



# FIGHTING BULLYING AND EXTREMISM IN THE EDUCATION SYSTEM IN ALBANIA

## National Survey on Bullying and Violent Extremism In the Education System of Albania

### STUDY REPORT

Commissioned by: **Council of Europe**

Authors: **Edmond DRAGOTI (Prof. Dr); Emanuela ISMAILI (Dr)**

**TIRANA 2017**

Council of Europe: 2017

All rights reserved.  
No part of this publication may be translated,  
reproduced or transmitted, in any form or  
by any means, electronic (CD-Rom, Internet, etc.)  
or mechanical, including photocopying, recording  
or any information storage or retrieval system,  
without the prior permission in writing  
from the Directorate  
of Communications (F-67075 Strasbourg  
Cedex or [publishing@coe.int](mailto:publishing@coe.int)).

This document was produced with the financial  
assistance of the European Union and the Council of  
Europe. The views expressed herein can in no way be  
taken to represent the official opinion of the European  
Union and the Council of Europe.

Published within the scope of the Action “Fighting  
Bullying and Extremism in the Education System in  
Albania”, within the European Union/Council of Europe  
Horizontal Facility for the Western Balkans and Turkey

## CONTEXT

The “*National survey on bullying and violent extremism in the education system of Albania*” was commissioned by Council of Europe to address the lack of current, reliable evidence about the nature and prevalence of bullying and violent extremism in the Albania education context, and to provide a foundation for informed action.

This comprehensive study, conducted by the European Union/Council of Europe Horizontal Facility for Western Balkans and Turkey action “*Fighting Bullying and Extremism in the Education System in Albania*” in collaboration with Department of Social Work and Social Policy and Albanian Institute of Public Opinion Studies (ISOP), was designed to provide information, at a representative national level, about what constitutes bullying and extremists’ behaviour, the forms they take, by whom they are practiced, towards whom they are directed, how frequently they were experienced, and the motives for it happening. In addition the study provides information about the intervention that schools take to fight bullying and extremist behaviour.

These outcomes were taken from three sources: students, teachers and parents to see the whole picture of the problems from different perspectives.

## **ACKNOWLEDGEMENTS**

The Institute of Public Opinion Studies - ISOP would like to thank everyone for their contribution to this report, especially the study's participants, teachers, students and parents for their time, contribution and motivation to take part in this study and to the 12 Regional Education Authorities for their readiness and support during this study.

Furthermore, we would like to thank various people for their contribution to this project:

- Sampling design: Prof. Asoc. Dr. Rudina RAMA;
- Statistician : Dr. Aida GUXHO;
- Field work supervisors: Prof. Asoc. Dr. Fiona TODHRI; Prof. Asoc. Dr. Irida AGOLLI;  
Dr. Eris DHAMO

## ACRONYMS

CoE	Council of Europe
FF	Foreign Fighters
IED	Institute of Education Development
ISOP	Institute of Public Opinion Studies
REA	Regional Education Authority
RED/EO	Regional Educational Directorates/ Educational Offices
ROBVQ	Revised Olweus Bully/Victim Questionnaire
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
VE	Violent Extremism
WHO	World Health Organization

## LIST OF FIGURES

- Figure 1 Students' bullying status: categories
- Figure 2 Distribution of student by level of school
- Figure 3 Distribution of students by type of school
- Figure 4 Distribution of students by grade and gender
- Figure 5 Students who have been bullied 2–3 times a month or more, by gender
- Figure 6 Students who have bullied another student(s) 2–3 times a month or more, by gender
- Figure 7 Students who are bullied and who also bully other students (both occurring 2–3 times a month or more)
- Figure 8 Students involved in bullying by category
- Figure 9 Students involved in bullying by category and gender
- Figure 10 Students involved in bullying by category and grade
- Figure 11 Prevalence of bullying by type of schools
- Figure 12 Prevalence of bullying by region
- Figure 13 Forms of bullying of students who reported being bullied 2–3 times a month or more
- Figure 14 Forms of bullying for girls who reported being bullied 2–3 times a month or more
- Figure 15 Forms of bullying for boys who reported being bullied 2–3 times a month or more
- Figure 16 Forms of bullying by level of schools (2–3 times a month or more)
- Figure 17 Forms of bullying by type of schools (2–3 times a month or more)
- Figure 18 Bullying in a single form: Students affected 2–3 times or more per month by a single form of bullying by gender
- Figure 19 Duration of bullying reported by students bullied 1–2 times or more
- Figure 20 Gender of students who are bullied 2–3 times a month or more, and of those who bully them
- Figure 21 Sites of bullying, reported by students (for students bullied 1–2 times or more)
- Figure 22 Sites of bullying, reported by gender (for students bullied 1–2 times or more)
- Figure 23 Reporting of bullying by gender of student (bullied 2–3 times per month or more) and choice of confidants about bullying
- Figure 24 Choice of confidants about bullying, by grade of student (bullied 2–3 times per month or more)
- Figure 25 Students who are often afraid of being bullied at school
- Figure 26 Intervening in bullying: Students who said that other students at their school try to stop a bullying incident at school
- Figure 27 Intervening in bullying: Students who said that teacher or other adults at school try to stop a bullying incident at school
- Figure 28 Intervening in bullying: Students who said that parents try to stop a bullying incident at school (by victim's and bully's perspective)
- Figure 29 Intervening in bullying: Bully who said that adults in their schools tried to talk to them about their behaviour
- Figure 30 Teachers as per gender division
- Figure 31 Teachers' as per job experience
- Figure 32 Teacher's as per job positions
- Figure 33 Teachers by sector

- Figure 34 Prevalence of bullying from the teacher perspective
- Figure 35 Forms of bullying from teacher's perspective
- Figure 36 Cyber bullying behaviour
- Figure 37 Bullying behaviour by gender
- Figure 38 Places of bullying by teachers
- Figure 39 Motivation of bullying from teachers' perspectives
- Figure 40 Number of bullying incidents in schools
- Figure 41 Existence of anti-bullying policy
- Figure 42 Training of teachers
- Figure 43 Level of belief of teacher for existence of national anti-bullying guidelines
- Figure 44 School intervention: what schools have done when a bullying incident had happened in their schools?
- Figure 45 Teacher believes about violence and intolerance
- Figure 46 Prevalence of extremist/ intolerant behaviour at schools
- Figure 47 Strategies for preventing extremism and intolerance in schools by teachers
- Figure 48 Level of school by parents
- Figure 49 Grade of students by parents
- Figure 50 Type of school by parents
- Figure 51 Gender of students by parents
- Figure 52 Prevalence of bullying by parents perspective
- Figure 53 Forms of bullying by parents
- Figure 54 Cyber bullying behaviour by parents
- Figure 55 Places where bullying happened by parents
- Figure 56 Reporting behaviour of parents
- Figure 57 Sources of report of parents
- Figure 58 Sources of reporting in the future (parents in total)
- Figure 59 Parents who are often afraid that his/ her child is being bullied at school
- Figure 60 Level of confidence of parent in child's schools and action that schools have taken when parents reported
- Figure 61 Strategies for preventing bullying by parents perspective

## LIST OF TABLES

Table 1	Differences between normal peer conflict versus bullying incidence
Table 1.1	Distribution of schools by regions based on the sampling design
Table 2	Students who have been involved in bullying (in total)
Table 3	Grade and number of students who bully the victim (2-3 time or more)
Table 4	Involvement of students in bullying phenomenon in the future
Table 5	Empathy of students with the victims of bullying
Table 6	Response to peers' bullying incidents: taking action to help
Table 7	Schools intervention as per the level of fighting the bullying phenomenon
Table 8	Insensitivity /intolerance in different relationship in to schools

## Table of Contents

<b>CONTEXT</b> .....	<b>3</b>
<b>ACKNOWLEDGEMENTS</b> .....	<b>4</b>
<b>ACRONYMS</b> .....	<b>5</b>
<b>LIST OF FIGURES</b> .....	<b>6</b>
<b>LIST OF TABLES</b> .....	<b>8</b>
<b>I. EXECUTIVE SUMMARY</b> .....	<b>11</b>
<b>II. MAIN FINDINGS OF THE STUDY</b> .....	<b>12</b>
<b>III. RECOMMENDATIONS</b> .....	<b>14</b>
1. Recommendations for national and central structures .....	15
2. Recommendations for school directorates .....	16
3. Recommendations for teachers .....	17
4. Recommendations for parents .....	18
<b>1. INTRODUCTION</b> .....	<b>20</b>
1.1 Background to the study .....	20
1.2 Definition of Bullying and Violent Extremism .....	24
1.3 Adapting the bullying international concept to Albanian cultural context .....	25
1.4 Violent extremism .....	27
1.5 Legal framework on bullying phenomenon .....	30
1.6 Legal framework related to extremism .....	34
<b>2. METHODOLOGY</b> .....	<b>39</b>
2.1 The aim of the study and research questions .....	39
2.2 Research method .....	39
2.3 Sample size and selection .....	40
2.4 Instruments of the study .....	41
2.5 Translating the questionnaires in the Albanian context .....	42
2.6 Field testing of Olweus instrument on internal consistency and reliability of test-retest .....	43
2.7 Administration of the survey .....	44
2.8 Analysis of quantitative findings .....	45

<b>3. DATA ANALYSIS OF THE STUDY .....</b>	<b>48</b>
3.1 Students perceptions and attitudes on bullying .....	48
SESSION I: Socio-demographics data of the student sample.....	48
SESSION II The degree of distribution of bullying and the characteristics by which this phenomenon emerges.....	49
SESSION III. Feeling and attitudes towards bullying .....	62
SESSION IV: How Do Others React? .....	65
3.2 Teachers beliefs, attitudes and behaviours towards bullying and violent extremism ...	67
SESSION I: Socio-demographic data of the teacher's sample.....	67
SESSION II: Distribution of bullying and its characteristics.....	69
SESSION III - Strategies to prevent bullying .....	72
SESSION IV: Violent Extremism.....	75
3.3 Parents perception of bullying in schools of their children .....	78
SESSION I. Socio-demographic data .....	78
SECTION II: The prevalence rate of bullying and its characteristics .....	80
SECTION III: School climate trust in teachers.....	83
<b>4. DISCUSSIONS ON MAIN FINDINGS OF THE STUDY .....</b>	<b>85</b>
4.1 Prevalence and Characteristics of Bullying Phenomenon: (Frequency, Forms, Motives, Location, and Reporting).....	86
4.2 Attitudes, Beliefs and Reactions of Various Stakeholders in School (Peers, Teachers and Parents) Toward Bullying Behaviours .....	94
4.3 Attitudes and Perceptions of Teachers on Violent Extremism in Schools .....	97
4.4 Policies and Interventions Used By School to Address Cases of Bullying.....	99
<b>5. BIBLIOGRAPHY .....</b>	<b>103</b>
<b>6. APPENDIX.....</b>	<b>109</b>
6.1 Frequencies of Students' Questionnaire.....	109
6.2 Frequencies of Teachers' Questionnaire.....	127
6. 3 Frequencies of Parents' Questionnaire.....	160

## I. EXECUTIVE SUMMARY

Aggressive behaviour and violence towards children represent a serious problem that compromises child development and wellbeing, violates their fundamental rights, dignity and can even put their lives at risk.

Safety for all in schools as well as non-aggressive behaviour are essential prerequisites to promote an effective school environment which increases the academic, emotional and social wellbeing of the students. The Convention of Children's Rights emphasises the importance of protecting life quality for children and their right to learn in a safe environment, with no violence, neglect or assault.

In Albania, children's rights to learn in an environment which is free of violence or discrimination are guaranteed by law. Paragraph 3, Article 54 of the Constitution highlights children's entitlement to special protection by the state, stating: "*Every child has the right to be protected from violence, ill treatment, exploitation... which could damage their health and morals or endanger their life or normal development*". This protection must be provided by the governmental institutions in every environment where children are raised, where they develop and learn.

This principle is further reinforced in the Constitution guaranteeing the right to education, which is open and available for all. (Article 57). The government also acknowledges children's right to benefit from all opportunities provided by the government.

The place where the right to education is exercised is the school, which is considered as a place of learning in peace and harmony. Schools are a well-respected institution in Albania, attended and appreciated by all. However, there are times when negative events occur in schools, creating an adverse environment for children, as well as for teachers, parents and the community.

Considering the complex environment and developments in the school settings, as well as the effects it has on the children, the Council of Europe in cooperation with the Department of Social Work and Policies, the University of Tirana, and ISOP carried out a "*National Survey on the phenomenon of bullying and extremism in the Albanian education system*" in frame of the joint EU/CoE action "Fighting bullying and extremism in the education system in Albania". This study, which is the first one of its kind in the country, aims to analyse thoroughly the extent, range and nature of bullying and extremism in the education system in Albania.

### **The objectives of the study were:**

- to establish the prevalence, types and scope of bullying in schools in Albania;
- to assess the attitudes, beliefs and tolerance's level to bullying among school actors;
- to assess the level of extremist' attitudes and beliefs among school' stakeholders;
- to identify existing policies and anti-bullying procedures in the education system.

For accurate data and reliable results, a quantitative approach was adopted for this large-scale project, which involved 2377 students from IV grade to XII grade, interviewing 3560 teachers and 970 parents from 144 schools in 12 districts of Albania. This extensive

outreach and scale reflects the intention of the study to achieve a satisfactory representation of the population included in the research, as summarised below:

Quantitative Research: The Revised Olweus Bully / Victim Questionnaire (ROBVQ)					
Respondents	Students IV – XII Grade	Teachers	Parents	Schools	Districts
Nr.	2377	3560	970	144	12

The study uses three well-known and validated questionnaires, relying mostly on the standardised survey instrument called “*The Revised Olweus Bully / Victim Questionnaire*”, (ROBVQ), which was applied to enable comparisons with other local and international studies. The other two questionnaires were developed by researcher team based in the ROBVQ model.

## II. MAIN FINDINGS OF THE STUDY

The main findings from the National Survey on the Phenomenon of Bullying and Extremism in the Education System of Albania reflect the processed data of the questionnaire conducted in 144 schools in 12 districts throughout the country. Highlights of the responses indicate that:

- About 19.4% of students have been subject to bullying or involved in it at least 2 or 3 times a month. 9.7% of them consider themselves victims, 5.2% admit to have bullied others and 4.3% have experienced both, bullying and being a victim of it;
- A higher percentage of students, about 29% admit to being involved in bullying only once or twice a month.

### How do teachers and parents perceive it?

- From the teachers’ perspective, 60% believe that bullying is present in their schools;
- For parents, the phenomenon is also recognisable, as 23% of parents acknowledge that their child has been victim of bullying at various times in school.

### Boys are more involved than girls in bullying

- Gender-wise, in all categories, boys appear to be more involved in the phenomenon compared to girls. In the involvement practices, boys identify themselves mainly as bullies (68%) and less as victims (52%); whereas for the girls the opposite is true: 48% of them feel victims and only 32% identify themselves as bullies.

### Length and duration of the experience

- Bullying appears to be more serious than a simple ephemeral incident, since 73% of the victims’ report that this occurrence lasts between one and two weeks. For 13% of the respondents the suffering is even longer, as it goes beyond the month-length bullying, whilst 6% of students report to have been subject of bullying for several years.

### Exposed school grades and locations

- Bullying is most evident in Grade XI, which consists of 15-16-year-old students, followed by Grade V, which consists of 10-11-year-olds.

- Students at private schools state that they are more often involved in bullying, 26% versus 20% of the students at public schools.
- In rural areas, bullying is less present since 83% of the students state that they have never been involved in bullying, versus 80% of the students in urban areas.

### **Where does it occur the most?**

- The place where bullying happens more frequently is the classroom, when the teacher is not present. 39% of the respondents admit this experience, followed by 38% of students who have experiences bullying in the sports and playground areas of the school. Meanwhile, 13% of the students state that such a phenomenon has occurred in the classroom even in the presence of the teacher.

### **The most frequent forms of bullying**

- The most widespread form of bullying is psychological. 45% of the respondents associated their experience with the following statement: *“Other students told lies or spread false rumours about me, tried to make others dislike me and threatened or forced me to do things I didn’t want to do”*
- Verbal bullying comes second, with 37% of responses identifying with the statement: *“I was called mean names, was made fun of, or teased in a hurtful way”*
- Third is physical bullying, with 33% of respondents admitting that: *“I was hit, kicked, pushed, shoved around or locked indoors. I had money or other things taken away from me or damaged”*
- The least widespread form is virtual/cybernetic bullying with 15% of respondents exposed to this form.

### **Why does bullying happen? Do students report it?**

- The main explanation given by teachers is physical appearance (e.g., overweight) with 73.4% of students being mean to each-other about appearance. The second reason mostly associated with bullying among students is related to language and speaking difficulties recorded in 67.6% of the responses, and third, physically weaker students are prone to more bullying, with 62.2% of the cases recorded in this category.
- The majority of students, almost 73%, state to have reported the cases when they became victims of bullying. They report it mostly to parents and less so to friends and teachers.

### **Are there policies in place? Trainings and awareness programmes?**

- The majority of teachers, 56.1%, are aware of anti-bullying policies in their schools, while 27.1% said that they didn’t know if such policies existed in their working place. 16.8% of teachers said that they do not have such formal policies.
- However, about 86.6% of the teachers consider anti-bullying polices as essential and indispensable for a better school’ environment for all students.
- A considerably high number of teachers reveal that they are not trained to effectively solve bullying. 77.2% admitted to needing such training, whilst 22.8% have received training in this regard.

### **Is bullying addressed by the school staff?**

- According to parents, 51% of the reported cases are undoubtedly addressed by the schools. When parents have informed that their child had been a victim, the school response has been satisfactory, with effective measures taken and subsequently, bullying was not repeated.
- However, the other half (50%) say that although the school had taken measures, the bullying problem had not solved (35%) and 10% state that the school didn't even take any measures to address the reported issues.

### **How to prevent bullying?**

- According to teachers and parents, the best way to prevent bullying is a well-elaborated, enforced and effective "anti-bullying policy" at schools to be acknowledged for all students, school staff and parents.
- Continuous awareness raising campaigns and trainings are also required, to enable those affected to recognise the practice and to report it, as well as, to enable teachers to deal with the phenomenon and to address it effectively.

### **What about violent extremism?**

- Regarding violent extremism, the survey reveals that in Albania it remains a minor, yet present problem, identified in the forms of slight intolerance regarding ethnic, gender and religious identities, which shall also be addressed.
- Teachers reported that 20% (or 1 in 5 students) use extreme terms or hatred language. Online access and social networks have attracted 19% of students to access extremist material, whilst among teachers, only 1 in 8 reports to have used extremist terms or "hate speech".
- A number of strategies are considered as "effective" to prevent the occurrence of violent extremism in Albanian schools, including regular and organized discussions with students about violent extremism and its consequences. 88.5% of the respondents admit to having applied already this strategy, whilst the second one identified is the teaching technique to provide conflict-solving abilities for students, involving mediation and other successful methods.

## **III. RECOMMENDATIONS**

The main recommendation, which arose from the findings of the survey and can effectively address the bullying problems at schools, is to draft a strategy and develop a set of contemporary anti-bullying policies at national level, which would ensure an increasingly safe environment at schools and a supportive social environment for the students. There are three perspectives on bullying, which represent different ideas of what bullying is, why it happens, and how it can be prevented or reduced. They are:

- a) **Individual perspective** – which views bullying as an individual, psychological and behavioural problem
- b) **Social-ecological perspective** – which views bullying as an interpersonal relationship, a dynamic problem expressed in varying status and unequal power relations between individuals and groups (social) in that context (ecology)

- c) **Systemic perspective** – which views bullying as a cultural and system-wide problem, related to the power dynamics inherent in all institutions.<sup>1</sup>

Considering these numerous standpoints, it can be argued that bullying is a complex issue comprising multiple factors such as: school organisation, professional development of teachers, resources and budget, social and relationship issues, a problem for families of the bullied students and an issue for the whole community. When addressing the phenomenon of bullying all these actors have to be taken into account, since a joint effort from everyone can enable teachers, peers, parents and members of community to be part of the solution. Therefore, a holistic approach to bullying would have a positive influence on the improvement of academic performance and grade results for students, as well as better relationships and social environment within the school.

The literature review suggests that the most promising interventions are those that take a more *whole-school approach*, although their success varies. However, when addressed effectively, school policies are the best remedy to prevent and deal with covert bullying. Such an approach would require the development of programs that aim to:

- a) Enhance a positive school climate and ethics which promotes pro-social behaviour;
- b) Provide pre-service and in-service training to all school staff, to assist them in recognising and responding appropriately to signs of bullying;
- c) Create physical environments that limit the invisibility of bullying;
- d) Increase awareness among young people of how group mechanisms work and strengthen their skills in conflict resolution, and
- e) Develop anonymous, peer-led support structures for students to access when they feel uncomfortable.

## **1. Recommendations for national and central structures**

**1.1.** Design guidelines/manuals for teachers and school directors, to help them identify and deal with bullying behaviour. These guidebooks or manuals shall be designed in cooperation with IED and Faculty of Social Sciences/Education. Bullying behaviours and its different forms should also be integrated in the school curricula.

**1.2.** Allow and guarantee efforts to successfully prevent bullying. School staff should be trained and enabled to deal with complex issues such as: what is bullying, how to identify it, how to deal with it, how to prevent it and raise awareness, what are the school policies and rules and how should they be implemented. Therefore, at national level it is recommended that, in cooperation with RED/EO, to provide trainings to school directors and teachers to recognise and address this phenomenon on scientifically based approaches, to identify possible ways to address its long-term consequences and the most effective ways to help the affected students.

---

<sup>1</sup> [www.bullyingnoway.gov.au](http://www.bullyingnoway.gov.au)

## 2. Recommendations for school directorates

- 2.1. To review the internal rules of the schools. In the revised regulation, to accommodate clearly defined rules, definitions and guidelines on bullying behaviour and measures to be taken for its prevention.
- 2.2. Every school should design and approve a programme against bullying **throughout the school**, where students, teachers, and especially victims know how to react to such an event. The effective programmes would focus on awareness raising, knowledge sharing, changing attitudes and teaching skills through role play and practice. Experience has shown that in schools where similar prevention programmes are applied, the impact becomes visible after three years, following continuous efforts and trainings.
- 2.3. Every school should conduct a self-assessment study on the level of bullying encountered in their premises, the most frequent forms and places where it happens. This type of study would help school directors to gather first-hand information on what happens in their premises. Understanding tendencies and types of bullying in schools enables staff to develop a prevention plan and make an effective intervention based on the needs of the school. There is only one way to understand whether anti-bullying measures will work, and that is to evaluate the phenomenon annually. Once the school has a prevention programme, it should make periodic evaluations, to better understand how the programme is functioning and what adjustments are required.
- 2.4. Elaborate a **Code of Ethics**, describing the positive behaviours expected from members of school community. The code of ethics should be a document elaborated, known and accepted by all. It should define behavioural standards and expected positive behaviours. Today, in a number of schools around the world an approach of having students sign a commitment is being practiced, which includes the following vow by each student:
- ↳ We will not bully other students;
  - ↳ We will help students who are victims;
  - ↳ We will include in our group every student that has been excluded;
  - ↳ When we learn that someone is a victim of bullying, we will tell the teacher, parent and another adult who we trust.
- 2.5. A safe and supporting environment at school can help prevent bullying. Safety starts in the classroom, but students must feel safe in every corner and place at school, in the yard, corridors, dressing rooms, toilets, etc. Therefore, monitoring “risk areas” at school and its surroundings is necessary. Students may be at high risk to be attacked in areas with little or no supervision by adults. Playground supervision should be scheduled and students should be monitored in class, hallways, restrooms, the cafeteria, and areas identified in the school survey as “hot spots” for bullying.
- 2.6. Formation of a coordinating group to prevent bullying, a small group of committed teachers, the school psychologist and school social worker, who, in turn, will plan and monitor activities at school. This group must develop rules and regulations against

bullying, must develop systems to promote social behaviours and develop activities that increase awareness in schools and the community related to bullying.

