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COMMITTEE ON CULTURE, SCIENCE AND EDUCATION

Education against violence at school

Rapporteur: Gvozden Srećko FLEGO, Croatia, Socialist Group

The document reproduces the replies received to date to the questions sent to member state Ministers of Education

Ce document reproduit les réponses reçues à ce jour aux questions posées aux ministres de l'éducation des pays membres

A. Questions

**B. Replies by country - alphabetical order /
*réponses – par pays, ordre alphabétique***

A. Questions

1. Which forms of violence at school have been identified as a problem in your country (for example, psychological violence, physical violence, sexual violence, drug-related violence, armed violence, violence between students, violence between students and teachers, etc.)?

Quelles formes de violence en milieu scolaire ont été repérées comme posant problème dans votre pays (par exemple, violences psychologique, physique, sexuelle, liée à la drogue, avec arme, entre élèves, entre élèves et enseignants etc.) ?

2. What policies have been developed for dealing with violence at school (for example, school policies, educational policies, social policies, security policies, etc.)?

Quelles mesures ont été prises pour y remédier (par exemple, mesures en matières scolaire, éducative, sociale, sécuritaire etc.) ?

3. How is the issue of human violence approached in school curricula and school subjects taught in your country (for example, history, political studies, philosophy, religion, psychology, media literacy, arts, sport, etc.)?

Comment le problème de la violence est-il traité dans les programmes d'enseignement et dans les disciplines enseignées dans votre pays (par exemple histoire, études politiques, philosophie, religion, psychologie, initiation aux médias, arts, sports, etc.) ?

4. What measures for dealing with violence at school would you recommend (for example, empirical research, pre-school work, curricula, teacher training, extra-curricular work, parental counselling, technical security equipment, school co-operation, etc.)?

Quelles mesures préconiserez-vous pour lutter contre la violence en milieu scolaire (par exemple recherches empiriques, activités avec les très jeunes enfants, contenu des programmes, formation des enseignants, activités extra-scolaires, aide aux parents, matériel et équipement de sécurité, coopération entre établissements scolaires etc.) ?

**B. Replies by country - alphabetical order /
réponses – par pays, ordre alphabétique**



**REPUBLIC OF ALBANIA
MINISTRY OF EDUCATION AND SCIENCE
MINISTER**

Rruga: "Durrësit", Nr. 23, AL- 1001, Tiranë – SHQIPËRI

www.mash.gov.al Tel: 00 355 4 2226 307

Nr. **7496** Prot.
Tiranë, **11.12** 2009

Subject: Information about school violence

TO: Mr. Gvozden Srecko FLEGO

Reporter on education against violence at school

PARLIAMENTARY ASSEMBLY

Dear Mr Gvozden Srecko FLEGO

Following your request, dated October 14, 2009, regarding information on violence in Albanian schools, please find below the responses to your questions.

Question 1: Which forms of violence at school have been identified as a problem in your country (for example, psychological violence, physical violence, drug-related violence, armed violence, violence between students, violence between students and teachers, etc)?

Violence in Albanian society and in schools in particular has become an object of research conducted in the last 12 years. In more concrete terms the surveys comprise: "Abuse of children in the Albanian society" conducted by the Women's Association "Reflections" in 1997, "The situation of bad treatment of children in school settings and in families in the Tirana region" conducted by SOROS Foundation in 2000; "Violence against children in Albania" conducted by the centre for Human developments and UNICEF in 2006, etc

In general, indicators regarding physical, psychological and sexual violence against children are very close to the indicators of the above mentioned surveys. The following are some of these indicators with reference to the 2006 survey "Violence against children in Albania", which is part of the UN survey on violence against children throughout the world.



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Faqe 1 nga 4

Physical violence

In the survey, physical violence falls under various categories according to specifications.

Physical violence by dragging and slamming children against hard objects is exercised in 34 % of home children and in 39% of school children. 18% of children participating in the survey report that they have been physically abused by being enclosed in isolated places.

Psychological violence

According to this survey psychological violence is more widely spread compared to physical violence. 95% of home children and 75% of school children report that shouting is a form of maintaining discipline. This is used by both parents and teachers. Particularly in schools, psychological violence dominates. 53.2 children report that they have been threatened with bad marks. 50% of children report that they have been sent off from school; 73.7% of children report that they have been threatened of being denounced, and 50% of children report that they have been threatened by bringing their parents to school.

Sexual violence

The survey provides indicators of sexual violence on children. The number of children reporting this phenomenon is 13.3%. The authors of the survey state that they have not been able to go into depth of this phenomenon. However, the data that has been provided by children in the survey speak of realities for which, usually, reporting is missing.

Question 2: what policies have been developed for dealing with violence at school (for example, school, policies, educational policies, social policies, security policies etc.)?

The issue of violence in general and of violence against children in particular is malty dimensional. In education, from the legal aspect, child protection against violence is demonstrated in two legal acts: Law No.7952, dated 21.06.1995 "On pre-university education", amended and "The normative provisions for pre-university education" 2002.

The pre university law reads: "Education is carried out in accordance with the ratified principles in the current legislations, based on the traditions and achievements of our national school and is conducted in conformity with the international agreements and treaties ratified by the Republic of Albania. The functioning of educational institutions relies on the respect and implementation of two main documents "Universal Declaration on Human Rights" and the Convention for the protection of the child's rights".

Certain articles in the normative provisions for pre-university education adhere to the end of bad treatment of children and the use of violence against students and children in educational pre-university institutions. In particular, in chapters VIII and IX, the normative provisions for schools set up a legal framework which



protects children from violence and abuse in school settings, human rights and responsibilities for teachers and students.

Following the publication of the survey "Violence on children in Albania" in November 1996, the Ministry of Education and Science took immediate measures by issuing a circular, in all schools of the country, "Measures to be taken regarding the educational work to be done in schools and prevention of violence".

Starting with the year 2006, in the light of the implementation of this circular, every school year, the Local Education Offices and school directorates were to include in their annual plan of activities awareness raising, preventive measures and treatment of violence. Local Education Offices were to report on a regular basis to MoES regarding the implementation of these plans.

One concrete help regarding specialized treatment of violence in schools was the psychological service provided in schools. This service has been institutionalized in pre-university education two years ago. The priority task of the school psychologists is to deal with violence in schools and to treat specific cases. The meetings and lectures on violence, held with teachers, students and parents, are very helpful in this regard.

In the framework of the project that Terre des home is working on jointly with MoES in five Local Education Directorates, Child Protection Centers and Multidisciplinary Centers have been set up in order to help children at risk and children who are being abused.

Question 3: How is the issue of human violence approached in school curricula and school subjects taught in Your country (for example, history, political studies, philosophy, religion, psychology, media literacy, arts, sport etc)?

Violence is also addressed in the school textbooks in the context of human rights education and children's rights. Human rights education is officially incorporated in basic education in different curricular forms. It can be part of a subject area, cross curricular subject and extracurricular activity.

In the civic and citizenship education curriculum for grades I-IV and civic education for grades VI-IX there is a special curricular line which is directly connected with human rights and children's rights.

As cross curriculum, in different subjects of basic education, the objectives are connected with education and the implementation of children's rights.

In the extracurricular activities, in the framework of the implementation of school based curricula, the school directors develop and implement educational modules for I-IX grade students, and address special issues of the communities, among which the issue of violence on children in the family and out of their homes.



The Curriculum Department in the Ministry of Education and Science and the Institute for Training and Curriculum, in cooperation with the Albanian NGOs network, dealing with pre-university education have developed 14 educational topics for grades I-XII which aim at raising the awareness of students regarding their rights and in particular to contribute to the prevention of violence. These topics are based on successful teaching and learning models and are relevant to the abilities of various age groups. To teach these topics the hours at the teacher's disposal in the civics curriculum are used for grades I-V of the low cycle and the hours at the teacher's disposal for the civic education for grades V-IX. In addition, in grades I-IX of basic education, these topics can be treated in elective classes. "Extracurricular activities, which now have become a compulsory part of the official curriculum adopted by MoES.

In secondary schools (grades 10-12) these activities can be conducted in the hours at the teacher's disposal in the subject areas of sociology and philosophy.

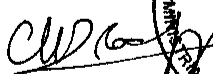
Question 4: What measures for dealing with violence at school would you recommend (for example, empirical research, pre-school work, curricula, teacher training, extra-curricular work, parental counseling

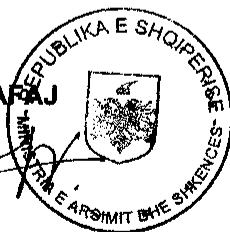
In addition to the improvement and addressing violence in more depth in the school curriculum and in the extracurricular activities, we are now preparing, jointly with UNICEF an integrated communication program which will be implemented in all schools of the country. This program is called "COMBI Plan" (Communication for Behavioral Impact) for reducing violence exerted by teachers on students as a way to discipline children in Albania"

The aim of the program is to ensure child protection from violence of any form, as provisioned in the Convention of Children's rights of the United Nations, ratified by the Albanian government and as provisioned in the main principles of the Constitution of the Republic of Albania.

The plan focuses mainly on the improvement of teacher's behaviors towards students and aims at changing violent behavioral patters of teachers with positive behaviors towards students.

The Ministry of Education and Science in cooperation with UNICEF is at the final stage of the development of the program whose implementation will start in January 2010. We think that the implementation of the program will have a positive impact in avoiding violent behaviors of teachers towards students.

MYQEREM TAFAJ

MINISTËR



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ANDORRA / ANDORRE**Q.1**

Le Ministère chargé de l'Éducation ne dispose pas actuellement de données quantifiables, statistiques concernant les cas de violence en milieu scolaire. Ceux-ci ne sont pas répertoriés, à l'exception des cas suivis par les services de police, et sont gérés directement par les équipes éducatives de chaque établissement.

Il convient de préciser que, dans notre pays, les cas de violence en milieu scolaire restent ponctuels et n'ont pas une incidence médiatique très élevée.

Ceci dit, les cas de violence entre élèves en milieu scolaire, qui ont été repérés dans notre pays prennent surtout la forme de violence physique entre égaux (avec des degrés d'intensité variables, quelquefois dans l'établissement, plus souvent à la sortie des cours) et de violence psychologique (*bullying*) notamment moyennant l'utilisation des technologies de l'information et de la communication, par exemple les *blogs*, les réseaux sociaux type *facebook*, les messages SMS, etc.

Les formes de violence envers les enseignants par des élèves sont surtout de l'ordre psychologique et verbal (insultes, manque de respect, perturbation de la classe, etc.)

Certains actes de vandalisme, comme l'intrusion dans les établissements scolaires, les vols et la destruction des équipements éducatifs sont également considérés comme une forme de violence.

Q.2

Les caractéristiques de notre pays (dimensions géographiques très réduites, climat généralement assez froid, nombre d'habitants inférieur à 90.000 personnes, pouvoirs politiques relativement proches des citoyens, ressources humaines en nombre élevé dans le service public, etc.) ont permis et facilité la mise en place rapide et effective de divers protocoles de prévention et réaction face aux problèmes liés à la violence scolaire comme par exemple :

- l'adhésion aux protocoles et recommandations émanant des Institutions et Organismes internationaux, ainsi que leur diffusion aussi bien en milieu scolaire qu'à la population en général.
- les décrets approuvés par notre Gouvernement en matière de lutte contre l'absentéisme scolaire, ou le protocole à suivre pour gérer les cas d'enfants en situation de risque.

Le Ministère de l'Intérieur et le Ministère de l'Éducation ont mis en place un programme de coopération entre les services de police et les chefs d'établissements pour répondre aux besoins des personnels éducatifs en ce qui concerne la surveillance des établissements pendant la journée scolaire et surtout au moment de l'accueil et à la sortie des cours. Des agents policiers de référence ont été nommés pour chaque établissement et les responsables éducatifs peuvent faire appel à eux en cas de besoin. Des réunions de coordination ont lieu périodiquement pour faire un bilan de la situation en matière de violence dans chaque établissement. La présence des forces de l'ordre aux alentours des établissements a, dans la plupart des cas, un effet dissuasif sur les jeunes, notamment les adolescents.

Au niveau pédagogique, les centres éducatifs réalisent des actions diversifiées visant à lutter contre l'exclusion et les formes de violence en milieu scolaire. Ces actions s'adressent à des élèves d'âges divers (des plus jeunes jusqu'aux élèves de Lycée) et sont axées sur la prévention et la détection. Ces actions prennent la forme de projets d'école ou d'établissement, de suivi individuel et de groupe (à travers un système de tutorat), d'interventions psychopédagogiques, d'ateliers, de conférences auprès des élèves.

Les objectifs/contenus des programmes éducatifs prévoient également le développement et l'acquisition de compétences liées aux valeurs (vivre ensemble), aux savoir-être et à la participation démocratique; les enseignants organisent leur programmation de classe dans le cadre de la matière qu'ils enseignent en prévoyant ces objectifs et contenus spécifiques.

Le Ministère chargé de l'Éducation organise également, et de façon périodique, des séances de formation des enseignants portant sur la gestion des situations de violence et sur les techniques de médiation dans des situations de conflit.

Finalement, en ce qui concerne spécifiquement les drogues, le Gouvernement développe, depuis plusieurs années, le Plan National contre les Drogues (PNCD) en coopération avec le Ministère de la Santé et le Ministère de l'Intérieur. Dans le cadre de ce plan, des formations spécifiques adressées aux enseignants, aux parents, des ateliers pour les élèves, sont organisés et des matériaux scolaires sont distribués dans tous les établissements du pays. (Compte tenu des dimensions du pays, les actions de diffusion sont facilement exhaustives).

En ce qui concerne spécifiquement l'action dans les cas avérés de violence en milieu scolaire, un travail en étroite collaboration avec le Ministère de la Santé est mis en place. Les équipes spécialisées de protection à l'enfance du Ministère de la Santé, ainsi que les services du Ministère de l'Éducation interviennent directement afin de résoudre la situation. Les interventions sont diverses et varient au cas par cas (en milieu scolaire, auprès de la famille et de l'entourage, avec les services sociaux, avec les services médicaux, avec les services de police si nécessaire).

Les communes organisent aussi des activités hors temps scolaire pour les jeunes et les plus jeunes dans ce même esprit. Elles disposent d'éducateurs spécialisés qui interviennent au niveau local et extrascolaire si nécessaire et qui suivent de près les situations de violence en dehors du contexte scolaire.

Les Associations de parents d'élèves mènent également à bien des actions auprès des familles dans ce sens-là, surtout sous la forme de conférences thématiques sur la violence.

Q.3

Les objectifs/contenus des programmes éducatifs prévoient le développement et l'acquisition de compétences liées aux valeurs (vivre ensemble), aux savoirs-être et à la participation démocratique; les enseignants organisent leur programmation de classe dans le cadre de la matière qu'ils enseignent en prévoyant ces objectifs et contenus spécifiques.

Au programme du primaire (6-12 ans), les objectifs généraux qui traitent le problème de la violence en milieu scolaire sont les suivants :

- Objectif n°6 : *Connaître et mettre en pratique, de manière adéquate, les normes et les exigences liés au comportement en société, afin d'être en mesure d'établir des relations interpersonnelles équilibrées et constructives (situations de travail, de jeu, de dialogue, de discussion, confrontation de points de vue, etc.)*
- Objectif n°20 : *Appliquer les principes élémentaires du fonctionnement démocratique au comportement individuel et à l'évaluation du comportement d'autres personnes, respecter les droits et les libertés d'autrui, exercer ses droits et ses libertés de manière critique et responsable, et accepter la diversité comme une valeur positive dans une société pluriculturelle telle que l'Andorrane.*

Au programme du secondaire (12-16 ans), les objectifs généraux qui traitent le problème de la violence en milieu scolaire sont les suivants :

- Objectif n°2 : *Adopter un comportement propre à une société démocratique qui facilite les relations avec autrui dans le cadre du dialogue et du respect à la différence tout en évitant les discriminations liées au sexe, à la race ou à tout autre aspect.*
- Objectif n°9 : *savoir utiliser les outils informatiques en faisant preuve d'esprit critique et réfléchi.*
- Objectif n°6 : *être capable d'utiliser les instruments nécessaires à l'analyse et à la pondération des valeurs et du fonctionnement propre à la société andorrane et aux sociétés actuelles en général, et proposer des actions qui permettent d'améliorer le bien-être personnel et collectif.*

Plus spécifiquement, certaines matières comme les sciences sociales, aussi bien au primaire qu'au secondaire, visent à atteindre des objectifs qui s'inscrivent dans le cadre de la lutte contre la violence sous toutes ses formes :

- Objectif n°7 : *Connaître les principes élémentaires qui rythment la vie dans une société démocratique et respecter les droits et les libertés des personnes, tout en adaptant son comportement à ces principes.*
- Objectif n°4 : *Faire preuve, auprès de personnes, de groupes et d'institutions, d'attitudes et de comportements qui démontrent une connaissance et un respect de soi et des autres, la tolérance et le respect des opinions et des différences ainsi que la volonté d'amélioration de la qualité de vie personnelle et collective, en s'appuyant sur des critères et des jugements de valeur bien fondés.*

Q.4

En ce qui concerne les mesures pour lutter contre la violence scolaire, il semble important de :

- continuer et intensifier les actions déjà existantes, surtout en termes de prévention
- intensifier la coopération entre les Institutions publiques et les agents de la communauté éducative, ainsi qu'avec les agents sociaux ; établir des partenariats pour améliorer la lutte contre la violence
- optimiser les ressources existantes en matière de lutte contre la violence
- améliorer les recueils de données relatifs à la violence en milieu scolaire au niveau officiel

ARMENIA / ARMÉNIE

Q. 1

The legislation in Armenia guarantees the protection of the rights of children. "Each child has the right to protection from any kind of violence (physical, psychological, etc.)" (RoA *Law On the Rights of the Child*, Article 9).

Q. 2

The Armenian legislation prescribes various penalties, including criminal penalties, for violations of human rights (that, naturally enough incorporate also children's rights). Nevertheless, it does not outline clear mechanisms to protect children's rights. In many cases, those laws are not enforced. Adequate protection of children's rights requires designing definitive mechanisms for the protection of children's rights, filling in gaps in legislation and, most importantly, enforcing the laws that protect children's rights.

Q. 3

The Baseline study on human rights education conducted in 2005 revealed a number of shortcomings. "Human rights education in the schools is provided in the form of separate subjects on human rights and civic education in grades eight and nine. Textbooks in these two subjects present a good start but do not cover key components such as crimes against humanity," (UNDP, 2005). Although a series of trainings on human rights education have been provided in schools, the human rights education remains focused on the subject based approach, where the other subjects continue to be taught through the "authoritarian stile". "Almost all teachers noted that human rights are one of the most favorite subjects at the schools where they teach, and even students who receive poor marks from all other subjects do very well during the course on human rights. However, many teachers, especially in the villages, complained that there is a serious lack of educational printed materials, audiovisual aids, and computers and Internet access," (UNDP, 2005). According to the survey, many teachers stated that they had argued with other teachers and administrators, who believed that as a result of increased knowledge about their rights, as well as getting used to classes based on interactive methods, students "are not behaving" during their other classes. The picture has been changed, but we do not have a definite study. The teachers have been undergoing vigorous training sessions in the school centers, where they have been introduced to the new methods of teaching and assessment. The growing body of teachers that believe that interactive methods do yield better results is growing in Armenia , as the in-service training system developed by the National Institute of Education has completed the first countrywide retraining. The process will continue further, which will be further strengthened by the pre-service training methods developments in one of the Pedagogical Universities of Armenia .

Q. 4

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AUSTRIA / AUTRICHE

Q. 1

The results of the different Austrian studies point to the following types of violence: Verbal violence; physical attacks; social exclusion, violence between teachers and students; bullying; cyber-bullying; and sexual harassment.

Q. 2

In 2008, a national strategy was developed in Austria to address preventive measures with regard to violence in schools. The objectives of this strategy are (a) to further the sensitivity to and knowledge of the different types of violence; (b) to further social competences as well as competences and strategies to deal with violence; and (c) to further the responsible behaviour and civil courage vis-à-vis violence. You will find more information at www.weissefeder.at.

Q. 3

Health promotion in schools comprises physical, psychological and social health and is realized within the framework of the principle of health education (cross-curricular).

Ms. Claudia Schmied, Minister of education, the Arts and Cultur, has recommended a five-point implementation programme.

Q. 4

In order to achieve the above-mentioned objectives, Minister Schmied, has, for the period 2009-2013, put the focus mainly on the following five themes, within the initiative entitled "Weiße Feder – Gemeinsam für Fairness und gegen Gewalt" ("White feather: Together for fairness and against violence"):

- Professionalization of teachers – furtherance of social competences;
- Further development of the support system for schools: School psychologists and pilot projects of the schools' social work;
- Agreements on codes of conduct in all schools;
- Annual networking forum of all partners;
- Implementation of violence prevention programmes.

BOSNIA AND HERZEGOVINA / BOSNIE-HERZEGOVIE

(translated from Bosnian)

Q.1

In Bosnian-Podrinje Canton violence in primary and secondary schools hasn't been identified as a key problem, but we could say that violence between pupils exists in the same proportion as in previous years. Identified forms of violence in our schools are physical and psychological violence and violence between pupils. Ministry doesn't have information on the other forms of violence, which doesn't mean they don't exist.

Q.2

Most of the education of pupils and teachers is done by NGOs and in recent years both state and federal ministries in cooperation with NGOs conduct intensive campaigns for drafting and implementing strategies on the fight against violence. These strategies involve sectors of education, social policy, security, healthcare and judiciary.

Q.3

Curricula are created by certain expert groups and competent ministries adopt those curricula. We believe that so far no significant attention was given to the approaches and elements of violence in curricula and teachers are the ones who are left with the possibility to give directions on this matter through certain subjects, as well as through class meetings and parent meetings. We can say that in this respect too, NGOs give most of the education to both pupils and teachers on the violence problem.

Q.4

Regarding the treatment of violence in schools, we believe that every form of violence should be strongly condemned and sanctioned. It is particularly important to work with younger pupils because the greatest results in prevention of violence can be achieved at their age. This prevention can be achieved above all through the work with parents especially through counselling starting with a family planning, then through the pre-school system by working with small children and later on through primary and secondary education. We don't find defining of the violence at school and violence in general through the curricula completely necessary if we additionally educate teachers on the ways and means of conducting violence prevention activities indirectly and directly through the work with pupils.

BULGARIA / BULGARIE**Q.1**

In Bulgaria systematic research of violence and harassment at school have been performed since 2002. The first survey was made by the team of Professor Plamen Kalchev of the Sofia University among 3000 children aged 10 to 18. It showed that nearly 17% of all school children in Bulgaria have been either direct or indirect victims of harassment by their schoolmates. In spite of this alarming trend the government did not undertake the necessary measures and in 2007 the proportion of child victims reached 23%. In the same year a pilot project of UNICEF – Bulgaria and other non-government organizations was launched, supported by the Sofia Municipality for reducing the violence in the educational institutions. In the framework of this project regular studies (every semester) are made of the situation of violence in the Bulgarian school. The summarized data show the following:

The most frequent expressions of violence among the school children in Bulgaria are:

- Physical violence – 29% of the cases
- Verbal harassment – 35% of the cases (including from a mobile phone)
- Psychological violence – 18 % of the cases
- Social (indirect) violence – 15% of the cases
- Other forms of violence – 3 % of the cases

The places where the violence occurs are:

- In the classroom – 24 % of the cases
- In the corridors – 28 % of the cases
- In the canteen – 6 % of the cases
- In the yard – 23 % of the cases
- In the vicinity of the school – 19 % of the cases

Q.2

One of the first tasks in the field of education of the new government which took office in July 2009 was to consider the problems of violence and harassment at school. With the help of experts from the Association of Psychologists in Bulgaria and UNICEF the project “School Free of Violence” was developed and recognized as one of the 12 priorities of the ministry for the next 4 years. It is currently piloted in four district centers in the country, and trainings of specialists and assistants are organized in order to introduce it in the remaining during the next two years. Legislative amendments are being prepared to assist schools making their own policies against the violence at school. The collaboration between the local authorities and the school management for development of regional policies and construction of psychological prevention centers is encouraged. The training of all school psychologists in the country started with the aim of increasing their capacity for implementation of measures for introducing discipline and preventing violence at school.

Q.3

Unfortunately the building and development of public and civic competences are very poorly reflected in the school curricula. This is equally valid for the topics of violence and harassment at school. Individual modules are introduced in the facultative classes, and there are optional religion and psychology classes („Social psychology and communication psychology” course), as well as the interdisciplinary subject „The Person and The World” for the upper grades. This is, however, insufficient. Starting a full revision of the school curricula, we envisage the introduction of civil education in the primary stage where the focus will be on building skills for decision-making and campaigning, conflict resolution and effective communication.

Q.4

We have learnt from the experience accumulated during the probation and introduction of the “School Free of Violence” program that the educational institutions cannot handle the problem by themselves. This task involves the entire community – parents, local authorities, the church, the media, non-government organizations and all citizens. Broad local coalitions must be built to take care of the children not only at the educational institutions but also outside them. Because, even if we manage to control the violence in school, it will not stop in the street or at home. The families should be assisted in the raising and education of their children. This refers to the socially vulnerable families, the single parents and the minorities.

