e.g., Students know what the rules are.) — α = .92 for Ireland and α = .74 for Cyprus.

- *Fairness of Rules* scale with 4-item (e.g., Classroom rules are fair.) — α = .83 for Ireland and α = .85 for Cyprus.

- *School Safety* scale with 3-item (e.g., Students feel safe) — α = .82 for Ireland and α = .73 for Cyprus.

- *Teacher-Home Communications* scale with 4-item (e.g., Teachers show respect toward parents.) — α = .89 for Ireland and α = .86 for Cyprus.

- *Staff Relations* scale with 4-item (e.g., Administrators and teachers support one another) — α = .92 for Ireland and α = .91 for Cyprus.

6.4.2. Teacher Cultural Beliefs Scale (TCBS)

The TCBS (Hachfeld et al., 2011) with 10-item was used to measure teachers' multicultural (6-item) and egalitarian (or colour-blind) beliefs (4-item). Responses were given on a 6-point scale (ranging from 1 = Strongly Disagree to 6 = Strongly Agree). All the responses to the two subscales had good internal consistency, estimated by Cronbach's alpha of:

- *Multicultural Beliefs* scale with 6-item (e.g., Dealing with cultural diversity should be taught in teacher training courses) — α = .90 for Ireland and α = .86 for Cyprus.

- *Egalitarian (Colorblind) Beliefs* scale with 4-item (e.g., Children should learn that people of different cultural origins often have a lot in common) — α = .91 for Ireland and α = .87 for Cyprus.

6.4.3. Teacher Multicultural Ideology Scale (TMIS)

An adapted version of the multicultural ideology scale with 17-item (originally developed by Berry and Kalin, 1995 with 10-item, ranked on 7-point scale) was used as four subscales measuring teachers' ideological attitudes towards ethnic diversity. The scale was adapted from Horenczyk and Tatar (2002) and a 6-point scale (1 = Strongly disagree, 2 = Disagree, 3 = Slightly disagree, 4 = Slightly agree, 5 = Agree, and 6 =Strongly agree). All the responses to the four subscales had a good internal consistency, estimated by Cronbach's alpha of:

- *Pluralist-General scale* with 5-item (e.g., We should help ethnic minorities from different countries of origin to keep their cultural heritages) — α = .86 for Ireland and α = 82 for Cyprus.

- *Pluralist-School scale* with 4-item (e.g., Teaching styles should be adapted to the specific needs of ethnic minority students) — α = .80 for Ireland and α = .84 for Cyprus.

- *Assimilationist-General scale* with 4-item (e.g., If ethnic minorities want to keep their ethnic-cultural values, they should keep them for themselves.) — α = .77 for Ireland and α = .89 for Cyprus.

- *Assimilationist-School scale* with 4-item (Teachers should discourage students of ethnic minorities from practicing their ethnic-cultural values) — α = .59 for Ireland and α = .77 for Cyprus.

6.4.4. Teacher Burnout Scale

This scale with 10-item (Tatar & Horenczyk, 2003) was used to measure teachers' burnout in general (6-item) and in relation with ethnic diversity (4-item). Responses were given on a 5-point scale (1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, and 5 = Always). All the responses to the two subscales had good internal consistency, estimated by Cronbach's alpha of:

- *Teacher General Burnout* with 6-item (e.g., I feel that teaching frustrates me) — α = .77 for Ireland and α = .63 for Cyprus.

- *Ethnic Diversity-Related Burnout* with 4-item (e.g., Working with immigrant students wears me down) — α = .77 for Ireland and α = .65 for Cyprus.

7. Part B: Descriptive Data Analyses of the School Staff Sample from Ireland

A total of 104 primary school staff (excluding 12 cases with no consent, missing or incomplete responses) took part in this research in Ireland.

7.1. Gender

By gender, the school staff sample included 15 self-reported Males (14%), 87 Females (84%), and two (2%) preferred not to say (see Figure 17).

Figure 17

School Staff Participants from Ireland by Gender


■ Males ■ Females ■ Prefer not to say
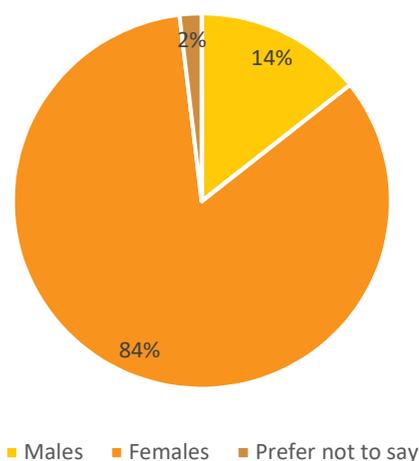
7.2. Age

The age group ranged from 21 years old to 60 and above (see Figure 18). Among them, 17.3% aged 21 to 25 years (n=18), 16.3% aged 26 to 30 years (n=17), 15.4% aged 31 to 35 (n=16), 15.4% aged 36 to 40 years (n=16), 10.6% aged 41 to 45 years (n=11), 7.7% aged 46 to 50 years (n=8), 10.6% aged 51 to 55 years (n=11), 3.8% aged 56 to 60 years (n=4), 1.9% aged 61 to 65 years (n=2), and 1% was 66 years old or older (n=1).