- 2.7.** Support and promote parental participation in the education process, and encourage voluntary help to develop activities and projects in schools.
- 2.8.** Establish a confidential reporting system for students (targets of bullying and bystanders) to safely report details of bullying incidents without fear of retaliation.

### **3. Recommendations for teachers**

- 3.1.** Teachers should organise class activities, as well as periodic discussions on the topic of bullying and violence, including the harm they cause and strategies to decrease their occurrence. These activities and discussions will help the teacher to be informed on what is happening in their class, but it will also help the students to feel safe and supported. Class discussions can be short and held on a weekly or monthly basis.
- 3.2.** Students should be invited to share their viewpoints and experiences of bullying. They may agree to take leading roles in school to promote a respectful and inclusive atmosphere, to communicate with their peers, to prevent bullying and to assist in developing regulations and policies against bullying at schools. Teachers should include students in the process of defining the rules against bullying, intervention strategies and follow up actions upon witnessing bullying behaviour.
- 3.3.** When bullying occurs, intervention must be immediate. The response should be instantaneous and transparent, to raise awareness of the unacceptable behaviour. Teachers should allow students to understand the high degree of care and support that teachers invest in the students, and that no one will be hurt or allowed to be hurt by someone else. By intervening on time and dealing with the bully, teachers support the victim and the witnesses. Teachers should deal in private with the bully. Challenging the bully in front of the peers can have a counter effect, as it might strengthen their status and it could result in greater aggression.
- 3.4.** It is important for the teacher to be aware of bullying presence and to detect the signs that students demonstrate when they are victims of bullying (Sullivan, 2004; Rigby, 1997; Olweus, 1994). The sooner the teachers notice the signs given below, the better, and the fewer consequences will be imposed on the victim. The most common signs of the victim are:
  - Classmates start to laugh or push slightly each-other, when a student is quizzed in the lesson or enters the classroom;
  - Appears sad, moody, angry, anxious or depressed and that mood lasts with no known cause;
  - Sudden and significant drop in grades. (Bullying can cause a child to have difficulty focusing and concentrating);
  - Suddenly has fewer friends or doesn't want to be with the "regular group";
  - Changes of his/her behaviour (for example, withdrawn or easily irritated);
  - The student looks tense and bites his/her nails;

- The students does something out of character;
- The students are unwilling to celebrate his/her birthdays with the class.

**3.5.** Teachers should refer both the bully and the victim to the school psychologist or social worker and cooperate closely with both professionals.

**3.6.** Teachers should develop strategies to reward students who demonstrate positive behaviour, such as distributing appreciation certificates.

**3.7.** Teachers should inform both parents of victims and bully, and try to solve the problem as soon as possible at school. Bullies try to deny their actions and responsibilities. However, they must be reminded that their behaviour will not be tolerated. If possible, parents are invited to help in developing an action plan against bullying. For the bully it is very important to re-educate the behaviour. Consequences such as removing any existing privileges are obligatory as punishment measures.

**3.8.** Teachers should listen carefully to the complaints of the parents of a child who has been subject to bullying. Every reported case shall be taken seriously and teachers should enquire and take any possible urgent measures

**3.9.** Monitoring is another important step. This aspect of the bullying process is usually ignored or not taken into consideration by teachers or schools, however, experience shows that sometimes, even when measures are taken, the situation does not change. The behaviour of the bully and the safety of the victim must be monitored all the time. If, despite the efforts of school staff, the bully doesn't change his/her behaviour, then the bullying student must be put in either an alternative programme, class or be dismissed from the school.

#### **4. Recommendations for parents**

**4.1.** Parents should not expect their child to solve the situation themselves. However, parents should not neglect their responsibilities, and should not dismiss or minimise their complaints. When a child feels attacked, insulted or physically hurt by another child, parents should pay great attention. Bullying is not a normal process, but urgent measures should be taken because of its long-term consequences on every individual involved in this worldwide phenomenon.

**4.2.** Parents should develop and maintain a culture of open discussions with their children and allow them to express feelings and recount encounters of the day. Careful and uninterrupted listening is advisable, to allow the child to complete his narrative in a calm, understandable and appreciating manner. Upon listening to the full narrative, the parents should ask their children about their idea of follow up, ask them what they would like to happen, before themselves making any suggestions.

**4.3.** Parents should never face a bully or his/her family members themselves. The first thing to do is to contact the school, to check if the school is already aware of the problem

and, if yes, are they doing anything about it. Parents must always ask to meet the class teacher, school psychologist or social worker.

**4.4.** Parents should be aware of the signs that their children demonstrate, that might reveal that the child is a possible victim of bullying. There are numerous students who are unwilling to report bullying incidents; therefore, parents should be aware that if their children demonstrate the following signs, it is probable that they are facing bullying:

- a. Physical injuries;
- b. Missing or torn clothes;
- c. Personal possessions have disappeared;
- d. Extreme mood swings;
- e. Avoiding or refusing to go to school;
- f. Rushing back home early when they have class activities or meetings;
- g. Asking their parents to accompany them to school;
- h. Unexplained psychosomatic signs, like headache or stomach-ache;
- i. Bedwetting, insomnia or crying during sleep;
- j. Stopping talking about their friends or daily activities at school, etc.;
- k. Using humiliating vocabulary when chatting with school peers
- l. Asking for more money than usual or stealing it

## 1. INTRODUCTION

This study provides empirical evidence on:

- ↳ The nature and extent of bullying and violent extremism in education system across Albania ;
- ↳ Awareness about bullying and the strategies and support networks available to support students, schools and parents;
- ↳ The level of extremist attitudes and beliefs among school stakeholders.

The results provide evidence-based recommendations to facilitate policy-makers and practitioners to design and develop anti-bullying policies, regulations and approaches, which shall remain inclusive and thorough, to ensure that bullies and victims are not excluded from normative educational and developmental experiences.

Bullying has become a key issue for schools and public policies over recent years, in terms of concerns from educational providers, parents and from students themselves. Hence, it is an issue that requires the attention and efforts of many actors to be identified, addressed and dealt with properly, for the benefit of the victims of bullying.

### 1.1 Background to the study

The phenomenon of bullying in schools is a growing concern that has captured universal attention among researchers, the media, school authorities, and parents who are concerned about students' well-being and safety (Moon, 2008). Bullying in schools is also a worldwide problem that can have negative consequences for the general school climate and for the rights of students to learn in a safe environment without fear. It is widespread, and perhaps the most underreported safety problem in schools.

Bullying, being a subcategory of aggressive behaviours, has been a critical issue in schools for decades. A significant number of studies (Suckling & Temple, 2002; Olweus, 2001) have shown that this behaviour takes many different forms, some of which are listed below:

**Physical bullying**, is bullying that takes the form of physical abuse (e.g. punching, kicking, various types of hitting, pushing, spitting, stealing or destroying possessions, such as stealing money, tearing or stealing books, clothes, etc.). Physical bullying is typical of males, but females are not excluded. They can be victims but also active participants.

**Emotional bullying (verbal and psychological)** is expressed in the form of harassment, insults, threats, malevolent gossips, insulting nicknames, etc. Its main goal is the degradation of the victim. In several cases, verbal bullying is characteristic of girls, who utilize it, with techniques of social exclusion to rule over the others and to show their superiority and power.

**Social bullying** takes the form of excluding one or more students from the games or peer groups, by neglecting or not inviting them in class or school parties, by discontinuing friendships, etc.

**Sexual bullying** is characterised by undesired physical or verbal sexual behaviours, which include malicious, explicit sexual statements or sexually discriminating notes and undesired physical contact by someone in an educative environment. Such actions are insulting and unpleasant for the students and make them feel embarrassed, shy, and interfere with their academic results.

**Cybernetic/virtual bullying**, involves bullying that occurs by sending disturbing, worrying and threatening messages through telephone or internet, social media, blogs and other cybernetic means. This can occur even by combining simultaneously the above-mentioned means. A cybernetic bully can hide him or herself, so that victims experience anonymous attacks. The content of this type of bullying can include even forms of emotional bullying through cybernetics, gossip, posting private information, exclusion from an online website, undesired cybernetic contact, etc. With the increase of the Internet and online social websites, it is noticeable that cybernetic bullying is increasing, as well, which can be as harmful as traditional bullying.

According to the same studies, these aggressive actions directly include the following clusters of individuals:

1. The first group includes **bullies**, who are also the authors of the aggressive behaviour. Olweus (1991) argues that bullies are characterised by aggressiveness, impulsiveness, physical strength and controlling behaviour over others. They seem to have a positive perception of violence and mainly use aggressive strategies to administer their personal conflicts, since they lack problem-solving skills. (Hoover, 1993; Wolke, 2004).
2. The second group includes **victims**, who in this study are the students and students subject to bullying. Victims have a tendency to show high levels of anxiety and depression (Hodges & Perry, 1999). They usually have low self-confidence and poor social skills (Egan & Perry, 1998), they don't take part actively in school activities (Kochenderfer & Ladd, 1997) and show psychosomatic signs (Boulton & Smith, 1994), have difficulty in trusting others, express aggression, lack security, stay isolated, etc., and these consequences can last for several years.
3. The third group includes **bully-victims**, who are the children who are both bullies and victims. They experience the most problems and consequences among all children involved in bullying, by having difficulty in coping with negative emotions or problematic and difficult situations, and by turning the problems toward themselves. For instance, a girl who is a simple victim of bullying blames herself and withdraws from social activities, therefore isolates herself. However, the bully-victim children demonstrate problematic and negative behaviours, which does not turn toward themselves, but toward others, which is demonstrated by dropping out of school, aggressive behaviours toward others, damaging other people's possessions, etc, (Arseneault, 2008; Georgiou & Stavrinides, 2013).

The term bullying became popular in 1970 by Dan Olweus, a professor of Psychology, the first to conduct an intensive study on attacks that occurred among Swedish students, by using his own research methods (Koo, 2007). He discovered that about 17.6% of

Scandinavian students were involved in this behaviour with serious consequences, which he called bullying (Koo et. al., 2007).

Extensive research has been carried out in many countries to understand the frequency of bullying. Results show that a significant number of students experience the phenomena in many countries, such: Norway, Sweden, Denmark, Finland, Germany, Spain, Italy, England, Scotland, Ireland, Australia, Japan, Canada, South Africa and USA. It is estimated that 246 million children and adolescents experience school violence and bullying in some form every year. (UNESCO, 2017)

In a study conducted from World Health Organization<sup>2</sup> in 43 countries, it was found that on average, 8%-13% of students age 11 to 15 were victims of bullying. Gender differences were seen in around a third of countries and regions. Generally, boys were bullied more, with findings suggesting different age-related patterns of victimisation for boys and girls. Bullying peaked at age 13 for girls and 11 for boys. The lowest rate was found in Armenia with 1 % of girls and 4% of boys; Sweden, with 4% of boys and 6 % of girls aged 13. Whereas the highest rate was found in Lithuania, 30% of boys and 29% of girls reported that they were victims of bullying. In Greece, the percentage of children admitting to being victims of bullying was 6% for girls and 7% for boys aged 13, in Croatia it was 8% for girls and 11% for boys aged 13. (HBSC, 2016)

The number of studies conducted in Albania is smaller, with four research studies available to date, namely in 2006, 2013 and 2015. These studies are focused on violence in schools, but not especially on bullying behaviour. A thorough assessment of bullying at the national level has been missing.

On the existing studies, the 2006 study on violence against children in Albania, commissioned by UNICEF<sup>3</sup>, found out that 48% of the children interviewed admit to being the victims of physical violations in schools from their schoolmates. Out of 13.3% children sexually harassed in school, 49.4 % reported that the aggressor was a school friend, while the rest reported sexual harassment outside the school environment. The psychological effects of violence compromise the emotional wellbeing of the students, their normal development and instill patterns of violence. More specifically, 13.4% of students report suicidal thoughts up to four times. One third of students report feeling insecure in school due to the threat of violence by other students.

Another study with a sample of 1435 students, conducted by Save the Children, Conflict Resolution and Reconciliation of Disputes Foundation (2013) showed that 28% of students have been part of serious conflicts in schools and 42 % of them do not feel safe in their classrooms.

In 2015, a study conducted by E. Ismaili, lecturer at the Faculty of Social Sciences, used a sample of 853 students (from VI to IX grade) and 11 teachers, in 11 secondary schools in Tirana. The research found that 42.3% of students are involved in the phenomenon of bullying. Out of them, 12.9% were only bullies; 21.7% have been victims and 7.7% are bully-victims. **Verbal bullying** appears more prevalent, with 19.3% of students falling victim to

---

<sup>2</sup> Healthy Behaviours in School Aged-Children 2013/14

<sup>3</sup>Tamo, A., Karaj Th. (2006) Dhuna kundër fëmijëve në Shqipëri, UNICEF, Tirana, Albania  
[https://www.unicef.org/albania/sq/Dhuna\\_ndaj\\_femijeve\\_ne\\_Shqiperi.pdf](https://www.unicef.org/albania/sq/Dhuna_ndaj_femijeve_ne_Shqiperi.pdf)

such bullying, and 12.7% being the victims of **psychological bullying**. This study also shows that 64.1% of bullying incidents take place at school in the classroom when the teacher is not present and 29.5% of bullying incidents occur in the school playground or sporting area.

According to the same study, Albanian teachers indicate that although they accept that bullying is present in Tirana, not all schools have the same level of understanding. For some it is more difficult to recognise the phenomenon, thus teachers and school directors are lead to believe that bullying incidents are isolated cases, and hence no effective measures are taken to reduce or prevent further occurrences. A small number of teachers acknowledged receiving training to handle such aggressive behaviour and a significant proportion of them admitted to being untrained and unsure on how to react when they encounter bullying incident among students. (Ismaili, 2015)

The studies presented above show that regarding safety at school, the education system in Albania faces major challenges and shows elements of unsuitable environments for students to learn and grow educationally.

Violence and bullying in schools disrupts the rights of children and adolescents, including their right to education and health. There is clear evidence that school violence and bullying has a negative impact on the academic performance, physical and mental health and emotional well-being of those who are victimised.

Short and long-term effects of involvement in bullying, both as bully and victim, have been documented. Involvement in bullying affects young people's physical health, resulting in somatic symptoms such as *head, back and stomach aches* (Due, Holstein, Lynch, Diderichsen, Gabhain, Scheidt, 2005), *psychological distress* (depression, bad temper, nervousness, loneliness and suicidal thoughts (Haynie, Nansel, Eitel, Crump, Saylor, Yu, 2001) and *long-term patterns of problem behaviour*, including aggression, violence, drinking problems and substance abuse (Kaltiala-Heino, Rimpelae, Rantanen, 2000). Young people involved in bullying report more negative school experiences, reflected in poor relationships with peers and teachers.

In addition, many studies around the world have shown clearly the negative effects of bullying not only for the student who is his victim, but also for the aggressor. Studies by Professor Olweus showed that 60% of boys who had been aggressors from class VI to grade IX were convicted of at least one adult offense compared to 23% of men who had not been. Moreover, 35% to 40% of former aggressors had three or more sentences at the age of 24 compared with 10% of men who had not been aggressors.<sup>4</sup>

The consequences of bullying at schools affect also the bystanders. By creating an atmosphere of anxiety, fear and insecurity that is incompatible with learning, it has a negative impact on the wider school environment. In a study conducted in 2009 by four researchers (Rivers, Noters, Poteat, Ashurst) in Britain, it was shown that bullying prevents children from perceiving the school as a safe environment, while many students who are bystanders of this phenomenon experience anxiety and are afraid they will be the next victims. Schools often fail to deal with violence and bullying and apply short-cut methods

---

<sup>4</sup> Ericson, N. (2001). Addressing the Problem of Juvenile Bullying. Washington, DC: Office of Juvenile

such as expelling bullies or sending him/her to another school, transferring thus the problem elsewhere, and failing to deal with the issues properly.

The primary role of the school is to provide an appropriate education for all students. A stable, secure learning environment is an essential requirement to achieve this goal. However, if not addressed properly, bullying behaviour undermines and weakens the schools and the quality of education. Research shows that bullying can have short and long-term effects on the physical and mental well-being of students, on school engagement, self-confidence and on the ability to pursue ambitions and interests.

School-based bullying can be positively and firmly addressed through a range of school-based measures and strategies through which all members of the school community are enabled to act effectively in dealing with this behaviour. While it is well known that home and societal factors play a substantial role both in the cause and in the prevention of bullying, the role of the school in preventative work is also crucial and should not be underestimated.

School-based initiatives can either reinforce positive efforts or help counteract unsuccessful attempts of parents to change unacceptable behaviour. Parents and students have a particularly important role and responsibility in helping the school to prevent and address school-based bullying behaviour and to deal with any negative impact within school of bullying behaviour that occurs elsewhere.

International research clearly indicates the crucial importance of the existence of and implementation of a school policy setting out the school's approach to preventing and tackling bullying. An anti-bullying policy, when developed and implemented across the school community can be the cornerstone in countering bullying behaviour in schools.<sup>5</sup>

## 1.2 Definition of Bullying and Violent Extremism

Bullying is a far-reaching phenomenon touching the lives of students and those around them. Olweus defines bullying as follows: *“A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending him or herself”*

Council of Europe (CoE) defines bullying as: *“....unwanted, aggressive behaviour among school aged children that involve a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems”*

The two definitions of bullying encompass three main elements, namely:

- ↪ **Deliberate**—A bully's intention is to hurt someone;
- ↪ **Repeated**—A bully often targets the same victim again and again;
- ↪ **Power imbalanced**—A bully chooses victims he or she perceives as vulnerable.

---

<sup>5</sup> Department of Education and Skills. (2013 ).“ Anti bylling policy for primary and post primary school”. Retrived from: <http://www.solaschriost.ie/files/resource-Anti-Bullying-Procedures-for-Primary-and-Post-Primary-Schools-DWEC-Princ.doc>

Rigby (2008) suggests that bullying is “*the systematic abuse of power in interpersonal relationship*”. In other words, bullying is when a person is picked on over and over again by an individual or group with more power, either in terms of physical strength or social standing.

The abovementioned definition of bullying makes it clear that violence frequently plays a part in bullying. On the other hand, it should also be acknowledged that although bullying is a form of violence, it has different root causes from other forms of violence. Therefore, preventing bullying requires a different approach. There is a fine line between bullying and violence and research shows that there is an increase in the number of young children who increasingly use violence whilst bullying.

Bullying is often considered as a form of physical or psychological violence, with different underlying causes compared to other types of violence. Therefore, it is necessary to understand what violence is and how it relates to bullying in order to conceptualize the act of bullying. Table 1 provides an overview on the differences between violence and bullying.

**Table 1.** Differences between normal peer conflict and a bullying incidents

Normal Peer conflict	Bullying
Equal power or friends	Imbalance of power, not friends
Accidental	Purposeful
Happens occasionally	Repeated negative actions
Not serious	Serious with threat of physical or emotional harm
Equal emotional reaction	Strong emotional reaction from victim and little or no emotional reaction from bully
Not seeking power or attention	Seeking power, control or material things
Not trying to get something	Attempt to gain material things or power
Remorse-will take responsibility	No remorse-blames victim
Efforts to solve the problem	No efforts to solve the problem

### 1.3 Adapting the bullying international concept to Albanian cultural context

Bullying in schools is becoming a major problem worldwide and a significant number of studies are conducted each year, yet, there is one issue that remains unsolved: how to define bullying?

Historically, the term “*bully*” dates back in XVI century and originates from the word “boele”, appearing thus to have Dutch and German roots, evolving from words for “lover” and “friend.” This means that the initial meaning was positive. According to the Oxford English Dictionary, it was “*a term of endearment and familiarity, originally applied to either sex. Later applied to men only, implying friendly admiration: good friend, fine fellow, ‘gallant’*”

In the 1600s, the word began splitting off into *more negative* meanings that are closer to today’s bullies. “Bully” started to mean “A blustering ‘gallant’, “a bravo, hector”, or “swash-

buckler". Only in the XVII century did this term gain the meaning it holds today. It is a term formed from a word or phrase suitable for conversation and informal situations in English language and generally there is no clear meaning in the lexical words of other languages.

For example, in France, bullying refers to "faits de violence" (violent actions), and includes all forms of violence in schools, as well as disrupting behaviours interfering with school activity (Fabre-Cornali, 1999). This form of perception seems to appear even in Poland (Janowski & Poland, 2003), and Germany (Lösel & Bliesener, 1999), where the direct translation of the word bullying is impossible and discussions generally emerge within the framework of violence in school.

In Spain Ortega and Mora-Merchan (Ortega & Mora-Merchan, 1999) not only had difficulty in translating the term bullying, but also reported problems in defining the term within their cultural medium, because the concept of violence/assault merely didn't exist in school, hence, they faced a lack of social understanding and indifference. In Japan the word "jime", for instance, puts a great emphasis on social manipulation. Alternatively, the Italian word "prepotenza" and "violence" emphasise more physical attacks.

Smith, Cowie, Ólafsson and Liefoghe (Smith, Cowie, Ólafsson, & Liefoghe, 2002) have studied the problem of compatibility of terms in 14 different countries and 13 languages. Results showed an extreme diversity, so they thought that evaluation of bullying frequency in some countries (for example, Italy) could be exaggerated due to an approximate translation of the term. So, it seems that there is an essential incompatibility related to the perception of defining the term "bullying" in different cultures, which raises the issue of whether the comparison of data and frequency in different countries has any meaningful conclusion.

According to a report issued by UNICEF (2005) for the Balkans, including Albania, in their dictionary there is no such a special term to describe the bullying phenomenon. Therefore, the lack of a special term for this problem makes it difficult to discuss and examine findings and comparisons.

In general, in the Albanian-speaking population, to describe the term "bullying" the compound "*ngacmim bashkëmoshatar*" is preferred. But, the researchers think that this term fails to include all characteristics of bullying. Furthermore, some of the most prominent researchers in this field suggest a unified term for all non-English-speaking countries and compare findings and results, which is currently very difficult.