CYPRUS / CHYPRE**Q.1**

The forms of violence that have been identified as a problem in Cyprus are Physical violence, Verbal violence and Social violence. Relevant research evidence concerning the occurrence of these forms of violence, are elaborated below:

1.1 Kokkinos, M. K. and Panagiotou, G. (2002). Behavioral Disorders, Bullying experiences and victimization in adolescence, Aggression, Proceedings of the 4th Psychological Conference, Nicosia, Cyprus.

Methodology: the sample was composed of 202 students aged 11-15 years (average = 13,1 years) from two secondary schools of Nicosia (one urban and one rural) during the school year 2001-02. The purpose of investigation was to examine whether the provocative disorder and the self-esteem of secondary school pupils are linked to aggressive behaviors of intimidation and victimization into the school space.

Some of the elements that are carried out from the research are the following:

- 14% of students were bullies (59% boys, 41% girls)
- 9% of students were victims (41% boys, 59% girls)
- 44% of students were victims and bullies simultaneously (52% boys, 48% girls)
- only 33% of schoolchildren were not at all involved in bullying situations
- 82% of the bullies and 81% of the victims come from families of low and medium socioeconomic levels
- Victims tend to be younger than the bullies.

1.2 Kyriakides, L., Kaloyirou, C. and Lindsay, G. (2006). An analysis of the Revised Olweus Bully/Victim Questionnaire using the Rasch measurement model, *The British Psychological Society*, 76, pp. 781-801.

Methodology: The sample was composed of 335 students of the sixth level (12 years old) of primary school, from 21 classes of 7 public schools of Nicosia.

The main objective of research was the control of the reliability and validity of the revised questionnaire of Olweus concerning bullying and at the same time the investigation of incidences of bullying at the primary level of public schools in Cyprus.

The research showed that bullying exists in primary schools. Concretely, the research proves that boys are more exposed in bullying than the girls and, also, that they bully more their schoolmate boys than girls. Still, the research shows that the boys use physical violence (physical bullying), while the girls use other forms of bullying. The verbal violence (verbal bullying) is the most frequent form of bullying in both sexes.

1.3 Educational Psychology Service

During the school year 2007-2008, 2356 students from elementary and primary education were referred in the Service of Educational Psychology. 355 of these children or percentage 15.1% were referred because of Behavior problems, Aggressiveness and Violence.

After the evaluation of the cases, it was realized that 136 children or percentage 5.7% were involved in bullying situations. Analytically:

- 56 children or percentage 2.4% were the bullies
- 53 children or percentage 2.2% were the victims
- 27 children or percentage 1.1% were victims and bullies.

Regarding Clinical Disturbances, 16 children or percentage 0.7% were diagnosed with Disturbance of Conduct which is expressed with violence, aggressiveness, and delinquency.

Q.2

The Ministry of Education and Culture (MOEC) has assigned to a committee of experts the study of the aforesaid issue. A fully fledged policy with enhanced measures has been designed on the basis of its recommendations. The recommendations include, but are not limited to, the design and development of intervention strategies in order to address problematic behaviours that will evaluate, monitor, assess and eliminate behaviours resulting in antisocial behaviour including violence, racism and xenophobia.

The Ministry of Education and Culture has developed a long-term strategic vision in order to deal with various social problems like drugs, smoking, juvenile delinquency, violence at school, etc. This policy has been agreed by all levels of Education and Educational Psychology Service. Following this policy a new administrative structure has been established in 2009 to coordinate the various Health Promotion interventions at all levels of education.

The basic aim of the long-term policy is to activate and support schools to develop and implement an action plan for health promotion and school delinquency prevention that is acceptable both by students and school staff. The action plan should consider it the needs and characteristics of each school. For the implementation of this plan it is necessary to establish cooperation with parents and other community agencies.

The Ministry supports the action plans of each school by:

1. Providing **in-service training** for teachers

The Ministry organises health education training for in-service educators and educational psychologists who work within public schools in Cyprus. Examples of training supported by the Ministry are given below:

- Two-day workshops on areas such as “Bullying”, “empowering schools”, “promoting self esteem”, “emotional health”, “development of social skills” etc.
- Training on different health education packages (“Step on my feet”, “The garden with 11 cats”, “Communication with adolescents” etc). These packages are conducted on a weekly basis at selected schools and classes, upon request from the school itself or from information provided by the Police.
- Training of schools’ advisors and inspectors on the development of an action plan relating health promotion and violence prevention. The advisors are subsequently expected to encourage the educators to include these topics in the schools’ programme.
- Encouragement of the schools to incorporate training on health matters as part of their annual action plan. All educators of a school attend a training session, which relates to the special problems and needs of each school. Then, they are expected to follow the training guidelines and/or implement a specific health package.

2. **Funding** schools actions and interventions

Schools are encouraged to identify their own needs and to undertake appropriate initiatives based on their resources and capabilities. Pupils, parents and teachers are encouraged to collaborate and to critically explore and improve their living conditions and health-related practices and choices at different levels: family, school and community. The schools can apply for financial support for their own school intervention. Many schools created supportive physical and social environments (such as improving unappealing indoor playground areas with new games equipment, transforming extra rooms at schools into entertainment or calming rooms), provided creative afternoons for parents and pupils (such as film workshops, learning computers together, drama workshops and music workshops) provided summer school activities in key target areas of social and economic deprivation and so forth.

3. Supporting schools to implement **health promotion programmes**.

To address this problem, a number of health promotion programmes have been introduced, at all levels of education, aiming mainly at the prevention of disruptive behaviour, through raising students’ self-esteem, teaching them to manage their feelings and preventing school failure, which has been identified as a major factor resulting in antisocial behaviour.

Some of the preventive programmes are the following:

- **European Network of Health Promoting Schools**

The European Network of Health Promoting Schools was developed, as a pioneering form of approach for the promotion of health. It aims at the growth of a healthy way of living for the population of each school unit. It offers opportunities, but at the same time it provides a healthy and secure supporting environment.

The basic values underpinning the health promoting schools approach in Europe are:

- equity;
- active participation of students;
- development of students' action competence;
- importance of the social and physical environment of the school;
- integration of health promotion policies as part of school development.

The Health Promoting Schools programme concerns the school environment, the official and unofficial curriculum, the pupils' family and the community. Its philosophy is to incorporate the promotion of health in all schooling areas. In other words, the healthy way of living should constitute part of the daily life of the school and should be adopted from all its members. Cyprus participates in this Network since 1995.

- **Conflict resolution**

The implementation of a "Communication Model" in some primary schools aims towards the resolution of conflicts between peers during which pupils act as conflict moderators. The main objectives of the programme are the following:

- a. Development of basic communication skills: free speech, active listening, argumentation, feedback.
- b. Training of students in order to act as counselors for other students
- c. Training of students in order to act as mediators between other students and help them resolve their conflicts.

- **Zones of educational priorities – Z.E.P.**

The areas that are characterised as Zones of Educational Priority are those which are economically and socially deprived. The particular kindergarten/s, the primary school/s as well as the neighbouring gymnasium/s of each district form a network and all stakeholders work closely together to develop quoin programmes for the socialisation of pupils. In these schools a series of extra measures are provided, which include among others, the decrease of the number of pupils per class, free breakfast for all pupils of the schools and other measures that are decided by each school unit in cooperation with the local communities. During the school year 2008-09, eight kindergartens, ten primary schools and four gymnasiums, participated in this programme, developing 176 Action Plans which aimed at prevention of school exclusion, school leaving, the prevention of violence and juvenile delinquency.

4. Supporting schools through the **Committee of Direct intervention**

The "**Committee of Direct intervention**" consists of representatives from various Departments and Services of the Ministry such as Teachers of Primary and Secondary Level, Educational Psychologists and Social Support Workers. The purpose of this committee is the development, promotion and follow-up of an action plan which will provide a holistic approach to the specific problem. The teachers of each school, educational psychologists, the social support workers, the parents and the local community are encouraged to get involved in this process. The committee has the authority to support each school by accelerating the processes and promoting economic subsidies where needed, in order to confront the problems and activate the action plan. Finally, the team promotes the application of prevention programs, with the objective to minimize juvenile delinquency in schools.

Within the framework of counteracting violence and delinquency the Ministry of Education and Culture will operate an **Observatory for school violence** in 2010.

Q.3

The overall aim of education in Cyprus is the development of free and democratic citizens who contribute to the promotion of cooperation, mutual understanding, respect and love among individuals and people for the prevalence of freedom, justice and peace.

The policy priorities of the Ministry of Education and Culture, as deriving from the abovementioned general aim, place particular emphasis on democratization, by cultivating respect for the dignity and uniqueness of each individual; respect for the opinion of the majority; creating opportunities for active participation in the decision making progress; providing equality of opportunity in all aspects of school life; encouraging cooperation and responsibility. Furthermore, emphasis is being placed by creating favorable conditions for coexistence, cooperation and combating intolerance and xenophobia, in a world where an international character is increasingly developed, cultural diversity is promoted and boundaries are abolished.

In an environment where «the only factor that remains stable is change¹», the Government of the Republic of Cyprus has initiated an ambitious Educational Reform Programme, inviting dialogue among all stakeholders (Political Parties, Teacher Unions, Parents Associations, Associations of Students, and the Government, represented by the Ministry of Education and Culture and the Planning Bureau) with a view to turn into reality the vision of a better educational system that would meet the needs and challenges of the twenty first century. This initiative was launched in January 2005, following a report by a Committee of seven academics which identified the weaknesses of the Cyprus Education System and the areas in need of reform and made recommendations. Please note that, education in all public schools in Cyprus is increasingly focused on the acceptance of diversity, tolerance as well as the respect for other cultures and to prepare tomorrow's citizens for living in a multicultural environment. In order to raise awareness concerning the principles of non discrimination and equality the MOEC has issued a circular in September of 2008 as well as in September 2009 in which great emphasis is placed on the priority goal for the aforementioned school years which is none other than the:

- “Enhancement of mutual respect and understanding among the different cultures of the island for nurturing the peaceful coexistence”.

Educators, students and parents received information and were encouraged to participate in planned events (conferences, seminars, plays, book clubs, etc) related to the objective and plan special activities that will include:

- Creating cross curriculum approaches in order to highlight cooperation, mutual understanding and love between individuals and people and generations free from the spectrum of intolerance and chauvinism, aiming at safeguarding freedom, justice and peace.

Additionally, practical modalities such as informing and sensitizing all stakeholders, involved in the educational process, in terms of implementing the right to human rights education and training have been set. For example in public schools during the past few years, this important issue was approached using the interdisciplinary method in a variety of subject matters such as Greek, History, Civics and Geography. In this effort, a number of governmental and nongovernmental organizations were involved which offered their expertise and valuable knowledge. The methods and activities used were the following:

- Participatory teaching and active learning methods;
- Projects, group work and simulations;
- Use of drama, role play, case studies;
- School visits and excursions;

¹ As stated by the Greek philosopher Heraclitus

- Use of research techniques in the school and the community;
- Debates on human rights with the participation of the students, parents and teachers;
- Developing school, class and family charters of rights- making comparisons with the United Nations Convention on the Rights of the Child;
- Preparation of educational material;
- Essay and drawing competitions.

In developing the framework of human rights education and training the following permeating priorities were addressed in all aspects of the educational system, with emphasis on multidisciplinary approaches and experiential learning such as:

- Raising the public awareness for human rights education and democratic procedures;
- Educating stakeholders in the related areas;
- Differentiating teachers' and students' attitudes;
- Strengthening of Human Rights Education in the educational system at all levels;
- Clarifying the role and strengthening the capacities of the mass media for Human Rights Education, using the appropriate language and pictures;
- Promoting active involvement of NGO's in the realization of the goals of Human Rights Education at different levels.

Q.4

Holistic approach: development of programs that empower schools to develop actions in the following levels:

a. The child

- social, emotional and personal development
- success at school

b. The family

- support and consulting parents regarding the management of the behavior of their children

c. The school

- class management
- Behaviour skills
- clear expectations
- climate of justice
- promotes the autonomy of children and their involvement in the management of their life at school

d. The community

- creates the bonding between children and community by offering possibilities of creative cultural and sports activities
- provides support to the families
- establishes cooperation with schools

DENMARK / DANEMARK

Q.1

Violence has not been identified as a problem in the Danish schools. (But bullying is a problem in many schools in Denmark - especially in the primary school. With regard to bullying, the Ministry of Education, relevant organizations and schools have taken a lot of different initiatives to solve the problems).

Q.2

The Ministry of Education has not developed general policies as for example school policies, educational policies and security policies. These issues depend on local decisions.

Q.3

It is a local decision how the issue of human violence in school curricula and school subjects is handled.

Q.4

The Ministry of Education does not have measures or guidelines for dealing with violence at school - for the reason that violence has not been identified as a problem in the Danish schools.

ESTONIA / ESTONIE**Q.1**

According to studies carried out in Estonia during previous few years we can say that physical, psychological and internet connected violence has been identified as a problem in Estonian schools. The studies carried out are relatively small but a general picture of the situation can be created.

During recent years changes in bullying behaviour have been noticed. In 1999-2002 there was a raise in bullying behavior and in 2002-2005 a downfall has been detected.

According to a study "Several fassetts of bullying" in 2006 among pupils in grades 5-7 the results showed that 15,5% of pupils reported being in some way connected to bullying behaviour (either they had been bullied, had themselves bullied other students or had observed bullying behaviour).

The situation of school climate and rate of violence is heterogeneous in Estonian schools. In this study the percentage differed from school to school up to five times.

1/5 of students who participated in this study reported having been bullied by a teacher. The same amount of teachers reported having been bullied by a student. Less than 10% of teachers reported having been bullied by other adult staff members.

According to another study carried out in 2006 during campaign "Web-brother" 1/3 of children in the age of 6-14 who were interviewed had experienced calling names, bullying or being picked on via internet.

A study on the topic of threats in computer usage carried out by EMOR in 2006 showed that children`s knowledge in Estonia about the threats in internet is quite high. Still 31% of 6-14 year old children who participated in this study reported having experience with improper words and bullying on internet.

In 2007 Ministry of Social Affairs publicated a qualitative study about teenagers` interpretations concerning violence. The results showed that students` perceptions about violence are mainly connected to physical violence but the frequency of psychological violence is higher than physical. It also has been noted in different studies that the nature of violence becomes less physical and more psychological as students get older.

In 2009 the results of a qualitative study published in the series "Estonian Studies in Education. Teenagers in Estonia: values and behavior" showed that in students narratives school is seen as a potential place for violence to occur. Students` and adult professionals` narratives concerning violence are different. Psychological violence is seen as an important problem by students whereas teachers mainly concentrate on physical violence in their narratives and are not sure whether intervening is always the best solution in case of verbal violence.

Professionals (teachers, social workers, youth police etc) in their narratives concentrated on finding out who is responsible for violent behavior (for example blaming parents or other professionals), on matters concerning regulations and their lack of rights to take actions.

Q.2

According to the **Basic Schools and Upper Secondary Schools Act**:

- schools shall ensure the mental and physical security of the students and the protection of students' health during their stay at school;
- schools shall apply measures to prevent mental and physical violence and shall cooperate with the parents (guardians, curators), managers of the schools and, if necessary, the police and other authorities and experts;
- procedure for notification of incidents endangering the mental or physical security of teachers or students and the procedure for the resolution of such incidents shall be established by the internal rules of the schools.

In 2008 **action plan "Safe school" 2009-2011** was created by Estonian Ministry of Education and Research in co-operation with many partners and stakeholders such as Ministry of Social Affairs, Ministry of Justice, Estonian Police Board, Estonian Rescue Board, Estonian Road Administration, representatives from unions of students, parents, teachers, schools psychologists, Estonian Union of Child Welfare and other NGOs dealing with the issue of children safety.

In this action plan partners' main areas of work in this field are mapped and also new initiatives for three years are planned in following areas:

- legislation;
- training and courses;
- supporting teachers and support staff;
- providing up-to-date information to different target groups, and preparing guidance materials;
- support for creating necessary networks in national as well as local level;
- Making the services of study counseling and the help of support staff (psychologists, special pedagogs etc) more accessible to students, parents and teachers.

Activities are carried out through changing legislation, carrying out national programs, through co-operative activities with partner organizations and by NGOs, through local and national projects carried out with the support of European Social Fund, Council of Gambling Tax etc.

At the moment new Basic Schools and Upper Secondary Schools Act is being processed.

New Draft Act has several additional points about ensuring a safe learning environment, f.e:

General points

- To prevent violence the supervision of students must be assured during their stay at school
- Usage of rooms and school territory should be arranged in a way that it would not predispose situations that would endanger mental or physical safety of students or workers
- School may use monitoring devices to prevent and respond to situations endangering student and staff security/safety in the means of Security Act
- In order to ensure supervision of students and safety of students and staff the school may control moving in and out of school building and territory of underage students
- With the agreement of parents school may restrain moving in and out of school building and territory of underage students.

Solving emergency situations in school

- Owner and head of school ensure protection of students and staff in emergency situations
- Head of the school shall arrange creating a plan for solving emergency situations in cooperation with teachers' board, school board and experts if needed.

The plan must cover:

- broad principles of solving emergency situations;

- tasks of school workers who are in charge in case emergency situations occur;
- the names of schools workers who are in charge and those contributing in case of emergency situations;
- the arrangements of leading and co-ordinating solving the emergency situation;
- arrangements of exchanging information;
- arrangements of notifying staff, students, parents and others if needed (f.e media).

Measures to discipline students

- In order to influence students to behave according to school rules, to respect others and in order to prevent violence in school, school may take measures (draft act provides several measures that could be taken);
- Measures taken must be reasoned and proportionate. When taking measures school must take into account students` age, special needs, educational special needs, cultural or religious specialities;
- Before taking a measure student (and for a few measures also a parent) must be given opportunity to give explanations and opinion;
- If a student thinks that his/her rights have been violated or freedoms restricted they can complain as regulated in administrative proceeding.

Q.3

In current national curriculum safety is handled mainly through horizontal themes “Safety”, “IT and media studies” and the subject called “Inimeseõpetus” which covers health education as well as different topics in development psychology, family planning, social and communication skills etc.

At this moment new national curriculum is being processed. In draft act safety issues are strongly integrated into three horizontal themes “Health and safety”, “Values and morality” and “Information environment”.

The horizontal themes are carried out through:

- 1) arrangement of learning environment;
- 2) subject lessons;
- 3) optional subjects;
- 4) creative assignments;
- 5) school events, study visits, interest groups etc.

Q.4

All measures mentioned are very important in order to reduce the rate of violence in schools. It is important to have a holistic approach in this matter. In order to achieve that, co-operation among communities and networks in local as well as national level need to be developed.

FRANCE



Par courrier du 4 octobre 2009, vous avez bien voulu appeler l'attention de Monsieur Luc CHATEL, Ministre de l'Éducation nationale, Porte-parole du gouvernement, sur l'élaboration d'un rapport sur l'éducation contre la violence à l'école.

La Direction de l'évaluation, de la prospective et de la performance (DEPP) du ministère de l'Éducation nationale, en concertation avec les chefs d'établissement, a conçu le Système d'information et de vigilance sur la sécurité scolaire (SIVIS) afin de recenser les actes de violence les plus graves qui interviennent dans les établissements publics du second degré. Plusieurs tendances ont été constatées pour l'année 2008-2009.

Les atteintes aux personnes sont largement dominantes et constituent plus de 80% des agressions recensées : les violences physiques (39%) et verbales (35%) sont les plus courantes, les autres telles le racket (2%), les violences à caractère sexuel (1,6%), les atteintes à la vie privée (1,6%), le « happy slapping » (0,7%), le bizutage (0,4%) et les « jeux » dangereux sont nettement plus rares.

La violence physique, dont les auteurs sont majoritairement des garçons, a essentiellement lieu entre élèves. En revanche, les personnels des établissements scolaires sont les principales victimes de la violence verbale, d'origine plus mixte mais toujours à dominante masculine. La violence des élèves, de manière générale, est majoritairement portée contre des personnes de même sexe.

Les atteintes aux biens, quant à elles, représentent 13% des incidents graves déclarés et se répartissent entre le vol (6%), les dommages aux locaux ou au matériel (5%) et les atteintes aux biens personnels (2%).

Monsieur Gvozden Srećko FLEGO
Rapporteur sur l'éducation contre les actes de violence en milieu scolaire

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Les atteintes à la sécurité constituent 6% des actes recensés. Bien que pénalement répréhensibles, elles ne sont pas systématiquement violentes : c'est le cas notamment de la consommation de stupéfiants qui représente 2% des incidents. D'autres faits sont néanmoins plus menaçants pour la sécurité, tels le trafic de stupéfiants (1,2%), le port d'arme blanche (2,2%) ou d'arme à feu (0,3%).

Des actions ont été engagées, dès 1990, afin de prévenir et de lutter contre les faits de violence en milieu scolaire. Un partenariat entre les ministères chargés de l'Education nationale et de l'Intérieur a été concrétisé par le protocole d'accord, signé le 4 octobre 2004, qui prévoit, entre autres mesures, la désignation d'un correspondant scolaire police ou gendarmerie et la mise en place d'un diagnostic de sécurité partagé.

Dans la circulaire interministérielle n° 2006-125 du 16 août 2006 relative à la prévention et à la lutte contre la violence en milieu scolaire, les ministères de l'Education nationale, de la Justice et de l'Intérieur ont souhaité :

- réaffirmer la primauté de l'acte éducatif ;
- soutenir et accompagner les victimes de violence ;
- assurer la sécurité des personnes ;
- mieux informer sur les conduites à tenir et les procédures à suivre ;
- responsabiliser les élèves et associer plus étroitement les parents ;
- et améliorer l'efficacité des partenariats.

Ces objectifs ont été mis en œuvre au travers de plusieurs mesures concrètes :

- la réalisation de diagnostics de sécurité dans les établissements scolaires ;
- la mise en place de correspondants scolaires police ou gendarmerie afin d'améliorer la sécurisation des établissements et de leurs abords ;
- la mise en place de dispositifs d'information sur l'aide aux victimes ;
- le développement de formations relatives aux conduites à tenir face aux infractions, violences et situations d'insécurité ;
- la réalisation d'outil d'évaluation des partenariats.

La sanctuarisation des établissements d'enseignement constitue aujourd'hui un objectif commun du ministère de l'Education nationale et du ministère de l'Intérieur, de l'outre-mer et des collectivités territoriales qui ont souhaité donner un nouvel essor aux politiques partenariales déjà engagées.

Ainsi, la circulaire interministérielle n° 2009-137 du 23 septembre 2009 propose cinq axes d'action pour prévenir la violence en milieu scolaire :

1- la réalisation des diagnostics de sécurité des établissements scolaires

Dans les établissements scolaires les plus exposés aux phénomènes de violence, les diagnostics de sécurité déjà réalisés devront aboutir, au cours de l'année scolaire 2009-2010, à la mise en œuvre concrète de leurs préconisations. La réalisation des diagnostics de sécurité des autres établissements scolaires devra être achevée pour la fin de l'année 2010. Un guide à destination des chefs d'établissements et des correspondants police-gendarmerie a été élaboré à cet effet.

2- la désignation de correspondants pour la sécurité de l'école

Des « correspondants police-gendarmerie sécurité de l'école » sont désignés dans tous les établissements scolaires du second degré et dans certaines écoles. Interlocuteurs habituels des chefs d'établissement, ils interviennent dans le cadre d'actions de prévention (racket, drogue...) et en situation de crise. Ils doivent être clairement identifiés par les personnels de l'Éducation nationale.

3- l'organisation d'opérations de sécurisation aux abords des établissements scolaires

Ces interventions peuvent avoir lieu à l'initiative des services de police ou de gendarmerie, ou à la demande des autorités académiques ou des chefs d'établissement. Elles peuvent être complétées par l'action des équipes mobiles de sécurité placées sous l'autorité des recteurs et dont les missions seront définies par une circulaire spécifique.

4- la formation des professionnels aux problématiques de sécurité et à la gestion de crise

Un plan de formation aux problématiques de sécurité et à la gestion de crise est élaboré en partenariat par l'Institut national des hautes études de sécurité (INHES) et l'École supérieure de l'éducation nationale (ESEN), à destination des professionnels d'encadrement et de sécurité.

5- l'organisation du suivi de la délinquance

Le suivi de la délinquance s'effectuera selon deux modalités :

- la programmation de réunions coprésidées par le préfet et le procureur de la République, en présence des inspecteurs d'académie, directeurs de services départementaux de l'Éducation nationale, et pouvant associer le président du conseil général, les maires, les représentants des associations intervenant en milieu scolaire et les correspondants « sécurité-école » ;

- la transmission au préfet de deux tableaux mensuels, l'un mentionnant les faits de violence en milieu scolaire déclarés par les chefs d'établissement, l'autre recensant les crimes et délits enregistrés par les services de police et de gendarmerie.