Figure 18

School Staff Participants from Ireland by Age

■ 21 to 25
■ 26 to 30
■ 31 to 35
■ 36 to 40
■ 41 to 45
■ 46 to 50
■ 51 to 55
■ 56 to 60
■ 61 to 65
■ 66 or older
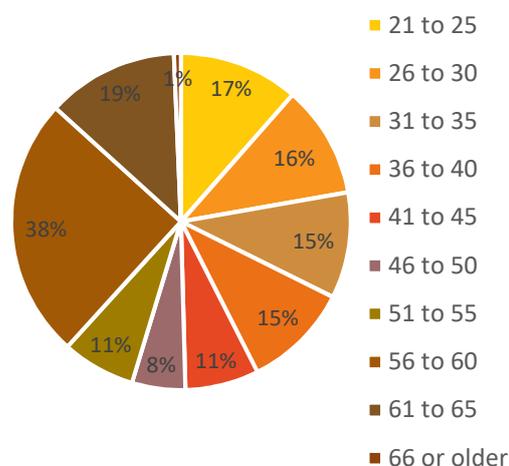
7.3. Years of Experience

Figure 19 illustrates that the participants from Ireland have been school teachers or staff for 1-3 years (n=27), 4-6 years (n=12), 7-9 years (n=11), 10-12 years (n=11), 13-15 years (n=9), or 16 years or more (n=34).

Figure 19

School Staff Participants from Ireland by Years of Experience

■ 1 to 3 years   ■ 4 to 6 years
■ 7 to 9 years   ■ 10 to 12 years
■ 13 to 15 years ■ 16 years or more
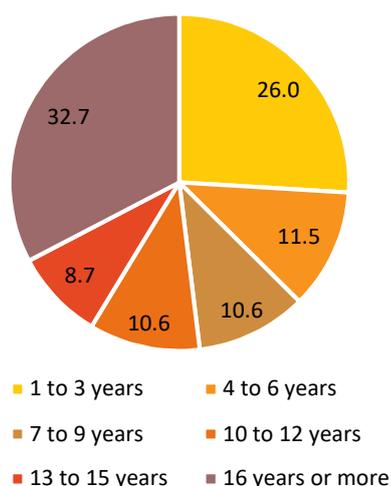
7.4. Results

7.4.1. Teacher Perception of School Climate

To describe the extent to which school staff in Ireland perceive their school climate to be positive or negative, mean scores of their responses to the school climate survey were computed. As the most common agreement, the sample perceived a positive school climate from the nine aspects (see Figure 20).

Figure 20

Perceptions of School Climate among the School Staff Sample in Ireland
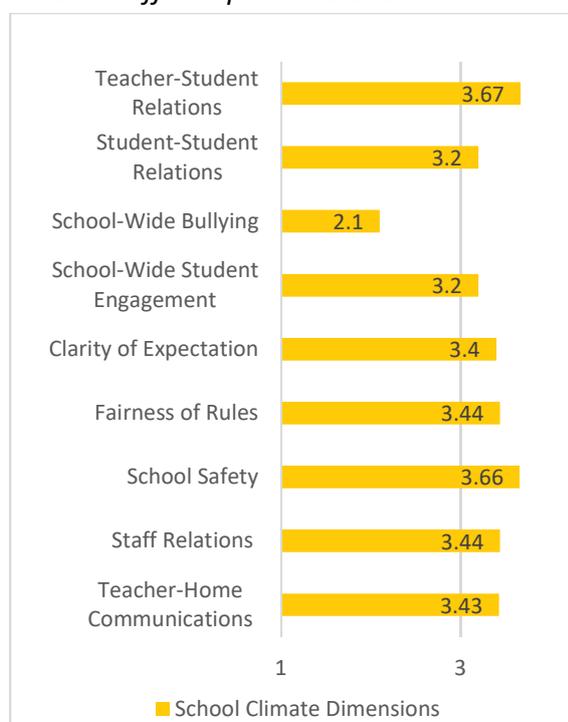
In general, the sample perceived: (i) there was a good relationship, especially respect for diversity, between teachers and students as well as (ii) among students in their schools; (iii) students did not bully each other at school; (iv) students tried their best or engaged well; (v) students knew well what the rules were or what they were expected to do at school; (vi) school and classroom rules were fair enough for students; (vii) school was safe enough for students; (viii) parents were treated respectfully; and (ix) school staff had supportive and respectful relationships. Hence, a perception of safe, welcoming, supportive, and inclusive school for Roma students appears to exist among teachers in Ireland.