The inconsistent definitions used to measure bullying, combined with the evidence that bullying differs from other types of aggression, highlights the need for a uniformed definition. A uniformed definition supports the consistent tracking of bullying over time. It also facilitates the comparison of bullying prevalence rates, associated risk and protective factors across different data collection systems. Furthermore, it enables the collection of comparable information on the performance of bullying intervention and prevention programs across contexts.

Overall, recent international studies have tried to funnel the problem of defining bullying through adapting and translating Olweus questionnaire, keeping the basic word "bully", and adding the English suffix -ing, hence adapting it to the language of the place where it is being translated. This process requires extra cautiousness, and while administering the

questionnaires, the subject requires further explanations on the term bullying (Tomas de Almeida, 2012). In this study, this specific approach is applied as the term bullying in English is translated “bullizëm” in Albanian, by adding the suffix “-izëm”, as per Albanian grammar rules.

#### 1.4 Violent extremism

In this study, the term “violent extremism” is used as per the definition given by UNESCO (2016)<sup>6</sup>:

*“Violent extremism refers to the beliefs and actions of people who support or use ideologically-motivated violence to achieve radical ideological, religious or political views. Violent extremist views can be exhibited along a range of issues, including politics, religion and gender relations. No society, religious community or worldview is immune to such violent extremism”*

Violent Extremism is manifested through denying different views, overestimating the exclusivity of personal thinking, refusing differences, negating diversity and imposing personal opinions, all through the use of violence. Holders of extremist views make use of violence to achieve political, religious or social goals. These violent acts can be carried out by any individual or group from a range of beliefs and ideologies<sup>7</sup>. VE produces negative effects for individual, social groups and society<sup>8</sup>. Many researchers and stakeholders agree that the best institutional response to the VE is prevention rather than coercive countering which entails legal punishment.

The extremist beliefs build on radical and ideological motives, fuel negative attitudes and violent behaviour. Obliviousness and lack of proper education opportunities often make people more vulnerable to ideological indoctrination and radicalisation<sup>9</sup>. Students, especially those who are in upper secondary school, are ideal targets for recruitment by violent extremists seeking support for their radical ideologies, foreign fighter networks, or conducting acts of targeted violence within our borders. High schools must remain vigilant in educating their students about catalysts that drive violent extremism and the potential consequences of embracing extremist beliefs.

According to the Oxford English Dictionary, the word “*extremist*” is defined as “*a person who holds extreme political or religious views, especially one who advocates illegal, violent, or other extreme action.*” One meaning of ‘*radical*’ is “*representing or supporting an extreme*

---

<sup>6</sup> The CoE project implementation team refers to the UNESCO definition on violent extremism, referring the document “A teachers’ guide on the prevention of violent extremism (PVE)” Published in 2016 by the United Nations Educational, Scientific and Cultural Organization, 7, place de Fontenoy, 75352 Paris 07 SP, France. Source: <http://unesdoc.unesco.org/images/0024/002446/244676e.pdf>

<sup>7</sup> International Network for Education in Emergencies, Preventing Violent Extremism, web: <http://www.ineesite.org/en/preventing-violent-extremism>

<sup>8</sup> Examples of VE: Neo-Nazis, Ku Klux Klan, eco-terrorism, Islamic State in Iraq and the Levant (ISIL), Boko Haram.

<sup>9</sup> Omer Taspınar, “Fighting Radicalism, Not ‘Terrorism’: Root Causes Of An International Actor Redefined,” *SAIS Review* XXIX, no. 2 (2009), pp. 75–86.

*section of a party*”. In this sense, the term may be used as a synonym for ‘*extremist and as an antonym for ‘moderate.’*

The studies and field-researches demonstrate that what unites the extremists is their isolation and marginalisation from the rest of the society. Internet and social media are considered to be as the main sources for violent extremism and for putting the extremists in contact with socially excluded individuals. The internet provides access to endless streams of violent propaganda inspiring others to action, glorifying extremist lifestyles, or perpetuating the spread of hatred and intolerance. As individuals consume violent propaganda, it might resonate with them or reinforce their perceived grievance. This in turn strengthens the beliefs of radical views, or a willingness to use violence in support of an ideology or grievance.<sup>10</sup>

Studies on Violent Extremism inform that Albania is not facing an eminent threat of Violent Extremism due to the high level of religious tolerance<sup>11</sup> and the willingness of the population for social stability<sup>12</sup>. Violent Extremism is largely perceived by the public as participation of some ISL Foreign Fighters (FF) from Albania in the war of Syria. However, the presence of Albanians FF<sup>13</sup> in Syria and Iraq brought violent extremism to the surface and attracted attention both inside and outside the country. Albania is aspiring to be a member of the European Union and already is a member of UN, CoE and NATO. The participation of this albeit small number of Albanians in the Syrian war, has had a negative impact on the perception of foreigners about Albanians as radical religious and violent extremists.

Studies have shown that social and economic reasons are the dominant factors for emerging elements of radical Islam in certain regions in Albania. The Albanian “foreign fighters” come from underdeveloped regions such as Pogradec, Elbasan, Bulqize, Cerrik, Kukes and Dibra. These individuals come from the poorest rural areas, which are also underdeveloped and more isolated. A similar number of people come from the underdeveloped suburbs of large cities, such as Tirana, Durres or Vlore<sup>14</sup>. These regions are characterised by low level and quality of education, weak schools and institutions, and a lack of social and economic opportunities for young people. Under these unfavourable circumstances, external

---

<sup>10</sup> FBI (2016). Preventing violent extremisms in schools”. Unclassified document. Retrieved from: <https://info.publicintelligence.net/FBI-PreventingExtremismSchools.pdf>

<sup>11</sup> Albanian Institute for International Studies (2015) Assessment of risks on national security/ the capacity of state and society to react: Violent Extremism and Religious Radicalization in Albania; Author: Enri Hide; AISS: Tirana, <http://www.aiis-albania.org/sites/default/files/Violent%20Extremism%20and%20%20Religious%20Radicalization%20in%20Albania.pdf>

<sup>12</sup> IDM (2015) Religious Radicalization and Violent Extremism in Albania, Authors: Vrumo, Gj., Lamllari, B. and A.Papa; <http://idmalbania.org/wp-content/uploads/2015/07/Religious-Radicalism-Albania-web-final.pdf>

<sup>13</sup> 152 Albanians have fought in Syria and/or Iraq in 2012-2015, of those 40 are returned and 12 killed in action. The figure does not represent the wives and children accompanying the FF in war. Source: Shtuni, Adrian (2015) Ethnic Albanian Foreign Fighters in Iraq and Syria, Combating Terrorism Venter at West Point, CTS SENTINEL April 2015, Vol.8, Issue 4, pg. 11-14; <https://www.ctc.usma.edu/posts/ethnic-albanian-foreign-fighters-in-iraq-and-syria>

<sup>14</sup> Albanian Institute for International Studies, Assessment of risks on national security/ the capacity of state and society to react: Violent Extremism and Religious Radicalization in Albania, AIIS, Tirana 2015, Author: Enri Hide

influences are managing to play an outsized role<sup>15</sup>. The lack of opportunities for education and illiteracy in the remote areas play a crucial role in religious and ideological manipulation. The number of Albanians involved as Foreign Fighters is considered to be around 140-150 individuals<sup>16</sup> – One third of these are returnees which pose a serious threat for young vulnerable children/students.

The majority of FF are believed to have been set on the path to radicalisation by extremist propaganda of radical recruiters masquerading themselves as “charitable NGOs” that were established throughout the country in the 90’s, when poor families and communities where these organisations were present were encouraged to embrace their radical viewpoints in exchange for economic aid<sup>17</sup>.

Overall, the radicalisation process, especially among the youth, has very likely been influenced by a number of drivers related to socio-economic, cultural, political and institutional backgrounds. Such drivers include but are not limited to: real or perceived societal discrimination and exclusion, deprivation, group dynamics and a sense of adventure, perceptions of an international system hostile to Islam, perceptions of broader cultural threats, endemic corruption and impunity for elites, human rights violations by public authorities, denial of political and civil rights, as well as country-specific potential shortcomings such as turning a blind eye towards the building of religious institutions without state approval and outside of the clerical leadership, as well as lack of adequate preparedness and influence of local clerics<sup>18</sup>.

Radicalization takes place in diverse social environments including schools. Although no cases of FF have been recorded since 2014, the phenomenon of radicalisation is still present in Albania. Fighting VE requires context-based efforts and an empowered system of education and expanded civic education with culture of tolerance.

The regional survey conducted by the Regional Cooperation Council in July 2016 “*Initiatives to Prevent/CVE in South East Europe*” provides an overview and recommendations for CVE in Albania, noting that some of the factors contributing to radicalisation<sup>19</sup> are: social exclusion, marginalisation and a search for meaning/belonging.

Bullying might indeed incite social exclusion and marginalisation, and as such, it may create a potential ground for violent extremism. The research recommends measurement at the

---

<sup>15</sup> Vurmo, Gj. and Lamallari, B. (2015) Religious Radicalism and Violent Extremism in Albania, Tirana: Institute for Democracy and Mediation. Available online at <http://idmalbania.org/wp-content/uploads/2015/07/Religious-Radicalism-Albania-web-final.pdf>

<sup>16</sup> Shtuni, Adrian (2015) Ethnic Albanian Foreign Fighters in Iraq and Syria, Combating Terrorism Center, published in April 30, 2015, <https://www.ctc.usma.edu/posts/ethnic-albanian-foreign-fighters-in-iraq-and-syria>

<sup>17</sup> Lamllari, Besfort (2016) Dealing with Returning Foreign Fighters, available at: [file:///C:/Users/HP-pc/Downloads/train\\_2016\\_dealing\\_with\\_returning\\_foreign\\_fighters\\_besfort\\_lamallari.pdf](file:///C:/Users/HP-pc/Downloads/train_2016_dealing_with_returning_foreign_fighters_besfort_lamallari.pdf)

<sup>18</sup> Vurmo, Gj. and Lamallari, B. (2015) Religious Radicalism and Violent Extremism in Albania, Tirana: Institute for Democracy and Mediation. Available online at <http://idmalbania.org/wp-content/uploads/2015/07/Religious-Radicalism-Albania-web-final.pdf>

<sup>19</sup> Regional Cooperation Council (2016) Initiatives to Prevent/Counter Violent Extremism in South East Europe: A Survey of Regional Issues, Initiatives and Opportunities; Authored by: Valery Perry, RCC: Sarajevo; pg: 22-26, available at: [file:///C:/Users/FUJITSU/Downloads/RCC-CVE-Case-Study%20\(3\)%20\(1\).pdf](file:///C:/Users/FUJITSU/Downloads/RCC-CVE-Case-Study%20(3)%20(1).pdf)

school system level, as the best mechanism to prevent and counter the development of extremist views.

## 1.5 Legal framework on bullying phenomenon

The aim of this section is to analyse Albania's current legal framework with regards to bullying and violent extremism. It presents the findings on the legal framework, policies, laws, strategies and normative acts are intended to ensure the protection of children's rights.

A well-functioning system with anti-bullying policies requires a solid legal framework that outlines the way issues are framed and understood. Such a frame establishes the structures and mechanisms and sets forth the strategies, actions, procedures and standards for the system.

Albania has ratified, since the 1990s, a number of important international human rights instruments including those covering children's rights. These are the UN Convention on the Rights of the Child; the European Convention on Human Rights and Fundamental Freedoms; The Convention on the Elimination of All Forms of Racial Discrimination; the Convention against Torture and Other Cruel, Inhuman and Degrading Treatment or Punishment; the Hague Convention on the Protection of Children and Cooperation in Respect of Inter-Country Adoption; and the Optional Protocol to the Convention on the Rights of the Child on the sale of children, child prostitution and child pornography.

At present, there is no unified law on school bullying against children in Albania. There is no legal act in place to address bullying, to provide guidance for the implementation mechanisms, to ensure the protection of children from bullying in any setting, or to deal with the victims and bully.

Schools in Albania do not have anti-bullying strategies or anti-bullying policies. Similarly, school staff (teachers, directors and other members) do not have sufficient information for this phenomenon and do not know how to intervene if bullying occurs in their schools. This is a direct consequence of the absent policies and training regarding anti-bullying policies, which would determine in particular the role of teachers and of other actors around the phenomenon.

In Albania, the term bullying has gained legal recognition only recently, with the Law on Child Rights and Child Protection<sup>20</sup>, which defines bullying as "violence between children". Article 18 states: "*MoES and REDs take measures to set up efficient mechanisms to prevent, address inside school and report to the responsible authorities cases of violence, including **violence between children in school (bullying)***" (paragraph 3, point g). Bullying is thus defined in the law as one type of violence: "*the violence occurring between children in school*".

It is thus evident that this definition lacks comprehensiveness, as bullying is a form of aggressive behaviour and may violate a number of children's rights, not only one of these rights.

---

<sup>20</sup> Law on the child rights and child protection, Law Nr. 18/2017 date 23.2.2017, 2017, Nr. 43, pg.2815, <https://www.parlament.al/wp-content/uploads/2016/09/ligj-nr.-182c-dt.-23.2.2017.pdf>

Domestic legislation is based on international legal standards of UN, EU and CoE. The legislation infrastructure is led by the Albanian Constitution. Human rights are specifically mentioned and protected in Constitution which states that “*human rights and freedoms are indivisible, inalienable, and inviolable*” (Article 15/1). It is thus clear that human rights protection are ensured and legally immune from violation in any public setting or service, including education. Educational institutions are legally bound to respect students’ rights and to promote the actualization of such practices (Article 15/2)<sup>21</sup>. The constitution guarantees the principles of equality and non-discrimination for all (Article 18). Students may not be discriminated against for reasons such as gender, race, religion, ethnicity, language, political, religious or philosophical beliefs, economic condition, education, social status, or parentage. From the legal perspective, children enjoy special protection from the state against possible violence (Article 54).

According to studies, most bullying behaviour occurs due to prejudices and stereotypes that students have for different social classes, race, religion, gender, sexual orientation, outward appearance, body language, personality, reverence, strength, physical size, or mental disability.

Albania has two National Human Rights Institutions (NHRI) that guarantee the principles of equality and non-discrimination, respectively: the People’s Advocate and the Commissioner for Protection from Discrimination<sup>22</sup>.

The Law on Protection from Discrimination constitutes the institution of the Commissioner for Protection from Discrimination (CPD)<sup>23</sup>. This law regulates the implementation of and respect for the principle of equality related to gender, race, colour, ethnicity, language, gender identity, sexual orientation, political, religious or philosophical beliefs, economic, education or social situation, pregnancy, parentage, parental responsibility, age, family or marital condition, civil status, residence, health status, genetic predispositions, disability, affiliation with a particular group or for any other reason (Article 2).

According to the Law, everyone is protected from discrimination. School discrimination, either from students towards themselves or from teachers is prohibited. CPD has conducted an investigation within the school system about the level of school discrimination and prepared a special report on discrimination of students in the schools of 6 regions<sup>24</sup>.

According to this report 17% of students and 6% of teachers reported cases of discrimination in school, where (perceived) Sexual Orientation and Gender Identity were the principal cause of discrimination. Based on this study, in 2013, the CPD recommended MoES to take measures to reduce **bullying** in schools and to introduce human rights education in the school curriculum. For that purpose, CPD signed a memorandum of cooperation with MoES

---

<sup>21</sup> Constitution of the Republic of Albania, Article 15/2: “The organs of public power, in fulfillment of their duties, shall respect the fundamental rights and freedoms, as well as contribute to their realization”, <https://www.parlament.al/wp-content/uploads/2015/10/kushtetuta-perditesuar-1.pdf>

<sup>22</sup> NHRIs are elected by the Parliament and provide annual and specific reports on human rights situation and antidiscrimination. They conduct investigation in two ways: through complaints from victims or through ex-officio investigation, own initiative.

<sup>23</sup> *Law on Protection from Discrimination*, No 10221, date 4.2.2010, Official Gazette (Ligji per mbrojtjen nga diskriminimi), <http://kmd.al/skedaret/1442237534-1308053956-Ligji%20per%20mbrojtjen%20nga%20diskriminimi.pdf>

<sup>24</sup> Commissioner on the Protection from Discrimination (2014b) *Discrimination in Education* (Komisioneri per Mbrojtjen nga Diskriminimi; Diskriminimi në arsim në këndvështrimin e Komisionerit për Mbrojtjen nga Diskriminimi)

to elaborate informative materials on human rights and antidiscrimination for schools and recommended a set of measures to schools and directors on how combat discrimination and homophobia<sup>25</sup>.

The United Nations Convention on the Rights of the Child<sup>26</sup> (UNCRC) is the most important legal document on the rights of the child. The Convention's provisions require the establishment of legal, institutional, social and economic conditions to guarantee children the full enjoyment and exercise of their rights<sup>27</sup>.

UNCRC includes a number of articles that embed children's right to education. The Convention requires state parties to provide children with appropriate and accessible education to the highest level (Article 28), and to ensure that school curricula promote respect for human rights of all and for the child's cultural and national identity (Article 29).

The overarching principle of Article 12 (1) of the CRC offers another key basis for educational development across school systems. It affirms: '*States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child*'. The European Convention on Human Rights<sup>28</sup>, the European Social Charter<sup>29</sup> and other relevant European legal standards are keys to the Albanian legislation on children rights and institutional response to child protection<sup>30</sup>.

Albania has made significant progress in 2010 towards developing the legal basis for prohibiting all forms of violence, especially the ban on corporal punishment in all settings, including school settings. Article 3(c) of the Law on the Protection of the Rights of the Child defines "*psychological violence*" as involvement of actions causing damage to the physical, mental, moral and social well-being of the child resulting, among other things, in constraints to his/her freedom of movement; degrading, threatening, intimidating, discriminating, and scornful handling; or other forms of hostile or rejecting treatment by parents, siblings, grandparents, legal representative, relatives or any other person responsible for child care.

---

<sup>25</sup> Commissioner on the Protection from Discrimination (2015) *Annual Report 2015* (Komisioneri per Mbrojtjen nga Diskriminimi Raport Vjetor), [http://kmd.al/skedaret/1458135488-Raport%20Vjetor%202015\\_KMD.pdf](http://kmd.al/skedaret/1458135488-Raport%20Vjetor%202015_KMD.pdf)

<sup>26</sup> UNCRC, <http://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx>

<sup>27</sup> Albania ratified the Convention in 1992, committing to safeguard the rights of children in Albania and to make sure that the provisions and principles of the UNCRC are fully reflected in its domestic law and that their legal effect be ensured at national level.

<sup>28</sup> ECHR, [http://www.echr.coe.int/Documents/Convention\\_ENG.pdf](http://www.echr.coe.int/Documents/Convention_ENG.pdf), Albania ratified ECHR on 02/10/1996, [https://www.coe.int/en/web/conventions/full-list/-/conventions/treaty/005/signatures?p\\_auth=uOk7LS05](https://www.coe.int/en/web/conventions/full-list/-/conventions/treaty/005/signatures?p_auth=uOk7LS05)

<sup>29</sup> Albania ratified the Revised Social Charter in 2002,

<https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016805ac1a3>

<sup>30</sup> The Council of Europe promotes and protects children's rights in Europe based on the UNCRC. Key Council of Europe legal standards and tools for building integrated child protection systems include the Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse (Lanzarote Convention), the Convention on Action against Trafficking in Human Beings, and the Convention on preventing and combating violence against women and domestic violence (Istanbul Convention). Albania has ratified all the above-mentioned conventions. A tool for effective support to national child protection systems is Council of Europe CM/Recommendation (2009)10 on integrated national strategies for the protection of children from violence. Other relevant Council of Europe tools supporting states in building national integrated child protection systems are CM/Recommendation (2005) 5 on the rights of children living in residential institutions, Recommendation (2006) 19 on policy to support positive parenting, CM/Recommendation (2011) 12 on children's rights and social services friendly to families and children, as well as the Guidelines on Child-friendly healthcare (2012), and the Guidelines on Child-friendly justice (2010).

Article 3(ç) defines “*physical violence*” as “*every attempt to damage or cause actual physical damage, or injury to the child, including corporal punishment, which is not accidental*”. Regarding sexual abuse, in Article 24, the Law states that the child shall be protected from trafficking, inducement and any form of sexual exploitation and abuse. He/she shall be protected from: (a) unlawful sexual activities; (b) prostitution or other unlawful sexual practices; (c) appearance or involvement in pornographic materials; and (d) child sale.

Article 21 of the same Law states that the child shall be protected from any form of: (a) physical and psychological violence; (b) corporal punishment and degrading and humiliating treatment; (c) discrimination, exclusion and contempt; (d) maltreatment and abandonment; (e) disrespect and neglect; (f) exploitation and abuse; and (g) sexual violence. In addition, Article 26 of the Law states: “No child shall be subjected to torture, punishment, and cruel, inhuman or degrading treatment.”

The Law No. 69/2012 "On pre-university education system in the Republic of Albania", amended Law no. 56/2015, guarantees and protects the rights and freedoms of children and human rights in general, as well as providing protection in cases of violence and abuse. In Article 6 of this law, points 2 and 3 states: "*... in Secondary Education are respected, protected and promoted human rights and freedoms in general and children's rights in particular. In Secondary Education, students and employees are provided protection from any form of action or inaction that may cause discrimination, violence, harassment or moral harm*".

The National Strategy and Action Plan for Children 2015–2020 represents a significant step forward in relation to children’s rights, underlining the need to systematically coordinate and harmonize inter-sectorial policies. Objectives and measures for protection of children’s rights focus on protection from violence, abuse and economic exploitation, and aim not only to protect children, but also prevent, detect and address the various forms of child exploitation and abuse.<sup>31</sup>

Other fundamental legal instruments such as the Criminal Code, the Family Code, and a number of laws and specific decisions also contain provisions that directly or indirectly affect the observance of children’s rights and their protection from different forms of abuse.

The importance of equality in the bullying phenomenon pertains to the reasons why students are bullied. It ranges from (the victim's) height, weight, age, race, gender, sexual orientation, socio-economic circumstances, disability and sometimes just the perception that a child is weak or too academically inclined.

Law no. 69/2012 dated 21.06.2012 "On pre-university education system in the Republic of Albania aims to guarantee “*the right to education of all citizens, without discrimination on grounds of gender, race, colour, ethnicity, language, sexual orientation, political or religious beliefs, economic or social status, age, location, disability or other reasons defined in the Albanian legislation.*”

To conclude this section on legal framework on bullying phenomena, it can be argued that the right to education is an important fundamental human right, since it promotes the

---

<sup>31</sup> WHO (2016). Situation analysis on the prevention of child maltreatment in Albania

exercise and enjoyment of other fundamental rights. Education is an absolute and composite right that requires a prioritising approach.

The state is obliged to respect, protect and promote the right to basic education. At the bare minimum, it means that the state must provide facilities for the enjoyment of the children rights and eradicate the elements that violate the full enjoyment of the right to education. Ideally, children should be able to take advantage of this right without being obstructed in doing so.