D'autre part, plusieurs actions visant le soutien à la parentalité contribuent également à la lutte contre la violence scolaire.

Ainsi, l'opération expérimentale « Ouvrir l'école aux parents pour faciliter l'intégration » qui s'adresse à des parents d'élèves, étrangers ou immigrés, a pour objectifs de permettre :

- l'acquisition de la maîtrise de la langue française en vue de faciliter l'insertion professionnelle ;
- la présentation des principes et des valeurs de la République pour favoriser l'insertion dans la société française ;
- et une meilleure connaissance de l'institution scolaire, des droits et des devoirs des élèves et des parents, de l'exercice de la parentalité pour donner aux parents les moyens d'aider les enfants dans leur scolarité.

Les réseaux d'écoute, d'aide et d'accompagnement des parents (REAAP) ont, quant à eux, une mission de prévention et d'appui visant à conforter, à travers le dialogue et l'échange, les compétences des parents, notamment aux périodes charnières du développement, quand l'exercice de la parentalité peut être mis à l'épreuve par des questions relatives à l'autorité, à la gestion des conflits, au respect des règles de vie...

Enfin, le problème de la violence est abordé dans les programmes d'enseignement, essentiellement dans les cours d'éducation civique, au collège et au lycée.

A travers le thème *le collégien, l'enfant, l'habitant*, les élèves apprennent que la vie en société impose des règles (règlement intérieur du collège, autorité des parents) qu'il convient de connaître, de respecter et de comprendre. Ainsi, chacun a des droits (l'éducation, la protection) et des devoirs, différents selon l'âge et le statut des personnes. La résolution du conflit doit reposer sur le respect des règles et non sur la violence.

La diversité et l'égalité est un sujet qui a pour but de permettre à l'élève de se confronter à la diversité humaine et de reconnaître l'altérité. La loi vient garantir l'égalité et les libertés fondamentales (dont la sûreté) des citoyens mais également codifier les relations entre les hommes dans une société. La justice, garante du respect du droit, a pour mission de protéger, de punir et d'arbitrer les conflits.

L'étude des *droits et devoirs des membres de la communauté éducative* conduit l'élève à réfléchir à différentes situations concrètes comme, par exemple, la violence en milieu scolaire et sa prévention.

Enfin, le thème de *la citoyenneté démocratique* met en lumière les valeurs et les principes qui fondent la République française et permet ensuite d'aborder différents sujets tels la nécessaire civilité des rapports humains en tant que première condition de l'exercice de la citoyenneté ou le respect des normes communes.

Le programme d'enseignement de la philosophie en classe terminale aborde le thème de la violence au travers de notions telles que *le Sujet, la politique* ou *la morale*.

Je vous prie de croire, Monsieur le Rapporteur, à l'assurance de mes sentiments les meilleurs.



Philippe GUSTIN

CAB/PARISOT / n° 459

GERMANY / ALLEMAGNE

(Or. German)

[Attachments mentioned available (in original German) from the Secretariat]

Q. 1

In Germany, the debate on violence at schools started in the early 1990s. A study based on the city of Bochum revealed that verbal violence in particular was widespread. Since then, numerous studies have been carried out in various *Länder*. They all show that verbal and physical violence are a central problem. Property offences rank second. Extreme physical violence, on the other hand, is relatively rare at schools, as is sexual violence. Violence at school tends to be transient in nature – in other words, it is applied a limited number of times by individual students at a certain age and then tends to dissipate of its own accord. The problem is a small “hard core” (approximately 5% of each age group). Bullying (usually known as “mobbing” in Germany) only became the subject of intensive study quite recently. According to initial studies, a large percentage of students have experienced bullying from other students at some time. It should also be mentioned that teachers sometimes behave in inappropriate ways towards students. The rise of new media has led to the development of “cyber-bullying” (via text messages, the Internet, etc), which can be directed towards other students or towards teachers.

In recent years, there have been a small number of school shootings at German schools in which young people and adults suffered injury or death (Erfurt, Emsdetten, Winnenden, St. Augustin, and Ansbach). These terrible crimes not only arouse a great deal of public interest, but also inspire copycats. Although most warnings of similar killing sprees turn out to be empty threats, they deeply unsettle students, parents and teachers and require psychological counselling.

Further information on different forms of violence at schools can be obtained from the head of the Bureau for Crime Prevention of the Police Forces of the Federal Government and the *Länder*. In addition, the crime statistics compiled by the police in each *Land* offer up-to-date information on school crime, which was first introduced as a separate category in 2008.

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A joint press release was issued by the Standing Conference of the Interior Ministers and Senators of the *Länder* (IMK), the Standing Conference of the Ministers of Education of the *Länder* (KMK) and the Bureau for Crime Prevention of the Police Forces of the Federal Government and the *Länder* (PL PK) in 2004 (see Annex 1). Information is also available on the website of the Bureau for Crime Prevention of the Police Forces:

http://www.polizei-beratung.de/vorbeugung/jugendkriminalitaet/gewalt_an_schulen/#content.

Q. 2

The curricula and teaching guides issued by the *Länder* address the subject of violence. In addition, the school regulations of the *Länder* provide a framework for productive and peaceful relations at schools. For the (unlikely) event of an act of violence carried out by an individual against a school (e.g. a school shooting), there are emergency guidelines and measures as well as training events for teachers. Almost all *Länder* have now developed emergency guidelines that not only deal with acts of extreme violence, but also offer information about preventive measures and opportunities for cooperation. Social education workers and school psychologists who work in or for schools play an increasingly important role in the area of prevention. Some *Länder* have specially trained emergency school psychologists who can be deployed at short notice. When it comes to violence prevention, it is important for schools to work together with other authorities, such as the police and the youth welfare office. This can enable them to offer educational or psychological support at an early stage. By and large, there is constructive cooperation between schools and police and between schools and the youth welfare office.

Prevention programmes at schools have increased awareness of violent acts and thus enhanced the capacity of schools to act when such crimes do occur. At the same time, however, these programmes have shown that there is a need for further action.

Q. 3

Article 1 of the Basic Law of the Federal Republic of Germany protects the human dignity of all people. An amendment made to the German Civil Code in 2000 states that “Corporal punishment, psychological injuries and other degrading measures are impermissible”. Respect for human dignity and fair and considerate relations with others are therefore basic principles at schools and in curricula and are not tied to specific subjects. Needless to say, each school subject contributes to this in a different way – for example, the principle of “fair play” can be taught in physical education; the ethical values behind it are addressed in philosophy, religion and ethics; and the consequences of inhumanity and violence (e.g. wars) as well as the development of counter-movements can be discussed in history.

Q. 4

Annex 2 – “Research on Bullying and Violence in Schools in Germany – an overview” – offers an overview (in English) on research into the different forms of violence at schools by Professor Poelchau, the rapporteur to the Standing Conference of the *Länder* Ministers of Education and Cultural Affairs on the subject of violence at school.

Annex 3 offers information about a BMBF-supported project of the *Freie Universität* on the development and evaluation of social and professional networks and early-warning systems for the prevention of school shootings and other targeted acts of violence at German schools (NETWASS, see Annex). The basic aim of the project is to sensitise people working in the relevant occupational fields to the issue, enable them to recognise children and young people who show signs of behavioural problems at an early stage, and train selected experts to carry out an independent risk evaluation with an interdisciplinary team. The envisaged project results will help us reach a realistic assessment of the seriousness of threats of violence. At the same time, students in distress can be identified in time to give them the help they need. The training sessions are intended to give teachers and educators instructions and guidelines on how to identify threats reliably and act in a way that is both targeted and appropriate to the situation.

Apart from that, the only effective measure is to start with violence prevention as early as possible whenever it becomes clear that this area is being neglected in a child’s home – ideally before the child starts school. It is important for the school to take advantage of all available opportunities for cooperation. This includes police, youth work and youth welfare services, churches, unions, women’s initiatives and child protection associations. After all, violence prevention is not just the responsibility of schools, but of society as a whole. That is why ‘networks against violence’ have been formed in some *Länder* since the mid 1990s with the aim of promoting such collaborations. The ‘Land prevention councils’, which exist in several *Länder*, have repeatedly stressed the need for cooperation.

The development of social skills and violence prevention is often addressed in initial and continuing teacher training in the *Länder*. Values and social skills can also be taught in all-day schools or extracurricular activities. Technical measures to prevent deviant behaviour are of interest only as a supplement to other, primarily educational, measures. An open school in an open society should not have to rely on technical security equipment.

GREECE / GRECE

Q. 1

At present the most common form of violence in our schools is aggressive behavior. This is based upon the research conducted by N. Petropoulos & A. Papastilianou (2001) at the Hellenic Pedagogic Institute which is entitled "Types of Aggression, Violence and Protest in School". Furthermore, in 2006, Ms A. Kokkevi at the University Research Institute of Mental Health & the Psychiatric Clinic conducted research entitled "The Health of Teenagers, Dimensions, Conditions within the Social Framework".

The abovementioned research conducted in schools in Greece, indicate that boys are more aggressive than girls. 59% of boys and 28.9% of girls have been involved in violence, while they have been involved in physical violence at least once during the last year. 13 year olds displayed more violent behavior than 15 or 13 year olds. Furthermore, aggressive behavior like bullying was expressed through swearing and rude gestures. In Junior High School the incidence of violence amongst individual students is more prevalent while Senior High School students display an increase in deviant behavior and vandalism.

Q. 2

It is common knowledge that prevention and dealing with violence has a direct relationship with human behavior and the development of social skills. Therefore, the Directorate of Health and Environmental Education in the Ministry of Education has implemented the following programs to combat violence in schools

- The prevention of violence in schools
- Addictive substances (Drugs, alcohol, etc.)
- Mental health & Interpersonal Relationships
- Racism – Xenophobia
- Equality of the sexes
- Dealing with school stress, etc.

The aim of these programs is the defense, improvement and promotion of students' mental, physical and social health through the development of individual and social skills as well as through the improvement of their social and physical environment.

Thus, there are teachers in the regional offices of Primary and Secondary Education who are in charge of the health education programs in their area.

Furthermore, the Ministry of Education has developed a national network of mental health consisting of sixty Advisory Centers for the Youth which have been established in order to play a key role in the prevention and combating of violence in schools. These Advisory Centers for Youth are established and the staff are appointed in cooperation with the Ministry of Health and Social Services. Two psychologists, two social workers and a doctor are appointed at each center in accordance with the law.

However, at present only 15 centers are fully operational with teachers who have been seconded to these posts. The other centers will operate once the staff has been appointed. These centers operate under the auspices of the regional offices of Secondary Education.

The role of these centers is:

- a) to implement, support & observe the mental health program for students, to development and disseminate teaching material, the continuous training of teachers, especially those who are involved in the program & regularly assess the program
- b) to determine, diagnose & intervene as soon as possible when students need assistance. Furthermore, parents may also receive advice there.

c) to sensitize the community at large in regard to matters concerning mental health through talks, discussions, activities and the distribution of material.

Furthermore, these centers also cooperate with other stakeholders in the public and private sector, institutes of tertiary education & various local organizations.

Q. 3

The Pedagogic Institute and the Ministry of Education has incorporated themes related to violence within the framework of Health Education at school, in particular, via the program “Interpersonal Relations – Mental Health”. The Ministry of Education has also developed educational material to support the implementation of the above-mentioned programs in schools.

The Directorate of School Guidance and Educational Activities has been implementing health education programs for the last 15 years. The dissemination and implementation of the program is done by the 140 teachers, responsible for health education, in the regional offices of Primary and Secondary Education.

Furthermore, the program has also been incorporated in the Cross curricular syllabus (Government Gazette 304/τ.Β'/13-03-2003) and the Flexible Zone in Primary and Secondary education.

The Ministry of Education also cooperates with the Ministry of Health and Social Services, the Greek Institute on Drug Abuse, & the Therapy Center for Dependent Individuals while implementing the above-mentioned programs.

Q. 4

We recommend that research be done on a continuous basis in order for the authorities to be aware of the behavior patterns of the youth. Thus the authorities will be in a better position to deal with matters when they arise.

Furthermore, it is imperative that teachers undergo in-service training in order to deal with the various forms of violence in schools.

In addition, advisory centers should be established so that parents and students have access to assistance and professional counseling. These centers should operate throughout the day and in the evenings so that the community can be better served.

Moreover, the mass media could also be involved in combating violence in schools through a series of advertisements since television, newspapers and magazines are a successful way of reaching the youth and the community at large.

Finally, we also believe that the topic of violence in schools should be incorporated into the curricula so that students are exposed to the topic and are trained in ways to combat the phenomenon from a young age.

HUNGARY / HONGRIE

Q.1

Which forms of violence at school have been identified as a problem in your country (for example, psychological violence, physical violence, sexual violence, drug-related violence, armed violence, violence between students, violence between students and teachers, etc)?

There is a need to face the problem of violence in school in Hungary; teachers, students, and parents alike are afflicted by it. Although research outcomes do not present a bad image of Hungary in comparison with other European countries, problems must be pointed out and treated since aggression in schools (the type and frequency of aggressive actions) and its public perception are intensifying.

Deviant patterns of behaviour such as physical violence, harassment, cruelty, hazing, name-calling, teasing, spreading rumours, intimidation, excluding others from the group and stealing or taking away others' property are the most common elements.² Drug-related and armed violence has also been present. (For instance, on 7 January in 2009 a principal and teacher were killed; a masked gunman opened fire in a private elementary school in Budapest.)

Among the indirect consequences of this are widening social inequalities, and the increasing relativity of everyday morals and values. It thus has become more and more clear, that something has to be done about this new type of anomalous behaviour both within educational institutions and the family. Violence may have been present in some form or another in the past, but today it is more visible, and often extraordinarily cruel.³

According to a latest research (Kölöknet, 2009) in which school principals were asked about the large and medium scale problems perceived apparent by the school staff. The school leaders were asked about the following problems and they found the most challenging the first one and less problematic the last one.

- Communication of pupils
- Conflicts among pupils
- Preventing burnout
- Handling disciplinary offence
- Harassment at school
- Conflicts between pupils and teachers
- Stakeholders outside the school
- Conflicts between parents and teachers
- Handling crime
- Conflicts among parents
- Sexual expression

The research also revealed that violence is more frequent in schools where vocational education is included (such as the vocational schools).

Another research conducted by the University Corvinus (Felmérés a közoktatás rendszerében alkalmazott prevenció/egészségfejlesztő programokról és az agresszióval kapcsolatban megjelenő vélekedésekről, reagálásokról- 2009) focused on the prevention and health development activities of public education institutions as well as changes that have taken place in the past 5 years. They also looked into aggression in schools, its patterns as well as attitudes and responses to it within schools surveying the patterns of the targeted problems (substance use, aggression at school) of preventive interventions of schools in relation to their prevention activities as well as other organisational characteristics. According to the findings of the research the following problems are the most frequent (first is the most problematic) in schools.

² BOROSS, Ottília. Source: <http://oecd-sbv.net/Templates/Article.aspx?id=348>

³ BOROS, Ottília. Source: <http://oecd-sbv.net/Templates/Article.aspx?id=348>

- Learning difficulties
- Pupils do not prepare for school
- Pupils are uninterested, not motivated
- Behaviour problems/disorders
- Absenteeism
- Disruptive classroom behaviour, rebellion
- Verbal conflicts among pupils
- Acts of disrespect for teachers
- Conflicts due to differences in socio-cultural background
- Pupils are late for classes
- Truancy
- Smoking
- Showing-off, pretending to be hip
- Repeating years
- Wilful damage
- Physical violence against other pupils
- Excluding others from the group
- Theft
- Forming cliques, ganging up
- Verbal abuse of teachers
- Vandalism
- Bullying, intimidation of other pupils
- Ethnic tensions
- Humiliation, making other pupils do menial chores (fagging)
- Drinking alcohol
- Pupils playing cruel and brutal games
- Forcing other pupils to give up some possessions
- Possession of weapons
- Drug abuse
- Physical violence against teachers

Q.2

What policies have been developed for dealing with violence at school (for example, school policies, educational policies, social policies, security policies, etc.)

Since the political change-over of 1989 due to changes in both the political and economic systems, and to changes in employed educational methods, the Hungarian society as a whole has become more democratic, this has had its impact on school life as well. Education today is more child-centred, yet at the same time the teachers have less control over the students, and there is ambiguity regarding the methods of socialization both within the family and in school.

Concerning violence in school measures have been taken to ensure children's safety, healthcare and learning:

- In November 1997, a Child Protection Act was passed, which declares that every child has the right to social and physical well-being, to live and learn in an environment free of abuse and neglect, and to be an equal member of their groups.
- In 1999, the Office of Child Protection was established by the Ministry responsible for education, whose goal was to promote the rights of pupils, students, researchers, educators, teachers, parents and their associations. Accordingly, any of these participants in the educational process can file a petition in any instance in which she/he thinks someone's human dignity, the right to privacy or the protection of personal data has been violated.
- The Act on Public Education provides the necessary legislative background. It has been amended recently to better enhance equity. According to the provisions of the Act on Public Education:

-Educational-teaching institutions perform the tasks related to the coaching of disadvantaged children as well as child and youth protection; they find out the reasons jeopardising the development of children / students, and endeavour to prevent and counterbalance the harmful effects with educational tools. They institute measures in the interest of children / students if necessary. The performance of the tasks related to child and youth protection is facilitated by the child welfare service.

-The head of an educational-teaching institution is personally responsible for the organisation and performance of the tasks of child and youth protection, the creation of healthy and safe conditions for the educational and teaching work, the prevention of accidents involving students or children.

- According to the latest provisions, distinctive attention can also be paid to child and youth protection through professional teams and inter-institutional teams of teachers:

“The educators of an educational-teaching institution may form professional teams of teachers of the same subject. These teams provide assistance to plan, organise, evaluate and control the educational and teaching work performed at the educational-teaching institution on professional and methodological issues. **Teams of teachers may also be established to assist with the tasks of child and youth protection**, tasks related to useful ways of passing leisure and tasks serving the integration of students with special educational needs and multi-disadvantaged students.

-The Act prescribes that the pupil shall be present at the psychological, learning and behavioural counselling if the teachers teaching the pupil initiate it. It is the parent’s obligation.

- A Committee (Committee for Safety in School) had been set up on 31 March 2008 on the initiative of the Minister responsible for education and culture to investigate the problem of violence in school. The Committee published its opinion and recommendations a month later and launched a movement called Movement for Safety in School in order to enhance good practices. In the framework of the movement schools and educational experts can share their opinion and good practises in conferences and via Internet/emails.

The Committee for Safety in School (hereinafter Committee) pointed out that the most efficient way of preventing aggressive forms of behaviour is to create an open and receptive public education ensuring equity. Therefore teachers (in teacher education and in-service training) and pupils should be provided training in conflict management based on everyday situation. New teaching methods, which support the active participation of pupils in classroom, should spread in mainstream education since according to modern pedagogy and psychology approaches, the establishment of a positive school atmosphere, strengthening loyalty to the school, reinforcing development tools and creating a pupil-friendly institutional atmosphere are more efficient in tackling peer abuse than sanctioning and penal measures.

If the tools specified in the school documents and pedagogical tools do not prove to be effective, child protection measures, contravention and criminal law are to be applied.

- **On the basis of recommendations and position papers of the Committee, the Public Education Department of the Ministry of Education and Culture has recently initiated several measures and the amendment of legal regulations and launched projects.**

-The government has adopted a resolution on ensuring funds to be specified in the Budget Act for reinforcing and supporting school psychologists.

-If the school is unable to eliminate the risk factors endangering pupils/children by pedagogic means (or if it is necessary for the protection of the group of pupils/children) it may request the assistance of the child welfare service, educational mediating service or other services active in youth protection or family law.

-The Public Education Department of the Ministry instructed the Hungarian Institute for Educational Research and Development (OFI) to invite tenders for kindergartens in relation to the "School Safety" programme.

-The Hungarian Institute for Educational Research and Development organises conferences on school safety. It has also published a study containing recommendations, opinions voiced and presentations held at the conference.

-The Public Education Department of the Ministry instructed the Hungarian Institute for Educational Research and Development to invite tenders for the "School Safety: good practices in preventing and tackling violence at school".

-Since some of the problems with aggression at school may be due to the fact that some teachers do not recognise and cannot resolve conflicts and do not recognise their and their colleagues' burnout or "helper syndrome", the Committee has recommended to continue the mental health in-service training course for teachers.

-As, according to the Committee, there is no precise information about the extent of aggression in school, the Public Education Department of the Ministry drafted a recommendation on launching a representative national survey (based on an earlier survey conducted in 2004) focusing on health education, drug prevention and conflict resolution activities in schools.

-Competitions for talented pupils related to the safety of schools (environmental and health protection, active citizenship, civic education, proprieties) are supported by invitations to tender.

-Calls for tenders have been and will be advertised within the Social Renewal Operational Programme of the New Hungary Development Plan for curriculum and school development. Curriculum development and in-service training for teachers focusing on preventing and tackling school aggression may also be supported from this source.

Since the Committee proposed that there should be more focus on ensuring conditions required for arts and sports activities, the Public Education Department of the Ministry asked the Educational Authority to design a project plan for the implementation of the programme.

➤ On the part of the ministry responsible for justice a National Crime Prevention Board was set up. The task of the **National Crime Prevention Board** is to coordinate **community crime prevention**. Community crime prevention is a civil movement taking place with the participation of sectoral organisations and the state, based on the cooperation of central and local government agencies, municipalities, NGOs, other non-profit and for-profit organisations, citizens and their communities as well as churches. Its basic feature is **partnership** between central, regional and local organisations as well as the participants of cross-sectoral cooperation.

The core document of community crime prevention is the **National Strategy for Community Crime Prevention** (hereinafter Strategy), an Annex to Parliamentary resolution No. 115/2003. (X. 28.). The implementation of the objectives specified in the Strategy is detailed in annual action plans.

A high priority of the **Strategy** is to **prevent and reduce juvenile crime**. The Strategy stipulates the tasks of the government and of the different sectors (healthcare, social welfare and family policy, youth, sport, cultural, educational Roma and environmental policy) and also defines the responsibilities of local governments, NGOs, the business sector and the media.

-Strategy

Long-term objectives:

- To teach **non-violent techniques of conflict resolution** to the younger generations at school and improve responsibility by implementing mediating programmes. Aggressive youth committing offences or crimes are to be held accountable for their actions.
- Increase the possibility of developing sense of responsibility through the means of **restorative justice**.
- To reduce the number of neglected youth by enhancing **control in small communities** (family, school).
- Implement **programmes against marginalisation and exclusion**
- To establish inter-sectoral/ inter-professional **early warning systems and networks**.
- To increase **social tolerance and equal opportunities**.

-Action plans for 2007 and 2008 stipulate that:

- Special attention has to be paid to prevent violence in and around schools. To this end, good practices are to be disseminated
- Peer support programmes are to be launched to encourage youth to participate in solving the integration-related problems of their peers. Conflict resolution, arbitration and indemnification models are to be applied.
- School clubs are to be supported and developed.
- Opportunities are to be provided for disadvantaged youth for participating in conflict management training, mental health activities and procedures applying the means of restorative justice as well as leisure activities (summer camps, sports).
- Leisure (skill development, cultural, sport) programmes for children/youth at risk. To continue the "Open institutions" programme.
- To publish and hand out information leaflets for parents on non-violent conflict resolution techniques between children and parents.
- To apply uniform criminology criteria for the better clarification of crime committed by juveniles (legal security issues: the right of accusation, the rights of the offended party etc.). To establish networks specialising in preventing juvenile crime in county police headquarters.
- To establish cooperation between specialists dealing with children and youth (even for tackling specific cases if needed), with special regard to tackling the risk factors of deviance, participation in early warning systems and networking as well as early psycho-social intervention. Schools are to cooperate with child protection specialists.
- To screen and restrict harmful internet and media content.

The National Crime prevention Board advertised tenders for preventing aggression in and around schools in 2006 and supported programmes for the integration of children/youth living in segregated areas in 2007.

Projects aiming at conflict resolution (by means of restorative justice), prevention and social integration have several features and elements in common:

- Peer mediation, training pupils and teachers to become mediators (Partners Hungary - Közgazdasági Politechnikum)
- Constructive conflict resolution and community development included in the curriculum (Csibész Gyermekjóléti Központ - Bókay Árpád Általános Iskola - MH Líceum Alapítvány - Zöld Kakas Líceum) (Boros Sámuel Szakközépiskola, Szakiskola, Szentes)
- Using the method of restitution in conflict resolution (Béke Gyermekotthon);
- Training peer supporters (Ercsi Eötvös József Általános Iskola, Tiszadobi Gyermekotthon);
- Encouraging volunteering in the community (Baranya Ifjúságáért Kht.);
- Mentoring system (pupil-pupil, teacher-pupil) (Ercsi Eötvös József Általános Iskola, Sásdi Faodu Egyesület);
- Analysing crises by drama education methods, working on topic-based theatre plays (Kolibri Színház, 21. Színház a Nevelésért);
- Organising leisure activities (craft, performing arts, sports, excursions, dance, stories) (Periféria Egyesület, Csibész Gyermekjóléti Központ) talent show (Baranya Ifjúságáért Kht.);
- Anvironmental programmes (Vajda Péter Általános Iskola, Budapest)

- Communication training, non-violent conflict resolution methods (Boros Sámuel Szakközépiskola, Szakiskola, Szentes; Periféria Egyesület);
- Increasing self-esteem, community building, the techniques of efficient communication (AVP);
- Personality development (Tiszadobi Gyermekotthon);
- Psychologist available to pupils, teachers and parents (Ercsi Eötvös József Általános Iskola);
- Organising parent groups, a “parent academy” (SZEDER KhE., Pocsaj Község Önkormányzata);
- Joint programmes for pupils and parents (TÉR Ifjúságsegítő Egyesület, SZETA Egri Alapítványa);
- Two teachers in the classroom (Periféria Egyesület).