7.4.2. Teacher Cultural Beliefs

To describe teacher's beliefs about how to handle classroom ethnic diversity among the teacher sample in Ireland, Figure 21 displays two contrasting approaches to ethnic diversity, namely *egalitarian* beliefs (i.e., highlighting similarities within students' ethic-cultural or linguistic differences) and *multicultural* beliefs (i.e., highlighting and celebrating ethnic-cultural differences).

Figure 21

Teacher Cultural Beliefs among the School Staff Sample in Ireland
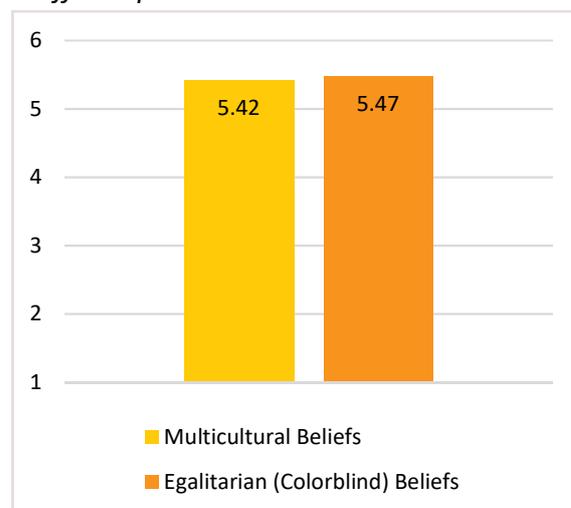
The mean score of their responses indicated that, in general, the sample from Ireland hold egalitarian (colorblind) beliefs as much as their multicultural beliefs. This implies the teacher sample had probably no clear-cut boundary between the two contrasting beliefs. On the one hand, they considered all students equal as a way to handle classroom ethnic diversity. On the other hand, they agreed with the recognition of differences as another way

to handle the classroom ethnic diversity. As of their most common agreement, differences in ways to handle classroom ethnic or cultural diversity should be taught in teacher training courses. Such a training might hereby enhance teachers' self-efficacy in the educational inclusion of Roma children in Ireland.

7.4.3. Teacher Multicultural Ideology – Pluralist and Assimilationist

To describe teachers' ideological attitudes towards ethnic diversity, Figure 22 shows mean scores as the extent to which the staff sample hold pluralist or assimilationist beliefs in general and within the school context.

Figure 22

*Multicultural Ideology among the School Staff Sample in Ireland*
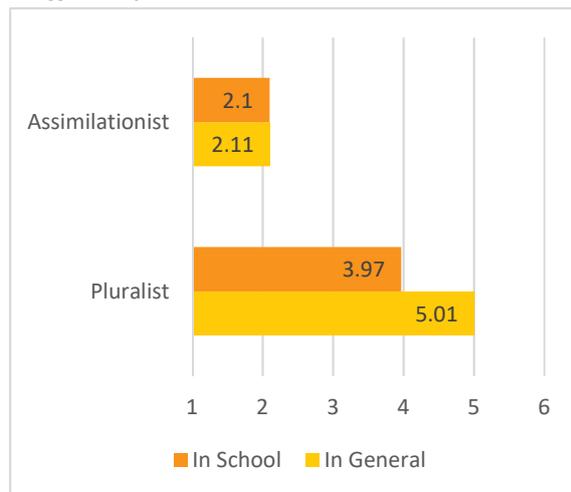
The staff sample in Ireland reported less pluralist beliefs (they slightly agreed) in school than in general (they agreed more in general). However, they reported an equal level of disagreement with assimilationist beliefs in both general and school. These self-reports imply that the sample believed in supporting ethnic identity development outside the school more than inside the school. For the case of Roma, this belief is likely to be about

their social inclusion more broadly than educational inclusion in Ireland.

7.4.4. Teacher Burnout – General and Ethnic Diversity-Related

To describe teacher burnout in general and in relation to classroom ethnic diversity, Figure 23 presents mean scores of their self-reported feelings.