Bullying in the education context has severe consequences which adversely affect all those involved. The escalation of bullying and school violence is devastating and counterproductive to proper education.<sup>32</sup>

## 1.6 Legal framework related to extremism

Legal mechanisms designed to fight terrorism and violent extremism can be found in the Penal Code of the Republic of Albania. As per Article 28/2 of the act: "Terrorist organisations are criminal organisations of a unique nature, composed of one or more individuals who co-operate with the intention of committing acts of terrorism". Chapter VII of the Criminal code contains 17 other articles which delineate the kinds of terrorist violence, the creation and financing of terrorist organizations, recruitment and training of individuals in order to commit acts of terrorism.

Article 230 of the Penal Code has been amended to incorporate crimes of a terrorist nature with the intention of creating panic in society, or destabilization of key structures of a political, economic, social or constitutional nature, thus including: *i) kidnapping individuals, ii) serious damage* to public property, infrastructure, transport systems, abducting airplanes ships or other transportation vehicles, *iii) the production, purchase or possession of explosives*, biological chemical or nuclear ammunition and so forth.

Article 230/a is designed to deter the financing of terrorism, by punishing such behaviour with 15 years of imprisonment, whereas article 230 imposes sanctions for individuals who hide funds used to finance terrorist activities. In 2007, more amendments to the Penal Code were enacted - specifically as regards article 231 of the Code, in order to incorporate into national law the obligations undertaken by Albania as regards the ratification of the European Convention on the prevention of terrorism by punishing "*the recruitment of individuals with the intention of committing terrorist acts or financing terrorist activities,*" even in instances when these acts are directed to another state, an international institution or organization.

On the other hand, the Penal Code of the Republic of Albania does not expand special procedural actions to be applied in investigating terrorist activities, although there is a special law regulating the sequestration of property in these instances<sup>33</sup>. The lack of

---

<sup>32</sup> A. Laas; T. Boezaart (2014). "Legislative framework regarding bullying in South African Schools". Retrieved from :<http://dx.doi.org/10.4314/pej.v17i6.12>

<sup>33</sup> Law 10192, dated 14/11/2009 "On the prevention of organized crime and trafficking by means of Pre-emptive measures on property"

legislation in this regard does not undermine the fight against terrorism, as Albania has adopted Resolutions No. 1267 and 1373 of the UN Security Council, which deals with such matters. On 10/10/2013, Parliament enacted Law Nr.157 “On measures against the financing of terrorist activities”.

In the recent years, the government has pushed for amendments to article 265/a,b,c of the Penal Code. These articles delineate security measures applied to individuals who participate in military conflicts in a foreign state (article 256/a); the organization or participation in military conflicts in a foreign state (article 256/b); call to join military action in a foreign state (article 265/c). These articles complement an already extensive legal framework regulating terrorist activities, violent extremism and the financing of terrorist activities in Albania.

Council of Europe (CoE) has taken several steps towards educational policy at the political and practical level in order to settle and maintain a number of minimal standards for all state parties. At the **political** level the action includes: the fight against violent extremism and radicalisation leading to terrorism – Action Plan (2015-2017<sup>34</sup>), CoE Standing Conference of Ministers of Education and CoE Steering Committee for Educational Policy and Practice. The educational **standards** are set forth at the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education. CM/Rec(2010)7 and CoE Recommendation CM/Rec(2012)13 on ensuring quality education. In **practice** there are numerous programs such as longstanding support to Albania in the education sector; Joint EU/CoE programs: Human Rights and Democracy in Action and Regional Support for Inclusive Education.

The document addressing the issue of VE and radicalization leading to terrorism states the determination of the CoE to make a strong contribution to the fight against violent extremism and radicalization leading to terrorism, firmly basing CoE action on the respect of human rights, rule of law and democracy, which constitute the three areas of activity of the Council of Europe.

The CoE 2015-2017 Action Plan has two objectives:

1. To reinforce the legal framework against terrorism and violent extremism;
2. To prevent and fight violent radicalisation through concrete measures in the public sector, in particular **in schools** and prisons, and on the Internet.

To prevent and fight radicalisation through concrete measures in the public sector, in particular in schools, the Plan states that:

“Action is needed to prevent violent radicalisation and increase the capacity of our societies to reject all forms of extremism. Formal and informal education, youth activities and training of key actors (including in the media, political fields and social sectors) have a crucial role in this respect. Schools require tailored measures, mostly at local level. Tools to assist those who can play a crucial role in countering radicalization on the ground – **such as teachers**

---

<sup>34</sup> CoE Plan of Action 2015-2017 The fight against violent extremism and radicalisation leading to terrorism; *Committee of Ministers*, CM Documents, 19 May 2015, 125th Session of the Committee of Ministers, (Brussels, 19 May 2015); [https://search.coe.int/cm/Pages/result\\_details.aspx?ObjectID=09000016805c3576](https://search.coe.int/cm/Pages/result_details.aspx?ObjectID=09000016805c3576)

**and the exchange of good practices**, both in terms of the content of programs and the **training** and **guidelines** provided to staff, must be developed. The best way to develop an understanding of “democratic culture” is through education”<sup>35</sup>.

The aim is to support, through concrete initiatives, the work of educators, which are key in the construction and in the consolidation of more inclusive societies. The projects in this regard will include initiatives to combat stereotyping and discrimination, to support inclusion strategies at local level, to build trust among citizens across social and cultural differences and to support intercultural communication and skills. Efforts will be made to counteract the destructive messages of extremists with counter narratives. This will include raising the profile of and providing a platform for religious leaders and academics who speak with authority about how the activities of terrorist organizations are in conflict with religion. In addition, students and community leaders will be encouraged to emphasise how terrorist groups such as ISIL, also known as Daesh, are harming people of the Muslim faith and causing damage to wider society. The testimonies of victims of terrorism will be taken into account in this context.

An important CoE educational policy document<sup>36</sup> is the Recommendation **CM/Rec(2010)7** of the Committee of Ministers to member states on the Council of Europe Charter on Education for Democratic Citizenship<sup>37</sup> and Human Rights Education<sup>38</sup>. The education and training play a central role in furthering the CoE mission to promote human rights, democracy and the rule of law.

Education for democratic citizenship and human rights education are closely inter-related and mutually supportive. They differ in focus and scope rather than in goals and practices. Education for democratic citizenship focuses primarily on democratic rights and responsibilities and active participation, in relation to the civic, political, social, economic, legal and cultural spheres of society, while human rights education is concerned with the broader spectrum of human rights and fundamental freedoms in every aspect of people’s lives.

According to the policy document, the following objectives and principles should guide member states in the framing of their policies, legislation and practice:

- a. The aim of providing every person within their territory with the opportunity of education for democratic citizenship and human rights education.

---

<sup>35</sup> The Council of Europe is currently developing key competences for democratic citizenship for use in school curricula across Europe.

<sup>36</sup> Recommendation **CM/Rec(2010)7** of the Committee of Ministers to member states on the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education, *Adopted by the Committee of Ministers on 11 May 2010 at the 120th Session*, [https://search.coe.int/cm/Pages/result\\_details.aspx?ObjectID=09000016805cf01f](https://search.coe.int/cm/Pages/result_details.aspx?ObjectID=09000016805cf01f)

<sup>37</sup> “Education for democratic citizenship” means education, training, awareness-raising, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and developing their attitudes and behaviour, to empower them to exercise and defend their democratic rights and responsibilities in society, to value diversity and to play an active part in democratic life, with a view to the promotion and protection of democracy and the rule of law.

<sup>38</sup> “Human rights education” means education, training, awareness raising, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and developing their attitudes and behaviour, to empower learners to contribute to the building and defense of a universal culture of human rights in society, with a view to the promotion and protection of human rights and fundamental freedoms.

- b. Learning in education for democratic citizenship and human rights education is a lifelong process. Effective learning in this area involves a wide range of stakeholders including policy makers, educational professionals, learners, parents, educational institutions, educational authorities, civil servants, non-governmental organisations, youth organisations, media and the general public.
- c. An essential element of all education for democratic citizenship and human rights education is the promotion of social cohesion and intercultural dialogue and the valuing of diversity and equality, including gender equality; to this end, it is essential to develop knowledge, personal and social skills and understanding that reduce conflict, increase appreciation and understanding of the differences between faith and ethnic groups, build mutual respect for human dignity and shared values, encourage dialogue and promote non-violence in the resolution of problems and disputes.
- d. One of the fundamental goals of all education for democratic citizenship and human rights education is not just equipping students with knowledge, understanding and skills, but also empowering them with the readiness to take action in society in the defence and promotion of human rights, democracy and the rule of law.
- e. On-going training and development for education professionals and youth leaders, as well as for trainers themselves, in the principles and practices of education for democratic citizenship and human rights education are a vital part of the delivery and sustainability of effective education in this area and should accordingly be adequately planned and resourced.

The main institutional response to the VE is the Strategy and Plan of Action against VE<sup>39</sup>. Prior to the approval of the Strategy on CVE, Albania has participated in some important international events against VE. Albania was one of the sponsors of UN Resolution 2178(2014) “*Condemning Violent Extremism, Underscoring Need to Prevent Travel, Support for Foreign Terrorist Fighters*” adopted by the Security Council in September 2014.

Earlier in 2014 the Albanian Parliament adopted amendments to the Criminal Code which made it illegal to (1) *participate in*; (2) *organize the participation of*; or (3) *call for participation* in military action in a foreign country.

Following the Washington Summit (February 2015) the Government of Albania organised the Balkans Regional Summit on Countering Violent Extremism (Tirana, May 2015) while it has actively participated and continues to do so in various EU-led and global initiatives to counter violent extremism. In October 2015 the Government of Albania adopted CMD no 825 (date 7.10.2015) which lays out the criteria and procedure for awarding permission to open, close and functioning of private pre-school, elementary and secondary education institutions which involve religious subjects or which provide education in a foreign language<sup>40</sup>.

---

<sup>39</sup> The National Strategy for countering violent extremism and the Action plan was adopted by the Council of Ministers Decision (CMD) No. 930, date November 18<sup>th</sup>2015. Fletorja zyrtare e Republikës së Shqipërisë (2015) Number 203, Vendim i Këshillit të Ministrave nr. 930, date 18.11.2015, Për miratimin e Strategjisë Kombëtare për Luftën kundër Ekstremizmit të Dhunshëm dhe planit të veprimit, Qendra e Botimeve Zyrtare, fq. 13247, [http://www.qbz.gov.al/botime/fletore\\_zyrtare/2015/PDF-2015/203-2015.pdf](http://www.qbz.gov.al/botime/fletore_zyrtare/2015/PDF-2015/203-2015.pdf)

<sup>40</sup>This act substitutes the previous CMD no 248 of date 28.05.1999.

The National Strategy for Countering Violent Extremism aims to preserve the values of tolerance and religious harmony, to protect human rights, the rule of law and democracy, and to defend Albanian society from VE. In addition to the national context, Albania is aspiring at becoming a regional C/PVE hub of knowledge<sup>41</sup>.

The Strategy has four objectives that converge under its overarching goal to develop the capacities of the various factors involved in countering violent extremism in Albania to effectively address the conditions leading to radicalization such as: (1) Strengthening stakeholders' coordination, for implementing effective CVE interventions; (2) Bolster local research; (3) Build community resilience; and (4) Reduce the impact of violent extremist propaganda and recruitment online.

The document proposes 10 measures in the following three priority areas: (1) Community outreach; (2) Countering extremist propaganda; and (3) Developing CVE policies.

---

<sup>41</sup>The Ministry of Defence announced in September 2016 the establishment of a NATO Centre of Excellence on the FtFs phenomenon. The National CVE Strategy suggests the creation of a Regional cooperation resource on CVE.

## 2. METHODOLOGY

### 2.1 The aim of the study and research questions

The main goal of this study comes from the need to identify at national level the bullying phenomenon and violent extremism through a countrywide survey.

Four main objectives of this study are:

1. To determine the frequency and characteristics (types, causes, location, duration, reporting) of bullying in the education system;
2. To assess the attitudes, beliefs and tolerance level to bullying among school stakeholders;
3. To assess the level of extremist attitudes and beliefs among school stakeholders;
4. To identify existing anti-bullying policies and procedures in Albanian schools.

### Research questions

- ↻ What percentage of students have been victims of bullying?
- ↻ To what type of bullying have they been victims most frequently?
- ↻ What are the most frequent types encountered by students? How long did the bullying last?
- ↻ Do students report it? If yes, to whom?
- ↻ What are the teacher's attitudes, beliefs and understanding on bullying and violent extremism?
- ↻ What kind of strategies and interventions are used in schools when they encounter a bullying incident with students in class?
- ↻ What methods or techniques do teachers suggest to effectively prevent bullying and extremism?
- ↻ What are parents' attitudes, beliefs and understanding on bullying phenomenon?
- ↻ How are school policies and anti-bullying programmes perceived by parents?
- ↻ What are parents' suggestions to the role of school in decreasing bullying?
- ↻ What instruments do schools use to fight bullying and violent extremism in schools?

### 2.2 Research method

In order to accomplish the above-mentioned objectives, the study is essentially descriptive. The data is obtained from a representing sample of 6907 participants: 2377 of whom are students, 3560 teachers and 970 parents. Quantitative findings are obtained using three questionnaires:

1. The Olweus standardised questionnaire validated with 40 close-ended questions for students;
2. A close-ended questionnaire, which measures teachers' attitudes and beliefs to bullying and violent extremism;
3. A close-ended questionnaire for parents, which measures their attitudes and beliefs to bullying phenomenon.

## 2.3 Sample size and selection

Considering the quantitative approach of the study and the aim to generalise the findings, a multi-stage stratified sampling was used for the research. The selection process followed a predefined set of criteria, which included:

- Geographic area;
- Level of the schools (primary, secondary general and secondary vocational);
- Urban/ Rural ;
- Size of school;
- Type of school, private/ public.

The first stage of sampling searched for the targeted number of 7% of schools in the Republic of Albania, divided in 12 strata, corresponding to the regions of Albania, as shown in the next table and criteria mention above.

**Table 1.1.** Distribution of schools by regions based on the sampling design

No	City	Number of schools
1.	Berat	7
2.	Dibër	8
3.	Durrës	16
4.	Elbasan	14
5.	Fier	16
6.	Gjirokastër	3

No	City	Number of schools
7.	Korçë	10
8.	Kukës	5
9.	Lezhë	7
10.	Shkodër	12
11.	Tiranë	37
12.	Vlorë	9

The second phase was the random selection of students, teachers and parents in each school where it was determined that the study would be conducted according to the first phase. The entire student's population in Albania consists of **503,451** students, of which 363,408 attend basic education classes (*primary education and lower secondary education*) and 140,043 attend *gymnasium/ upper secondary education (full time studies)* from which 22,801 attend professional education.<sup>42</sup>

To prevent any sampling statistical error and to keep the margin within  $\pm 4\%$  (confidence interval), with confidence level 99% ( $p = 0.05$ ) it was necessary to have a sample equal to 1,205 students. However, to ensure the reliability of the data for the bullying phenomenon<sup>43</sup>, the researchers in collaboration with international experts concluded that it is worthwhile doubling the number of students in the population, ensuing in the end a sample of 2,410 students, from which a final number of 2,377 responded to the questionnaire.

Regarding the second sample, all teachers from the 144 schools were included in the research, resulting in a sample of 3,560 respondents, whereas parents represent half the number of the students, with 1100 included in the study, of which 970 parents replied to the questionnaire.

<sup>42</sup>For more information see: Statistical Yearbook of Education 2014-2015 published online by Ministry of education and Sports.

<sup>43</sup> Since the phenomenon is new and the term may have understanding problems.

At the field-work level, the researchers first defined the classes where the questionnaire would be administered and contacted the students who would be part of the study. Upon setting the scene and prior to proceeding with the questionnaire, the researchers asked the class teachers and school principals to hand out a document called “*parental consent*” and supervise this process until all the students have this consent before filling the questionnaire.

In each participating schools, one of the grades IV, V, VI, VII, VIII, IX, X, XI, XII was selected randomly. Classes to deliver the questionnaire were chosen on alphabetical order or number.

The size of sample, criteria for its selection (which make it representative, since it is diverse) and the method of selection increase the belief that the findings in this study could be generalised for all the primary, secondary and upper secondary schools of Albania.

## 2.4 Instruments of the study

Three questionnaires were used as the basis for this research, and one of them is the main instrument of the study. It is the standardised questionnaire created by Dan Olweus. This questionnaire is called “**Revised Olweus Bully/Victim Questionnaire**” (ROBVQ). ROBVQ is one of the components of Olweus Bullying Prevention Programme. It is a standardized, validated questionnaire (based on the desired result from multiple choice questions), designed to evaluate several aspects of bullying problems within the school environment.

ROBVQ is divided into two parts:

1. The first part (questions 4 to 24) is related to bullying behaviours toward the student who answers the questionnaire (the respondent)
2. The second part (questions 24 to 40) is related to the cases when the respondent has incited or used bullying toward other students.

In total, the questionnaire consists of 40 questions which are designed to evaluate problems related to bully-victim-related features, such as: demonstrating bullying forms (physical, verbal, emotional, racial and forms of sexual assault), places where bullying mostly occurs, attitudes supporting the bully or the victim and the grade the social environment (teachers, parents and peers) is informed and reacts/responds to this phenomenon (Olweus, 1997).

Given the sensitivity of the topic, the survey was designed in a careful way to ensure anonymity of the respondents. The questionnaire starts by defining bullying in detail, to give students a clear understanding on how to interpret the questions and to ensure prolific answers.

According to ROBVQ questionnaire, an individual becomes a victim of bullying when: *a) he or she is the object* of aggressive behaviour from other students (for example, *b) when other students say mean* things about them, despise them systematically, hurt them physically, spread malevolent gossip or cause pain to other students), *c) when there is lack of equity in power* among involved individuals, and when this behaviour occurs more than once. Therefore, for an aggressive behaviour to be termed as *bullying*, all these three criteria should be met.

The questionnaire uses a Likert scale with 5 multiple choices: 1-never, 2-once or twice, 3-two to three times a month, 4-once a week, 5-some times during the week. These choices were created to avoid ambiguity that other answers such as “frequently” and “very frequently” can imply (Olweus, 2007).

In compliance with the recommendations provided by the author of the questionnaire, on evaluation of frequency of bullying, the five answers have to be dichotomized<sup>33</sup>. In this regard, answers 1 and 2 are interpreted as zero level (non-bully, non-victim), while choices 3 to 5 are equal to value “1”, meaning bully-victim.<sup>34</sup>

The second and third instruments consisted of the questionnaire developed by researchers of the study in collaboration with international and national experts, based on the ROBVQ form. These instruments were modified to address specific perceptions and beliefs of teachers and parents concerning bullying problems. For the teachers’ questionnaire, there was one session developed to address extremist behaviour.

The questions were designed to identify two main elements from the answers provided by teachers and parents: 1) the prevalence and characteristics of bullying in schools; 2) to gather information about current school policies and regulations regarding bullying and violent extremism.

## **2.5 Translating the questionnaires in the Albanian context**

Translating process of research instruments from one language to another should concentrate on adaption of the concept and not only linguistically. To accomplish this, a two-step translating method was used. In the first step, two professionals and excellent English and Albanian speakers (one translator and one experienced social worker and leading professional in the field of child protection) translated the questionnaire into Albanian from the original version in English. The process continued with a meeting where the two professionals reviewed the translated drafts and harmonised the document into a merged and carefully reviewed version.

As a testing method, this draft was given out for translation back to English by a third translator, who was not involved in the first stage of the translating process. Subsequently, the drafts were compared to see how similar the original version was to the translated questionnaire in Albanian. From this process, the translators had some disagreements, especially regarding the terminology and whether to keep the English term bullying or to use its translated version by adapting the word “harassment”. But, in English the term harassment differs from the word bullying, as we explained in the beginning of the report. The final agreement was to use the term “bullizëm”, keeping thus the elements and the roots of the meaning in English, plus the Albanian suffix, “...zëm”.

Upon translating the questionnaires, the piloting process was carried out. The test aimed at clarifying the following issues:

1. Understanding the questions.
2. Determining the time the students needed to complete the questionnaire.

The pilot test was conducted with 40 students, 40 teachers and 20 parents in three schools in Tirana, which were not part of the selected sample for the study. This phase was fruitful since it provided reasonable opinions and comments from students and teachers, which were subsequently reflected in the questionnaire by the researchers.

## **2.6 Field testing of Olweus instrument on internal consistency and reliability of test-retest**

Reliability of the translated questionnaire could be tested by observing the internal consistency of the test-retest process.

### **Internal consistency/sustainability**

Cronbach's alpha<sup>44</sup> coefficient ( $\alpha$ ) is one of the most successful methods to measure the sustainability. The technique is relevant in this study, since the internal sustainability of the instrument can accurately evaluate whether the terms used can measure the aimed concepts. This coefficient measures the internal reliability and the interrelation of the elements within the sampled groups. A high alpha value verifies and confirms that the measured elements are constituents of a single construction. Cronbach's alpha is a function of the number of elements, average internal co-variation<sup>45</sup> and average variation<sup>46</sup>. A direct impact in this coefficient has co-variation between elements. The higher the co-variation, by keeping the number of elements unchanged, the higher alpha. As a rule, Cronbach's alpha over 0.70 is considered an acceptable reliability coefficient. However, in special cases values over 0.6 and over 0.5 have been accepted. If we refer to the questionnaire of this study, Cronbach's alpha was equal to 0.71, for questions related to being a victim, and 0.75 for questions related to being a bully.

### **Stability-reliability**

Stability-reliability describes the rate in which the results are stable in time. Based on the Results of Guidelines for Evaluation and Expression of Insecurity of NIST, to rely on stability reliability results some fundamental criteria must be met and they consist of:

- The same measuring procedure;
- The same observer;
- The same measuring instrument, used in the same conditions;
- The same location;
- Repeating in a short period of time;

This means, if the questionnaires were delivered one to two weeks apart, and the correlation between the obtained results were high, subsequently, the stability-reliability would also be

---

<sup>44</sup> Cronbach's alpha is a measure of internal consistency, that is, how closely related a set of items are as a group. It is considered to be a measure of scale reliability.

<sup>45</sup> Covariance is a measure of how changes in one variable are associated with changes in a second variable. Specifically, covariance measures the degree to which two variables are linearly associated.

<sup>46</sup> Variance is the expectation of the squared deviation of a random variable from its mean, and it informally measures how far a set of (random) numbers are spread out from their mean.

high. Similarly, the test is beneficial for other testing measures and features that change little with the time.

In this case, the test is very likely to produce reliable data, since the phenomenon of being a victim or bully changes little in our sample within the defined time period. Stability-reliability was assessed by asking 40 individuals in a school that was not included in our sample, in 7-day period. To avoid interference with evaluating consistency, the reported reliability coefficient was not based on the sample used for the study.

Correlation of the general scale of participation resulted in Pearson coefficient  $r=0.78$  for being a victim and  $r=0.77$  for being a bully. It can be noticed that Pearson coefficient value is around 1, which shows a strong relation between the first and the second measure.