Q.3

How is the issue of human violence approached in school curricula and school subjects taught in your country(for example, history, political studies, philosophy, religion, psychology, media literacy, arts, sport, etc.)?

There are 9 Key competences specified in the National Core Curriculum, some of them are closely related to how the issue of violence is approached in curricula and school subjects. They are highly relevant since all educational institutions are under legal obligation to incorporate them into their local curricula and accordingly in the school subjects. The development of these competences has the impact on pupils' behaviour. If pupils are able to express themselves clearly and communicate effectively, bear social and civic competences, can manage their life, they know how to work in team, and are able to express themselves creatively then they will be less likely to behave violently (since they are not frustrated by the lack of ability to communicate, express themselves and solve their problems).

- *Communication in the mother tongue*

A positive attitude entails that the individual endeavours to conduct a critical and constructive dialogue, as well as respect for aesthetic quality and desire to get to know others. This demands that one be aware of the effect language has on others and of the significance of socially responsible language use.

- *Communication in Foreign Languages*

Communication in a foreign language demands other skills, such as mediation and intercultural understanding.

- *Mathematical Competence*

Mathematical competence is the ability to develop and apply mathematical thinking which also enables an individual to solve a range of problems in everyday situations.

- *Competences in Natural Science*

Competences in science refer to the body of knowledge and methodology employed to explain, to make predictions and to control our actions.

- ***Social and Civic Competences***

Personal, interpersonal, intercultural, social and civic competences are prerequisites for a harmonious life and community integration, a commitment to and activity for the public good. These comprise all forms of behaviour that an individual should master in order to participate in an efficient and constructive way in

social and working life, in an increasingly diverse society, and, furthermore, if need be, to resolve conflicts. Civic competence enables an individual to apply his or her knowledge of social processes, structures and democracy in order to actively participate in public affairs. Being conscious of the norms and understanding the generally accepted rules of behaviour and codes of conduct are essential for successful relationships and social participation. It is important to be familiar with the basic concepts concerning individuals, groups, work organisation, gender equality, non-discrimination, society and culture. Being aware of the multi-cultural and socio-economic dimensions of European societies and understanding the interaction between national cultural identity and European identity are also desirable components of this competence.

The core skills of this competence include the ability to communicate efficiently in different spheres of life, to consider and to understand various viewpoints, to invoke trust in negotiating partners and to show empathy. Coping with stress and frustration and responsiveness to changes also belong here. As regards attitudes, cooperation, assertiveness and integrity are the most important and so is interest in social and economic development, intercultural communication and the recognition of diversity. An ambition to overcome personal prejudices and to reach compromise is a further relevant element of this attitude.

Civic competence is based on the knowledge of the concept of democracy, citizenship and civil rights as defined in the Charter of Fundamental Rights of the European Union and in other international declarations and as applied at local, regional, national, European and international level.

Positive attitudes are based on full respect for human rights, including respect for equality and democracy, and understanding the cultural diversity of religious and ethnic groups. This further implies a sense of belonging to the locality, the country, the EU and Europe in general, an openness to participating in all levels of democratic decision-making as well as a demonstration of responsibility and acceptance of and respect for the common values that ground community cohesion (e.g. respect for democratic principles). Constructive participation also entails a supportive attitude towards civic activities, social diversity, social cohesion, and sustainable development no less than respect for others' values and privacy.

- *Sense of Initiative and Entrepreneurship skills*

Skills and abilities such as planning, organising, leading, managing, delegating, analysing, communicating, evaluating experiences, as well as risk assessment and risk-taking, individual and team work are part of this competence. A positive attitude is characterised by independence, creativity and innovation.

Note: the development of these competences and skills also indirectly reduces violent attitudes and behaviour.

- *Aesthetic and Artistic Awareness and Expression*

Skills such as artistic self-expression, analysis of works of art and performances, comparing one's points of view with the opinion are all part of this competence. Positive attitudes are rooted in openness to the diverse forms of artistic expression and an inclination to develop one's aesthetic sense. Openness, interest and sensitivity enhance creativity and the skills of enriching our self-knowledge, human relationships

The key development tasks of the National Core Curriculum are based on the Key Competences. The ones below may be related to handling the issue of violence (for details see the NCC):

Self-image and Self-knowledge
Homeland and Peoples
European Identity - Universal Culture
Education for Active Citizenship and Democracy
Learning to Learn
Physical and Mental Health
Preparing for Adulthood

The NCC focuses very much on the organisation of learning and promotes ways of organising learning that help to develop the above mentioned skills and competences:

- preference for organisation solutions which promote the acquisition and development of the internal motivation and self-controlling mechanisms of learning.
- encouraging (the optimal level of) pupils' activity.
- employing the techniques and forms of cooperative learning.
- different organisational forms of school teaching and learning (class activity, teaching in groups, working in pairs, partly or wholly individual learning) should focus on the activities, self-reliance, initiative, problem solving and creativity of students.
- differentiation in assignments, their fulfilment, control, evaluation, and the degree of assistance provided by the teacher in a way so that these suit individual students optimally.
- solutions for organising learning which can help cooperation both between schools, and within out-of-school and in-school activities.

Tasks of Personality and Community Development

These tasks cannot be accomplished through education during one or maybe several grades and they cannot be associated with any particular cultural domain or subject. Schools must often provide for the development of skills and dissemination of knowledge that must be present in the activities of nearly all teachers, adjusted to the given student group, the age, personality and preparedness of the students concerned. They include:

- knowledge of ethics,
- development tasks that promote the strengthening of family and community relations and related knowledge,
- ability to recognise and raise awareness of prejudices,
- preparation for preserving physical and mental health,
- crime prevention,
- drug abuse prevention,
- education for consumer protection.

The NCC specifies 10 fields of learning: Hungarian language and literature, foreign language, Mathematics, Mankind and Society, Mankind and Nature, the Earth and our environment, Arts, IT, Lifestyle and Practical Skills, Physical Education.

Hungarian language and literature may be associated with the tackling of violence through the development of communication skills and the texts studied in literature classes also give scope for discussing violence and related emotions, attitudes and behaviours.

Related development tasks in grades 1-12 in various degrees of sophistication:

- clear expression of thoughts, information, opinions and feelings
- observing non-verbal communication and trying to master it
- listening/paying attention to the other when talking; understanding the information and emotional content of short texts by listening
- reflecting on books, films or everyday experiences
- participating in group discussion, expressing (and reformulating) one's opinion
- dramatising well-known stories, participating in different dramatic genres (puppet show, shadow theatre, role play, improvisation)

- recognising the motives, opinions, behaviours, values and moral dilemmas presented in literary and non-literary texts; expressing one's opinions on these, comparing (and analysing) different opinions
- expressing ideas, thoughts and emotions from different points of views
- understanding the conflicts between individual justice and that of the community (grade 7+)
- Justice, morals and law in an individual's life and in society (grade 9+)
- Reliving everyday conflicts through participating in a puppet show, role play etc.
- Presenting the viewpoints of others, realising the importance of empathy
- Observing and reflecting on various conflict solving methods in relation to literary and non-literary texts
- Understanding the background and underlying factors of individual, community and society conflicts; developing individual conflict management methods
- Cultural differences, cultural diversity

Foreign language classes also provide opportunity for discussing attitudes and behaviours, participating in role plays, presenting the viewpoints of others and experience cultural differences and cultural diversity.

Mankind and Society: includes history as well as the basics of ethics, anthropology, psychology and citizenship studies.

Related development tasks in grades 1-12 include:

- observing human behaviours and situations
- making assumptions on the motives of characters in stories; identifying the cause and effect relationship between an action and its consequences
- roleplaying everyday situations from the points of views of the participants
- identifying the personality traits, describing the personality of historical persons or characters in fiction
- forming an opinion of historical or social events, persons, phenomena; collecting arguments for supporting one's opinion, collecting counterarguments to disprove opposing opinions
- comparing value systems and becoming aware of one's own value system
- discussing a historical or societal topic in groups, differentiating between objective arguments and making (offensive) personal remarks, articulating one's opinion and listening to the views of others patiently and accepting them if needed; clarifying the differences between the viewpoints of the participants in the discussion
- discussing rules of conduct, etiquette, reciprocity in good manners, character traits, friendship and how to help those needs (grades 1-4)
- learning about political conflicts (wars, revolutions), especially their everyday, human and moral aspects (grades 7-8)
- learning about at least one civilisation outside Europe as well as the history, life and culture of national and ethnic minorities living in Hungary
- analyse stories/events from the past from the viewpoints of various characters
- discussing topics such as differences between people, relationship between men and women, individuals and communities, democracy and human rights, the aspects of freedom and responsibility in private and public life (grades 7-8)
- learning about the conflicts of power, values and social conflicts of the 20th century (grades 9-12)
- discussing topics such as the human intellect, morality, sexuality, the current Hungarian society and economy, international conflicts, armed conflicts, democracy, human rights, the aspects of freedom and responsibility in private and public life (grades 9-12)
- learning about/discussing everyday and more intensified situations which cast light on the importance of moral values and moral courage as well as related problems (grades 7-12)

Mankind and Nature (including physics, Chemistry, Biology):

- learning about the effects of harmful substances and activities (drugs, alcohol, smoking, addictions) (normally in Biology classes in grades 7-12)

The Earth and our environment:

- developing tolerant behaviour by learning about Hungarian and other European cultures,
- becoming aware that although culture, nationality and system of values of people living in different parts of the world are diverse but they are equal as human beings.

Arts (including Drama and dance, Visual arts):

- role play, improvisation
- expressing ideas and emotions by the methods learnt

Lifestyle and Practical Skills

- it contributes to good life management,
- learning roles in different situation
- Culture of health/traffic, etc.

Physical Education

- it contributes to healthy life, PE as a part of social life
- team work/learning roles

Q.4

What measures for dealing with violence at school would you recommend?

The above mentioned Committee for Safety in School has worded and proposed the following recommendations:

The Committee emphasises that it is not justified and therefore not advisable to say there is widespread violence in the Hungarian public education; however there are obviously several forms of violence present in kindergartens, schools and halls of residence. The Committee calls attention to the fact that everybody in charge of making decisions concerning the education system, the operation of educational institutions and the education of individual children/pupils is responsible for reducing violence and preventing the emergence of violent situations. Families, parents and pupils are also responsible.

Consequently, cooperation with parent associations, student/pupil unions and social partners as well as the organisations of family protection, child and youth protection and law enforcement agencies is required.

The Committee supports the reinforcement of the 12-grade single-structure school, which ensures the education of pupils throughout the whole length of compulsory education without forcing pupils to choose a school.

To this end the Committee puts forward the following recommendations:

- Pedagogic and operational connections between primary, lower and upper secondary schools should be reinforced,
- Normative (per capita) support should favour single structure schools covering the whole of compulsory education

The Committee deems it important that when designing or further developing the pedagogic programmes, system of criteria and evaluation of individual schools, the aptitudes, personality, skills and disadvantages (due to family background) of pupils should be taken into account in a more differentiated way.

To this end the Committee puts forward the following recommendation:

- Individualised pedagogic planning should be promoted during the design of school and curriculum development programmes launched in the New Hungary Development Plan (NHDP).

The Committee emphasises that schools should make all efforts within their means to prevent all forms of school violence and aggression. The emergence of severe forms of aggression is to be prevented and pupils showing signs of deviant behaviour are to be paid special attention.

To this end the Committee puts forward the following recommendations:

- Child and youth protection specialists are to be granted extra financial and professional reward as well as better working conditions,
- Communication between educational institutions and child protection institutions is to be strengthened,
- Cooperation with child welfare service is to be reinforced; they should regularly inform educational institutions about their leisure activities,
- Responsiveness for integration is to be encouraged by participating in programmes and in-service training courses of the NHDP,
- Joint crime prevention activities with the local and national police are to be intensified in educational institutions,
- The police are to identify their role within this inter-sectoral cooperation.

The Committee deems it necessary that schools and halls of residence clearly formulate behavioural, evaluation and development requirements imposed on pupils with the involvement of parent associations and student unions, make them public and be consequent in enforcing them.

To this end the Committee puts forward the following recommendation:

- The participation of student unions in formulating behavioural rules as well as their revision and checking their enforcement is to be increased,
- Good practices are to be collected and publicised.

The Committee deems it necessary that schools, kindergartens and halls of residence develop regular contact with a psychologist. It is to be ensured that teachers are provided support in recognising damage to the personality of a pupil in his/her care. Support may be needed for handling pupils suffering from psychological difficulties/disorders.

To this end the Committee puts forward the following recommendation:

- Kindergartens, schools and halls of residence should be able to involve psychologists from local/regional educational support services in handling school aggression.

The Committee calls attention to the fact that leisure and sports activities, everyday sport and arts-based personality development activities organised in kindergartens, schools and halls of residence may be an important source of success for pupils, providing success for pupils performing less successfully and in this way reducing factors that result in aggression.

To this end the Committee puts forward the following recommendations:

- Kindergartens, schools and halls of residence should pay more attention to ensuring conditions needed for arts and sport activities, in this way providing opportunities for pupils to increase their self-esteem and improve their motivation for learning.
- Craft activities should receive more focus,
- The number of competitions for talented pupils in this area should be increased,
- Arts and sport activities should be emphasised more in grades 5-6 in subjects taught by a generalist teacher,

The Committee wishes to point out that kindergartens, schools and halls of residence should provide practice for pupils in conflict management and violence reduction methods as well as the techniques for preventing, analysing and resolving tensions.

To this end the Committee puts forward the following recommendations:

- The national educational support services should help to disseminate conflict management practices,
- Individual programmes for learning conflict management techniques should be launched,
- The website of the Ministry for Education and Culture should include background material for “safety audit”. Schools should prepare a safety plan,
- A programme for learning to organise alternative conflict management forums should be launched for VET institutions and halls of residence with the involvement of all stakeholders.
- The Basic Mental Health Programme for teachers should continue,
- Local curricula should include information and skills related to crime prevention in society, prevention of victimisation and learning non-violent conflict management techniques

The Committee deems it necessary that teacher education and in-service training should provide appropriate information on preventing, recognising and tackling all forms of battering, psychological and physical aggression.

To this end the Committee puts forward the following recommendations:

- Teachers should only be awarded their degree after having successfully accomplished a traineeship period in schools; child protection information and skills should be included in in-service training programmes,
- Teachers’ professional post-graduate examination for head teachers should include safety and security risk assessment, making and implementing decisions required for operating schools safely; professional post-graduate examination and in-service training for teachers should include conflict management as well as employment, administrative and labour regulations.

The Committee deems it necessary that the maintainers of kindergartens, schools and halls of residences enforce professional and legal requirements consistently.

- To this end they should carry out professional and regulatory audits, in the course of which they should pay attention to the enforcement of children’s and pupils’ rights as well as the democratic establishment and operation of student/pupil unions and parents associations.

ITALY / ITALIE



Ministero dell' Istruzione, dell'Università e della Ricerca

Dipartimento per l' Istruzione

Direzione Generale per lo Studente, l'Integrazione, la Partecipazione e la Comunicazione

Ufficio III

Al Consigliere Diplomatico

Dott. Sebastiano Fulci

SEDE

Oggetto: Piano di intervento per la prevenzione e il contrasto al bullismo.

1. Commissione nazionale per la Prevenzione del Disagio e del Bullismo

E' stata istituita presso questo Ministero una Commissione, presieduta dal Prof. Luca Bernardo, con compiti di **studio, analisi, proposte e consulenza tecnico scientifica sul tema del Disagio e del Bullismo**. Alla commissione partecipano i presidenti delle più importanti associazioni mediche di Pediatria, Psicologia, Psichiatria, esperti di problematiche relative al mondo adolescenziale, Professori universitari e rappresentanti del mondo della scuola.

2. Seminari nazionali

"L'educazione alla cittadinanza per la prevenzione del disagio e del bullismo": si è tenuto a Roma dal 9 all'11 dicembre 2008 il primo seminario nazionale in cui la Commissione ha incontrato i docenti referenti provinciali e regionali alle Consulte, al Bullismo e alla Legalità, nell'ottica della **formazione continua** e dello **scambio delle "buone pratiche" attuate sul territorio**.

"I moderni predatori: il Bullismo": si è tenuto a Milano il 23 e 24 ottobre 2009 un secondo seminario aperto anche al mondo medico allo scopo di creare sinergie e velocizzare il riconoscimento e il contrasto all'insorgere di fenomeni di bullismo.



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3. Osservatori regionali permanenti

Gli Osservatori sono organi regionali nati con lo scopo di **monitorare il fenomeno del bullismo** e **verificare lo stato delle attività** e dei progetti messi in essere dalle scuole con l'obiettivo di coordinare gli interventi sul territorio. Hanno inoltre il compito di promuovere percorsi di educazione alla legalità e al rispetto tramite attività curricolari ed extracurricolari.

4. Numero Verde 800 66 96 96

Il Numero verde nasce con l'obiettivo di **fornire gratuitamente e tempestivamente ascolto e consulenza in caso di violenza a scuola.**

Il servizio ha un ruolo di *mediatore* tra scuola e famiglia per la gestione di casi difficili e altamente conflittuali. Attraverso il Numero verde è possibile inoltre *far emergere* i casi "sommersi", anche grazie all'anonimato. Grazie a queste segnalazioni sono stati seguiti molti casi, dando *supporto e indicazioni* a genitori, insegnanti, dirigenti scolastici e ragazzi.

5. Sito Internet

Il sito smontailbullo.it, con i suoi numerosi accessi giornalieri e mensili è nel corso dei mesi diventato il **punto di raccordo delle azioni di prevenzione e contrasto al bullismo** del Ministero. All'interno del sito sono infatti confluiti i progetti delle scuole, degli Osservatori regionali, la rassegna stampa, il calendario degli eventi, contributi di studiosi ed esperti in materia, i dati del Numero Verde e i lavori prodotti dagli studenti

6. Patto di corresponsabilità con i genitori

L'introduzione del "**Patto educativo di corresponsabilità**" tra scuola, famiglie e studenti è stato un passo importante al fine di rendere effettiva la piena partecipazione dei genitori.



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Con questo strumento le famiglie, nell'ambito di una definizione più dettagliata e condivisa dei diritti e dei doveri dei genitori verso la scuola, si assumono l'impegno di rispondere direttamente dell'operato dei propri figli quando violino i doveri sanciti dal regolamento di istituto e dallo Statuto degli studenti.

7. Protocolli di Intesa con istituzioni, enti e associazioni.

Per la promozione di iniziative volte a diffondere fra i giovani la **cultura del rispetto e della legalità** attraverso concorsi, celebrazioni e informazioni sul tema della mafia e di altre forme di illegalità e criminalità organizzata, sono in corso Protocolli di Intesa tra questo Ministero e molte associazioni attive sul territorio. Si è stretta una forte collaborazione con la **Polizia di Stato** per la realizzazione del concorso "Il Poliziotto un amico in più" e il concerto "Una nota di sicurezza" che utilizza la leva artistica per aprire un positivo dialogo tra le Forze dell'Ordine e le giovani generazioni;

8. Istituzione della settimana contro la violenza

E' stato firmato un Protocollo di Intesa tra questo Ministero e il Dipartimento per le Pari Opportunità allo scopo specifico di prevenire atti di violenza di qualunque tipo ed è stata istituita la "Settimana contro la violenza", in preparazione della quale sono state inviate a tutte le scuole schede informative sui diversi tipi di violenza: violenza contro le donne, discriminazioni razziali, stalking, violenza on-line, omofobia.

9. Educazione ad un uso corretto e responsabile delle nuove tecnologie

Sono allo studio attività in collaborazione con le **compagnie di telefonia mobile** (Telecom Italia, Wind, Vodafone e 3) e con i principali **servizi on line** utilizzati dai giovani (Google, Microsoft, Myspace, Windows Live e You Tube) al fine di educare le nuove generazioni ad un uso corretto e responsabile delle nuove tecnologie e **prevenire i**



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fenomeni di cyber-bullismo.

10. Valutazione del comportamento

Con la firma del Decreto ministeriale n. 5 del 16 gennaio 2009 si è inoltre provveduto a regolamentare le **finalità, le caratteristiche e gli effetti della valutazione del comportamento** delle studentesse e degli studenti delle scuole di ogni ordine e grado, prevedendo, in caso di valutazione del comportamento inferiore alla sufficienza, ovvero a 6/10, riportata dallo studente in sede di scrutinio finale, la non ammissione automatica dello stesso al successivo anno di corso o all'esame conclusivo del ciclo di studi.

11. Istituzione di un Ufficio dedicato

Per la prima volta al MIUR è stato istituito presso la Direzione Generale per lo Studente un Ufficio dedicato a **"Partecipazione scolastica, legalità e cittadinanza"** con il compito di definire gli interventi a sostegno della condizione studentesca e per la promozione della cultura della legalità dentro e fuori la scuola, comprese azioni per la prevenzione e la lotta al fenomeno del bullismo e attività di promozione dell'educazione alla pace e ai diritti umani, nonché percorsi per la promozione della cittadinanza attiva.

LATVIA / LETTONIE

Q. 1

After examining complaints and inspecting observance of human rights in the education institutions of the Republic of Latvia, the State Inspectorate for Protection of Human Rights, hereinafter referred to as Inspectorate, has detected several forms of violence at school. The most widely spread is emotional and physical violence among peers that manifests itself as mocking, ostracising, disrespect for personal belongings and coercion. The Inspectorate has also received information on sexual assault among peers and forcible attitude from education institutions' staff.

In the first half of 2009 84 inspections of observance of children rights were conducted in education institutions. Among peers mutual emotional and physical violence was detected in 16 cases and sexual harassment in 1 case. In 29 cases non-pedagogical attitude towards children was detected, as well as one case of sexual harassment against a child of which law enforcement bodies were informed.

In 2008 the Inspectorate performed an inquiry about the mutual relationships between students, pedagogues and parents to ascertain the tendencies of the spread violence in education institutions. From 3350 respondents (students, pedagogues and parents) that participated in the inquiry 51% of the students admitted that they are being rejected for their looks, different opinions, behaviour, attitude and achievements, 76% - admitted insulting and having made fun of their peers for their looks, behaviour, different opinions or just by joking. The results of the inquiry were presented in the mass media to draw the society's attention to the problem.

The Inspectorate also verifies if a filter for internet content has been put up in education institutions to limit students' access to information that includes propaganda of cruel behaviour, violence, erotic, pornography and other materials that could cause threats to the mental development of children.

Q. 2

Cabinet of Ministers' Regulations No.492 of November 20, 2001 "Procedures by which the Safety of Students is Ensured at Educational Institutions and Their Organised Events" state that the director is responsible for safety in an education institution. The Regulations state that each education institution has to develop an internal rules procedure, which includes prohibition of acquisition, use, storing and sales of alcoholic, narcotic, toxic and psychotropic substances in the education institution and its territory. The Ministry of Welfare of the Republic of Latvia has developed Amendments to the Latvian Administrative Violations Code that are now being considered in the Parliament. These Amendments would provide a regulated responsibility of staff and director of an education institution regarding students' safety issues.

The Inspectorate offers methodological assistance to specialists by organizing educational meetings and creative workshops on a regular basis for topics such as methods of a positive discipline. In more serious cases also meetings with parents are organized. Each year an information campaign is organized for children on subjects like tolerance and mutual relationships between peers and children and grown-ups.

After the UN General Assembly adopted the document "A World Fit for children" in 2002, the Cabinet of Ministers of the Republic of Latvia approved the guidelines "Latvia Fit for Children" in 2004, after which a long-term project "Child Friendly Schools" was initiated in 2005, which now includes more than 450 schools. Since 2007 the project's third phase is being implemented – the widening of child friendly school network and development provision.

In the framework of this project several activities have been carried out. A brochure was prepared, which included a description of the project, problems detected in schools and criteria and indicators of an example model of a child friendly school. In 2007 a conference was organized with the participation of students, pedagogues, parents, school directors and representatives from local governments and state institutions to discuss achievements in creating child friendly schools, as well as future plans and co-operation opportunities. A methodological publication "Mediation in School" was published in 2007 and distributed to pedagogues and students to help students find mutually satisfactory solutions of disagreements. In 2008 also a training campaign was carried out for mediators in schools, which included the training of 150 pedagogues about the implementation of mediation in education institutions and the training of 500 pedagogues about the recognition

of children that have suffered from violence. Several informative videos and short films were created about conflict situations in education institutions in 2007 and 2008.