Figure 23

Burnout among the School Staff Sample in Ireland
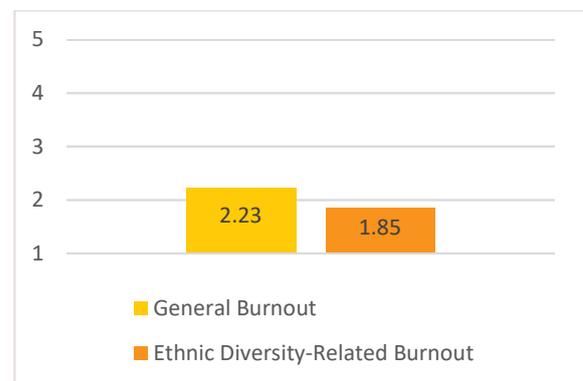
Although the sample in Ireland reported very low frequency (never to rarely) of the burnout feeling, they felt never or rarely burnout in relation to classroom ethnic diversity and reported rarely being concerned about burnout in general. These self-reports convey that teaching ethnic minority students like Roma is likely not a cause or reason of teacher's feeling of burnout.

7.5. Conclusion

The present descriptive report based on self-reports of teachers' attitudes towards ethnic diversity in general and in school among a convenience sample of 104 primary school staff in Ireland. The sample consisted of 15 Males and 87 Females, and two preferred to not say their gender. In average, the sample was between 26 to 30 years old and had 10-years of school

experience. The self-reports allowed to draw at least four descriptive conclusions.

First, the survey focused on the extent to which the staff sample perceived their school climate to be positive or negative. As the most common agreement among them, they perceived a positive school climate. They had a perception of safe, welcoming, supportive, and inclusive school that respects ethnic diversity, including Roma students.

Next, the focus was extended to teacher's beliefs about how to handle classroom ethnic diversity. The school staff sample in Ireland hold egalitarian as much as multicultural beliefs, implying no clear-cut boundary between the two contrasting beliefs in how to handle classroom ethnic diversity. As a way to handle classroom ethnic diversity, they considered all students equal, no difference between ethnic minority and majority students. At the same time, they agreed, with the recognition of differences in students' ethnic or cultural backgrounds as another way to handle the classroom ethnic diversity. Hence, as the vast majority of the sample agreed, differences in ways to handle classroom ethnic or cultural diversity should be taught in teacher training courses. Such a training is likely enhance teacher's self-efficacy in the educational inclusion of Roma children in Ireland.

Further, although they reported less pluralist beliefs in ethnic diversity in school than in general, they reported an equal level of disagreement with assimilationist beliefs in general and in school. These self-reports convey that that the sample believed in diversity, inclusion, or ethnic identity development of students outside more than inside the school. This belief is likely to be about the promotion of the social rather than educational inclusion of

ethnic minority students, such as Roma, in Ireland.

Last, the survey aimed to describe whether the teacher sample felt burnout in general or whether it was specifically related to classroom ethnic diversity. They reported never or rarely feeling burnout in relation to classroom ethnic diversity. Hence, teaching ethnic minority students like Roma is likely not a cause for worry about teachers' feeling of burnout in Ireland.

# 8. Part C: Descriptive Data Analyses of the School Staff Sample from Cyprus

A total of 35 school staff took part in this research in Cyprus.

8.1. Gender

Figure 24 portrays gender groups of the school staff sample from Cyprus, which included 11 self-reported Males (14%) and 24 Females (84%).

Figure 24

School Staff Participants from Cyprus by Gender
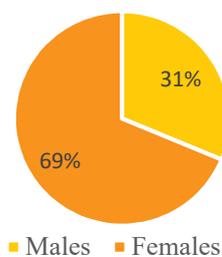
8.2. Age

Figure 25 displays the age groups of the sample from Cyprus, consisted of 26-30 (n=8), 31-35 (n=3), 36-40 (n=7), 41-45 years (n=5), 46-50 (n=2), 51-55 (n=3), 56-60 (n=3), and 61 and older years (n=4).

Figure 25

School Staff Participants from Cyprus by Age
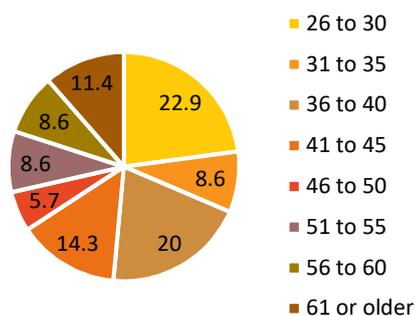
8.3. Years of Experience

Figure 26 illustrates years of teaching experience ranged from 1-3 years (n=8), 4-6 years (n=2), 7-9 years (n=3), 10-12 years (n=4), 13-15 years (n=4), to 16 years or more (n=13).