## **2.7 Administration of the survey**

One of the crucial points of the process was to train the interviewers. Professional training was delivered to ensure high standards and quality of the survey, since the accuracy of the answers depends significantly on the clarity and ability of the interviewers to introduce the concept of bullying to the students, teacher and parents and how to facilitate the answering process without influencing the responses. The interviewers attended the training to become able to:

- Understand the concept of bullying and the complexity of the questionnaires;
- How to randomly choose respondents according to the designed methodology.

Interviewers were organised into four groups, composed of six individuals each, with one supervisor who was responsible for three regions of Albania. Interviewers were selected among the students of our master degree programmes, participating in field work. The interviewers are mostly students from the Faculty of Social Sciences and have had previous experience with surveys. Moreover, these types of activities are also part of their curricula at school. For the bigger regions such as Tirana, Durres and Korca, social workers and psychologists were used to supervise the process of the questionnaires in the schools where they are based.

Interviewers were instructed to place the collected questionnaire into envelopes upon completing the filling-in process in each school, to close the envelope and deliver it to the supervisor at the end of the same day. Subsequently, all envelopes were deposited at the ISOP office in Tirana, where the project team started the phase data entering process, using a data entry application and creating a respective database.

The process of completing the questionnaire lasted about 45 minutes, which is the duration of almost one teaching hour. The 45 minutes included the introduction of the interviewer, of the survey and of the questionnaire, and it was used to provide instructions, time to complete the questionnaires and time to follow-up with any questions from the respondents. Some of the elements explained during instructions were:

- ↪ Explain to the students/students the main goal of the study and ask if they wish to participate in completing the questionnaire;
- ↪ Explain the anonymity of the questionnaire and ensure confidentiality;
- ↪ Explain that the questionnaire would be delivered in a randomised way to a limit number of students that would be able to complete it, so that complaints could be avoided;
- ↪ Explain that students are free to refuse to complete the questionnaire, and they can refrain from doing so at any moment, even if they have initially agreed to participate;
- ↪ Ask for parental consent to include their children in the research;
- ↪ Explain the bullying phenomenon;
- ↪ Thoroughly explain how the instrument would be completed, by demonstrating or giving examples for specific questions which need further explanation;
- ↪ Indicate the time required to complete the questionnaire;
- ↪ Nicely emphasise that the questionnaires is not an exam, no grades are given and there are no right or wrong answers. All the answers would be taken seriously by the researchers.

For students of grades IV and V, read the question, make sure it gets answered, and proceed with the next question only after completing each one. The interviewer supervises the responding process to make sure the interviewees proceed normally and to avoid any distraction. The interviewers were also available for questions, clarifying enquiries about the questionnaire, and to make sure that emotional problems are addressed, in case of unforeseen situations with students completing the questionnaire.

The same procedure was applied for the teachers' questionnaires; interviewers explained the concept and the goals of the study and stayed present in the school environment whilst the process was being completed by teachers, to remain available and ready to answer any question or enquiry about the survey.

Regarding parents, a number of them completed the questionnaire at school, since they were informed in advance about the study, whilst others were allowed to take away the questionnaire and complete it at home.

Questionnaires were administered during February – March 2017.

## **2.8 Analysis of quantitative findings**

The obtained data were transferred in a data entry program called CPro (CENSUS47 and Survey Processing System). This program can be used to enter, publish and share the census data or other studies. The database created in CPro was exported to further analyse in 19 versions of SPSS (Statistical Package for the Social Science).

The student questionnaire used in this study consists of two key questions, which divide the questionnaire in two parts. These two key questions are: Question 4: *How often have you been bullied at school in the past couple of months?* And Question 24: *How often have you taken part in bullying others at school in the past couple of months?*". Students answered these questions upon being introduced to clear explanation on the concept and on the

questionnaire, and those who felt a good degree of interest and understanding, agreed to respond.

Structurally, the questionnaire was divided into five categories:

1. *I haven't been a victim of bullying in recent months.*

Or, "In recent months, this happened to me":

2. *Only once or twice.*
3. *Two or three times a month.*
4. *About once a week.*
5. *Several times during the week.*

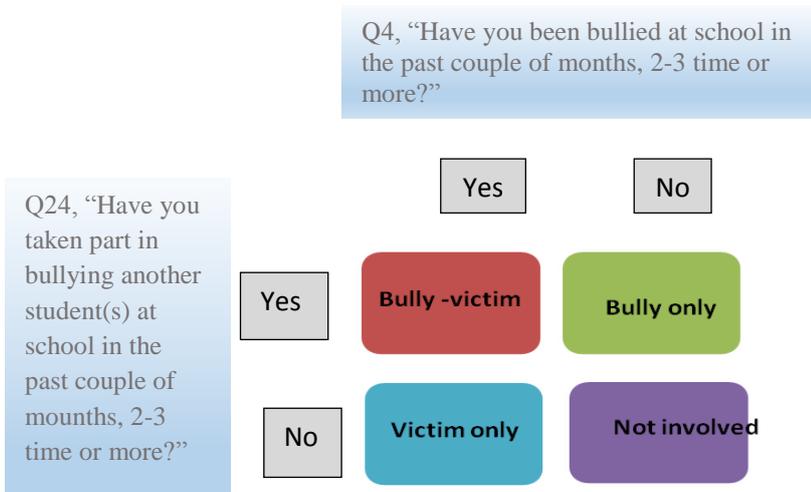
In accordance with the recommendations of the author of the questionnaire, the researcher combined the responses of these categories and divided them into two general categories. If students respond in question 4 that they are victims of bullying in recent months "two or three times a month", "about once a week" or "several times during the week", they are classified as victims of bullying. If they choose the same responses for question 24, they are classified as a bull. Whereas students who choose the first two categories for both questions "This didn't happen in recent months" or "This has happened only once or twice", are classified as neither victims nor bully, or, not involved in bullying.

Combining the categories in two groups means dichotomising alternatives of the responses, and while analysing the data the term "dichotomised" is used to show this division. This division is applied according to the author of the questionnaire, professor Olweus, who argues that by finding the percentage of students who are victims and who are bullies, you cannot make an accurate evaluation of the "full/complete frequency" of bullying-related problems at school.

The reason is that there is a certain percentage of students who are both victims and bully. These students in literature are usually termed "bully-victims" or "provoking victims". Therefore, while analysing the data to make an accurate evaluation of bullying in the assessed schools, the researchers have added the category of "bully-victims", for the most part of the questionnaire, in addition to the two main categories: "*only victims*" (students who were victims, but didn't harass other students and "*only bullies*" (students who were bullies, but were not victims).

The last category classified the "not involved" students, or the "bystanders", groups which include students who were neither victim, nor bully (see the following figure)

**Figure 1. Students' bullying status: categories**



The correlation between key categorical variables derived from students' responses to the global questions. The more specific questions related to particular bullying behaviours, attitudes to bullying and about bullying others, perceptions of support, and life at school, were explored using the Chi-square test of independence to investigate the difference in frequency, when classified by one attribute after classification by a second attribute.

The Kruskal-Wallis Test (non-parametric alternative to one way ANOVA) was used to test for significant differences between groups where the magnitude of the distribution's skewness and kurtosis are too large to assume that the data was normally distributed.

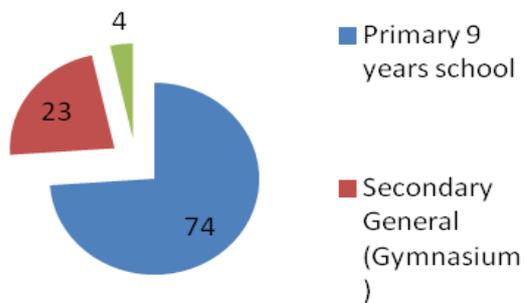
### 3. DATA ANALYSIS OF THE STUDY

#### 3.1 Students perceptions and attitudes on bullying

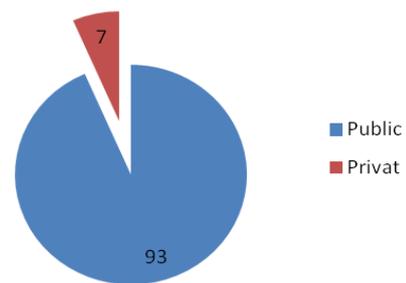
**SESSION I: Socio-demographics data of the student sample**

The majority of students belong to the secondary school (grades V-IX) at 74%, followed by high school students, 23%, and 4% of respondents come from vocational schools. The majority of the sample comes from public schools, 93% versus 7% of those who attend private schools.

**Figure 2.** Distribution of students by Level of school

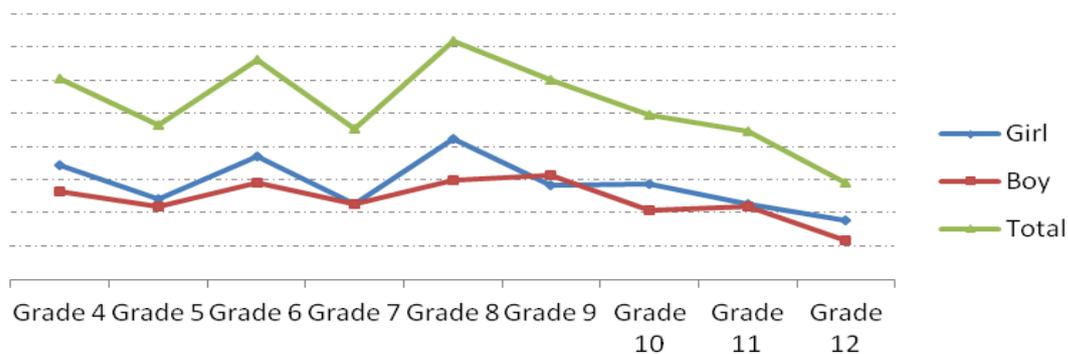


**Figure 3.** Distribution of students by type of school



As can be seen from the figure 4, there is almost equal distribution of the sample by class without any significant changes. The majority of the sample occupies VIII grade with 15% of cases, followed by VI class with 13% of cases, and with IV and IX grades shares equal to 10%. Girls occupy a higher percentage in the study with 1295 (54.5%) versus 1082 (45.5%) of boys.

**Figure 4.** Distribution of students bullying by grade and gender



## SESSION II The degree of distribution of bullying and the characteristics by which this phenomenon emerges

### The prevalence of bullying

Participants were asked whether they had been exposed to or suffered any type of bullying at school. The answers revealed that almost 81% of students were not involved in the phenomenon of bullying in recent months, while 19% of them admitted to have been involved in the phenomenon 2 -3 times or more in the past. Out of the 81% of students who confirmed not to have been involved in the phenomenon recently, 29% admit that the bullying has occurred to them once or twice in the more distant past. According to Dan Olweus's rating standards, respondents providing these answers are not included in the category of victims, therefore, the results shows that 50% are not involved in bullying and 2% of students did not answer the question.

A strong correlation exists between gender and bullying involvement, as boys appear more involved in the phenomena, Table 2 shows:

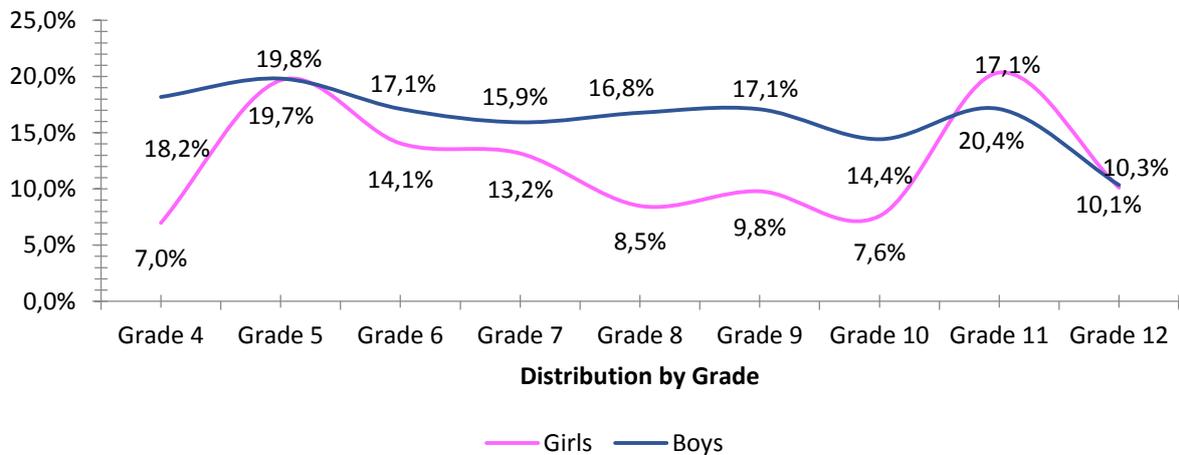
**Table 2. Students who have been involved in bullying (in total)**

Prevalence of bullying incidences	Girls	%	Boys	%	Total	%
<b>Not involved</b>	717	55%	481	44%	1198	50%
No answer	17	1%	19	2%	36	2%
Only once or twice	370	29%	317	29%	687	29%
Not involved according to Olweus questionnaire	<b>1104</b>	<b>85%</b>	<b>817</b>	<b>76%</b>	<b>1921</b>	<b>81%</b>
2 or 3 times a month or more	191	15%	265	24%	456	19%
Total	1295	100%	1082	100%	2377	100%

A strong correlation exists also between age (grade) and bullying victimisation for both genders. From fourth until tenth grade, boys have a higher prevalence of bullying victimisation than girls (see figure 5).

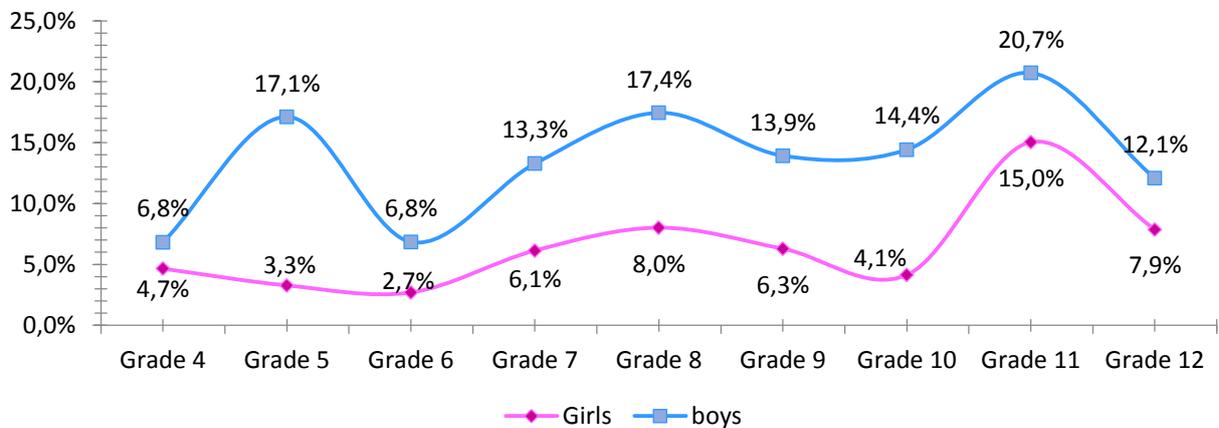
In the eleventh grade girls have a higher prevalence of bullying victimisation than boys and in twelfth grades, the victimisation rates by gender are within 1 percentage point of each other.

**Figure 5. Students who have been bullied 2–3 times a month or more, by gender**



A strong correlation exists also between age (grade) and bullying others for both genders. Boys consistently bully other students more than girls do, especially from grade VII to X. (See figure 6). On the other hand, the percentage of girls who report bullying is more stable over grade levels, except eleventh grade.

**Figure 6. Students who have bullied another student(s) 2–3 times a month or more, by gender**

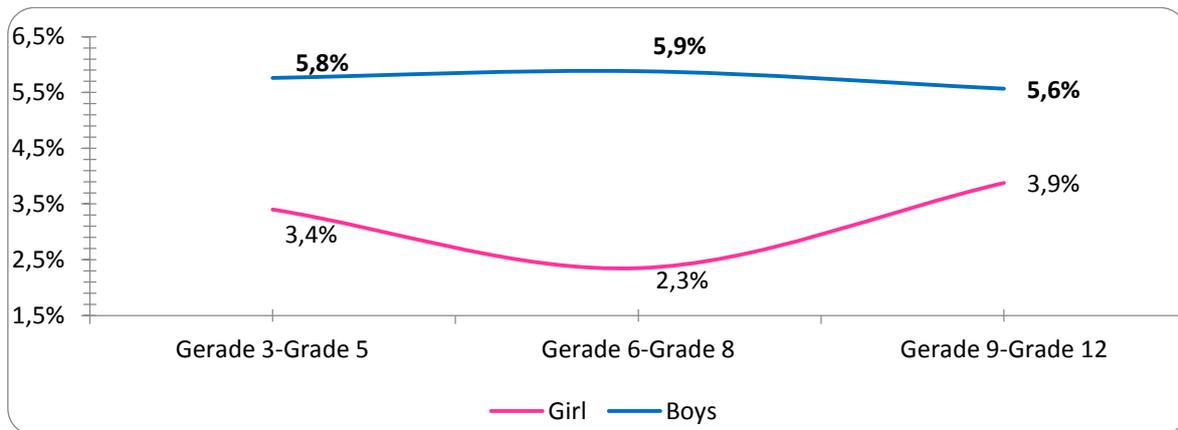


The amount of bullying perpetrated by students who are also bullied two to three times a month or more (sometimes referred to as bully-victims) stays relatively constant for both genders.

On average, 17.3 percent of boys are both bullied and bully others, and this number stays relatively constant across all grade levels and decreases slightly with the age, in upper classes.

The average percentage of girls who report bullying is low, with 9.6 % reporting cases, however, the practice increases slightly in grades 9-12.

**Figure 7.** Students who are bullied and who also bully other students (both occurring 2–3 times a month or more)

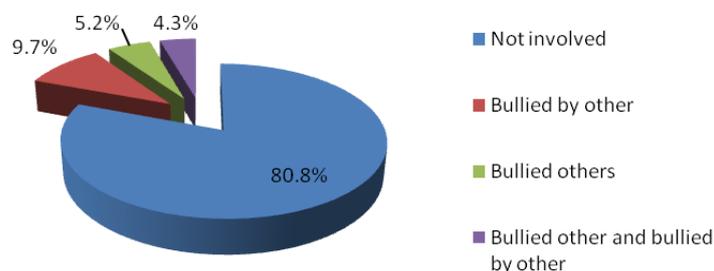


As mentioned earlier, to get a reasonable estimated number of students involved in bullying, it is convenient to classify students into one of four categories:

- Were bullied only (**victim**), two to three times per month or more, but did not bully others;
- Bullied others only (**bully**), two to three times per month or more, but were not bullied;
- Bullied others and were bullied (**victim-bully**), two to three times per month or more and bullied others two to three times per month, or more;
- Not involved – bystander.

Answers revealed that about 19.2 percent of all students were involved in some type of bullying (see figure 8). Out of them, 9.7% of are victims of the phenomenon, 5.2% identify themselves as bullies and 4.3% belong to the most vulnerable category as they appear both as bullies and victims of the phenomenon.

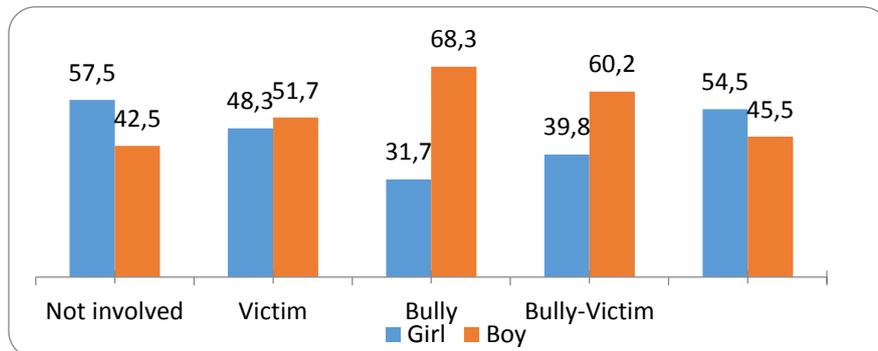
**Figure 8.** Students involved in bullying by category



Gender and grade are two very important variables to be considered when analysing the phenomenon of bullying. In all categories, boys appear more involved in the phenomenon of bullying than girls. Boys admit that they practice bullying behaviour more than girls. Out of those who admit to being bullies, 68.3% are boys. Boys appear in higher percentage in the victims' category as well, as they constitute 52.7%, whilst girls are more likely to be victims,

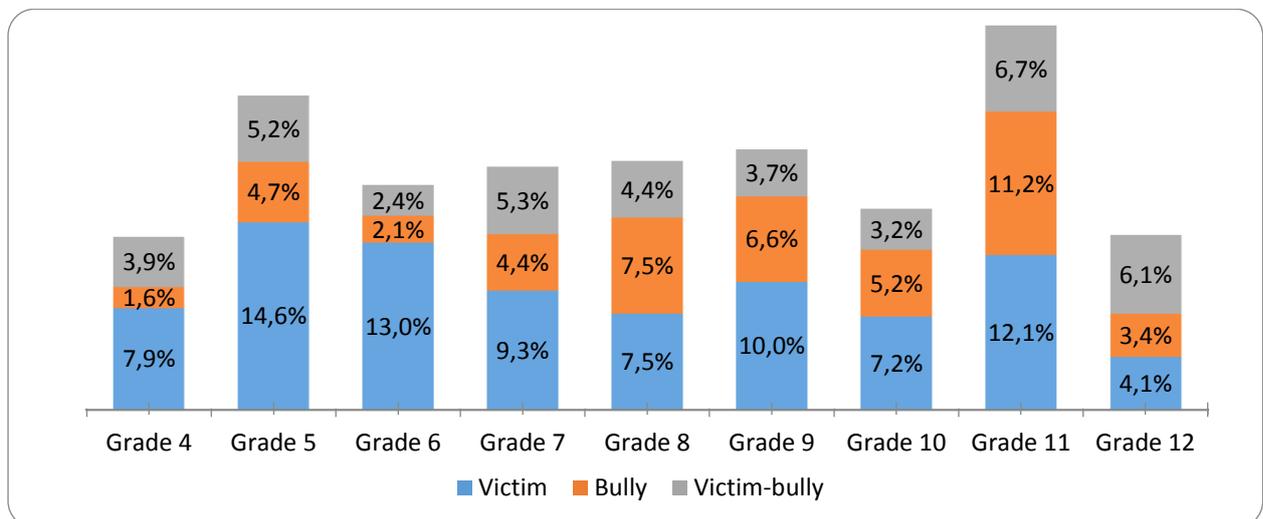
(48.3%) than bully (31.7%). As it can be noticed, boys are significantly more involved than girls in bullying, with a relatively high margin of 20% difference, as figure 9 shows.