Q. 3

Issues of different forms of violence are included in general education subject, for example, Ethics, Christianity Teaching, Social Sciences, Psychology, Politics and Law standards for forms 1-12. Cabinet of Ministers' Regulations No.1027 of December 19, 2006 "Regulations on the State Basic Education Standard and the Basic Education Subject Standard" includes subject standards for forms 1-9. Cabinet of Ministers' Regulations No.715 of September 2, 2008 "Regulations on the State General Secondary Education Standard and the General Secondary Education Subject Standard" includes subject standards for forms 10-12. While discussing issues of violence, students' attitude towards them is being formed. Students are also taught an appropriate reaction in different problem situations.

For example, basic subject standard requirements for Social Sciences are divided in requirements for students finishing forms 3, 6 and 9. After finishing form 3 a student should understand among other things that every action has consequences, know what violence is, distinguish types of violence, and know where to seek help in accidents and what to do in case of violence. After form 6 a student should know how to act in case of an accident and how to provide elementary first aid. A student should also know what kind of behaviour promotes good mutual relationships, understand his possibilities to cause positive emotions and assess the meaning of mutual relationships and friendship in a human's life. After form 9 a student should be able to evaluate his actions by using ethical argumentation and, if necessary, admit his mistakes and prejudices and change. He should be tolerant towards those that are different except in cases when it endangers the safety of a person or society. A student should know types of conflicts and be able to offer a solution for them, understand the causes of different emotions and stress, know how to deal with negative emotions and stress and what to do in cases of a psychological crisis.

Violence issues are included in several general secondary education subject standards. For example, basic subject standard requirements for Politics and Law state that a student finishing form 12 should know basic principles of human rights and be aware of their fundamental role in the current understanding of rule of law. He should understand the legal aspects of gender equality, be conscious of different needs and interests of groups of the society, as well as should be able to describe the meaning of tolerance in human relations.

Apart from elaborating subject standards attention is also paid to teacher and specialist training for successful integration of violence topics in their work. A seminar for teachers-multipliers was organized by the Ministry of Welfare in 2005 "Equal Rights and Opportunities of Men and Women: Current Issues", which also included gender equality and violence issues. Violence issues can also be discussed in meetings of heads of social science methodology associations. Last meeting that included violence at school issues was held in 2008.

Q. 4

Violence at school is a widely spread phenomenon with different manifestations, therefore measures taken for reduction of violence should be corresponding. A priority should be given for violence prevention, which above all should provide constructive conflict management skills of pedagogues and students, as well as skills to help others do it by expanding the use of mediation in education institutions.

Violence at school cannot be separated from violence in the society, so attention should also be paid to the link between family and the education institution. A more certain order should be introduced on conflict management and the role and responsibility of the legal representatives of children. Involvement of school staff in decreasing violence in education institutions is not effective, if corresponding work is not performed with the parents.

To prevent causes and consequences of violence at school it is essential to ensure that all involved parties (school staff, students and parents) know their rights, duties and responsibilities. Students in Latvia are well informed about their rights and ways of protecting them. A web page (www.dzimba.lv) has been created by the foundation "Centrs Dardedze" with the financial help from the state to inform children in a way understandable to them about safety issues, conflict management issues and opportunities to receive help for children that have suffered from violence. Apart from informing children of their rights, also a balanced approach is needed to

promote the development of a judicial awareness oriented to the apprehension of the responsibility and consequences of their actions.

Intersectoral co-operation is critical in cases of violence to not only correspondingly react using all social work, disciplinary, administrative and criminal law means, but also to adequately ascertain causes of violence.

To further increase effectiveness of student training on the issues of violence at school, a training kit might be developed for the use of Member States.

LITHUANIA / LITUANIE**Q. 1**

A study of the incidence, forms, reasons and prevention of violence in schools as well as assistance measures was carried out in 2008. A total of 83.0% of schoolchildren said they had experienced emotional violence by other children in school. A third of schoolchildren experienced alienation and taunting this academic year and 2% to 3% experienced it every day. Some 59.7% of schoolchildren said they suffered physical violence by other children in the academic year. The incidence of physical violence decreases with age: senior pupils were faced with damage of personal belongings, knocks, single-person beating or spitting by their contemporaries less frequently than pupils in middle forms. However, the incidence of pelting with things, group beating and shooting of violence scenes is similar. In the academic year 2007–2008, 53.9% of schoolchildren experience emotional violence by their teachers, 11.1% suffered physical violence and 2.3% of 5th to 12th form pupils said they experienced sexual harassment by their teachers. A total of 46.9% teachers said they experienced emotional violence by pupils at least once in the academic year 2007–2008. A third of 5th to 8th form pupils feel unsafe in school. The number of juniors and senior pupils who feel unsafe is lower. The most common opinion is that classrooms are the safest place and schoolyards are least safe. The majority of schoolchildren feel most safe during classes and least safe during breaks and after classes.

Q. 2

Implementing the measures of **the National Programme for the Prevention of Violence against Children and Assistance to Children for 2008–2010**, the Ministry of Education and Science has implemented three violence and bullying prevention programmes orientated towards children of different age groups in an effort to help children to learn how to deal with behavioural, emotional and social difficulties.

The Zippy's Friends programme is intended for preschool children and juniors. Children attend 24 programme classes once a week during the academic year. Feelings, communication, establishment and severance of relationships, conflict resolution, changes and loss as well as problem solving are discussed during such classes. The programme is based on a series of six stories entitled Zippy's Friends. The stories tell about experiences that most children have had, such as friendship, communication, loneliness, harassment, changes and loss, new experiences.

In the academic year 2008–2009, the Zippy's Friends programme is implemented in all counties of Lithuania, a total of 58 districts. The programme has attracted 15,725 children, i.e. 24.6% of all children of Lithuania aged 6 to 7 years or 30% of children of this age group attending educational establishments. Children from both big cities and small towns and villages, who speak Lithuanian, Russian and Polish, are taking part in the programme. Zippy's Friends classes for them are conducted by 1,019 teachers (364 of them have already taken part in previous programmes).

The Second Step programme is aimed at developing and enhancing juniors' social and emotional skills. The key objective of the programme is to reduce aggressive behaviour in children, teach children how to deal with their feelings, resist impulsive behaviour, resolve conflicts, solve problems, and understand the consequences of their behaviour. According to teachers who implemented the programme during their classes, children have learnt how to behave more freely, not to be afraid to express their opinion, to find more different solutions, express their feelings verbally rather than by fighting. The incidence of aggressive conflict resolution cases decreased. In addition, children taking part in the programme improved their concentration and learning skills.

The programme is implemented during classes. Children are taught basic social and emotional skills by modelling real-life situations, repeating skills already learnt and promoting the acquisition of new skills.

The programme is used as a violence reduction measure. The Ministry of Education and Science of the Republic of Lithuania took over the implementation of the programme in 2008, thus providing teachers with effective tools, children with a real opportunity to be successful and healthy as they grow up, and parents with the comfort of knowing that school ensures strong and resistant mental health of their children, which they will need in their

changeable life. A total of 289 teachers from 145 Lithuanian schools started conducting the programme in their classrooms last year.

The Olweus anti-bullying programme, implemented by the National Centre for Special Needs Education and Psychology, one of the main programme operators, is orientated towards school as a whole. What makes the programme unique is that it focuses on adult teaching and learning as well as changing of their attitudes.

On 15 February 2008, the Ministry of Education and Science of the Republic of Lithuania signed a cooperation agreement with Olweus International AS. The company trains Olweus programme instructors, provides assistance in conducting studies and ensures the quality of implementation of the programme.

The Olweus programme was developed in Norway. Its author is Prof. Dan Olweus who has been studying bullying and violence-related issues for more than 30 years. The programme has been successfully applied not only in Norway but also in other countries, such as the US (36 states), Sweden and Iceland. The Centre for the Study and Prevention of Violence in Colorado, US, has recognised it as one of 12 most effective violence prevention programmes in the world. The results of its implementation show that the incidence of bullying among contemporaries in school has decreased considerably (30–70%). There has also been an improvement in relations among contemporaries as well as between schoolchildren and teachers. Teachers and schoolchildren who took part in this programme enhanced their social competence, with a significant decrease recorded in the number of asocial acts (vandalism, fights, thefts, absences from school).

The Olweus programme is implemented in schools in an effort to reduce the number of manifestations of bullying or other asocial behaviour. **The essence of the programme is** to teach school staff to recognise and notice bullying and respond to it adequately. Lithuanian instructors trained by Norwegians help to implement the Olweus programme in schools. They work with the school community at the institutional, classroom and individual levels. Teachers, tutors, specialists, schoolchildren and their parents are involved in the implementation of the programme. Adults play the main role in the Olweus programme – they must stop bullying, be an example and model of appropriate behaviour. The school environment is transformed so as to limit the opportunities for the occurrence of bullying, reduce the suffering of bullying victims and improve relations among schoolchildren.

The Olweus programme is currently implemented in 93 Lithuanian comprehensive schools. Sixty-four instructors attending training work with the schools. The introduction of the programme in one school lasts 18 months. The staffs of the schools participating in the programme are taught the principles of introduction of the programme, are provided with necessary methodical materials and with consultations by instructors on a regular basis.

Understanding that schools are not properly prepared to respond to conflict and crisis situations, the Ministry of Education and Science in 2007 **prepared a Description of the School Crisis Management Procedure**, which regulates crisis management in schools. **School crisis** is an unexpected and/or dangerous incident that disrupts the regular activities of a school community or its individual members and causes an emotional shock to the entire or a major part of the school community. It may be a suicide or death of a member of the school community, a manifestation of violence, etc. Such an incident involves a number of members of the school community, disturbs their psychological balance, and may result in unpredictable negative consequences, e.g. suicide of friends or relatives of the person who has committed a suicide. In order to prevent it, persons affected by the incident need urgent help. **School crisis management** means actions performed by a school crisis management team and a crisis management team of a municipal educational psychological service during a school crisis in an effort to solve problems caused by the crisis and provide effective assistance to the community.

In the course of implementation of the description, in 2008, crisis management teams of all educational psychological services were formed and trained, information seminars for comprehensive school principals were organised in order to acquaint them with the notion of a school crisis and the importance of crisis management. Training was attended by 250 members of educational psychological service crisis management teams and 867 school administration representatives. School crisis management consultants are planned to be prepared in individual regions of Lithuania and training for school crisis teams is scheduled to be organised in 2009–2010.

Another important point is that schoolchildren should be involved in the efforts to solve violence and bullying-related problems. One of the measures that enable schoolchildren to participate is organisation of **activities of children against violence groups in schools**. Such activities give pupils or pupil organisations an opportunity to take an active part in these activities by organising various events, discussions, preparing projects, learning how to mediate, etc. The Ministry finances the establishment of such groups in schools. In these activities, the Ministry is assisted by non-governmental organisations, which is a yet another conformation that cooperation of public institutions with non-governmental organisations produces expected results.

The professional qualification of educational psychological services and school administrations as well as educational assistance specialists in the area of violence prevention is enhanced every year. A total of 147 specialists were trained in 2008. The number of educational assistance specialists is increased every year: 124 additional offices of psychologists, assistant teachers and special needs education specialists were established in 2008.

Q. 3

One of the most important education documents defining the content of education at the state level is the General Programmes of Primary and Basic Education (hereinafter referred to as the 'General Programmes') approved by order of the Minister of Education and Science of 26 August 2008. The purpose of the General Programmes is to seek consistency, availability and quality of education in the entire education system. In order to improve the integration of education content, the General Programmes include a new area of enhancement of general competence and life skills, which is comprised of integrated programmes – Learning to Learn, Communication, Sustainable Development, Health and Life Skills, Cultural Consciousness, and Preventive Programmes implemented during classes of all disciplines, non-formal education activities and school community events.

The integrated preventive programmes are aimed at preparing young people for life, family, nurturing a mature and moral personality capable of building and maintaining mature interpersonal relations and resistant to negative phenomena of life. Schoolchildren participating in the preventive programmes acquire knowledge and understanding of themselves, their growth, sexual maturation, preparation to start a family, as well as family, community and society relations. The preventive programmes indicate the direction of preventive work for schools and can be implemented in view of the context of a school or class by different methods: through integration into the content of curriculums; through introduction of a special course as an optional discipline for a certain class; through integration into additional education and non-formal education programmes; through integration into classes; by other methods chosen by schools (by implementing projects, etc.).

Q. 4

- Development of children's social skills at preschool age;
- A clear and unanimous school staff/community position towards violent behaviour, a clear and consistent system of rules of conduct in school;
- Creation of a safe school atmosphere based on respect and mutual confidence through enhancement of teacher competence;
- Close cooperation among teachers and communication with schoolchildren's parents, as well as tutors' care for schoolchildren's life.

LUXEMBOURG

Q.1

Dans ses travaux de prévention et de réduction de la violence à l'école, le CPOS a toujours privilégié une définition large et complexe du phénomène de la violence. Sont ainsi pris en compte des sortes de violences différentes (physique, verbale, psychiques, sexuelle, vandalisme, bullying, ...), l'ensemble des acteurs scolaires et non seulement les élèves, ainsi que les différentes cibles que les actes violents peuvent avoir (la personne elle-même, des personnes entre elles, des groupes, des objets). De même, sont considérées également comme violentes des situations d'abus de pouvoir ou encore des situations de violence structurelle ou institutionnelle.

Selon les dernières études et communications scientifiques nationales (Curie et al., 2008 ; Steffgen et al., 2009 ; Huberty & Steffgen, 2008 ; Steffgen, 2004, 2008, Steffgen & Ewen, 2007 ; ...), et surtout selon les résultats de l'étude internationale Health Behaviour in School-aged Children (HBSC) de 2006, la prévalence des agissement violents des élèves a cela de caractéristique au Luxembourg, que la violence verbale et psychique entre élèves prime largement sur les confrontations physiques. Cela s'avère particulièrement prégnant pour les garçons de 15 ans. Entre 15 et 20% des élèves des lycées affirment par exemple que d'autres élèves font circuler, au moins une fois par semaine, des mensonges et rumeurs à leur sujet. Concernant le bullying, le nombre des filles disant être harcelées (bullied) est plus élevé que la moyenne de l'étude HBSC.

Considérant que la consommation d'alcool et/ou de cannabis, en tant que comportement à risque, accroît conséquences sociales, psychologiques et physiques défavorables à la personne, il est à noter que les adolescents luxembourgeois boivent moins, mais consomment plus de cannabis, comparé à la moyenne des 40 autres pays.

Certaines recherches plus spécifiques, et ayant donc moins d'équivalents dans d'autres pays auxquels les résultats pourraient être comparés, permettent de faire les constats suivants :

- 24% des enseignants luxembourgeois se disent victimes d'attaques verbales fortes au moins plusieurs fois par an (Steffgen et Ewen 2007). De même 5% de plus que leurs collègues allemands (2%, cf. Greszik et al. 1995) affirment être victimes d'harcèlement sexuel;
- les caractéristiques scolaires, tel le climat scolaire du lycée ont un impact sur le degré de violence dans l'établissement (équipe de recherche et Steffgen, diverses études entre 2001 et 2008) ;
- il existe d'importantes différences de perception de la violence à l'école, selon qu'il s'agisse des élèves ou des enseignants. Ces derniers la jugent plus importante (CRRC, 2003).

En complément des données issues de la recherche, les statistiques criminelles du rapport annuel de la Police Grand-Ducale (2008) nous renseignent sur la fréquence d'actes de délinquance juvénile en général. Entre 2001 et 2006, la délinquance d'adolescents (<18 ans) a été stable (entre 10.8 et 12.5%). En 2007 elle a par contre été de 13.3% par rapport à l'entièreté des crimes, et donc été plus élevée que les années précédentes.

Nous sommes loin de disposer d'un éventail complet de données sur le phénomène de violence dans les écoles luxembourgeoises. Actuellement, les études en cours portent sur un des nouveaux comportements à risque qu'est le « cyberbullying ». Elles sont menées par le Prof. Dr. G.Steffgen et son équipe de l'Université du Luxembourg.

Q.2

Les mesures se situent à différents niveaux :

Mesures informatives

- Recueil ou transmission d'information (enquêtes, ateliers et conférences avec intervenants externes, campagnes de sensibilisation, publications de brochures et d'articles, etc.)

Les conférences sont souvent organisées en collaboration avec les associations des parents d'élèves et/ou des associations traitant de sujet d'actualité comme p.ex. de la violence dans les médias.

Les enquêtes sont généralement issues d'une collaboration entre des acteurs du terrain (SPOS et CPOS) et l'université de Luxembourg.

Mesures formatives

- Le Service de Coordination de la Recherche et de l'Innovation pédagogiques et technologiques (SCRIPT) du Ministère de l'Éducation Nationale et de la Formation Professionnelles (MENFP) offre une panoplie de formation continue pour enseignants qui vise à développer les compétences des enseignants dans les domaines de la communication, de la médiation, de la gestion de conflits et de l'utilisation des médias.

- Le Centre de Psychologie et d'Orientation scolaires (CPOS) du Ministère de l'Éducation Nationale et de la Formation Professionnelles (MENFP) propose un éventail de formations continues à courte durée et à longue durée pour le personnel psycho-socio-éducatif des lycées telles que :

- gestion de conflit
- intervention en situation de crise
- techniques de dé-escalations (Anti-Gewalt-Training)
- techniques de relaxation

- Réflexion et échanges sur des sujets sources de malaise, de conflits, de discrimination etc. (groupes de parole, forums, colloque)

- Le MENFP soutient l'initiative de la FAPEL (Fédération des associations des Parents d'Elèves au Luxembourg) de proposer des formations « L'entrevue enseignant-parents d'élève » en vue d'améliorer la relation entre ces 2 acteurs scolaires.

Mesures éducatives

- Projets de médiation (médiation scolaire, peer médiation, ...)

- Développement de compétences sociales (communication, confiance en soi, respect de l'autre, climat scolaire, gestion non violente des conflits, Peoples' Theater etc.) Ces programmes ont lieu avec la participation du personnel des SPOS et sont souvent intégrés dans le programme scolaire.

- Manifestations ponctuelles de sensibilisation auprès des élèves telles que « Lycée sans violence », « Journée du respect », « Gewalt und Schulklima », « LëtZ-Muti »,

- Aide spécifique pour les élèves en difficultés, en décrochage ou à risque de décrochage scolaire. De plus en plus de lycée ont créé des classes relais (type : Mosaik) pour faire face au décrochage scolaire.

- Création de « L'école de la 2^e chance » qui va ouvrir ses portes en 2011.

- Promotion du programme « Education des choix » par le CPOS qui propose une formation aux enseignants. Ce programme vise le développement des compétences transversales, en l'occurrence l'autonomie, la responsabilisation, la citoyenneté ainsi que l'écoute de soi et de l'autre.

- L'élaboration d'une charte scolaire (Leitbild) dans chaque lycée.

- Réalisation du concept Coolness-Training et Anti-Gewalt-Training par le CPOS dans plusieurs lycées qui prévoit au niveau de prévention l'organisation d'ateliers pour élèves et la prise en charge d'élèves devenus auteurs de violence ainsi que le travail avec les victimes de tels actes.

Q.3

Voir le programme: « Plan d'études pour la Formation Morale et Sociale » disponible auprès du secrétariat de la commission

Q.4

Afin de lutter contre la violence en milieu scolaire, nous préconisons à côté des mesures de réduction avant tout des mesures de prévention de la violence scolaire.

Suite à des études empiriques nous avons pu constater que des mesures d'intervention auprès des élèves n'ont à elles seules pas atteint l'effet désiré et qu'il faut étendre le terrain d'intervention aux enseignants et aussi aux parents. La lutte contre la violence scolaire devrait donc avoir comme cible l'ensemble de la communauté scolaire et ne pas se limiter à des actions qui ne concerneraient que le groupe élève.

C'est pourquoi nous privilégions des mesures de prévention qui s'adressent aux élèves, aux parents et aux enseignants (sous forme de formation continue) et qui sont bien ancrées dans un projet scolaire ou dans le projet d'établissement qui aurait comme but le développement scolaire vers une école sans violence.

Aussi les programmes d'intervention ne devraient-ils pas se limiter à la lutte directe contre la violence scolaire, sachant que les interventions qui ont comme but de prévenir l'échec scolaire (aide à l'apprentissage) et de promouvoir les compétences sociales (code de vie, peer mediation, gestion de conflits) ont aussi comme effet une réduction de la violence scolaire.

Nous préconisons donc une approche globale de prévention qui engloberait la prévention de l'échec scolaire et de la violence scolaire tout en promouvant le bien-être et la santé à l'école de tous les membres de la communauté scolaire.

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MALTA / MALTE

Perhaps the most common factor in researching violence in schools, and one which practically everyone dealing with this issue is aware of, is the fact that some cases often go unreported. The reason for this could be just plain fear by the victim that by reporting, worse things could happen to him/her. It is also true that there could be cases, especially in some schools, that are dealt with at source only and not reported to the proper authorities.

In the majority of cases it is the Anti-Bullying Section within the Student Services Department at the Directorate for Educational Services that deals with this issue.

Q.1

Physical, verbal and psychological violence between students are the most common bullying that the Psycho – Social Services come across in Malta.

It needs to be stated that out of 57,000 students attending Maltese schools, the absolute vast majority do so calmly and serenely and are not involved in any way in violent acts. Occasionally there are a few incidents that cause concern especially when it comes to bullying in schools.

Q. 2

The Anti-Bullying Unit forms part of the Safe School Programmes which include the Anti-Substance Abuse Section, Child Safety Services and the Anti-Bullying Section.

The Anti-Bullying Service strives to support and co-ordinate the efforts at school level. An anti-bullying programme ensures a safe and caring environment conducive to learning. This Service seeks to provide:

Consultation Services. Whole-school policy development that includes:

Raising awareness of the issue of bullying;
Formulating and implementing strategies to respond to the issue of bullying behaviour.

Intervention: Staff Development

- Provision of class interventions in conjunction with the school, intervention,
- in individual cases and in parents' meetings.
- intervention at the individual level through the involvement of school-based psychological, psychotherapeutic or counselling services.

Prevention:

Activities are offered to maintain a steady input into prevention of bullying in schools, by raising awareness among members of the administration, professional and minor staff, students and parents.

Co-ordination and monitoring:

The service acts as a link between schools and other student services or professional agencies within and/or outside the Education Directorates.

Research and training: The service involves itself in research activities currently being explored both intra-departmental and extra-departmental with the University of Malta. (Student Services Booklet - Student Services Section, Sarria Street, Floriana).

It is also important to note that as from the year 2000 a National Anti-Bullying Policy and Procedure was issued. (www.education.gov.mt/ministry/doc/pdf/politika_imgiba_tajba_iskejjel.pdf)

Q. 3

This is mostly done through Personal and Social Development lessons, Religion and Social Studies lessons.

Additionally, schools also benefit from:

“initiatives in the promotion of social and emotional health in school and the prevention and management of social, emotional and behaviour difficulties, including inservice training courses in schools, policy development, and school based projects such as Nurture Groups for students with social, emotional and behaviour difficulties in primary schools, Circle Time for emotional literacy in schools, and Behaviour Support Teams in schools and colleges”.

<http://www.um.edu.mt/edres/staffve>

The school counsellors and guidance teachers in all secondary schools deal with issues of behavioural problems. Often the students seek help from the said professions as the students are very familiar with the guidance and counselling services of their school. Educative, informative and preventive programmes are run to enhance good relationships and respect to each other.

The school counsellors and the guidance teachers provide individual sessions to the students who are either the victims or the bullies of the reported violent cases. The counselling and support sessions are also offered to the parents.

Q. 4

Ongoing courses for parents, teachers and students.

It is very imperative that parental programmes and any preventive and informative programmes start from early primary years to both parents and pupils.

Constant supervision on school transport and during school hours.

As social workers working closely with students, their parents and families, we cannot but stress what we have been maintaining for many years, that is, the effect that the family and especially the parents have, on the children. That is why we believe that, for example, in cases of parents not sending their children to school, instead of a fine, they should be ordered by court to attend a number of parental skills sessions. In the case of bullying too, we feel that counselling the parents could go a long way in preventing some bullying.

Multidisciplinary school-based teams which include the services of an educational psychologist, counsellor and social worker, to work at the individual case level, whole-school response development and to liaise with various child, family and community support services. The setting up of multidisciplinary school-based teams is stated in the Education Act (2007) and is presently at the policy development stage of implementation.

MOLDOVA

Q 1

Results of the 2 national surveys made in 2006 and 2007 by the Ministry of Education jointly with the Ministry of Social Protection, Family and Child and UNICEF have shown that violence against children is a quite spread phenomenon both in the family and at school. Thus, 25% of the surveyed children admitted that they are beaten by their parents, and 13% have experienced corporal punishment by teachers at school.