Figure 26

School Staff Participants from Cyprus by Years of Experience
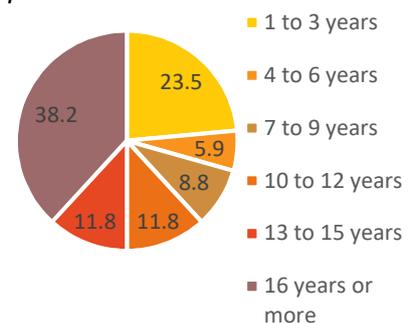
8.4. Results

8.4.1. Teacher Perception of School Climate

Figure 27 presents mean scores as the extent to which the teacher sample in Cyprus perceived their school climate to be positive.

Figure 27

Perceptions of School Climate among the School Staff Sample in Cyprus
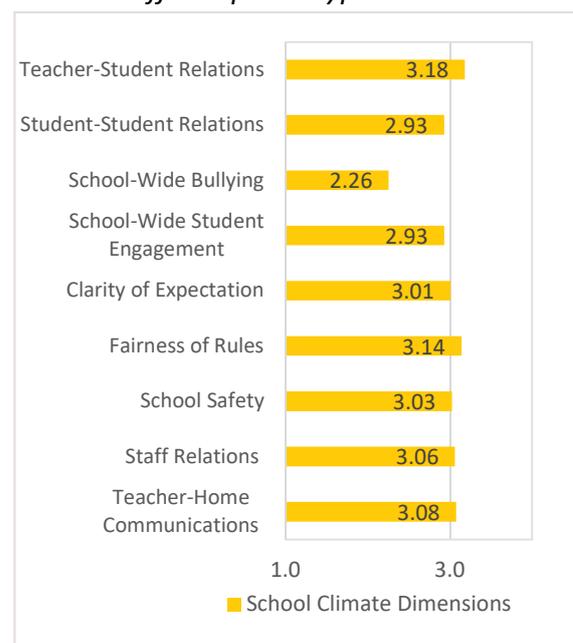
As the most common agreement, the school staff sample from Cyprus perceived a positive school climate, but had slightly negative perception of student-student relations and school-wide engagement. In general, they perceived: (i) a good relationship, especially respect for diversity, between teachers and students more than (ii) student-student relations; (iii) students did not bully each other at school (iv) but were not trying they best; (v) students knew well what they were expected to do at school; (vi) school and classroom rules were fair enough for students; (vii) school was safe enough for students; (viii) parents were treated respectfully; and (ix) school staff had supportive and respectful relationships. Hence, a perception of safe, welcoming, supportive, and inclusive school for Roma students is likely to be among teachers in Cyprus.

8.4.2. Teacher Cultural Beliefs

To describe teachers' beliefs about classroom ethnic diversity among the sample in Cyprus, Figures 28 shows two contrasting approaches, namely *egalitarian* beliefs (i.e., highlighting similarities within students' ethic-cultural or linguistic differences) and *multicultural* beliefs (i.e., highlighting and celebrating ethnic-cultural differences).

Figure 28

Teacher Cultural Beliefs among the School Staff Sample in in Cyprus
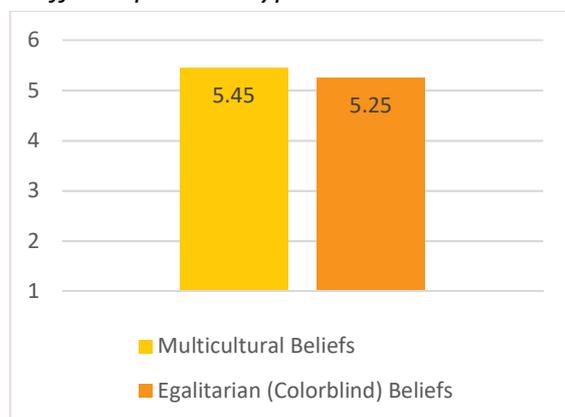
The mean score of their responses indicated the school staff sample from Cyprus hold multicultural beliefs slightly more than their egalitarian beliefs. This implies the sample considered the recognition of differences as the better way to handle the classroom ethnic diversity. They also agreed to have teacher training courses on differences in ways to handle classroom ethnic diversity. Such a training course might indeed enhance teacher's self-efficacy in the educational inclusion of Roma children in Cyprus.