**Figure 9.** Students involved in bullying by category and gender



Regarding age group and grade where bullying is more present, the results show that students in the XI consisting of the age group of 15-16 years old, are more involved in the phenomenon of bullying, followed by the V-grade, composed of students age 10-11 years' old. The phenomenon is less present in the IV grade, where the lowest response rate was recorded, and a significant decrease is observed in the XII grade. These classes represent the edges of the population included in this research, from grade IV – XII. It is worrisome to notice that across all grades, the number of victims of bullying is high. In grade XI, there is difference scenario, with an almost equal percentage of bully and victims, with a margin of 1%. The most significant difference is in the V grade where the number of victims (14.6) is significantly higher than bully (4.7).

**Figure 10.** Students involved in bullying by category and grade

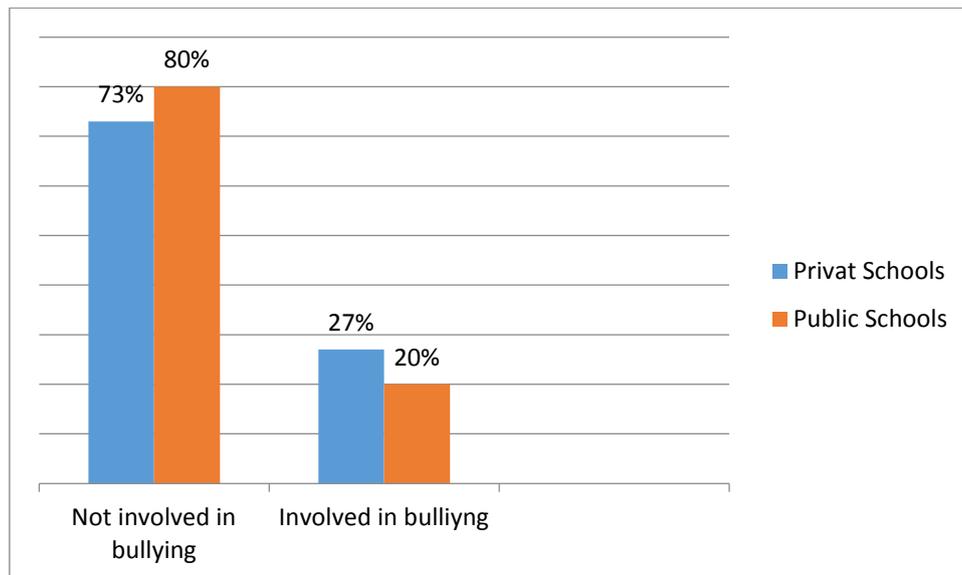


## The prevalence of bullying by type of school and geographic area

The following Figure shows the extent of bullying in public and private schools.

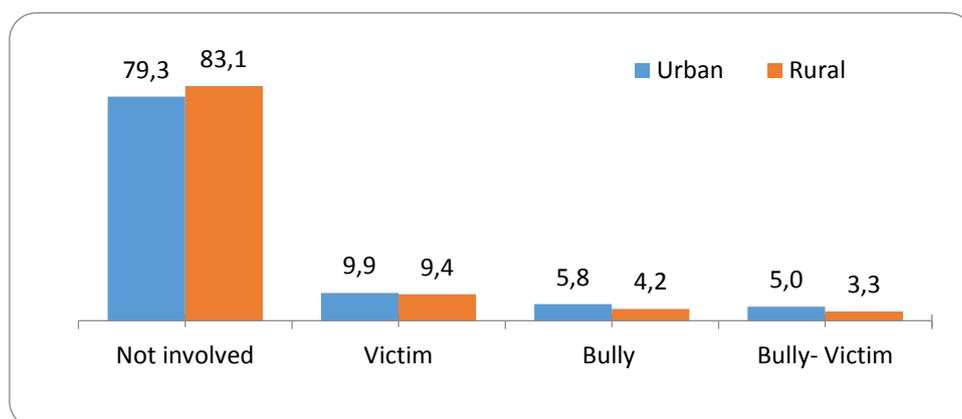
As it can be noticed, students in private school reported to be most often involved in the phenomenon of bullying, as 26% affirm the experience, compared to the 19% of responses from the public school students.

**Figure 11.** Prevalence of bullying by type of schools



The next chart shows the frequency of bullying phenomenon by urban or rural school distribution. As it can be observed, in rural areas, the phenomenon of bullying is less present, as about 17% of students reported to be involved in the phenomenon of bullying compared to about 20% of students in the urban settings.

**Figure 12.** Prevalence of bullying by region



## Ways of being bullied

*Ways of being bullied according to gender distribution*

International statistical analysis of the responses about the various forms of bullying show that generally, they tend to hang together to a considerable degree. Students who reported having been bullied in one particular way have often been bullied in other ways as well.

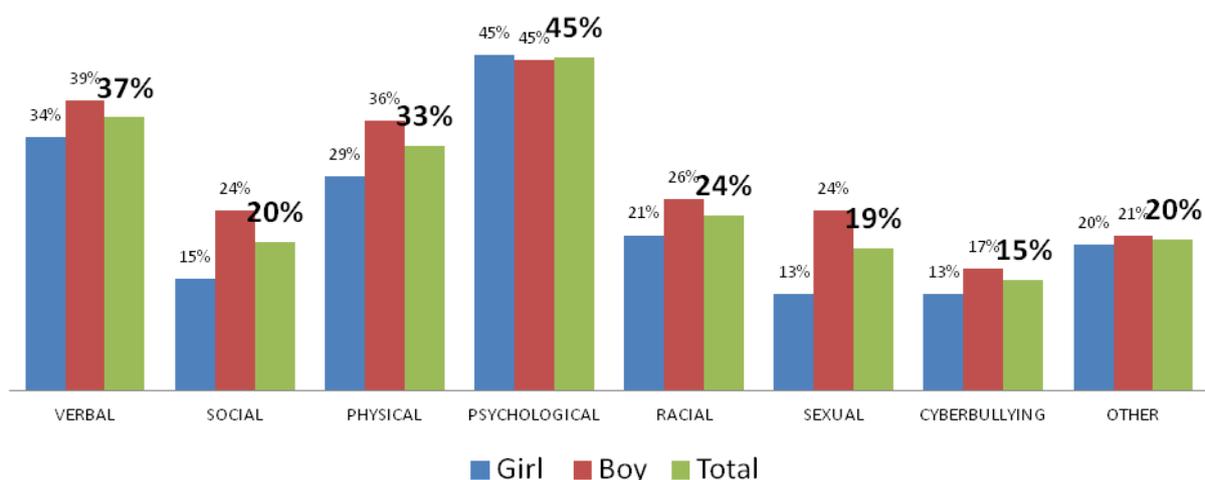
It is also noted that the same forms of bullying cannot be considered separately, since they almost always happen conjointly. A student who has been repeatedly bullied because of her or his racial background, for example, is likely to report both verbal and racial bullying. Similarly, students often report both physical bullying and bullying that involves taking money away or damaging things and making threats (Olweus 2007).

With regard to the relative prevalence of the other forms of being bullied, **psychological bullying** "Other students left me out of things on purpose, excluded me from their group of friends, or completely ignored me" is usually most prevalent form both for girls and boys with 45% of cases followed by **verbal bullying**: "Other students told lies or spread false rumours about me and tried to make others dislike me" in 37% of the cases where boys are more exposed than girls.

In the third place is **physical bullying** "I was hit, kicked, pushed, or shoved around or locked indoors", in 33% of cases where boys are significantly more involved in this form of bullying compared to girls. As it can be noticed, cyber-bullying is usually the least prevalent form of bullying for both girls and boys.

The analysis for gender differences shows that out of the most frequent bullying forms, there are no gender differences; however, social bullying is the most prevalent among boys with 24%, versus 15% of girls, as well as sexual bullying reported by 24 % boys and 13% of girls, as Figure 13 summarises.

**Figure 13.** Forms of bullying of students who reported being bullied 2–3 times a month or more



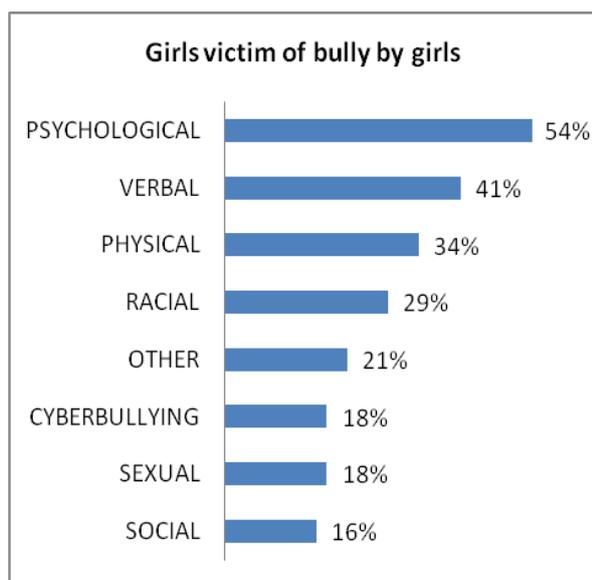
The analyses of Figures 14 and 15 of possible gender differences have been further examined by taking into account who is bullied by whom, in order to find out what forms of bullying are used by each gender.

The results in the Figures below show that psychological, verbal and physical bullying are predominant in both boys and girls. But when girls attack girls, they tend to use more

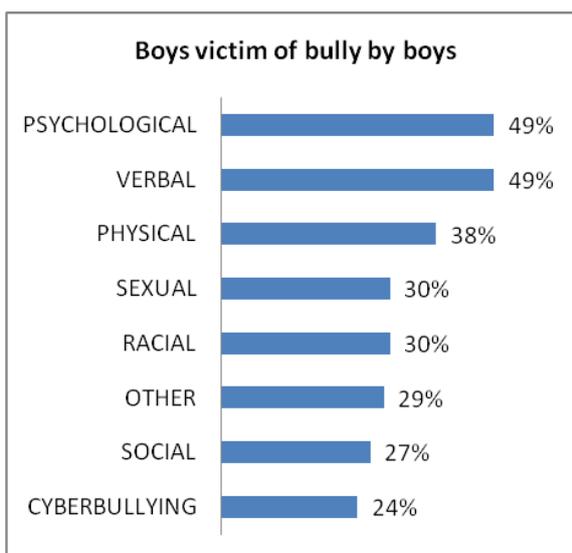
anonymous forms such as subtle and indirect bullying, where girls confirm to use cyber bullying more than boys.

For boys, cyber bullying ranks as the last commonly reported form of bullying. Boys also bully other boys with sexual means and racial comments.

**Figure 14.** Forms of bullying for girls who reported being bullied 2–3 times a month or more



**Figure 15.** Forms of bullying for boys who reported being bullied 2–3 times a month or more



### Forms of bullying as per school level

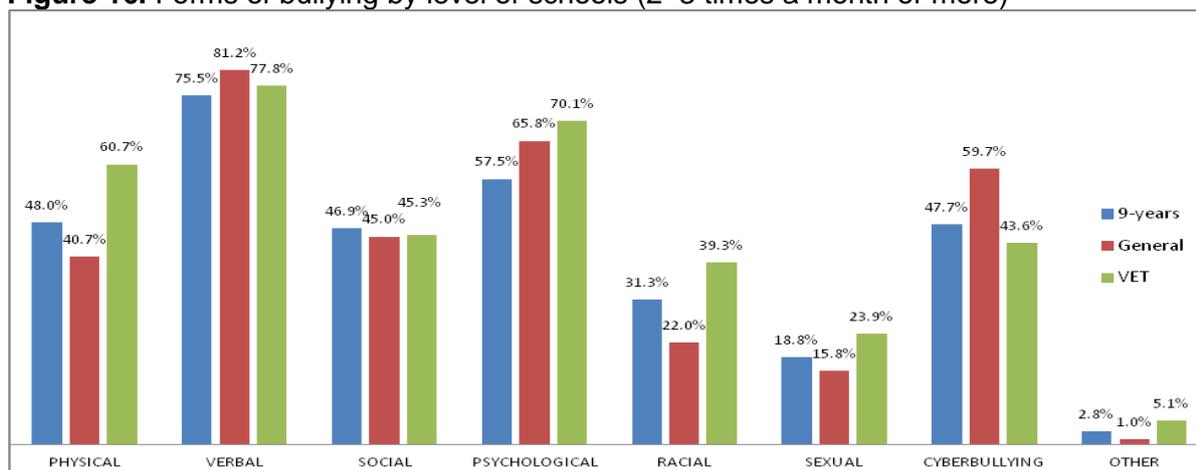
The following chart (Figure 16) shows the percentage of all forms of bullying that are most common in 9-years schools, gymnasium and vocational schools. As it can be observed, physical bullying is evidently more present in vocational schools with about 61% of cases compared to 41% in gymnasium and 48% of secondary schools.

In vocational schools, number of boys is higher than girls, and this indicator confirms that bullying through physical means is a special characteristic of boys and is more evident in lower grades.

A significant difference is also noticed in cyber bullying, which appears to be more present in gymnasiums, with 60% of cases, compared to 48% of secondary schools and 44% of vocational schools.

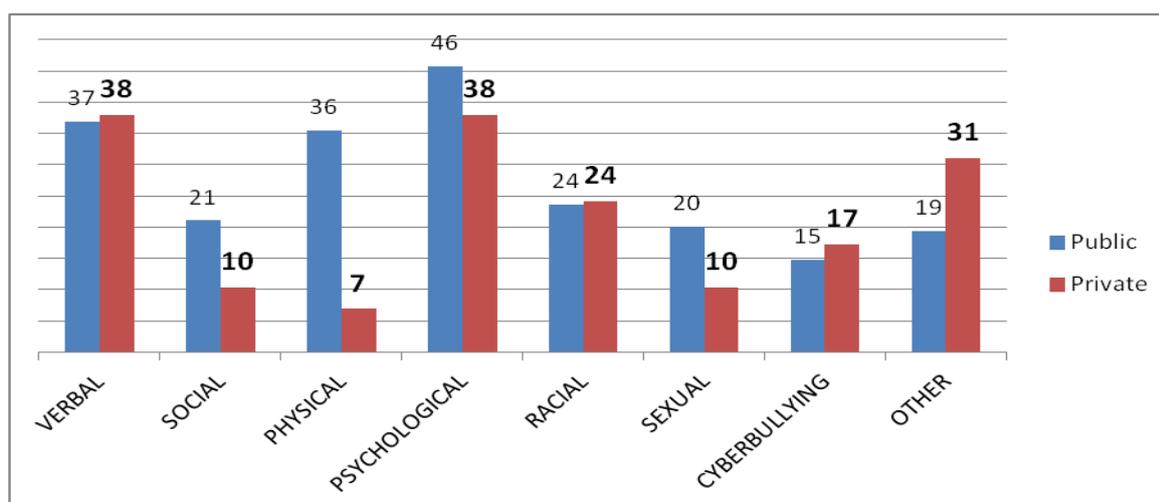
Whilst racial bullying is more prevalent in vocational schools, with 39%, followed by secondary schools and less in gymnasiums, 22%.

**Figure 16.** Forms of bullying by level of schools (2–3 times a month or more)



As can be observed in the following chart, the most common forms of bullying in private schools are verbal and psychological bullying, with the same percentage, 38% in each form. With significant differences, social (21%), physical (36%) and sexual (20%) bullying are more prevalent in public schools. Even if physical bullying is the third most commonly used by public school students, this kind of bullying is less present in private schools.

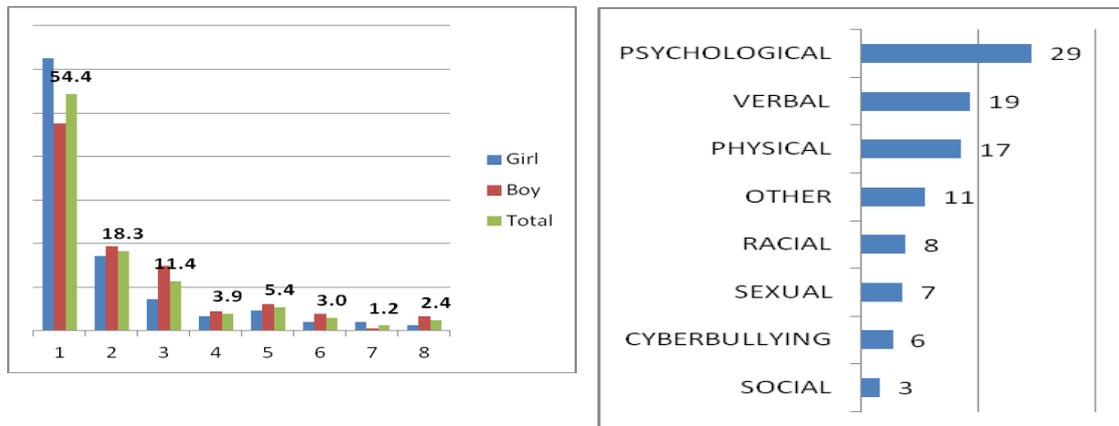
**Figure 17.** Forms of bullying by type of schools, 2–3 times a month or more



### In what ways are students bullied the most?

As can be noticed from the chart below, most students (54.4%) reported being bullied in one single way, whilst the other 46.6% stated to have experienced more than two types of bullying. Of these, 29% reported being psychological bullied, 19% reported being verbally bullied and 17% reported being physical bullied.

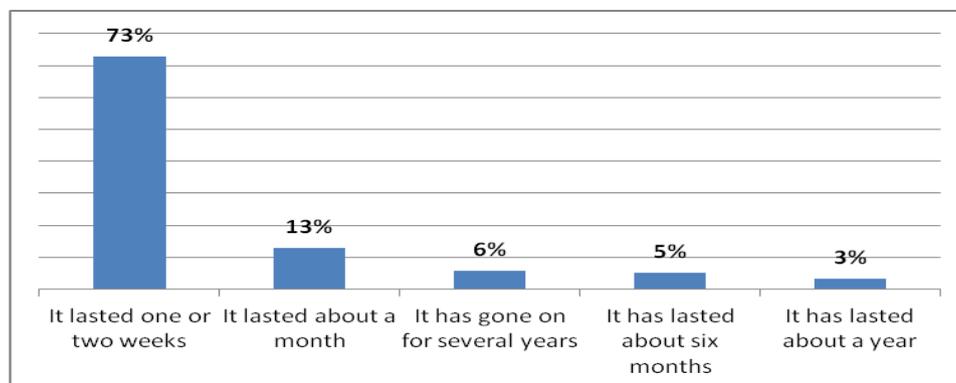
**Figure 18.** Bullying in a single form: Students affected 2–3 times or more per month by a single form of bullying by gender



**How long has bullying lasted?**

Figure 19 shows that approximately 73% of students who are victims of bullying report that this phenomenon lasted "one or two weeks", 13% report that this phenomenon lasted "almost a month", while 6% of students reported that this phenomenon lasted "several years". In cases when high number of students are recorded as being bullied or been a victim of the phenomenon for more than one year, the schools must take it as a serious indicator that needs to be addressed and efforts should be made to strengthen bullying prevention policies and action.

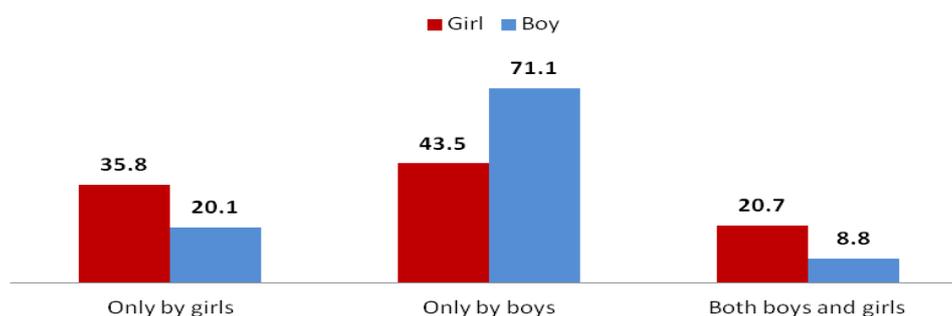
**Figure 19.** Duration of bullying reported by students bullied 1–2 times or more



**Year / age, gender and number of bully who attacked bullying victims**

As we can see from the chart, boys report that they have been the victims of bullying mainly by boys, with a significant percentage of 71.1% admitting this occurrence. Among girls who are victims of bullying, approximately half reported being attacked by boys, confirming once again that boys are more aggressive in applying the phenomenon. 35.5% of the girls stated to have been attacked only by girls, whilst 20.7% have been attacked by both genders, with a significant difference stating that the worst bullies are actually the boys.

**Figure 20.** Gender of students who are bullied 2–3 times a month or more, and of those who bully them



As the results in Table 3 show, most students were bullied by their peers in the classroom, in 55% of cases, followed by students from other classes, but from the same school year. 18% of students were attacked by students in higher grades. Gender differences in this regard were not significant therefore they do not constitute a point for analysis in this aspect.

Regarding the number of students who bullied the victims, most respondents 52% stated that they were bullied only by one student, followed with 36% of students who were bullied by a group of two or three students. This reveals one of the most problematic phenomenon, since bullies attacking in groups tend to form *gangs* and attempt to carry weapons with them in school, making the safety of other students in danger.

**Table 3.** Grade and number of students who bully the victim (2-3 time or more)

In which grade is the student or students who bully you?	Gender				Total	
	Girl		Boy			
	No.	%	No.	%	No.	%
In my class	134	61	112	50	264	55
In a different class but the same grade	43	20	44	20	87	20
In a higher grade (s)	30	14	48	21	78	18
In a lower grade (s)	6	3	10	4	16	4
In both higher and lower grade	7	3	11	5	18	4
<b>Total</b>	<b>220</b>	<b>100</b>	<b>225</b>	<b>100</b>	<b>445</b>	<b>100</b>
By how many students have you usually been bullied?	Gender				Total	
	Girl		Boy			
	No.	%	No.	%	No.	%
Mainly by one student	128	52	108	51	236	52
By a group of two or three students	95	39	68	32	163	36
By a group of four to nine students	10	4	18	9	28	6
By a group of more than ten students	4	2	8	4	12	3
By several different students or groups of students	7	3	8	4	15	3
<b>Total</b>	<b>244</b>	<b>100</b>	<b>210</b>	<b>100</b>	<b>454</b>	<b>100</b>

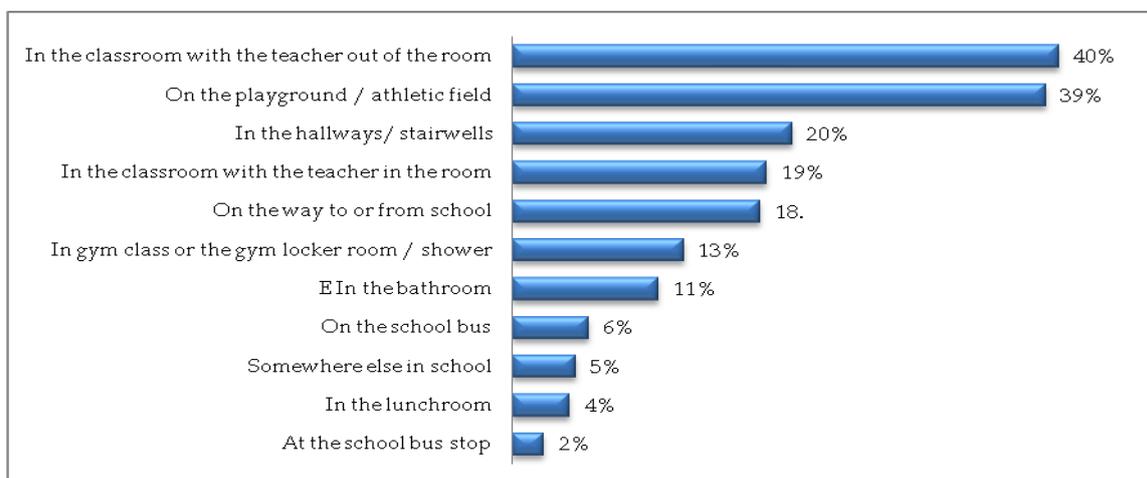
## Where does bullying occur?