According to the conclusions of the children participating in the Working Group on Monitoring Respect of Children's Rights in the Republic of Moldova set up by the Centre for Information and Documentation on Children's Rights, manifestations of physical, psychological violence of teachers against pupils/students and among pupils/students take place at the educational institutions.

Q. 2

At present, normative instruments that provide for the education system in the Republic of Moldova are in line with the international instruments on respect of children's rights (Convention on the Rights of the Child, Law on the Rights of the Child no. 338-XIII of December 15, 1994) and do not accept the phenomenon of violence in any of its forms. Article 57 (1) of the Law on Education provides for assurance of the respect of rights and liberties of pupils and students at educational institutions of all levels. Corporal punishment and any form of physical and psychological violence are prohibited.

Education in the spirit of humanism and non-violent behaviour is upheld indirectly – through such subjects as literature, history, foreign language, etc. – and directly – through teaching special subjects as “Moral and Spiritual Education”, “Civic Education” at lyceums and gymnasiums as well as by introducing such values into discussions during the class meetings.

Recently, various ONGs complement the educational programs run by educational institutions. National Centre for Preventing Abuse of Children, Centre for Information and Documentation on Children's Rights, UNICEF Representation in Moldova and GENDER-Centre are actively involved into the process. Annually a wide range of activities is realized on the local and national level, such as:

- Campaign on raising awareness of the society of the problem of child's ill-treatment devoted to the World Day of Preventing Abuse of Children of November 19
- Republican Contest for children's paintings “A Tearless World”
- Republican Contest for literature and fine arts “Indifference Promotes Violence”

In 2008, the Ministry of Education together with the UNICEF Representation in Moldova launched the initiative “School – a Non-Violent Environment” at about 1570 pre-university institutions. This initiative included organization of teacher trainings, printing of leaflets on violence prevention, elaboration of didactical projects for teachers, and meeting with parents.

Lately, the practice of creating cross-sector commissions of representatives from the Ministry of Internal Affairs, Ministry of Labour, Social Protection and Family, National Centre for Preventing Abuse of Children, for joint examination of the cases of violence against children.

Q. 3

The school subject “civic education” addresses such topics as respect for differences, tolerance, overcoming prejudices, non-violent communication, decision-making and peaceful solution of conflicts, and offers the possibility to learn through discovering the democratic principles and values, citizen-state relation, and contributes to the formation of responsibility sense in individual and collective behaviour.

Currently, national curriculum is being updated and brought into line with the new educational standards upheld by the Council of Europe. Thus, all the school subjects shall form pupils’ interpersonal, civic and moral competences manifested through non-violent behaviour.

Q. 4.

Combating violence at school remains an issue of current importance, which involves changing mentality of all the participants to the educational process. This issue is treated by diversification, enhancing efficiency and democracy of the educational process at schools and outside schools. It also implies teacher education and in-service training for using educational software, and creation of a pedagogical partnership in the society.

In this respect, the following actions are envisaged as measures to combat violence:

- Promotion in the society of a clear-cut political message addressing zero tolerance to any form of violence;
- Building educational partnership oriented towards prevention and combating of all forms of violence in the community (school, family, etc.);
- Elaboration of an efficient mechanism for implementation of the Law on mass-media prohibiting broadcast during day hours of TV-shows promoting the cult of force and violence;
- Broadcasting of a series of TV-shows that would reflect good practices in innovative education (upholding the value of the child’s personality, stimulation of children’s and youths’ participation in the decision-making process, activities on initiation and peaceful and constructive solution of conflicts, creation of some positive intercultural environments, etc.);
- Broadcasting TV and radio-shows for parents;
- Extension of the range of shows for youth;
- At the level of educational institutions, continuation of the local campaigns on non-violence, public debates, case studies, painting, essay contests, special editions of school magazines and newspapers, etc.

NORWAY / NORVEGE

Reply from Norway to the four questions on violence at school:

1. Which forms of violence at school have been identified as a problem in your country (for example, psychological violence, physical violence, sexual violence, drug-related violence, armed violence, violence between students, violence between students and teachers etc.)?

What we perceive as the most serious form of violence in schools in Norway today is bullying or psychological violence, as it also can be called. Bullying is defined in "The Pupil Survey" as:

repeated negative or "malicious" behavior from one or more persons towards a pupil who has problems defending him/herself. Repeated teasing in an unpleasant and hurtful manner is also bullying.

Statistical figures from the annual pupil survey show that approximately 5 % of pupils in primary or secondary school in Norway (age up to 16) are bullied weekly or more often by fellow pupils. In recent years, a new kind of bullying has arisen - bullying by mobile phone. This usually takes the form of unpleasant conversations or text messages, but it can also occur through the distribution of photos on the internet or by e-mail or mobile phone etc. It appears that children to a large extent perform this type of bullying in addition to traditional forms of bullying. Yet physical and psychological bullying, exclusion and teasing are still the most common forms of bullying. Some research done by the *Center for behavioral research* has shown that far more homosexual or bisexual pupils are bullied than heterosexual pupils. The mapping of conventional homophobic bullying and homophobic bullying by mobile phone or the internet shows the same pattern. Also bisexual boys and homosexual pupils of both genders bully others to a significantly greater extent than do heterosexual pupils.

2. What policies have been developed for dealing with violence at school (for example, school policies, educational policies, social policies, security policies, etc.)?

According to the Education Act, section 9a-1, all pupils attending primary and secondary schools are entitled to a good physical and psychosocial environment, conducive to health, well-being and learning. The schools should thus make active and systematic efforts to promote a good psychosocial environment, where individual pupils can experience security and social belonging. Well-being, motivation, lack of bullying and discrimination as well as good cooperation between school and home are some of the factors that can affect the academic, social and personal learning outcomes of pupils in school. A national supervisory body is due to study pupils' psychosocial learning environment in 2010 and 2011, comparing the findings with the provisions laid down in chapter 9a of the Education Act.

Furthermore, every school is obliged to have a set of "school rules" that applies to all the pupils. The rules may for instance state the consequences of violence or threats of violence against fellow students or teachers. If the school rules are defied, the penalty can be expulsion for up to three school days, and in the most serious cases a pupil in breach of the rules may be reported to the police.

The Manifesto against bullying 2009–2010 was in February 2009 signed for the fourth time by the Government together with several national stakeholders involved with children and youth in Norway. Parties to the Manifesto commit themselves to make efforts to ensure that all children and young people have a good and inclusive childhood and learning environment, and that no one is exposed to offensive words or actions, such as bullying, violence, racism, homophobia, discrimination or exclusion. A number of measures were agreed upon, including the appointment of a committee which will carry out national research-based inspections in order to get a better picture of what lies behind the figures in The Pupil Survey on bullying and discrimination.

In addition, all primary and lower secondary schools in Norway are offered a selection of bullying prevention programs. All the programs offered have been scientifically and methodologically tested by researchers working with deviant behavior and bullying. In December 2009, The Norwegian Directorate for Education and Training launched a new campaign aimed at providing a "Better learning environment" including measures to prevent and reduce bullying in schools. Within the framework of this campaign the schools will be offered guidance in their efforts towards ensuring the pupils a healthy and stimulating learning environment, free from bullying.

3. How is the issue of human violence approached in school curricula and school subjects taught in your country (for example, history, political studies, philosophy, religion psychology, media literacy, arts, sport, etc.)?

The curricula in Norwegian schools are locally anchored and planned in accordance with the aims of competence set by The Ministry of Education and Research. The curriculum should cover such subjects as human rights, including children's rights. Respect, tolerance, racism, equality and conflict management are also covered in the curricula. Much attention is given to the pupils' development of ethical, social and cultural competencies. The goal is that the pupils shall become independent individuals who can assess and take responsibility for their own actions.

4. What measures for dealing with violence at school would you recommend (for example, empirical research, pre-school work, curricula, teacher training, extra-curricular work, parental counseling, technical security equipment, school co-operation etc.)?

In Norway the foremost method used for dealing with violence and bullying has been through the provision of relevant information and by equipping teachers with the necessary qualifications to tackle incidents of violence and bullying. Efforts to prevent bullying in schools are given continued attention, and the schools are encouraged to make use of a number of programs made available to them. The local school administration and the county authorities are also continuously asked to document their efforts on preventing bullying. The annual publication of The Pupil Survey demonstrates the results obtained, and possibly the need for

more serious approaches. Furthermore, the results from the survey can also be useful for the Ministry as a policy-maker.

ROMANIA / ROUMANIE**Q.1**

According to the information included in the study “Violence at School”, published by the Institute of Educational Sciences, the most common form of violence between students is the verbal violence.

This fact doesn't exclude the existence, on much reduced levels, of other forms of violence, among which we can mention the *psychological, physical violence, the violence between students and teachers* and, in an extremely reduced form, the cases of *sexual violence, violence associated with white weapons or violence associated with alcoholic beverages or drugs.*

Supplementary information:

In 2005, the Institute of Educational Sciences published the study „ Violence at School”, which was carried out and published with the financial support of UNICEF Romania.

The main objectives of the study/research were the following:

- evaluation of the dimensions of violence at school
- identification of the situations of school violence and the elaboration of a typology of the phenomenon
- identification of the causes that generate violence at school
- drafting a set o recommendations, dedicated to teachers and parents, with the aim of diminishing violence at school

In order to identify violence and the forms of violence, as well as the causes and the possible solutions for prevention and intervention, the study wanted to seize the perceptions of different actors of the educational community (school managers, teachers, counsellors, school inspectors), of other responsible factors, such as representatives of the police, as well as of the parents and the students. As a result, as part of the research, several samples and investigation lots have been used.

The inquiry by questionnaire, within the framework of this study, realised during the school year 2004/2005, which has proposed the evaluation of the dimension of the school violence phenomenon, was carried out on a representative sample of 1207 schools, according to the data presented in the following table

Table 1. Investigated schools

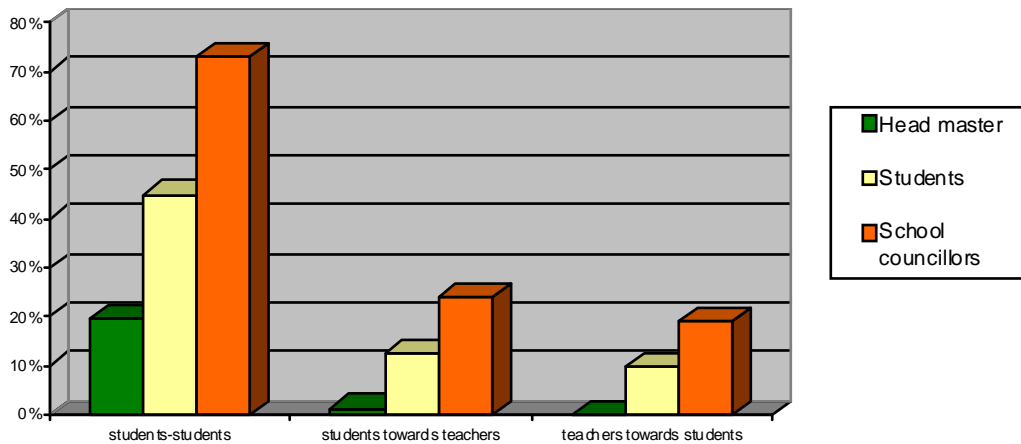
	Total			Of which:					
				Schools I-VIII grades			Secondary /Upper secondary schools		
	Total	Urban	Rural	Total	Urban	Rural	Total	Urban	Rural
Schools	1207	504	703	872	224	648	335	280	703
Students	58573 4	42015 5	165579	26969 4	14162 3	12807 1	31604 0	27853 2	37508

The first level of analysis of violence at school took into consideration the level of relations. Different forms/dimensions are being distinguished:

- violence between students
- violence of students towards teachers
- violence of teachers towards students (inadequate behaviour of teachers)

Starting from this classification, on the basis of information obtained from different categories of actors investigated in the questionnaire, regarding the forms of violence, a kind of convergence has been registered: all actors (headmasters, students or counsellors) put violence between students in the first place, followed by the violence of students towards teachers and finally, violence of teachers towards students.

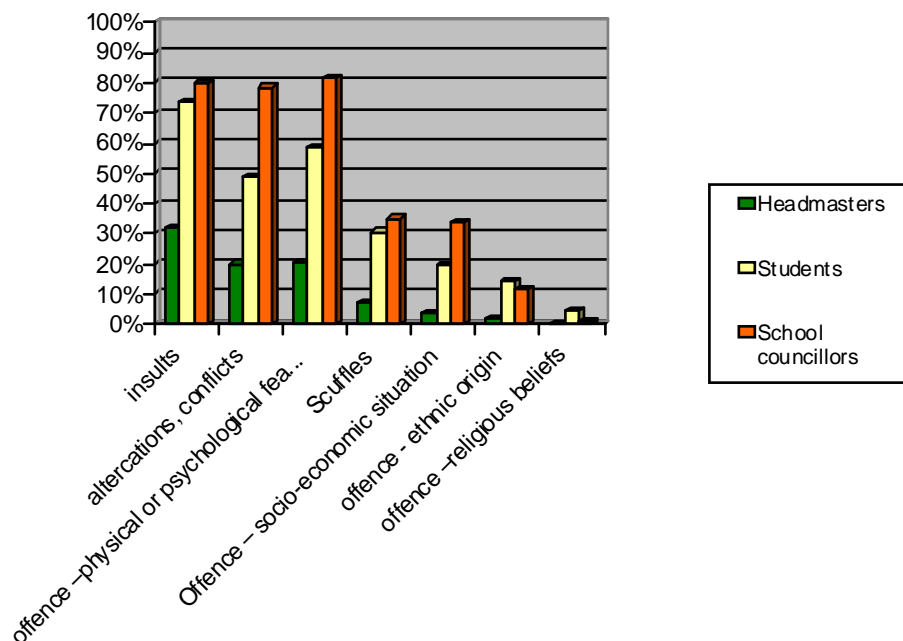
Fig. 1. Opinions regarding the most frequent forms of violence in school



These perceptions, which put violence between students in the first place, were confirmed afterwards by the reports sent by the county school inspectorates/school inspectorate of Bucharest, to the Ministry of Education, Research and Innovation (MERI), as part of monitoring violence at school.

The study of the Institute of Educational Sciences has pointed out the fact that violence between students is recognized to be the main dimension of violence in schools and has different concrete forms. The most frequent form of violence between students is the verbal violence: insults, altercations, conflicts

Fig. 2. The most frequent forms of violence between students



Q.2

The policies which have been and are at present developed for dealing with violence at school, have in view school policies, general educational policies, social policies and policies regarding school safety, awareness raising activities regarding the problem of violence at school.

Supplementary information:

In 2007, the Order no. 1409/29.06.2007 approved the strategy of the Ministry of Education, Research and Youth, regarding the reduction of violence at school.

The strategy mentioned above, as well as a series of activities and projects carried out besides it, strengthens the fact that, the problem of violence at school has been and still is a priority element of the analysis, policies and educational strategies of the Ministry of Education, Research and Innovation which have the goal to prevent and fight against this phenomenon.

For your information, we present a series of elements which point out the activities of our institution in the last years:

1 Representative activities which refer to the analysis and diagnosis of the phenomenon of violence among young people, in general, of violence in the school environment, in particular, and the phenomenon of juvenile delinquency.

As mentioned before, the Institute of Educational Sciences (IES) elaborated and published in 2005, with the financial support of UNICEF representation in Romania, the broadest study in the field, entitled „Violence at School”. We would like to mention the fact that the IES study „Violence at school” was the scientific foundation for the strategy of the Ministry of Education Research and Youth, regarding the reduction of violence at school.

- The Ministry of Education, in partnership with the General Inspectorate of the Romanian Police, has carried out a project meant to prevent and fight against violence at school, entitled „Let`s exclude violence”, a project which

had as a starting point an analysis, carried out at national level, on the basis of group interviews with representatives of the teaching staff (teachers, headmasters, counsellors and school inspectors) and students.

2. Representative activities at national level regarding the awareness-raising in relation with the problems of violence at school.

The most representative activity of this kind was the organization of the first National Forum entitled „**Media, Violence and Education**” at the **University of Bucharest (Aula Magna)** on the **26th and 27 th May 2006**, with the participation of teachers, representatives of the county school inspectorates/ Bucharest inspectorate, journalists, especially TV journalists, representatives of the teaching staff, parents, students, as well as of the civil society. The forum was organized under the patronage of the minister of Education and Research, of the President of the National Council of Audio-Video, of the Rector of the University of Bucharest and of the Representative of UNICEF Romania.

The purpose of the **Forum** was to launch at national level an awareness raising campaign with the aim to get people fully aware of the importance of the problem of violence in mass-media and in society and to promote a movement aiming at the improvement of the TV broadcast quality, in particular of those for children and young people. The target groups were the school, the family and the large public, regarding the problems of the TV violence and of its impact on the youngest TV spectators. The themes of children as „news subjects” and the protection they are entitled to, according to the law in force, were also discussed during the Forum.

3. Representative programmes and projects at national level regarding the problem of violence phenomenon in school

Within the common project MERY- The General Inspectorate of the Police entitled ”Let’s exclude violence”, the main goal was to reduce the number of violence acts, committed in the perimeter of the schools and in the adjacent zones, and the aimed purposes referred to :

- a. Periodical analysis of the situation in the schools, especially regarding the acts of violence.
- b. Anti-offence and anti-victim training of the students, in order to adopt a behaviour based on the observance of social standards
- c. Involvement of students in preventing criminal activities.
- d. Creation of a real and efficient communication system between school, authorities and families in order to identify, monitor and prevent the acts of violence by involving all the educational factors.
- e. Increasing the effectiveness of the fight against all forms of violence and of other antisocial facts committed in the school area.

4. Other representative programmes and projects at national, regional and local level, regarding the problem of violence at school

1. The counselling and orientation class, the extracurricular and extramural activities include topics that refer to the reduction of the violence phenomenon, to the moulding of responsible civic and healthy behaviour among students and young people
2. The national programme „ Education for Health in the Romanian School” has a distinct chapter about prevention of violence, with specific themes in the school curriculum for grades I-XII
3. The Ministry of Education, Research and Innovation supports and encourages the projects carried out by local, regional and national council boards of the students and closely collaborates with governmental, nongovernmental and international institutions, in order to prevent violent behaviour in schools.
4. Video cameras have been purchased and set in schools with the support of the local authorities, in order to supervise school areas; in several schools bodyguards have been employed.

5. The Strategy of the Ministry of Education, Research and Youth regarding the reduction of violence at school.

By Minister’s Order no.1409/29.06.2007, the Strategy of the Ministry of Education, Research and Youth, regarding the reduction of the violence phenomenon in schools was approved (see strategy on the address www.edu.ro>*invatamant preuniversitar*).

In order to present this strategy, but also as a result of the constant interest of the Council of Europe regarding the problem of violence, the national seminar „ An Europe with and for children – “Diminishing Violence at School “, took place in November 2007, under the patronage of the Ministry of Education, Research and Youth and of the Informational Bureau of the Council of Europe in Bucharest (BICE).

The seminar took place at the National Palace of Children in Bucharest on the 20th November 2007, with the participation of the representatives of the Information Bureau of the Council of Europe in Bucharest, of experts of the Council of Europe, of specialists from the Ministry of Education Research and Youth, of

representatives of nongovernmental organizations who develop activities meant to prevent and fight against violence.

The Strategy of the Ministry of Education, Research and Youth regarding the reduction of violence at school is being implemented at the level of all institutions involved in prevention and fighting against violence (at national, county/Bucharest and school level) starting with the school year 2007-2008.

Each school has the duty to elaborate and implement an action plan in the field of reduction and prevention of violence, the model of the minimal operational plan of the schools being included in the strategy.

In accordance with this model, depending on the particularities and on the specific problems, each school in Romania works out and applies its own strategy, in order to prevent and fight against different forms of violence at school.

6. The Ministry of Education, Research and Innovation launched in 2009 the project” **Young People against Violence**”.

The project, which is co financed by the European Social Fund, with a budget of 5 million Euros, will be carried on during a period of 36 months. The project contributes directly to the achievement of the general objective of the Sector Operational Programme - Human Resources Development – SOP HRD and joins the major intervention domain 1.1 Access to education and high quality initial professional training.

The general objective of this project is to develop structures and mechanisms of information, training, supervision and communication at local, regional and national level in the field of prevention and fight against violence at school.

The target group is made up of students, managers and inspectors from the school inspectorates, headmasters and members of the administration school councils.

As a result, the project has in view to implement a monitoring system of violence at school, to support institutional building for the structures with responsibilities in coordinating at national, county and local level, in prevention and fighting against violence at school (the National Council for prevention and fight against violence in school area, the county committees and the committees at school level, the students' councils), to provide training regarding the prevention and fight against violence at school, to provide training for students involved in the program of conflict management and the non-violent communication/interaction, respectively.

Q.3

The problem of human violence, in particular of the conflicts in the inter human relationships, is an explicit theme in some compulsory social studies subjects, such as: Civic Culture, Logics, argumentation and communication, Psychology, Sociology, Philosophy or in some optional subjects, which can be found in the national offer, among which me mention Civic culture (moral-civic education), Civic Culture –Education for children`s rights, Intercultural Education, Civic Education – upper secondary , Human Rights – upper secondary.

The problem of violence can be found as a theme or as an inter-curricular or trans curricular problem especially within the framework of subjects, such as history, Romanian language and literature, foreign languages, religion etc.

Supplementary information:

The social studies subjects contribute to the progressive building of key-competences for the lifelong education, which have been recommended by the Parliament and by the Council of the European Union, especially regarding the social and civic competences.

As part of some social studies subjects, there are also explicitly integrated contents and competences which refer to the problem of violence, of the pro and anti social behaviour, of the social conflicts and the possibilities of solving them.

In the table below, we give some examples of such competences and contents given by social studies:

Subject Year of Study	School curriculum Approved by minister order	Reference objectives/Specific Competences	Contents
<i>Civic Education, the 4th grade compulsory subject</i>	Order No. 3919 / 20.04.2005	-To identify norms of civic behaviour in different situations -To take part in the development of the affective climate of the group	The existence of relations between people in different situations: -,normal` situations (to carry on some activities , to obtain some rights, relations with different authorities) -,limit` situations (catastrophe, accidents, aggressions, death)
<i>Civic culture, the 8th grade, compulsory subject</i>	Order No. 5097/09.09.2009	-The explanation of the relation between liberty and the observance of the law -The civic participation with assuming the responsibility for the consequences of one`s activities	The liberty and the observance of the laws; limits of the liberty; the juvenile delinquency The civic participation and the responsibility; decision , action and assuming the consequences
Logic, argumentation and communication, the 9 th grade compulsory subject	Order No. 5099/09.09.2009	Building skill for rational dialogue, negotiation and conflict solving in a group	Arguments and counterarguments in negotiation and in conflict solving
<i>Psychology, the 10th grade, compulsory subject</i>	Order No. Nr. 4598 / 31.08.2004	-The valuation of some psychosocial behavioural types in given situational contexts - Finding solutions by cooperation with other parties for problematic situations with psychology knowledge -Proper psycho-social conduct in different situations	Pro and antisocial behaviour

<i>Sociology, the 11th grade, compulsory subject</i>	Order No. Nr. 3252/ 13.02.2006	-Argumentation of the necessity of good management and social control for the normal functioning of a society -The analysing of some types of behaviour related to desirable values -The analysing of some types of behaviour : corruption, infringement of the law, a o -Finding tendencies of evolution for some social problems inside the community (discrimination, infringement of the law, social conflicts)	<i>Social problems (discrimination, infringement of the law, social conflicts, corruption, poverty)</i> <i>*Order and social control</i>
<i>Philosophy, the 12th grade compulsory subject</i>	Order No. Nr.5959 /22.12.2006	-Defining of pro and against arguments regarding disputed problems of applied ethics, within some group or team activities - Recognition of ethical consequences involved by a certain phylosophical position	Morals Good and evil Moral theories Problems of applied ethics

Elements which aim directly at the debate of the problem of human violence can be found at the level of some contents and competences included as part of some optional subjects which belong to the national offer, among which we mention:

- The subject Civic Culture, for the 5th grade (moral and civic education), the curriculum approved by order no. 5098/09.09.2009.
- The subject Civic Culture the 6th grade – Education for the child`s rights the curriculum approved by order no. 5098/09.09.2009.
- The subject Intercultural Education, for lower secondary education, approved by order no. 5098/09.09.2009.
- The subject Civic Education` for upper secondary education, curriculum approved by order no. 4730/22.09.2004.
- The subject `Human Rights`, for upper secondary education, curriculum approved by order no. 5208/25.09.2006.