8.4.3. Teacher Multicultural Ideology – Pluralist and Assimilationist

Figure 29 illustrates mean scores as the extent of ideological attitudes towards classroom-ethnic diversity among the school staff sample, the extent to which they hold pluralist or assimilationist beliefs in general and within the school context

Figure 29

Multicultural Ideology among the School Staff Sample in Cyprus
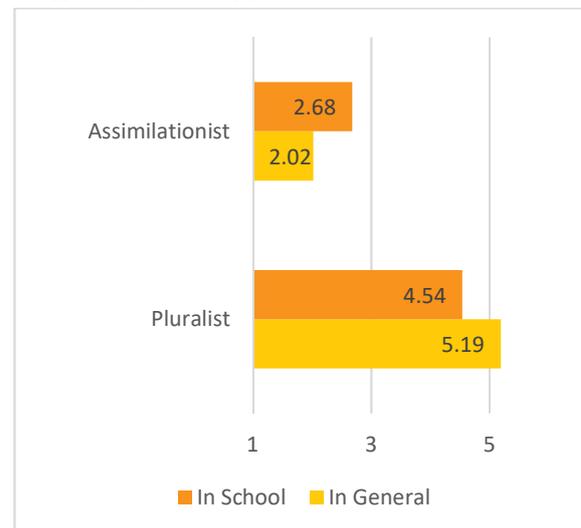
The school staff sample in Cyprus reported less pluralist beliefs (in diversity or inclusion) in school than in general. However, their common disagreement level with assimilationist beliefs in general were less than in school (i.e., closer to the slightly agree option). These self-reports

convey that that the sample generally disagreed with not supporting diversity, inclusion, or ethnic identity development inside as well as outside the school. In general, they believed in ethnic diversity or ethnic identity development inside as well as outside the school. However, this belief is likely to be about the agreement with social inclusion more than educational inclusion of ethnic minority students like Roma in Cyprus.

8.4.4. Teacher Burnout – General and Ethnic Diversity-Related

To describe teacher burnout in general and in association with classroom ethnic diversity, Figure 30 mean scores of their self-reported feelings. The school staff sample in Cyrus reported very low frequency (never to rarely) of the burnout feeling in relation to classroom ethnic diversity as well as in general. These self-reports imply that that teaching ethnic minority students like Roma is likely to be an insignificant factor, not stimulating teacher's feeling of burnout.

Figure 30

Burnout among the School Staff Sample in Cyprus

school staff in Cyprus. The sample consisted of 11 Males and 24 Females. On average, the sample were between 31-35 years old and had about 10 years of school experience. Although, in general, they perceived a positive school climate in their schools, they reported slightly negative for student-student relations and school-wide engagement. They hold their multicultural beliefs slightly more than egalitarian beliefs, but more assimilationist in school than in general. Finally, they never felt burnout in relation to classroom ethnic diversity and rarely in general.

8.5. Conclusion

The present descriptive report was based on self-reports of teachers' attitudes towards ethnic diversity in general and in school among a convenience sample of 35

9. Part D: Cross-National Comparisons of the School Staff Samples

The two descriptive reports allowed for a cross-national comparisons of self-reports of teachers' attitudes towards ethnic diversity among a convenience sample school staff in Ireland (N = 104, %84 Female) and Cyprus (N = 35, %69 Female). This descriptive comparison can be at least from four aspects.

First, for a comparison in terms of teachers' perceptions of school climate, both of the samples perceived a positive school climate in general. The school staff samples, from both Ireland and Cyprus, had a perception of safe, welcoming, supportive, and inclusive schools that respect ethnic diversity, including Roma students. However, the sample from Cyprus reported slightly negative perception for student-student relations and school-wide engagement.

Next, for a comparison is in terms of teacher's beliefs about how to handle classroom ethnic diversity, the sample form Ireland reported no clear-cut boundary between the two contrasting – egalitarian and multicultural – beliefs. In contrast, the sample from Cyprus reported multicultural beliefs slightly more than egalitarian beliefs as the better way to handle classroom ethnic diversity. Notwithstanding the differences, both of them mostly agreed with their needs to have teacher training courses for how to handle classroom ethnic or cultural diversity. Such a training is likely enhance teacher's self-efficacy in the educational inclusion of Roma children in Ireland and Cyprus.

Further, the sample from Cyprus reported more assimilationist beliefs about ethnic diversity in school than in general, but more pluralist beliefs about ethnic diversity in general than in school. In comparison, the sample from Ireland reported less pluralist beliefs about ethnic diversity in school than in general, but an equal level of disagreement with assimilationist beliefs about ethnic diversity in general and in school. These self-reports convey that that the sample from Ireland reported less assimilations beliefs than the sample from Cyprus. In either groups, the common belief is likely to be their agreement with the social rather than educational inclusion of ethnic minority students, such as Roma.

