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# **How to build a democratic culture in education: challenges for the countries of the Eastern Partnership**

improving climate in schools  
combatting violence  
and hate speech

# Basic concepts

Agression, violence, bullying

Hate speech

School climate

# Basic concepts

- **AGRESSION:** conscious, intentional act aimed at causing harm to somebody
- **VIOLENCE:** aggressive behaviour that involves **imbalance of power**
- **BULLING:** **repeated** aggressive behaviour that involves **imbalance of power**

# Forms of aggression, violence and bullying

- **PHYSICAL** – involves physical contact (beating, kicking, pushing)
- **RELATIONSHIP** – lowering somebody's status in a group, excluding from a group (gossiping, ignoring)
- **VERBAL** – taking place in the presence of a victim (calling names, humiliating, making fun of)
- **MATERIAL** – involving objects or money (stealing or destroying things)
- **CYBER** – involving ICT (texts, e-mails, social networks, pictures, films)

# Basic concepts

**HATE SPEECH** : speech that attacks a person or group on the basis of

- gender,
- ethnic origin,
- religion,
- race,
- disability,
- sexual orientation

# Dimensions of school climate:

## Relations S – S

Support, cooperation,  
lack of discrimination

## Relations S – T

Support, friendliness,  
non-violence

## Relations T – T

Support, cooperation,  
non-violence

Students opinion about their school

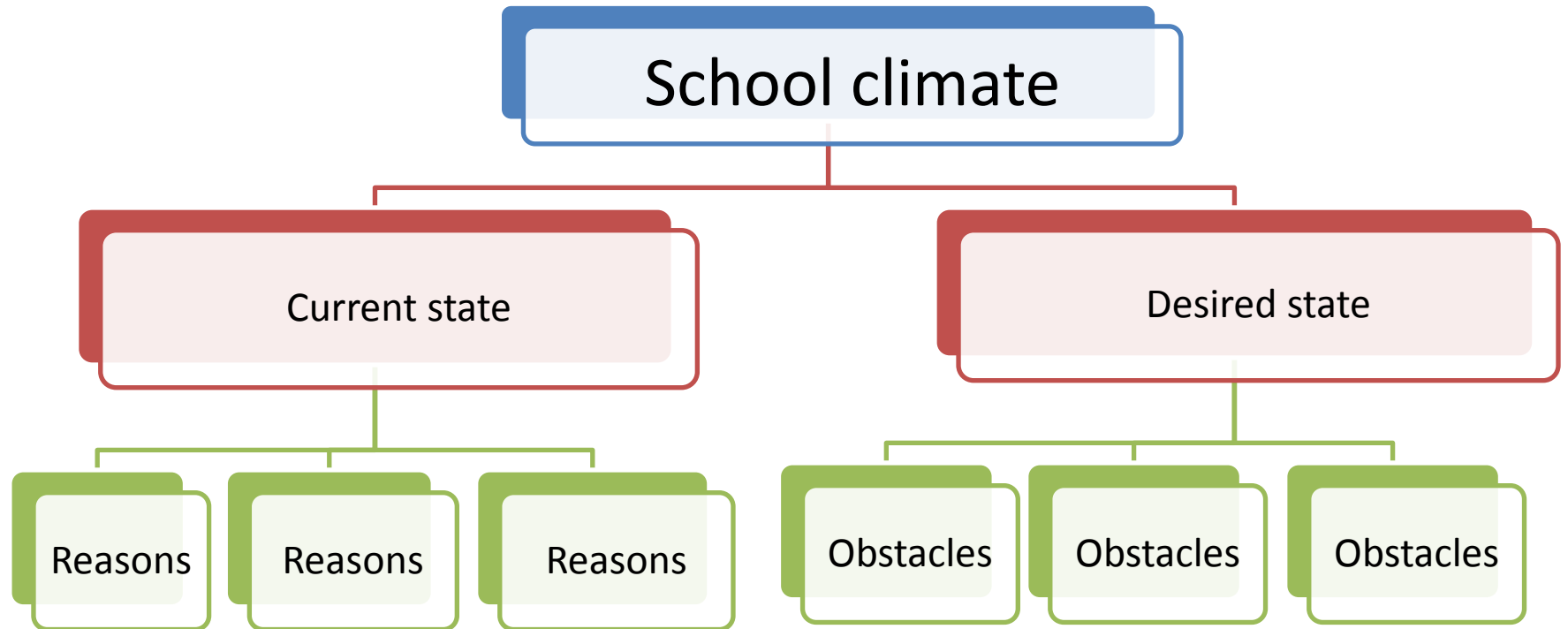
Sense of belonging

General satisfaction from school

Students engagement in  
extracurricular activities  
at school (taking part in  
planning)

## School Rules

Sense of justice, clear communication, students accept school  
rules, school rules are executed



**Conclusions:**

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# Preventive factors

## expert recommendations

- building **positive school climate**,
- teaching **emotional and social skills**,
- teaching students how to **react actively if they witness** violence,
- clear **definition of values and rules**. Development of **procedures of conduct** in situations of violence
- relevant **support for/ work with aggressive** students,
- thorough **diagnosis of situation**, definition of problem scale and specifics,
- extensive **use of collaborative methods** in everyday school life (workshops, group exercises, discussions, debates, projects)
- extensive use of **sharing and exchange of experience** among students during the learning process,
- showing negative consequences, warning, methods based on fear are **not effective**