Figure 21 shows the results for the most common places where bullying occurs. This information can be useful in reviewing and re-defining a school's supervisory system and in determining the best ways to manage the movement of students around the schools, as well as to and from school. Much can be gained from making simple improvements to supervisor system, such as ensuring that enough visible and attentive adults are present during recess and break periods and involving bus drivers in private schools and other non-teaching staff in anti-bullying efforts. Since students can be bullied in several different places, they were instructed to mark alternative responses that can be applied. The results are based on the percentage calculation of the subgroup of students who have responded once, twice, or more. Common hot spots for bullying are "in the classroom, when the teacher is not present, with 40% of cases and "in the playground/ athletic field" with 39% of the reported cases.

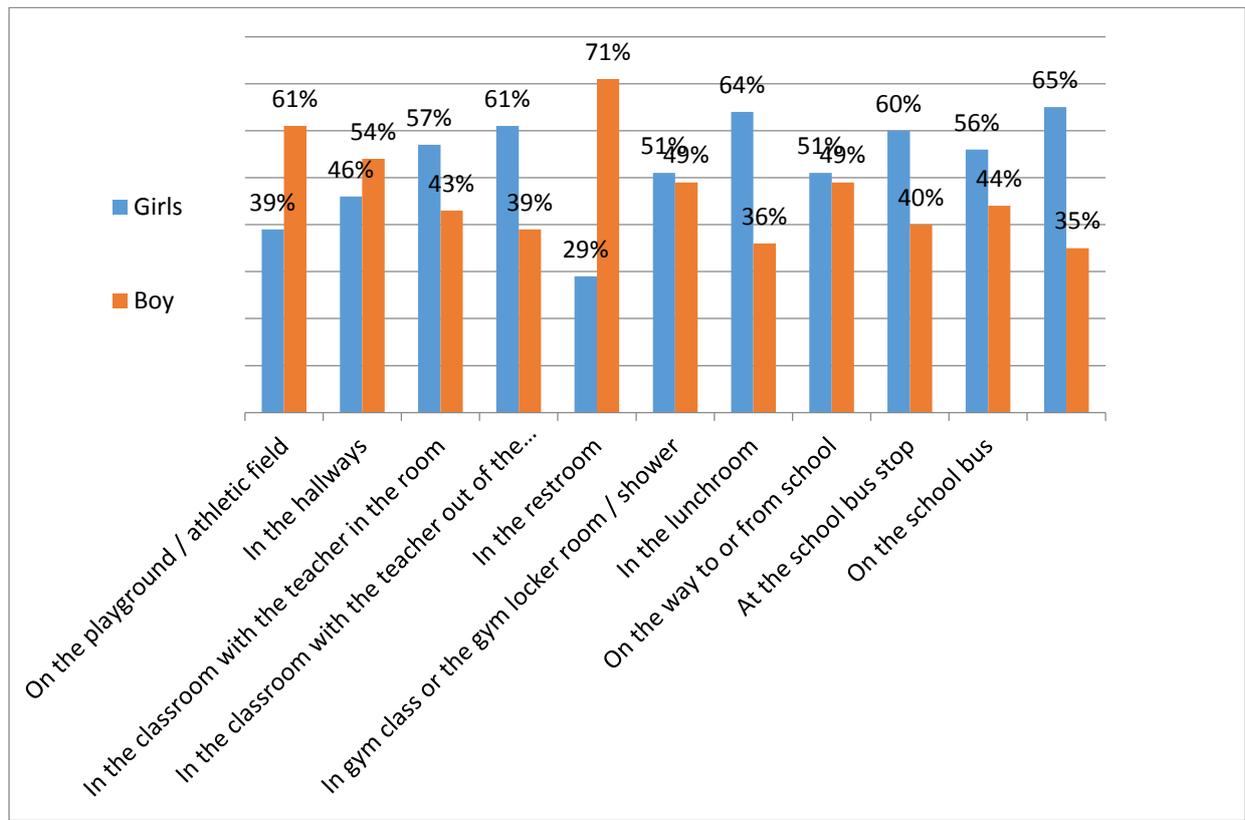
The study found that boys were more often victims of bullying in the toilet areas, compared to girls. Also, boys are more likely than girls to being victims "in the school" and "in the hallways, stairwells". On the other hand, girls are more victims of bullying in the cafeteria, canteen, in class when the teacher is present or not, and elsewhere in school. Girls also admit to being victims in the surrounding areas, such the "pie shop or shop within the school and the coffee near the school".

As it can be noticed, in some schools students report that it is not uncommon to see instances of bullying occurring in the classrooms even when the teacher is present in class. In this case, the incidents should certainly be a matter of concern for the teaching' staff.

**Figure 21.** Sites of bullying, reported by students (for students bullied 1–2 times or more)



**Figure 22.** Sites of bullying, reported by gender (for students bullied 1–2 times or more)

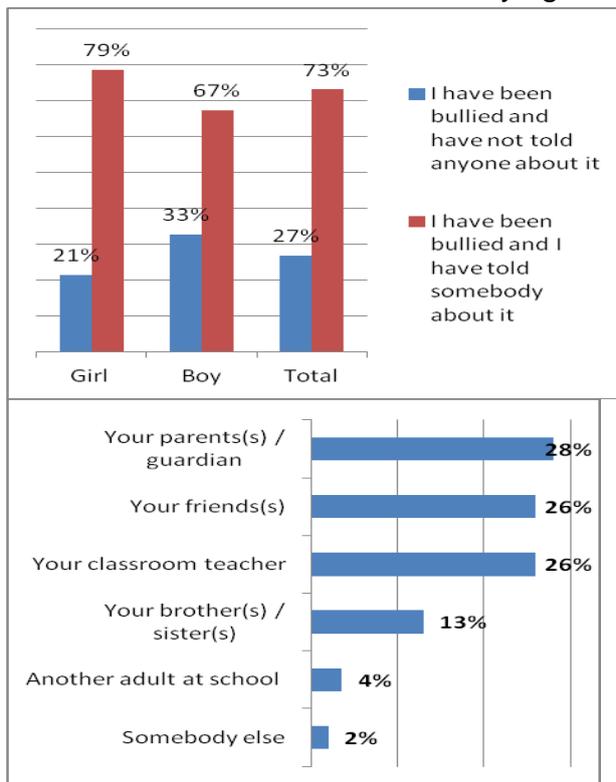


**Have the bullied students told anybody about their experience?**

In order to successfully reduce bullying in schools, the school needs to introduce, adapt and encourage the use of the reporting system, meaning that both bullied students and non-bullied peers need to feel strong, supported and encouraged enough to report and discuss possible bullying activities with teachers and adults at home.

As Figure 23 shows, the majority of students (73%) who admit to have been victims of bullying confirmed to have spoken to someone about this phenomenon, while 27% of the students did not feel comfortable enough to share their experience with anyone. There seems to be a strong correlation between the student's genders and the “experience sharing” practice. Girls show a higher tendency to talk to someone about the experience, compared to boys who prefer not to discuss their bullying experiences, as the following figure shows.

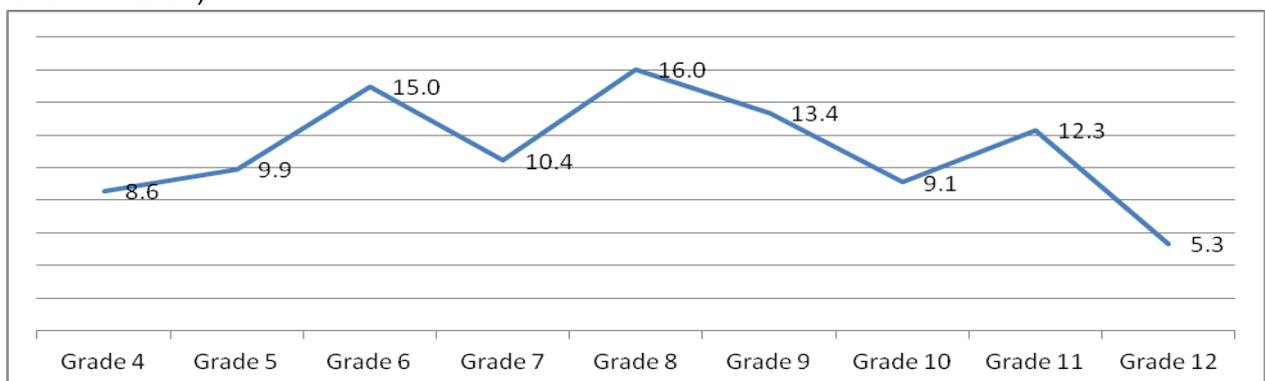
**Figure 23.** Reporting of bullying by gender (bullied 2–3 times per month or more) and choice of confidants about bullying



Parents/ guardian are typically the persons to whom bullied students confide the most, followed by the same percentage of respondent who prefer to talk with friends and classroom teachers.

The following chart provides a class-based reporting analysis. As it can be observed, students from the VIII grade are more inclined to talk about their bullying issues, (16%) followed by the VI grade students, 15%. Whereas students that report less come from class XII (15.3%). It is salient to notice that students from grade V are not keen to report bullying, although they appear to be exposed and involved in the phenomenon as much as students from other classes.

**Figure 24.** Choice of confidants about bullying, as per school grade, bullied 2–3 times per month or more)



## SESSION III. Feeling and attitudes towards bullying

### Joining in bullying

The results on Table 3 can be seen as a first indication of the strength of schools population's tendency toward bullying. When the surveyed students were asked about their willingness to bully disliked students, 39% say they would not join, stating as follows:

- 22% say would "Absolutely not" join in bullying.
- 11% state a "No" to the prospect
- 5% believe "No, I do not think it will happen"
- 9% think that "They might get involved" in bullying practices
- 7% hold neutral position about the prospect

Research says that majority of students who answer this question with "yes, maybe" and "I don't know" are likely to be "passive bullies", "passive supporters" and possibly "disengaged onlookers" who might well become more involved in bullying other students at some point later in time.

In terms of gender differences, boys were more likely to be involved if they dislike a student, as 18 % would enter the practice, compared to 12% of girls.

**Table 4.** Involvement of students in bullying phenomenon in the future

Do you think you could join in bullying a student whom you didn't like	Gender				Total	
	Girl		Boy			
	N	%	N	%	N	%
Yes	64	5%	121	11%	185	4%
Yes, maybe	94	7%	75	7%	169	4%
<b>Amount of the group</b>	<b>158</b>	<b>12%</b>	<b>196</b>	<b>18%</b>	<b>354</b>	<b>9%</b>
<b>I don't know (neutral)</b>	<b>150</b>	<b>12%</b>	<b>155</b>	<b>14%</b>	<b>305</b>	<b>7%</b>
No, I don't think so	115	9%	103	10%	218	5%
No	221	17%	245	23%	466	11%
Definitely no	609	47%	324	30%	933	22%
<b>Amount of the group</b>	<b>945</b>	<b>73%</b>	<b>672</b>	<b>62%</b>	<b>1617</b>	<b>39%</b>
Non Response	42	3%	59	6%	101	2%
Total	1295	100%	1082	100%	2377	100%

## Empathy for others

The results from the following Table (6) can be used in schools to talk about how empathy toward a bullied student can be turned into supporting action that will help the bullied students.

Approximately 79% of students reported that in cases when they see students being bullied they feel sorry for him/her and want to help the victim, expressing thus a pro-victim attitude, while 17% of students are supporters of the bully. As the table suggests, girls are more empathetic than boys.

It is important to recognise that the differences between feeling empathy and doing something about it may be based on the fact that students feel it would be personally dangerous to try to intervene in at least some bullying situation or relationship.

**Table 5.** Empathy of students with the victims of bullying

When you see a student your age being bullied at school, what do you feel or think?	Gender				Total	
	Girl		Boy			
	N	%	N	%	n	%
That is probably what he or she deserves	124	10%	144	13%	268	11%
I don't feel much	47	4%	83	8%	130	5%
Pro-bully	171	13%	227	21%	398	17%
I feel a bit sorry for him or her	155	12%	211	20%	366	15%
I feel sorry for him or her and want to help him or her	924	71%	593	55%	1517	64%
Pro-victims	1079	83%	804	74%	1883	79%
Non Response	45	4%	51	5%	96	4%
Total	1295	100%	1082	100%	2377	100%

## Afraid of being bullied

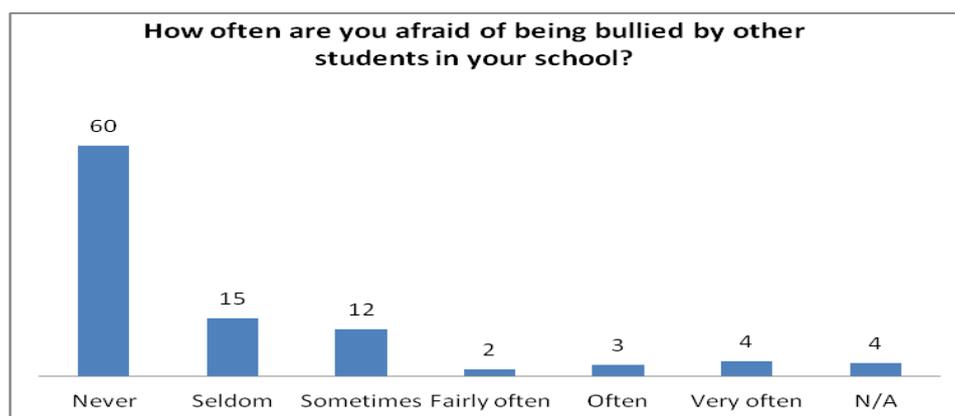
Figure 25 displays the percentage of students who are to some extent afraid of being bullied by other students. It is designed to identify not only students who are actually bullied but also students who feel they might become bullied.

The results in this Figure can thus be seen as an indicator of a significant aspect of schools climate:

"To what extent is the climate or school culture one of fear and negative expectations?" shows the percentage and the number of students who are at a certain degree afraid of becoming victims of bullying by other students.

As it can be observed in Figure 25, the vast majority of students in the entire sample of 2377 students surveyed, 60% say they are never afraid of being bullied, 15% claim that they seldom feel any fear and only 21% of students are sometimes afraid of becoming victims of bullying.

**Figure 25.** Students who are often afraid of being bullied at school



### Reaction of students

Regarding the reaction of the students when they **see or understand that a student is being bullied by other students**, about 33.4% say they would help a peer who is being bullied. In this case, girls appear to be readier to intervene and offer support than boys who would help 10% less than girls.

It also appears from the table that 41% of students report that they have never noticed a peer being bullied. This result shows that apparently there is a high percentage of students who either do not understand when another student is being bullied or they do not accept that this occurs in their school. Various reasons might hide behind this revelation. Either the acknowledgment is not made in order to preserve the school image, or worst still, students might consider bullying as a normal process or even as a form of mean joking.

On the other hand, 13% of students say they do nothing, they do not react when they witness bullying in a peer, but simply think someone should help the student who is being bullied. 3% of student just watch and are passive bystanders of this phenomenon, while 2% of those who participate in bullying are spectators in support of the bully, where the majorities are boys.

**Table 6.** Response to peers' bullying incidents: taking action to help

<b>How do you usually react if you see or understand that a student your age (a peer) is being bullied by other students</b>			
How do you usually react if you see or understand that a student your age is being bullied by other students	Gender		Total
	Girl	Boy	
I have never noticed that students my age have been bullied	37%	45%	41%
I take part in the bullying	2%	3%	2%
I don't do anything, but I think the bullying is OK	1%	3%	2%
I just watch what goes on	3%	5%	3%
I don't do anything, but I think I ought to help the bullied student	14%	10%	13%
I try to help the bullied student in one way or another	39%	28%	34%
No Response	4%	5%	5%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

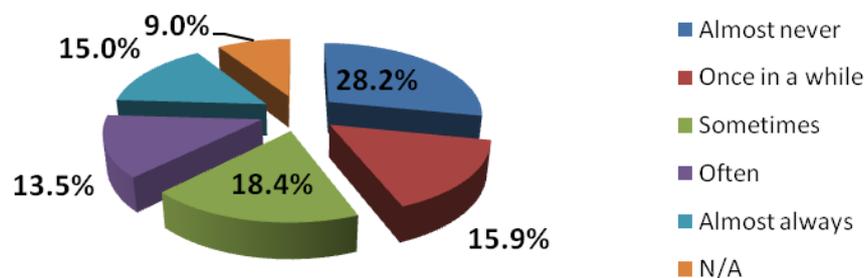
## SECTION IV: How Do Others React?

The answers to this set of questions provide valuable information about school's efforts to respond to bullying and to think of effective ways to address the phenomena.

### Intervention of peers

In the chart below it is noticed that only 18.5% of students have the perception that peers have tried "almost always" and "often" to stop an incident when another student is being bullied at school. The majority of the respondents 62.5% say that 28.2% of peers "never", intervene, 18.4% do so sometimes and 15.9% rarely intervene in a bullying incident.

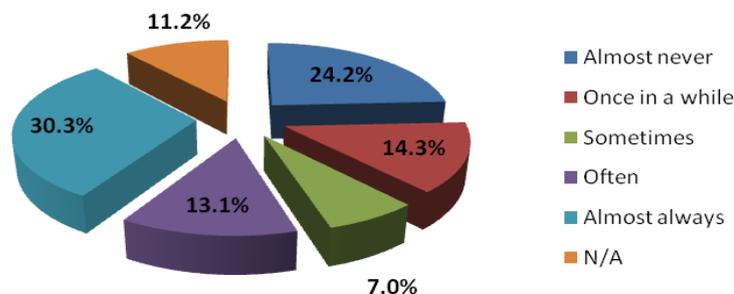
**Figure 26.** Intervening in bullying: number of students who try to stop a bullying incident



### The classroom teacher's efforts to neutralise bullying

Data presented in Figure 27 provides an evaluation of the classroom teachers' efforts to respond to bullying incidents in the classroom. In terms of teachers' intervention, the chart below shows that the majority of students (43.4%) have the perception that teachers have always (and often) tried to stop any incident where a student is being bullied at schools. While 45.5% of students have the perception that teachers have either never, rarely or sometimes attempted to stop the phenomenon. Results typically show that students perceive that teacher/ adults at school intervene considerably more often than peers.

**Figure 27.** Intervening in bullying: Teacher or other adults at school try to stop a bullying incident at school, according to students.



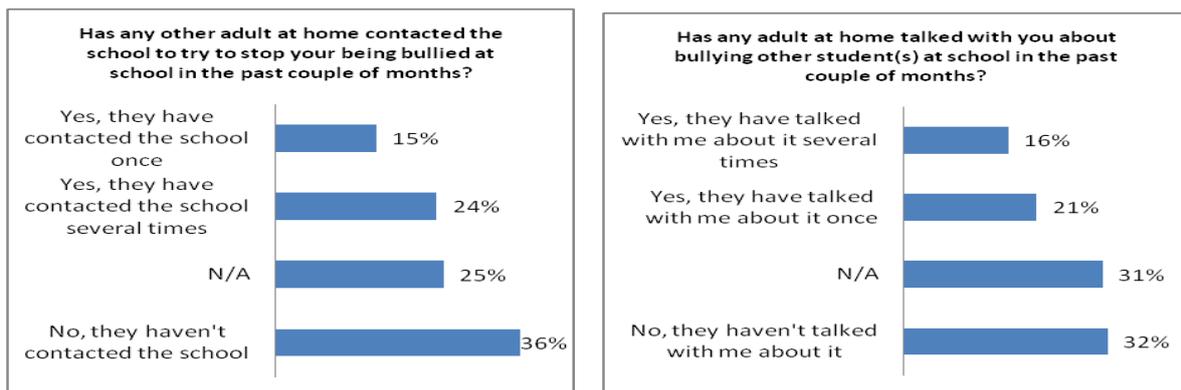
## School –home relationship

The results shown in the Figure 28 display the percentage of bullied students whose parents/ guardians have contacted the schools once or more often to try to get the bullying stopped. The results provide information about the home-school relationship.

Students reported in 36% of cases that the family did not contact the school, while 39% admitted that their family has contacted only once (15%) or sometimes (24%) and reported the bullying on the child. A high number of respondent, 25% of students did 'not prefer' to answer this question.

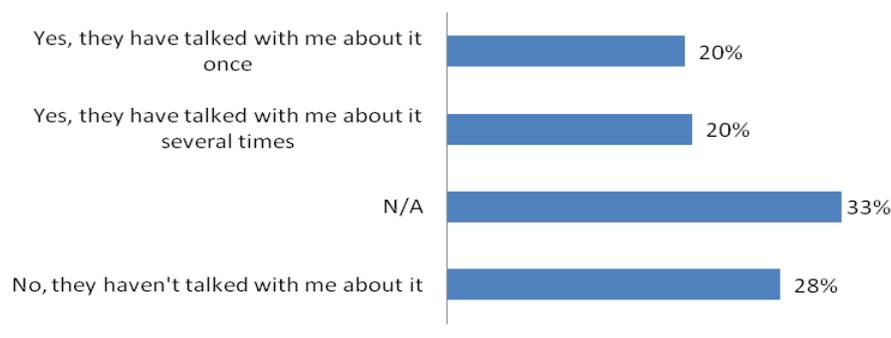
Regarding communication of the bully's family with the school, about 63% do not contact the school (32%) and again, a large part of the students did not prefer to answer this question (31%). In the meantime 37% of the bully's parents have contacted once (21%) or several times the school (16%). The victim's family continues to contact the school more than the bully's family. Mostly, the bully's family only contacts the school once, and even in these cases, the meeting or exchange is requested by the schools.

**Figure 28.** Intervening in bullying: Students who said that parents try to stop a bullying incident at school (by victims and bully perspective)



Most students resist to confiding their communication with parents upon being contacted by the schools to address bullying incidents where students are involved. 33% of the respondents leave a blank box in the discussions at home following teacher-parents meeting about bullies. 28% say that parents never follow-up at home what they discuss with the teachers in school, 40% of the bullies confirm that ' teachers have contacted the parents' more than once, and 20% disclose this number to be "several times".