Last, a descriptive comparison in terms of teacher burnout showed that both of the teacher sample reported never or rarely feeling burnout in relation to classroom ethnic diversity. Thus, teaching ethnic minority students like Roma is likely not a cause for worry about teachers' feeling of burnout in Ireland and Cyprus.

Section IV

10. Discussion

The BReAThE project had four main objectives. The first objective was to identify the prevalence rate of victims and perpetrators of peer-bullying among Roma students in primary schools in Ireland and Cyprus. The second objective was to determine whether there was gender difference in the rate of victims and perpetrators. Third objective was to describe victims and non-victims' perceptions of school climate, cognitive-behavioural-emotional engagement, and social emotional health. And finally, the fourth objective was to describe school staff's attitudes towards classroom ethnic-diversity, especially Roma inclusion.

10.1. Prevalence Rates

To validate achievement of the first objective, a theoretical framework and conceptual models was developed by the researchers leading the project (see Kuldas et al., 2021a, 2021b for the framework and models). Based on this framework, ethnicity-based bullying was defined as proactive-aggressive acts (verbal, physical, and/or indirect) against a person or group for their ethnic identity or ethnic origin like Roma (i.e., bullies and victims perceive or have an ethnical motivation). To perceive or have an ethnical reason and/or purpose is what makes ethnicity-based bullying and victimisation distinctive from other types or identity-based bullying, such as sexual and religious identity. Other than this distinction, both proactive-aggressive acts are target-directed (e.g., perceived social misfit), goal-oriented (e.g., social dominance orientation), and based on

repetition and social power imbalance (Kuldas et al., 2021a). In line with this definition, the present research described the prevalence rate for the sample: one third of the Roma students sample from Ireland and three-fourths of the sample from Cyprus were self-reported victims of peer bullying. Furthermore, self-reported perpetrators were not more than two (in fifty) among the Roma student sample in Ireland, whereas they were almost one in two of the sample in Cyprus. One main reason for why the sample in Cyprus had more self-reported victims and perpetrators might be *intersectionality* (multiple identities). Roma are considered or perceived (by themselves and by others) as part of the Turkish or Muslim community, which indirectly link them to the historical conflict or Turkey's occupation of the Northern Cyprus. Another reason might be differences in providing social security and educational assistance in the two countries. Roma students in Ireland receive better treatment, based on human rights, compared to those in Cyprus.

Although the prevalence rates are confined to the sample, and not generalizable to the population (i.e., not nationally representative), they might help to test or predict the prevalence in future research. This is because the rates reported here are consistent with other findings of two large-scale surveys conducted by the European Union Agency for Fundamental Rights (2012c, 2016), which were based on victims' self-reports, perceived discrimination against Roma (i.e. Roma respondents who personally felt discriminated against because of their skin colour and ethnicity). The survey in 2016, individual interviews with 7,947 Roma

respondents in nine European countries (Bulgaria, Croatia, the Czech Republic, Greece, Hungary, Portugal, Romania, Slovakia and Spain), found four out of 10 (almost one in two) Roma respondents felt discriminated at least once in the past five years or one in four of them felt discriminated in the last 12 months.

10.2. Roma Girls' Experiences

Whether or not the experiences of victims and perpetrators varied according to their gender was assessed as the second research objective. Roma girls reported much lower rates than boys for both being victims and perpetrators of peer-bullying. Among the student sample in Ireland, 15 victims were boys and the other two were girls, whereas eight boys and one girl were victims among the sample in Cyprus. As to peer-bullying, there were no girls found to be peer bullies in Ireland, whereas they were four boys and one girl among the sample in Cyprus.

This gender difference might be explained from the socially expected roles or behaviours of girls and boys in the respective society (Ireland and Cyprus) and Roma community. In the countries and Roma community, boys more than girls are socially expected to demonstrate proactive-aggressive acts. Another reason for the difference might be explained by sample size. The number of Roma girls attending school is expected to be much lower than boys. In addition, the number of Roma girls in participating in the current research was much lower than Roma boys.

10.3. Negative Social-Psychological Effects

Almost one in two victims among the sample in Ireland and all victims among the

sample in Cyprus perceived their ethnicity, race, or skin colour to be the main reason for being bullied by their peers. However, the descriptive nature of current study did not allow to test whether or not this perception was associated with subsequent outcomes (due to the needed sample size and inferential statistical analysis). Nevertheless, the Roma student samples provided the following self-descriptive reports which might be used for hypothesis development or testing in future research.

Compared to non-victims, most of the victims among the Roma sample in Ireland scored lower on their perceptions of overall positive school climate, cognitive-emotional-behavioural engagement, and social emotional health, but scored higher on the aspect of school-wide bullying. Although the sample in Cyprus scored similarly on the last two aspects (engagement and wellbeing), most victims ranked higher than non-victims on their perceptions of overall positive school climate.