Q.4

We consider it necessary to promote a set of measures, which have in view both the main forms of violence identified and the main categories of actors and institutions who/which may contribute to the prevention and the fight against the phenomenon (students, teaching staff, school counsellors, parents, representatives of the local authorities, police, NGO-s, able to offer expertise in the field)

From this perspective, the Model of the Minimal Operational Plan for schools, part of the strategy of the Ministry of Education, has in view educational and administrative measures/activities, among which we mention:

- ***Activities carried out in order to make students, parents and the teaching staff sensitive and aware of the problem of violence and to establish a formal frame for debates regarding this problem at the school level***
- ***Meetings of the students and the teaching staff with representatives of the Police, the Gendarmerie, the Magistrates on the topic of violence, in general, and violence at school, in particular.***
- ***Giving multiple and attractive educational alternatives for spending the free time by participation in extracurricular activities: civic programmes, sports, artistic and civic activities, in schools, clubs and children`s palaces; participation in school contests***
- ***Initiation of projects and programmes of the students` council regarding the problem of prevention and fight against violence at school.***
- ***The psychological counselling of the students who exhibit violent, aggressive behaviour in relation with their colleagues and the teachers, in the psycho-pedagogic counselling room within the school***
- ***The pedagogical counselling of teachers regarding the prevention and fight against violence at school.***
- ***The participation of teachers in training activities regarding conflict management and class management***
- ***The monitoring of the observance of the Law nr.272/21.06.2004 regarding the protection and promoting of the child`s rights***
- ***Regulations regarding the access of unknown individuals in the enclosure and inside the school***
- ***Providing school safety***

RUSSIAN FEDERATION / FEDERATION DE RUSSIE

(Translated from original Russian)

The Ministry of Education and Science of the Russian Federation submits information on educational practices against violence in the educational institutions in accordance with the request of the PACE.

The Ministry assumes that illicit acts committed by children's instruction and education professionals remain a particular concern for the educational system. In this context, the Ministry deems necessary to improve federal regulations on the staff of the educational and children's institutions.

The Ministry believes that to address that sensitive issue, a holistic approach is required, which includes establishing an effective teacher selection, training, appointment and promotion system aimed at limiting access to teaching profession for outsiders, as well as improving educational content with focus on instruction aspect and creating an enabling environment for a successful educational process.

In this regard, the Ministry took the following steps:

According to the mandate given by the Security Council of the Russian Federation on 21 November 2008, the Ministry has elaborated a draft Federal Law which would introduce amendments to the Labour Code of the Russian Federation (with respect to teachers' labour stand management) to prohibit persons with any criminal record from assuming any of the official decision-making or teacher functions within teaching institutions. That draft № 217/03 of 8 June 2009 was submitted to the federal bodies of executive power for discussion. Currently, it is being coordinated with the Ministry of Public Health and Social Development of the Russian Federation.

Moreover, a federal educational standard (FES) for the general education is under formulation. Ministerial Ordinance № 373 (the Ministry of Education and Science) of 8.10.2009 adopted the primary education FES. FES is defined as a set of structural, progress and implementation requirements for the general education programme (Article 7, paragraph 4 of the Russian Education Act).

Healthy and safe lifestyle Programme is one of the pillars of the primary education FES. That Programme is aimed at building knowledge, perceptions and personal values to ensure students' physical, psychological and social health as a contributing factor to the children's cognitive, spiritual and emotional development depending on their age and other characteristics.

Logistics support, staffing and other operational requirements are critical for implementing general education programme.

Logistics support is focused on ensuring safety education stands, proper sanitation and safe social environment in the educational institutions.

Staffing requirements include the adequate level of competence and compulsory staff development with regard to teachers and any personnel within educational system institutions.

Ministerial Ordinance № 593 (the Ministry of Public Health and Social Development) of 14.08.09 provides for greater consistency in recruitment and staffing through the institutionalizing organisational educational institution standards.

In the educational institutions staff's competence shall be in line with the requirements for the correspondent position, while State and municipal educational institution staff shall fit in the established qualification categories.

Educational institution staff shall get no less than 72 hours of continuing professional training, in particular additional integrated professional courses, at least every 5 years in the certified institutions.

Within its mandate the Ministry of Public Health and Social Development is elaborating a new performance appraisal system for the State and municipal educational institution staff. That performance appraisal system is two-fold: first, to ensure adequate recruitment and training, and second, to promote compulsory staff development by evaluation means.

In its letter № 03–1957 of 1.10.09 submitted to the executive authorities in the constituent entities of the Russian Federation which supervise educational institutions, the Ministry pointed to the criminal acts against students committed by educational institution staff or condoned by other persons, and emphasized the need for officials to provide better protection of life and health of children and adolescents.

While providing necessary guidance on personal coaching of challenged minors and preventing illegal acts against children, including students, the Ministry of Education with the Ministry of the Interior of the Russian Federation made recommendations on the interaction between education authorities, educational institutions and law enforcement agencies to prevent juvenile delinquency and criminal acts against students (letter № 06-348 by the Ministry of Education of the Russian Federation of 07.02.08).

To streamline preventive activities in which education authorities in the constituent entities of the Russian Federation are engaged, the Ministry of Education submitted recommendations for preventing child abuse and ill treatment (letter № 06-1423 by the Ministry of Education of the Russian Federation of 01.10.08); and improving child welfare and avoiding asocial behaviour patterns among minors (letter № АФ-157/06 by the Ministry of Education of the Russian Federation of 06.04.09).

The Ministry also recognizes the need for enhanced interaction between educational institutions and law enforcement agencies to elaborate measures aimed at preventing both juvenile delinquency and criminal acts against minors, and expresses its readiness for continuous fruitful dialogue.

SLOVENIA / SLOVENIE

Q.1

In the context of a recent study (2009) conducted as part of the project "Consideration of emotional aspects in recognising, dealing with and preventing violent behaviour in schools – development model testing", surveys of pupils revealed that

- almost half of the pupils have experienced teasing, name-calling, insults and humiliation;
- 40% of the surveyed pupils have experienced the spreading of lies and slander;
- physical violence (beating, hustling, pushing) has been experienced by one third of the pupils;
- taking of personal belongings has been experienced by one quarter of the pupils.

The most common forms of violence were verbal, psychological and physical; in most cases, peer violence or bullying was involved (according to experts, this form of violence is typically perpetrated for prolonged periods of time and involves an imbalance of power between the victim and the perpetrator; it can be verbal, psychological, physical and economic, and is predominantly perpetrated against a single child, a victim who is helpless, cannot defend against violence and experiences fear). Other forms of violence are less common.

The results of other studies financed by the Ministry of Education and Sport show that boys experience more violence in the school environment than girls in terms of all measured forms of violence. As a rule, older pupils experience more aggressive behaviour in the school environment than younger ones.

Q.2

The Slovenian school system focuses on a violence prevention approach, and therefore the Ministry finances relevant projects carried out in schools (i.e. funding a network of primary schools which are active in violence prevention and cooperate with external partners); stress is also placed on education and training of professionals and on the funding of research on school violence. Currently, a draft model for recognising, dealing with and preventing violent behaviour in schools is being prepared.

In 2004, the Ministry of Education and Sport adopted the Guidelines for Analysing, Preventing and Dealing with/Controlling Violence in a School Environment (2004), which includes examples of good practices in combating violence, principles of combating violence in the school environment and proposed measures. Schools are autonomous in selecting the best method of recognising and preventing violence, and principles and measures for coping with violence in the school environment are formulated as recommendations; integration and complementarity of a number of measures are recommended as well, because this approach is expected to deliver positive results in preventing and dealing with/controlling violence. The principles are:

- supplementing curricular documents with content and competences important for life in the community and care for their implementation;
- a positive school atmosphere (open and high-quality communication);
- high-quality instruction and other activities carried out by schools;
- schools' proactive functioning at all levels;
- involvement in school life, participation of pupils/students;
- coping with violence in the school environment;
- care and responsibility for ensuring the safety of the school space and responding to acts of violence;
- professional training of school staff;
- cooperation with local bodies (e.g. social work centres, the police, judicial bodies) and non-governmental organisations;
- including parents in school life and work.

Every school must adopt a school education plan, drawn up by school staff in cooperation with parents and pupils. The education plan should include:

- education principles;
- mutually cooperative relationships with parents;

- educational activities, including proactive (preventive) educational activities that shape the school environment so that pupils feel safe and accepted, are successful, creative, take initiative and are free while still respecting the limitations set forth by the community. The activities are based on high-quality instruction, mutual respect, responsibility and high expectations for pupils' achievements and mutual relationships. Schools are autonomous in planning and implementing proactive educational activities.

As a rule, the school education plan includes the principles and measures proposed by the Guidelines for Analysing, Preventing and Dealing with/Controlling Violence in a School Environment.

School violence is closely linked to family violence, and for that reason the Ministry of Education and Sport participated in an interministerial group which drafted the Prevention of Family Violence Act; this provided the basis for individual ministries to draw up respective rules of procedure in cases of alleged violence. The RULES ON TREATING DOMESTIC VIOLENCE FOR EDUCATIONAL INSTITUTIONS were drafted, which govern the conduct of staff in kindergartens and schools when domestic violence against a child is identified, specify the forms of assistance to child victims of violence and envisage cooperation between schools and social work centres, the police and the state prosecutor's office in cases of domestic violence against children. Training for dealing with these issues is organised for school staff, printed materials are available to professionals, etc.

Q.3

A cross-curricular approach is appropriate in addressing the issue of (recognising, preventing, dealing with) violence in Slovenian schools.

In Slovenia, cross-curricular dimensions can be developed through:

1. a comprehensive development plan, management and school ethos;
2. a specially designed timetable (flexible syllabus) with theme days, activity weeks and events focusing on one of the cross-curricular dimensions (i.e. peace and violence prevention);
3. curricular projects with partner schools in Slovenia and abroad (UNESCO ASP network, Comenius projects, projects funded by European Structural Funds, etc.);
4. school subjects and linking them through common themes or issues;
5. activities within routine school work, i.e. organising exhibitions, working with parents, etc.;
6. educational visits, various meetings, learning outside school and inclusion of external experts;
7. a combination of all the above activities.

The topic of violence (most closely linked with education in human rights) is included in the curricula for history (primary and secondary schools), civic and patriotic education and ethics (primary schools), sociology (secondary schools), geography (primary and secondary schools), psychology and physical education.

The development of social and civic competences is one of the general objectives in curricula for subjects involving learning about the environment (years 1 to 3 of primary school – ISCED 1), society and science and technology (years 4 and 5 – ISCED 1) and geography (years 6 to 9 – ISCED 2). It is also included in the curricula for history (years 6 to 9 – ISCED 1 and 2) and a number of elective subjects.

With regard to secondary schools, in addition to sociology mention should also be made of history, within which are envisaged many measures aimed at increasing education in human rights. Thus in the curriculum for *gimnazije* (ISCED 3A), goals relating to the development of attitudes, behaviour, tendencies and standpoints are included. In addition, compulsory and optional elective content can include various aspects of social and civic competences.

Q.4

The introduction of as many proposed measures as possible is recommended, given that experience shows that by combining the above measures, violence in school can be prevented or appropriately addressed.

SPAIN / ESPAGNE**Q. 1**

Les différentes études réalisées montrent une incidence plus élevée des violences exercées de façon verbale. Les comportements d'exclusion sociale ainsi que cacher un objet personnel sont à la suite quant à l'importance de ceux-ci. Dans une moindre mesure sont les menaces pour intimider mais n'impliquant ni armes ni chantage ainsi que l'agression physique directe, frapper. L'abus qui prendrait des formes plus graves de menaces ou de harcèlement sexuel se produit dans un pourcentage nettement inférieur à celui d'autres modalités.

Les études menées par le Défenseur du Peuple en 2000 et 2006 indiquent que les comportements abusifs plus fréquents et moins graves ont diminué: les insultes, les surnoms insultants. Ils ont également signalé une diminution des taux d'autres comportements plus graves, tels que l'agression physique indirecte, comme cacher leurs choses, la conduite qui aboutirait à ignorer la victime et même les menaces pour faire peur ainsi que de harcèlement sexuel.

D'autres comportements vécus par les élèves, comme l'exclusion sociale active (lorsque l'on ne le laisse pas participer) ou d'agression physique directe (frapper) et indirecte (vol et destruction de biens), ainsi que les formes extrêmes de menaces demeurent à des niveaux similaires.

Les cas de violence physique sont très souvent entre élèves, alors que très peu de cas comprennent aussi bien élève que professeur, à l'exception de cas de hooliganisme, comme crever les roues de la voiture à un professeur, ou l'insulter ... Toutefois, il existe quelques cas de violence physique contre des enseignants par les familles.

Mais ce sont les perturbations dans la salle de classe, les comportements gênants, appelés aussi "violence de bas niveau", qui constituent la principale préoccupation et la plus importante source de mécontentement pour les enseignants dans notre pays. Sa projection hors de la classe est minimale, par conséquent ce n'est pas un problème qui peut facilement arriver à attirer l'attention du public. Ces perturbations interfèrent sérieusement avec l'apprentissage de la grande majorité des élèves de nos centres. Environ 8 sur 10 des conflits que les écoles pointent ont à faire, en général, avec la difficulté des enseignants à développer leur tâche sans problèmes et la conséquente incidence sur le rendement scolaire de chaque élève et de la classe.

Dans le cas des enseignants, la rupture scolaire inclut une certaine violence psychologique (d'intensité variable). Les cas de violence psychologique plus importante (menaces, attaques verbales de haute intensité, troubles du comportement, répandre des rumeurs, etc qui toucherait les enseignants en tant que professionnels et que personnes) restent moins significatifs.

Aucune donnée n'a établi un lien direct entre l'abus de drogue et la violence.

Les agressions sexuelles alléguées sont très rares.

En relation avec l'utilisation d'armes, il n'existe à peine traces de son usage dans la violence scolaire, à moins que quelque sorte d'objet, plus ou moins dangereux, permettant de procéder à des menaces ou des actes spécifiques de violence explicite (utilisation de chaînes, par exemple).

Nous devons signaler l'apparition de l'e-bullying aussi bien entre élèves qu'entre élèves et professeurs comme une nouvelle forme de violence, contre laquelle des mesures ont déjà été prises.

Il est important de souligner le fait que l'intervention à l'école est nécessaire de plus en plus tôt, puisque ces comportements apparaissent à un âge de plus en plus précoce. Il y a quelques années, les problèmes se développaient essentiellement aux deux dernières années du secondaire obligatoire, mais ils sont en train d'évoluer rapidement dans l'éducation primaire, plus précisément à la transition de l'école primaire au collège, (5 et 6 de primaire et 1 et 2 de l'éducation secondaire obligatoire).

Q.2

- **Le plan d'action pour la promotion et l'amélioration de la convivialité**, de Mars 2006, est né pour promouvoir et développer la convivialité, à partir du secteur éducatif. Il est conçu à partir du dialogue et le consensus avec les autorités régionales des Communautés Autonomes (CC.AA.) et l'implication de ses principaux destinataires: les enseignants, les élèves et leurs familles. Pour cette raison, les actions proposées visent spécifiquement ces groupes, dont la participation et la collaboration sont essentielles pour résoudre les problèmes de convivialité.
- L'une des conséquences du plan auparavant mentionné est la création de **l'Observatoire d'État de la convivialité scolaire**. Fondé sur le principe de la coopération territoriale et la collaboration institutionnelle, il a pour mission de conseiller, dans des situations impliquant l'apprentissage de la vie scolaire, de préparer des rapports et des études, de faire un diagnostic sur la vie scolaire, et de proposer des mesures visant à améliorer la vie scolaire et la convivialité aux centres éducatifs. Plusieurs Communautés Autonomes ont créés d'observatoires autonomes régionaux.
- La Loi Organique 2 / 2006 du 3 Mai, sur l'éducation (LOE), détermine que toutes les écoles doivent élaborer leur **plan de convivialité** et leur octroie l'autonomie nécessaire pour rédiger les normes organisationnelles et opérationnelles afin d'assurer le respect du Plan. La plupart des CC.AA. ont un cadre normatif régional spécifique pour réguler ces plans. Dans certaines CC.AA., on a même créé le rôle de coordinateur de vie scolaire du Centre. Dans d'autres cas, c'est un membre du Conseil d'Établissement qui est responsable de la promotion de l'enseignement de valeurs, de l'amélioration de la convivialité et de l'égalité entre hommes et femmes dans tous les procès éducatifs et participatifs qui ont lieu dans les écoles.
- Convocation annuelle des **prix aux bonnes pratiques** de convivialité par le Ministère au niveau national, et par de nombreuses CC.AA. au niveau régional.
- Création d'un **Site Web** pour la diffusion de bonnes pratiques, par le Ministère et les CC.AA. .
- Publication de **ressources pédagogiques** pour mieux sensibiliser, soutenir et fournir des informations sur la conception des actions préventives et stratégies d'intervention en matière d'éducation pour la convivialité, ainsi que des guides pour les enseignants. Les documents diffuseurs: la violence et le bullying, les styles d'enseignement et les stratégies d'enseignement pour la famille.
- **Formation de toute la communauté éducative (enseignants, élèves et familles):**
 - a. La formation des enseignants quant à la convivialité, l'égalité effective entre sexes, l'éducation interculturelle, la solidarité, le volontariat, les droits de l'homme et l'éducation pour le développement. Formation des membres d'équipes de direction (modules sur la qualité et la convivialité dans la gestion de l'école).
 - b. Formation pour le développement du plan d'action de la tutelle des élèves, en mettant l'accent sur l'éducation émotionnelle et les compétences affectives et sociales.
 - c. Formation pour la création d'un service de médiation scolaire dans les collèges, entre parents, élèves, professeurs, et personnel non-enseignant.
 - d. L'information et la sensibilisation sur l'importance de la participation et l'implication de tous les membres de la communauté scolaire (enseignants, élèves et parents).
- **Innovation et recherche**. Des recherches ont été initiées sur les aspects qui peuvent contribuer à améliorer l'environnement scolaire, la convivialité entre les différents secteurs de la communauté éducative ou, par contre, les aspects négatifs qui pourraient conditionner la convivialité dans les centres ainsi qu'entraîner l'apparition de certains comportements violents au sein des étudiants.

- **Suivi et évaluation** de la situation de la convivialité dans les écoles pour connaître l'état de la convivialité et l'ambiance scolaire. Les Communautés enregistrent tous les incidents de violence sur la personne et/ou des biens qui nuiraient à la convivialité. Ces données permettent de connaître à la fois l'efficacité des actions et les problèmes à résoudre. Des Protocoles d'intervention rapide en cas de conflits ont été établis.
- Mise en place de **services de counselling** en dehors de la communauté éducative, pour les membres qui en auraient besoin. Conseils à la communauté (écoles, enseignants, familles, étudiants ...) pour la résolution des conflits.
- **Plan Directeur** pour l'amélioration de la vie et de la sécurité dans les écoles en collaboration avec le Ministère de l'Intérieur, avec les objectifs suivants:
 - a. Rapprocher les services publics de sécurité à la communauté scolaire pour améliorer la confiance des élèves dans les Forces de Sécurité de l'Etat, comme élément de garantie de la sécurité et des libertés publiques d'une société démocratique.
 - b. Mettre à disposition de la communauté éducative l'assistance technique dont elle aurait besoin, pour aider à prévenir et gérer les incidents graves qui pourraient menacer la vie scolaire.
 - c. Aider les élèves, parents et enseignants à améliorer leur connaissance sur les questions de sécurité touchant les jeunes.
- La mise en œuvre de **programmes de soutien à l'éducation secondaire**, programmes de renforcement, orientation et support ainsi que des programmes pour le développement réglementaire de la Loi Organique d'Éducation, surtout les programmes visant à améliorer la réussite scolaire, l'attention à la diversité et à la réduction de taux de décrochage. Le but est d'assurer la qualité et l'équité de l'éducation dans sa totalité, en prenant comme référence l'inclusion de tous les étudiants sans discrimination et sur un pied d'égalité. Elle intègre des mesures pour impulser l'amélioration du niveau de convivialité ainsi que la participation démocratique des étudiants et l'implication des familles.
- Publication de **décrets** régionaux mettant en place et / ou révisant les droits et obligations des élèves ainsi que les règles de vie scolaire dans les écoles de financement publique, pour soutenir le développement de la liberté, la responsabilité, la tolérance et la solidarité, comme des valeurs propices à la création d'une ambiance d'harmonie, de coopération et qui favoriserait le travail scolaire.

Q. 3

Le Décret royal 1631/2006 du 29 Décembre, établit les exigences minimales d'éducation de l'enseignement secondaire obligatoire. Ces leçons couvrent les bases du programme d'études: objectifs, compétences de base, contenu et critères d'évaluation de chacune des matières.

Sciences sociales, géographie et histoire. Parmi les objectifs de cette matière, on doit souligner les points suivants:

- Acquérir une vision globale de l'évolution de l'humanité et développer une interprétation de celle-ci qui faciliterait la compréhension des multiples communautés sociales auxquelles l'on appartient.
- Mettre en valeur la diversité culturelle en exprimant des attitudes de respect et de tolérance envers les autres cultures et d'opinions contraires, sans pour autant renoncer à émettre des jugements sur celles-ci.

Éducation physique et sportive Les objectifs que nous pouvons souligner quant à la question sur l'éradication de la violence sont les suivants:

- Faciliter l'intégration et promouvoir le respect.
- Contribuer au développement de la coopération, l'égalité et le travail d'équipe. Développer, parmi l'organisation d'activités de sports d'équipe et la pratique, une intégration collective dans un projet commun et l'acceptation des différences et des limites des participants.

- Acquérir une attitude ouverte et respectueuse envers le sport comme spectacle, moyennant l'analyse et la réflexion critique face à la violence dans les sports ou d'autres situations contraires à la dignité de l'homme que pourrait s'y produire.
- Développer la capacité de montrer la maîtrise de soi et le respect dans l'application de la force et en relation avec l'adversaire, dans les situations de contact physique dans les jeux et activités de combat.

Education civique. Il s'agit d'une matière nouvelle dans l'enseignement secondaire obligatoire dont le but est de former les futurs citoyens avec leur propre critère, respectueux, participatifs et solidaires, qui connaissent leurs droits, qui sont prêts à s'acquitter de leurs devoirs civiques et développent des pratiques civiques pour qu'ils puissent exercer la citoyenneté d'une manière effective et responsable.

L'éducation civique et des droits de l'Homme, prend en considération aspects liés aux relations humaines, qu'elles soient interpersonnelles, familiales ou sociales. Elle traite également les devoirs et les droits des citoyens en approfondissant le sens des principes qui la soutiennent et à l'identification des situations qui vont contre les droits de l'homme pour, de cette façon, arriver à que les élèves mettent en valeur la défense de ces droits.

L'éducation éthico-civique s'intéresse également à l'analyse des relations interpersonnelles et la convivialité, en analysant la liberté et la responsabilité comme caractéristiques essentielles de la personne et qui rendent possible la convivialité fondée sur le respect des différences, en mettant l'accent sur le rejet de la violence dans les relations humaines, notamment la violence de sexe, et l'acceptation du principe de respect de la dignité de chaque personne comme un élément de base qui permet la convivialité.

Arts Plastiques et Visuels. Cette matière est un bon véhicule pour le développement de la compétence sociale et la citoyenneté. Dans la mesure où la création artistique supposerait un travail d'équipe; une attitude de respect, de tolérance, de coopération, de souplesse est fomentée et contribuerait à l'acquisition de compétences sociales. D'un autre côté, travailler avec des outils du langage visuel, qui conduisent à la pensée créative et à l'expression des émotions, des expériences et des idées, apporte des expériences directement liées à la diversité de réponses au même stimulus et l'acceptation des différences.

Philosophie. Parmi les objectifs de cette matière on peut signaler:

- Respecter les différences et adopter une attitude critique envers les tentatives de justification des inégalités sociales ainsi qu'envers toute discrimination contre l'autre sexe, l'ethnie, la culture, les croyances religieuses ou d'autres caractéristiques individuelles et sociales.
- Mettre en exergue les efforts pour construire une société mondiale fondée sur le respect des droits de l'homme, de la coexistence pacifique et la défense de l'environnement.
- Renforcer les compétences sociales et civiques, en étant conscient de leurs sens, valeurs et de la nécessité de celles-ci pour exercer une citoyenneté démocratique.
- Développer la prise de conscience civique, critique, inspirée par les droits de l'homme et s'engager à bâtir une société démocratique, juste et équitable et qui défend l'environnement, en stimulant le développement d'attitudes de solidarité et de participation à la vie communautaire

Mais l'éducation pour la convivialité n'est pas limitée à un certain sujet. L'éducation en valeurs est reflétée dans les programmes d'enseignement de **toutes les différentes matières** d'une façon transversale.

Les valeurs de la convivialité sont également adressées en priorité dans les activités qui se déroulent pendant **l'heure de tutelle**.

Q. 4

Le Ministère de l'Éducation, à la demande de l'Observatoire national de la convivialité, a mené une étude pour évaluer la situation de la convivialité à l'école secondaire obligatoire. Les résultats affirment que le conflit doit être adressé conjointement par la communauté dans sa totalité, avec spécialement la participation de l'administration de l'éducation et des familles.