One reason for this cross-country difference might be generation, that is, different perceptions among the first, second, and third generation of Roma children. The sample in Ireland mostly included second or third generation of Roma children who were born in Ireland and a had good command of English. In contrast, the sample in Cyprus were mostly of the first generation, who were born in the northern part of Cyprus and had a poor command of Cypriot-Greek language.

10.4. School Staff Attitudes

School staff attitudes towards classroom-ethnic diversity or ethnic minorities can

determine the effectiveness of prevention or intervention, that is, numbers and negative effects of victimisation and perpetration of peer-bullying among Roma students. The two samples of school staff in Ireland and Cyprus self-reported their attitudes, which allowed us to achieve the fourth research objective of this project.

Although both of the school staff samples, showed a perception of safe, welcoming, supportive, and inclusive schools that respect ethnic diversity, including Roma students, the sample in Ireland reported no clear beliefs in how to handle classroom ethnic diversity. They reported no clear-cut boundary between the two contrasting beliefs (whether to be egalitarian or multicultural) as well as disagreement with assimilationist beliefs in ethnic diversity in school. On the contrary, the sample in Cyprus reported multicultural beliefs slightly more than egalitarian beliefs. Contradictory to their multicultural beliefs, the sample in Cyprus showed more assimilationist beliefs in ethnic diversity in school (showed less pluralist beliefs in ethnic diversity in school).

These self-descriptive reports allow to draws a conclusion that the common beliefs between the sample in Ireland and Cyprus is their agreement with the social rather than educational inclusion of ethnic minority students, such as Roma. Notwithstanding the differences, both of the school staff samples agreed with their needs to have teacher training courses on how to handle classroom ethnic diversity. Further research is needed how such training could be or enhance teacher's self-efficacy in the educational inclusion of Roma children in Ireland and Cyprus.

11. Implications for the Roma Community

The primary implication of the project is related to *active participation* of Roma individuals. The BReAThE project had two Roma research assistants, one Roma woman and one man who played a central role in data collection. As concluded from previous studies and programs, "One of the lessons learned during the previous policy initiatives towards Roma was that Roma participation is a necessary ingredient if any progress on their situation is to be made" (Rostas & Kovacs, 2020. p. 7). Therefore, enabling Roma participation is central when investigation self-reports and thus interventions or preventions of victimisation and perpetration of peer-bullying among Roma students. This central role is extended to guidelines for planning and implementing national Roma integration goals across EU countries (European Commission, 2020).

Bullying involves practices of domination that deprive a person, group, or community of the capacity for agency (Department of Education and Skills, 2013b; Sercombe & Donnelly, 2013). Therefore, to tackle direct and indirect bullying, especially *multigenerational exclusion* of Roma *women*, is crucial to rebuilding or restoration of the loss of self- and collective-agency. To provide Roma parents and students with an opportunity to participate in research and education can *empower* their self- and collective-agency (European Commission, 2020). Active participation can enable them, particularly Roma girls, to have an equal access to quality education.

12. Limitations

The main limitation of the research is its shortfall in fully utilising the generic term

prevalence, which stands for generalisation. The shortfall was due to theoretical and statistical limitations. Therefore, the achievement of the first research objective required a theoretical framework and conceptual models, which have been developed by the researchers leading the project (Kuldas et al., 2021a, 2021b). Although the framework and conceptual models have delineated the question as to what needs to be taken into account for an accurate estimation of the prevalence rate, the first objective was incompletely achieved due to the following main reasons:

- The reviewed (psychological, sociological, educational, and psychometric) literature, especially on Roma, lacked an established framework and validated instrument for conceptualising and measuring ethnicity-based bullying and victimisation among Roma students;

- Time constraints on the preparation and getting peer-reviewed (published) the needed framework and models, which itself got more than one year;

- Time constraints on the preparation and validation of scales for measuring ethnicity-based bullying and victimisation, which required but still inaccessible nationally representative sample of Roma students;

- Various reasons (historically built-up negative experiences) that Roma parents and children had for not consenting to participate in the research;

- The number of Roma children consented and participated in the research was not nationally representative, not allowing to estimate an accurate prevalence rate;

- The lack of cooperation and engagement by the Ministry of Education in Cyprus;

- The lack of sufficient number of consents allowed for only applying a convenience sampling technique (i.e., non-probabilistic estimation of the prevalence rate) and descriptive analysis (not inferential statistical analysis); and

- The Covid-19 left no offline option to access Roma, distribute questionnaires, and collect Nationally representative data.

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