Les plus importants besoins pour améliorer la convivialité, exprimés par les équipes de direction et les services d'orientation sont les suivants:

- Plus de ressources humaines qui puissent travailler pour l'amélioration de la convivialité et qui soient en position de pouvoir adapter l'école, en collaboration avec la famille et le reste de la société, à une situation nouvelle pour laquelle les ressources existantes sont insuffisantes.
- Former les enseignants sur la façon d'améliorer la convivialité, en y incluant, la formation qui permettrait adapter la manière d'enseigner aux élèves aujourd'hui, accroître l'autorité de référence, mettre en œuvre des innovations qui aiderait à unir la classe en établissant des structures coopératives, établir de nouveaux modes de collaboration avec les familles et s'intéresser aux compétences pour la construction de la vie démocratique à l'heure de la révolution technologique.
- Des équipes de médiation et de résolution des conflits à plusieurs niveaux, y compris les étudiants, les enseignants, le personnel non-enseignant et les familles, qui ont le soutien et la disponibilité de personnes ayant la capacité de travailler dans les cas de risque de violence.
- Une coordination accrue entre les équipes d'éducation, et en particulier entre les départements d'enseignement, de sorte qu'il soit possible de bâtir une convivialité de qualité au moyen de toutes les relations et activités établies et développées à l'école.
- la création d'équipes d'élèves dans les collèges pour améliorer la convivialité, en augmentant leur rôle et leur responsabilité dans la construction de la vie communautaire, de sorte qu'il soit possible de développer l'identification et l'engagement envers les normes de convivialité ainsi que leur capacité de résoudre les conflits sans violence.
- Développement des programmes pour prévenir la violence et améliorer la convivialité d'après une perspective intégrale, qui aiderait à rejeter toute forme de violence contre l'autorité, en utilisant des procédures systématiques d'évaluation qui permettrait de connaître leur efficacité et ainsi que l'utilisation de telles informations dans l'évolution réelle du programme.

En ce sens, pour éviter la violence et impulser une meilleure convivialité, les gouvernements régionaux des CCAA vont:

- Établir des stratégies différenciées en fonction du sexe sur ceux qui harcèlent, et ses victimes, en mettant davantage l'accent sur les comportements les plus répandus chez les élèves.
- Valider un outil qui permette que les écoles identifient facilement des élèves victimes.
- Créer des groupes, associations et réseaux de soutien social pour les familles et les étudiants qui ont subi la violence scolaire.
- Promouvoir des activités de formation dirigées vers professeurs, étudiants, et familles, en particulier dans le soutien et la médiation entre élèves.
- Promouvoir et développer dans les plans d'action de tutelle des centres les programmes qui paient une attention particulière à l'éducation émotionnelle, la communication et la résolution des conflits à tous les phases de l'éducation.
- Encourager la mise en œuvre d'actions d'information et de sensibilisation sur l'importance de la convivialité, en général, et sur des questions spécifiques, le harcèlement par les pairs et le e-bullying ou de respect pour la figure des enseignants.
- Soutenir la performance des enseignants et des écoles, par la promotion de programmes d'assistance juridique pour enseignants et élèves, la dotation de fonds documentaires pour la convivialité, le soutien à

l'organisation des étudiants et la détection des cas d' harcèlement ainsi que la reconnaissance si des bonnes pratiques de convivialité ont lieu.

- Promouvoir des actions qui auraient pour but la formation du milieu familial, en cherchant une plus grande implication en employant des démarches qui faciliterait la convivialité.
- Elargir les programmes afin d'améliorer le succès scolaire et aborder la diversité en classe d'une manière efficace pour empêcher les comportements perturbateurs par déception ou par manque de motivation.

Alors que les problèmes majeurs se produisent surtout à l'école secondaire, il est essentiel d'effectuer toutes ces actions aussi dans l'enseignement primaire parce que l'on a constaté que les élèves affectés sont de plus en plus jeunes.

SWEDEN / SUEDE**Q.1**

Sweden does not file any statistics on violence at school. However, the Swedish National Council for Crime Prevention conducts a nation-wide survey with 15 year-old school children every third year. The survey shows that 20% of 15 year-old school children have been exposed to minor violence, 11% have been exposed to serious threats and 5 % have been exposed to severe violence. 50% of the minor violence takes place at school and 30% of the severe violence takes place at school. Boys are more exposed to violence than girls. The perpetrator is also usually a boy.

Q.2

The Discrimination Act and the Education Act emphasise that no child should be left without secure, clear and active protection against any kind of discrimination or other degrading treatment. The Acts also contain requirements concerning active measures that have to be taken in order to combat bullying and that type of degrading treatment. The educational facilities must conduct active targeted efforts to prevent and combat all forms of discrimination, harassment and degrading treatment. Every facility is required to have an equal treatment plan describing planned measures.

In 2007, the Swedish Ministry of Education announced funding for a major initiative on the prevention of bullying. Funding amounting to EUR 3.6 million was earmarked for a two-pronged project. The project is to cover an education component as well as an anti-bullying programme evaluation.

The education component of the project seeks to offer in-service teacher training concerning current scientific knowledge, evidence-based best practice in programme delivery and formal guidelines for equal treatment plans in the schooling sector. The overriding goal of the project is to ensure that anti-bullying programmes used in Swedish schools are based on scientific evaluation and current best practice. A final report is to be submitted to the Minister for Education by October, 2010.

According to the Education Act schools have an obligation to cooperate with authorities and organisations about children at risk of developing a harmful living. The government has invested 11 million euro during 2007 and 2008 to facilitate cooperation between schools, social services, child and adolescent psychiatry and the police.

Recently, the government has also appointed an inquiry that will investigate the work in schools with children at risk and how schools, social services, the police and medical services cooperate on supporting these children. The investigator shall analyse obstacles for cooperation and suggest measures to overcome the obstacles. The aim is to further strengthen the work with children at risk.

Moreover, according to the Education Act all children are entitled to school healthcare. The school healthcare service follows the health developments of all students. The work is primarily preventive and consists of health check-ups and basic medical care efforts. School doctors and nurses work in the school healthcare service. Visits to the school healthcare service are free of charge.

Student welfare services promote the individual development of students and prevent school related problems. According to the curricula all school staff should support the harmonious development of the student.

Q.3

Democracy forms the basis of the Swedish national school system. The Education Act stipulates that all school activity should be carried out in accordance with fundamental democratic values and that each and everyone working in school should encourage respect for the intrinsic value of each person. The inviolability of human life, individual freedom and integrity, the equal value of all people, equality between women and men and solidarity with the weak and vulnerable are all values that the school should represent and impart. The fundamental value system shall permeate all activities in schools and preschools. This applies to the relations between people and how we treat one another, as children, youths and adults.

Q.4

On behalf of the Swedish government the Swedish National Institute for Crime Prevention has investigated the occurrence of severe violence at school. In this report the institute calls attention to several important factors to prevent violence. These factors includes work to combat all forms of discrimination and other degrading treatment, to improve the school environment and to establish trustful relationships between teachers and other adults at school and students.

TURKEY / TURQUIE**Q.1**

Unfortunately, we are confronted with various kinds of violence in our schools. In order to be able to identify and track incidents at schools our Ministry started a “Case Study Form” application on its web data base. These forms have to be filled by the authorities at latest 48 hours after an incident takes place. The database reveals that for the education year 2008 – 2009 the highest rate in violence at schools is physical ones with 38%.

Q.2

In August 2006 the Ministry executed the “Strategic and Action Plan for the Prevention and Lessening of Violence in Educational Settings 2006-2011+”. The Plan has five major intervention fields consisting of “Management Processes”, “Teachers and Administrators”, “Students”, “Educational Setting and Environment” and “Families”. In all 81 provinces, the Province Action Committees take measurements according to the above mentioned plan regarding the problems of the province.

Another action has been a protocol between the Ministry of National Education and the Ministry of Interior Affairs in September 2007, aiming cooperation to provide safe educational environments.

Q.3

In 2005 the curricula of Primary Schools has been completely revised and renewed. According to the new programmes it is aimed that all issues related to human relationships are based on international conventions and documents signed by Turkey, besides regarding peace and coherence in society and in the world, the issue of relationships, problem-solving, respecting diversity, managing anger, etc. have been dealt by counselling and guiding services offices in schools. Each teacher is obliged to deal with counselling and guiding issues at least for one school hour in a week.

In high schools the issue of human violence is addressed mainly in History, Physical Education, Religious Education and Ethics lessons by providing good examples of problem solving , by learning to overcome stress b sportive activities, by learning to play fair game, by underlining the importance of families and relationships and discussing international matters, like human rights, etc.

Q.4

a) Special programmes, seminars and workshops designed separately for families, students and educational staff.

b) Views of experts should be taken into consideration at every step while dealing with issues regarding violence.

c) Pre-school work, but the word “violence” should not be used as far as possible.

d) Cooperation with media.

e) Trying to reach children/students inclined to be violent and trying to help them before an incident takes place through counselling and guiding services offices in schools..

f) Taking special care of students under risk (drop-outs of schools, children of families with alcohol or drug addiction problems, etc.) and trying to help them and warn families.

g) Making the school a more appealing environment to keep students away from violence.

h) Enabling students' participation in different social clubs and activities in school.

i) Effective family training on the issue of violence.

UNITED KINGDOM

The United Kingdom Government believes that violence against school staff is totally unacceptable.

Education is a devolved matter with each country in the United Kingdom responsible for its own education policy.

The individual responses from England, Scotland, Wales and Northern Ireland are set out below.

England Response

Q.1

“Incidents of serious misbehaviour, and especially acts of extreme violence, remain exceptionally rare and are carried out by a very small proportion of pupils”⁴.

All violence in schools is unacceptable, and the Government advises schools to take a zero-tolerance approach to all forms of harassment and intimidation. The overwhelming majority of schools in England are orderly places. Figures published by Ofsted on 24 November 2009 show that in 95% of primary and 80% of secondary schools in England, pupils’ behaviour is good or outstanding; it is inadequate in 1% of secondary schools and less than half of 1% of primary schools.

Although data on all incidents of violence in schools is not centrally collected, the Department does collect data on the numbers of exclusions for physical assault on an adult and verbal abuse/ threatening behaviour against an adult.

In 2007/08 there were 17,870 fixed period and 950 permanent exclusions in state funded schools for assault on an adult and 71,330 fixed period and 1,280 permanent exclusions for pupil on pupil assaults. In all there were 383,830 fixed period and 8,130 permanent exclusions for unacceptable behaviour of all kinds. This is in a system with about 7 million pupils and about 750,000 staff

Q.2

In England, the Government is implementing a comprehensive national programme to strengthen schools’ capacity to manage behaviour and bullying. Levels of poor behaviour in most schools are already lower than ever recorded before, but we are not complacent. We recognise that effective teaching and learning are inextricably linked to good behaviour. The programme provides significant targeted support for schools, including high quality training, curriculum materials and targeted consultancy support. As well as helping schools take firm action to deal with poor behaviour we are supporting positive behaviour, particularly through the well-received Social and Emotional Aspects of Learning (SEAL) programme, which promotes a positive school ethos and targeted additional support for those that need it.

The DCSF has issued a suite of guidance to schools to cover each of the many forms of bullying, including cyberbullying, and works with partners to ensure that local authorities and schools have effective strategies to prevent and tackle all bullying.

The Government has also introduced legislation to strengthen schools’ disciplinary authority and reinforce parental responsibility. Teachers have a clear statutory power to discipline pupils and wider scope to impose detentions and to confiscate inappropriate items. In addition, the Government has introduced stronger legislation to reinforce parental responsibility by enabling schools and local authorities to make parenting contracts and seek court-imposed parenting orders, which offer voluntary and mandatory support respectively to parents to seek to improve children’s behaviour.

The Department for Children, Schools and Families also provides advice for senior leadership teams in schools and other educational settings to help them work with pupils, all staff, governors, parents, multi-professional

⁴ Learning Behaviour: The Report of the Practitioners’ Group on School Behaviour and Discipline (2005)

teams and community groups in order to promote a climate of non-violence and to respond to violent incidents in ways which will help prevent a recurrence. Specific learning materials, within the National Programme for Specialist Leaders in Behaviour and Attendance (NPSL-BA), support schools implementing this advice.

We are encouraging schools to work in partnership with the police and other agencies through the Safer School Partnerships (SSPs) programme. An SSP is a formal agreement between a school or partnership of schools and police to work together in order to keep young people safe, reduce crime and the fear of crime and improve behaviour in schools and their communities. By establishing positive relationships with young people at school and providing appropriate help and support, police officers in schools aim to steer vulnerable young people away from a life of crime, and into more socially acceptable activities.

Further information on issues related to behaviour in schools, including schools' powers and responsibilities, is available in the Department's 'School Discipline and Pupil Behaviour Policies – guidance for schools' document, available online at: <http://www.teachernet.gov.uk/wholeschool/behaviour/schooldisciplinepupilbehaviourpolicies/>

Q.3

In all teaching and dealing with pupils, we expect school staff to demonstrate the importance in a civilised society of treating all that you come into contact with respectfully and reasonably. Staff will show, by their actions and words, that disputes can be resolved by communication and negotiation in an open manner, without recourse to violence.

Personal, Social, Health and Economic (PSHE) Education, a planned programme of learning opportunities and experiences that deal with the real life issues children and young people face as they grow up, gives pupils the knowledge and skills they need to develop as confident individuals and make positive contributions to their families, schools and communities. PSHE education equips young people with knowledge, understanding and practical skills to live healthy, safe, fulfilled and responsible lives. It encourages them to be enterprising and supports them in making positive education and career choices and in managing their finances effectively.

In addition, we are encouraging schools to develop a whole-school approach to improving social and emotional wellbeing and continuing to reduce behavioural difficulties, by promoting the Social and Emotional Aspects of Learning (SEAL) Programme and by publishing guidance on the management of behaviour.

Q.4

The Department has issued guidance to schools containing advice on the most effective ways to achieve a reduction of violence in schools – www.teachernet.gov.uk/wholeschool/behaviour/violencereduction

Scotland Response

Q.1

The Scottish Government collects reasons for exclusion which includes categories in relation to violence. The last figures published in January 2009, show that 3 per cent of pupils are excluded from school with 15 percent of cases of exclusion having cited as reason physical assault without weapon, (12 per cent against other pupils and 3 per cent against staff). Other types of assault are much rarer. While this is only indicative of numbers of incidents, as not all incidents may lead to exclusion, this also agrees with the findings of the Behaviour in Scotland Survey 2006, which states that staff who reported that pupil violence was a problem in their school were most likely to cite pupil-to-pupil verbal abuse/aggression. Physical violence towards teachers was reported to be rare.

Q.2

We know that the vast majority of pupils are well behaved – however a minority are not and any violence against schools staff or other pupils is absolutely unacceptable. We are committed to supporting schools to create and maintain peaceful and positive learning environments. We are working with local authorities and schools to introduce the most effective approaches to promoting positive behaviour and dealing with indiscipline.

Q.3

The Scottish Government attaches great importance to young people learning about Scotland and its place in the world. We have initiated one of the greatest changes in Scottish education in a generation when we introduced the Curriculum for Excellence programme. Citizenship education is one of the main cross-curricular themes embedded in Curriculum for Excellence and it is at the heart of the Government's ambition to ensure that all young people should become successful learners, confident individuals, responsible citizens and effective contributors. Citizenship education defies curricular boundaries and opportunities exist throughout the school, inside and outside the classroom, to learn about values and beliefs, about politics and society, about our community, our nation, our world and the contribution we each make as individuals.

Q.4

We recommend a wide range of universal and targeted approaches from whole school ethos to restorative practices to staged intervention of assessment planning and provision in and beyond the classroom to prevent and manage serious indiscipline. We actively support the introduction and embedding of those approaches through the Positive Behaviour team (£500,000) and the development of good practice guidance.

Wales Response

Q.1

As in any country all elements of violence described will exist to a certain extent, however levels of substance misuse are a particular concern in Wales and any associated violent behaviour in schools. Reducing violence and bullying between students and student violence towards teachers is a key focus of our approach. We have also developed guidance for schools on detecting signs of domestic abuse and intervening appropriately.

Q.2

We have developed a behaviour and attendance action plan to promote positive behaviour and schools, and to provide guidance to schools and local authorities to enable them to develop inclusive environments in schools and to intervene effectively where pupils are showing early signs of disaffection and disruption.

Q.3

There are opportunities to discuss and make learners aware of acts of violence in a variety of curriculum experiences.

- PSHE: one of the themes of which is active citizenship where there are opportunities to understand the principals of the Universal Declaration of Human rights;
- History: in the study of various periods learners will be aware of violence;
- RE covers many sensitive issues and violence may well be discussed.

The curriculum framework gives wide opportunities for what is taught with a focus on individual schools deciding for themselves what to teach.

Q.4

Our approach is based on preventative work as far as possible in terms of creating a positive environment within a school. At the same time emphasis is also placed on detecting signs of dissatisfaction at an early stage and putting in suitable support. A key distinctive element of our approach is our school-based counselling strategy where we are moving towards having counsellors available in all our secondary schools. On a wider level the development of Learning Pathways for 14-19 year olds aims to provide a curriculum more tailored towards individual young people's needs and therefore remove some of the disaffection which may occur through their following a curriculum in which they would have less interest.

Northern Ireland Response**Q.1**

The Department of Education does not hold information on the forms of violence identified at school nor the incidences of such violence. The Education and Library Boards do not routinely collect such information from schools nor do the employing authorities routinely collect information about violence against teachers. As such there is little recorded evidence on the forms of violence identified in schools here.

The prevalence of some violence in schools is evident however through the collection of statistical information on the number of suspensions and expulsions from school and the reasons behind such sanctions. Reasons for suspension or expulsion include verbal abuse of a pupil or school staff, bullying of a pupil, physical attack on a pupil or school staff, disruptive behaviour and damage to property and it is possible that all or some of these reasons may demonstrate the use of some form of 'violence'.

This is not however, an accurate record of the occurrence of violence in schools as it is possible that not all incidences of a pupil demonstrating violent behaviour will lead to a suspension or expulsion. A school will deal with any form of unsuitable behaviour in accordance with its own discipline policy and procedures and indeed, a school may not be aware of an incident should it not be witnessed or reported.

The Department is currently developing a questionnaire which will allow teachers to anonymously record incidents of violence against them or incidents against others that they have witnessed and comment on the measures in place to deal with them.

Q.2**Guidance to Schools – Discipline Policies and Promoting Positive Behaviour**

All Departmental circulars and guidance documents are published on the Department's website at (www.deni.gov.uk) and are also widely circulated.

'Pastoral Care in Schools: Promoting Positive Behaviour', published by the Department in June 2001, provides advice on the development of a school's discipline policy. The detail of a school's policy, which will include how to deal with poor or violent behaviour, is a matter for the school and the Board of Governors, in consultation with pupils and their parents. The effectiveness of an individual school's discipline policy is also monitored through the regular cycle of school inspections undertaken by the Education and Training Inspectorate (ETI). If deficiencies are identified, these should be corrected as part of the follow up to the inspection.

Barriers to Learning – Pupil Emotional Health & Well-being

The Department of Education recognises that there are barriers, such as child abuse or living with domestic violence or alcohol/drug abuse, which can restrict children and young people's participation in education and their ability to develop their personal ambitions, skills and talents. It also recognises that understanding the underlying circumstances is often the best means of dealing with violent or disruptive behaviour. We want to encourage young people to speak out and seek help when they have problems that worry them. Empowering children to seek help and developing their resilience and confidence is one of the best ways in which we can help them to help themselves.

An independent counselling support service to schools has been accessible by all post primary schools that wish to use it from September 2007. Professional counselling services, which meet best practice standard in terms of counsellor qualifications and professional supervision, are now available for young people in schools during difficult and vulnerable periods in their lives. Young people can self-refer to this service, as well as being referred by the school or parents. The Department also funds Childline which provides easy access telephone helpline support for children and young people who need to talk to an outsider.

Emotional wellbeing is critical in developing a healthy and successful school community, including developing children and young people's social, emotional and behavioural skills. The Department began work in September 2007, in partnership with all key statutory and voluntary and community sector stakeholders and interested parties, to develop a 'Pupils' Emotional Health and Wellbeing Programme'. The agreed Programme will focus on the post-primary sector and be expected to address how a pupil's emotional health and wellbeing is promoted by the school, what support systems are available to support a pupil under stress and what support is available to a school in the event of a crisis. Although the initial focus is on post-primary schools, it is hoped that the outcomes can be adapted through time for the primary and special sectors. It is expected that the resulting programme will have more general application in developing and supporting pastoral care systems in schools.

The Programme will contribute to the building of resilient emotional health and wellbeing of pupils. It is intended to be a vehicle for providing the "glue" to integrate individual policies/services, including all non-academic and curriculum activities affecting pupils, such as counselling, pastoral care systems, suicide prevention, anti-bullying, the discipline process and the healthy schools initiative, in a consistent and coherent way, while also addressing the needs of vulnerable groups.

Bullying

One of the major safety issues for children is bullying, which is the most common form of harm that children report. That is why, in November 2005, ChildLine launched a dedicated bullying helpline for children and young people, which is funded by the Department. DE works closely with the Anti Bullying Forum here to promote best practice across schools in tackling all aspects of bullying and to provide appropriate advice and guidance.

Violence against Teachers

There are also increasing instances of teachers becoming the victims of bullying and physical attacks in their professional capacity. Violence against teachers is deplorable and we want to build a culture of respect in our schools which extends beyond the school gates, where these actions are not tolerated. Pupils and teachers alike should feel secure and protected in the school environment, and teachers must be allowed to carry out their duties without fear for their personal safety.

The Department, in conjunction with the employing authorities and the teachers' unions, held a workshop in November 2008 to consider what practical measures could be taken to reduce the incidence of teacher abuse and ensure that incidents are recorded and dealt with in a consistent manner. As a result of the workshop, a new guidance document, *Tackling Violence Against Teachers*, has been drawn up by the Teacher Negotiating Committee and will issue to schools early in the new year.

The guidance will be accompanied by a desk-aid to help all teachers prevent incidents of abuse and deal with them when they do occur and also provides a mechanism for recording incidents and for liaising with the employing authority to ensure that robust statistics are kept. A questionnaire is being developed which will allow teachers anonymously to record incidents of violence and comment on the measures in place to deal with them.

This is in addition to the support mechanisms already in place for teachers. The employing authorities have recently agreed to centralise the provision of welfare services for teachers and to extend existing access to confidential counselling services to all teachers via a 24 hour telephone helpline. This service is available to deal with a range of issues which may be affecting a teacher's health and wellbeing.

Use of Reasonable Force

The Department, in partnership with the five Education and Library Boards, and the Council for Catholic Maintained Schools, developed a Regional Policy Framework on the 'Use of Reasonable Force/ Safe Handling'. Published in May 2004, this guidance provides schools with a structured framework to enable them to develop a policy on the use of reasonable force/safe handling of pupils.

Security and Personal Safety in Schools

In conjunction with Health and Safety Advisors in the five Education and Library Boards (ELBs) and the Council for Catholic Maintained Schools (CCMS), the Department of Education (DE) has issued guidance to schools on matters of 'Security and Personal Safety in Schools' which provides detailed guidance on the potential for violence including the different types of violence, how to deal with an incidence of violence and how to record it. The guidance is available on the Department's website.

Revised Curriculum

As mentioned under question 3, there are measures within the revised curriculum to help pupils with their personal, social and emotional development which in turn should reduce the possibility of pupils demonstrating violent behaviour by helping them to better understand their feelings and deal with their problems.

Q.3

The revised curriculum in Northern Ireland, which has been phased in from September 2007 and now applies to all pupils of compulsory school age, has a greater emphasis than its predecessor on developing the skills and capabilities young people need and preparing them for all aspects of life, including their personal, social and emotional development. The revised curriculum therefore has a new area of Personal Development & Mutual Understanding (PDMU) for primary school pupils, and Learning for Life and Work (LLW), which includes Personal Development and Citizenship, for post-primary pupils.

PDMU and LLW cover matters, on an age appropriate basis, such as developing positive relationships, dealing with challenging family/relationship scenarios and developing strategies for promoting personal safety. These include dealing with challenges and conflict scenarios, including in the family and in personal relationships (e.g. domestic violence, sexism).

Teachers have been provided with guidance materials ('Living Learning Together' for primary, and 'InSync' for post-primary schools) and training both to support them in delivering PDMU and LLW and to help them explore these issues with young people in a sensitive and safe way.

The Partnership Management Board (PMB), which brings together the Education and Library Boards, the Council for the Curriculum, Examinations and Assessment (CCEA) and other education partners, was set up to manage the implementation of the revised curriculum. It is providing guidance materials to support teachers in delivering PDMU/LLW and training in the use of these materials, and in active teaching methodologies, to help them in exploring these issues with young people in a sensitive and safe way.

External organisations such as Women's Aid provide support and resource materials for schools. However, the Department of Education does not support or prescribe specific resources or materials for schools to use in their teaching, as that is a matter for schools to determine.

Q.4

The areas covered in the answers to questions 2 and 3 are measures which the Department is taking to deal with violence at school. As previously mentioned, every school must have a discipline policy and the development of the policy is a matter for each school and its Board of Governors. Every school and every teacher will have their own views on what combination of measures are most effective and range of good practice in place.