**Figure 29.** Intervening in bullying: Bully who said that adults in their schools try to talk to them about their behaviour (Q: **Has any adult in your school talked with you about your bullying experience at school in the past couple of months?**)



### 3.2 Teachers beliefs, attitudes and behaviours towards bullying and violent extremism

The presence of violence negatively affects the school climate, reflected in the increase in the degree of fear, depression, psycho-somatic disorders and deteriorating physical health of students. These factors, on the other hand, affect the attention, concentration of students, and, finally, their academic results (Bauman & Del Rio, 2005).

Teachers have an enormous impact on student lives and can play a key role in recognising and responding to bullying incidents (Dake, Telljohann, & Funk, 2003; Smith & Sharp, 1994). Teachers also play a key role in identifying signs of bullying and breaking the culture of silence (Smith & Shu, 2000).

A meta-analysis of thirteen studies concluded that an important component in achieving successful results in reducing bullying at school is related to the degree of teacher engagement to stop aggressive behaviour in school (Pepler, Smith, & Rigby, 2004).

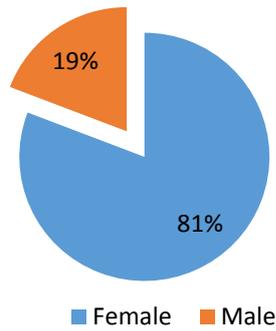
One of the main purposes of this study was to explore the attitudes of teachers towards the phenomenon of bullying and violent extremism. This objective of the study is based on two aspects of how teachers see these two phenomena and how schools respond.

#### Session I: Socio-demographic data of the teacher's sample

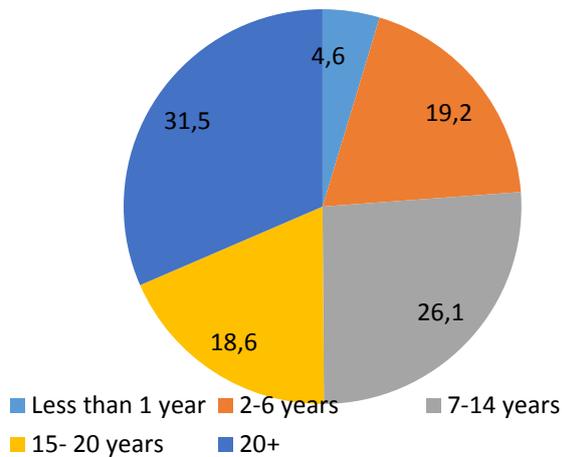
Regarding gender distribution, majority of respondents in the teacher's population, (81%) are female. This percentage reflect also the fact that majority of the teaching staff in Albania is female. As per the school level, 40% of the participating teachers work in the secondary education, teaching in classes V-IX grade classes; 20% teach in gymnasiums, 25% belong to the cluster of elementary school teachers (grade I-V). The final 5% of the sample comes from the vocational schools.

In terms of working experience, the majority of the sample, or about 26% have an accumulated experience of 7 - 14 years in teaching; about 19% of the respondents have 2-6 years of experience, similarly, 18.6 are quite experienced, with 15-20 year experience in teaching. And only 5% of teachers had less than one year experience in teaching.

**Figure 30. Teacher by gender**

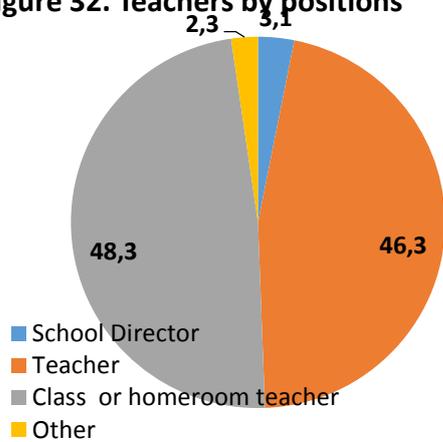


**Figure 31. Teacher by job experience**

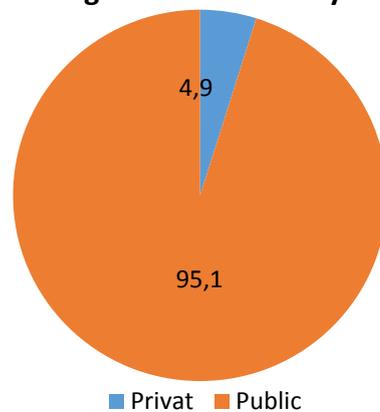


Most of the teachers 95% participating in the research come from the public sector and 5% from the private sector. While in terms of position at work, the majority, 48% was a classroom teacher, followed by 46% subject matter teachers, and 3% is the share of the school principals and the social worker / school psychologist.

**Figure 32. Teachers by positions**



**Figure 33. Teacher by sector**

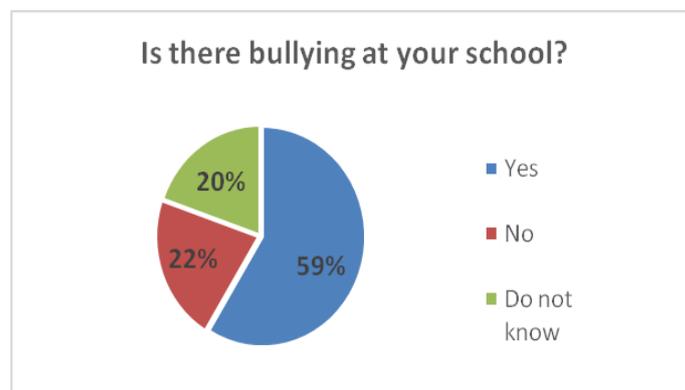


## Session II: Distribution of bullying and its characteristics

### The prevalence of bullying

Regarding the perception that teachers have about the presence of bullying in their school, the vast majority of teachers 59% reported that the phenomenon of bullying is present in their school; 22% reported that it does not exist and 20% of teachers reported they are unaware of this aggressive behaviour.

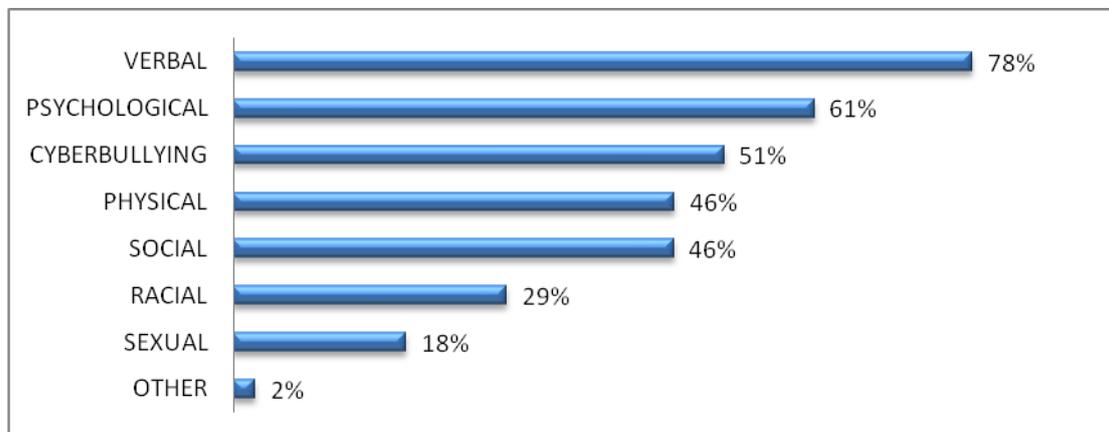
**Figure 34.** Prevalence of bullying by teacher perspective



### What are the forms? How do students bully each other?

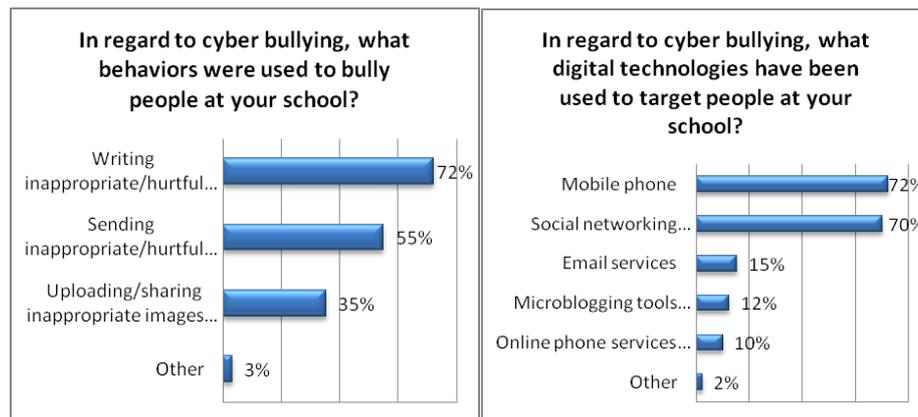
As it can be observed from the chart below, about 78% of teachers confirm to "agree" and "strongly agree" that verbal bullying is the most prevalent form of bullying in their school, followed by psychological bullying with 61% of cases. Almost half of the teachers (51%) confirm that cyberbullying is the most frequent form occurring in their schools. In teacher's perceptions, other forms of racial and sexual bullying were less known and existent.

**Figure 35.** Forms of bullying by teachers perspective



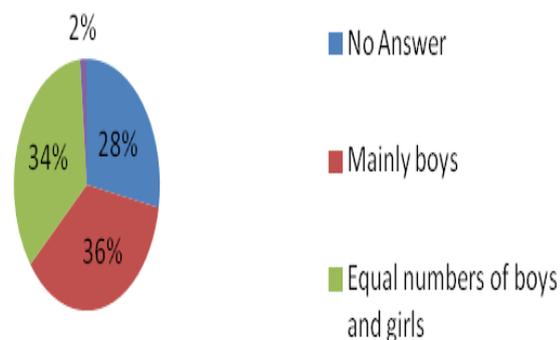
As the figure shows, teachers reported that cyberbullying is present and active among students, as they list it as the third most frequent occurring practice. How is this manifested? 72% of teachers reported that students are “writing inappropriate and insensitive words online” 55% reported that students “send inappropriate and hurtful messages” and 35% reported that students “upload/share inappropriate images online”. Teachers state that this behaviour are happening through mobile phones and social networks in about 70% of cases.

**Figure 36.** Cyber bullying behaviour



Gender wise, what do teachers think: *who is most involved in the phenomenon of bullying?* According to teachers, this aggressive behaviour is almost equally observed in both genders, with a slightly higher percentage for boys. This means that boys and girls are almost equally involved in the phenomenon of bullying.

**Figure 37.** Bullying behaviour by gender: Based on your personal experience and perspective, the bullying is conducted by: a) Mainly boys; b) Mainly girls; c) Equal numbers of both; d) N/A

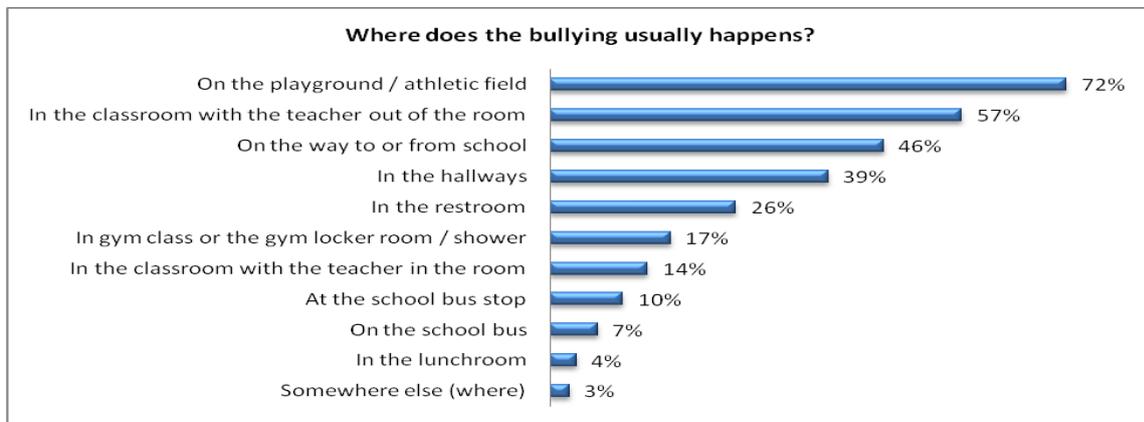


### Where does bullying occur?

Teachers reported in 72% of cases that this behaviour occurs in the playground / athletic field, followed by 57% when the students are in the classroom when the teacher is not present, and in 46% of cases the teachers state that this behaviour occurs outside the

school environment, when the students are on the way to or from school. 14% of teachers confirm that this behaviour occurs in the classroom also in the presence of the teacher.

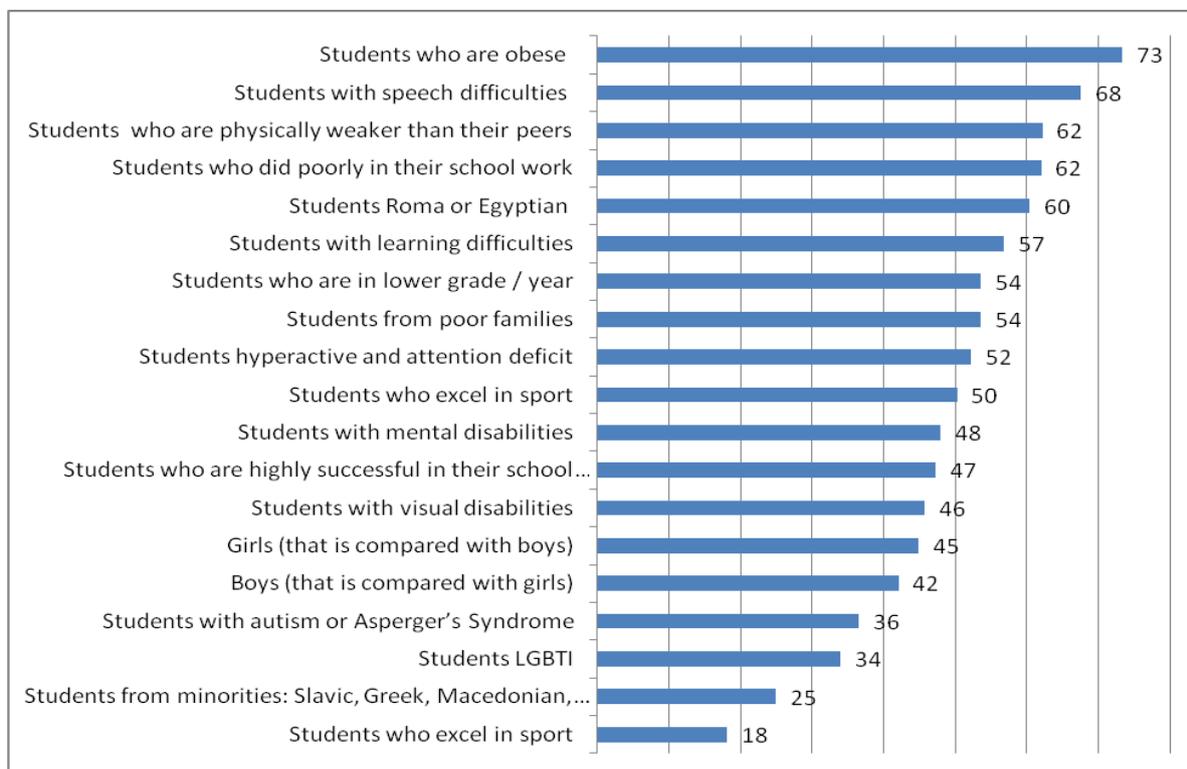
**Figure 38.** Places of bullying as observed by the teachers



### The drives of victimisation

From the percentages in the Figure 39, it can be observed that according to teachers and their perception, it is “very likely” and “sometimes likely” that students become victims due to their physical appearance, in 73% of the cases. The second most prevalent motive for the students victimisation are students who have speech difficulties (68%), while the third most common reason is the student's disparity in physical strength.

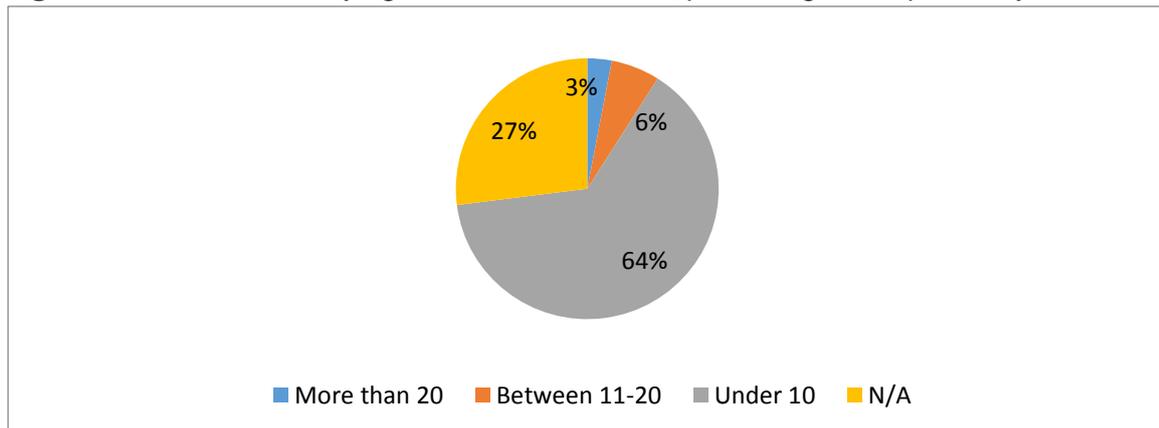
**Figure 39.** Motivation of bullying by teachers perspectives



### Do the students talk to teachers?

The following question intends to show the rate of reporting cases at school in the last year. Most teachers stated to have had less than 10 bullying cases reported in the last school year, 27% did not answer the question, considering that there was no cases reported, 6% of teachers said that they have between 11 to 20 reported cases and only 3% of teachers said that they have more than 20 cases where students have reported bullying experiences to them as teachers.

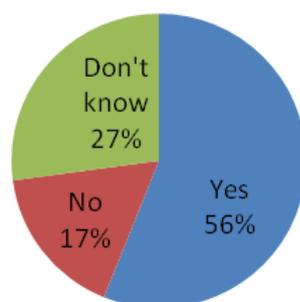
**Figure 40.** Number of bullying incidence in schools, percentage as reported by teachers



### Session III - Strategies to prevent bullying

Teachers are to some extent aware of the need to have an anti-bullying policy at school, and 56% stated that in their schools, there are such policies in place. The other half of the respondents' side between not having such a policy, in 17% of the cases and lack of knowledge of awareness on the teachers' side about such a document and regulation in almost 27% of the responding answers.

**Figure 41.** Existence of anti-bullying policy: do you have one in your school?



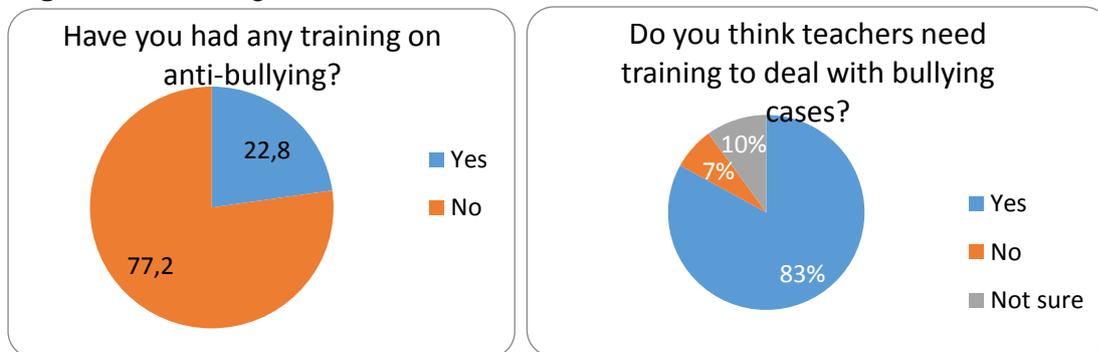
Teachers think that the more effective policy to fight bullying is to train teachers and help them to plan and implement strategies to fight the phenomenon and to deal with its complex dynamics. Untrained teachers are able to reject the sense of frustration, hopelessness, confusion, and fatigue about their inability to perceive and assist in such a situation, whilst the untrained ones bear a sense of guilt, for abandoning the victims to this type of violence.

Many teachers try to intervene, but the lack of confidence in their ability to resolve the problem, together with the complex nature of bullying behaviour prevents many teachers from intervening and make them feel hesitant and reluctant to help (Howard, 2001).

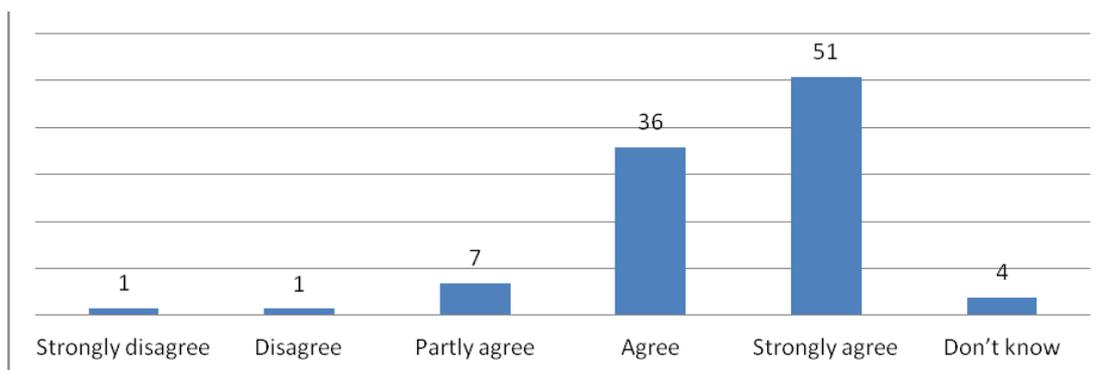
Among the teachers participating in this research, the vast majority, 77% reported to not have received any training, nor attended any workshop on any anti bullying awareness and practices. Only 23% reported to have attended some kind of training, a small percentage compared to the seriousness of the problem.

Meanwhile, about 83% of teachers realise the need to receive training on the recognition and treatment of bullying, 10% of teachers are insecure and 7% do not see a need for training. Referring to the chart, about 87% of teachers state a significant need for national policy / policies to fight the phenomenon of bullying and only 9% of teachers disagree with the needs of such policies.

**Figure 42.** Training of teachers



**Figure 43.** Level of teacher's need for a national policy and anti-bullying guidelines in schools.



Regarding interventions and preventive measures taken by the schools, the majority often do react and take measures or intervene at school level in various forms, such as: reinforcing effective supervision of students outside the classroom in 39% of cases; at the classroom level, most schools have developed and established classroom rules (75%); at the individual level, most teachers confirm that they offer individual counselling to the bully, in 59% of cases; at community level, the measures taken by schools in 23% of cases are related to the provision of information to parents on the phenomenon of bullying.

In the analysis regarding the most frequent interventions at the school level, the most cited interventions are related to class and individual support, mainly through:

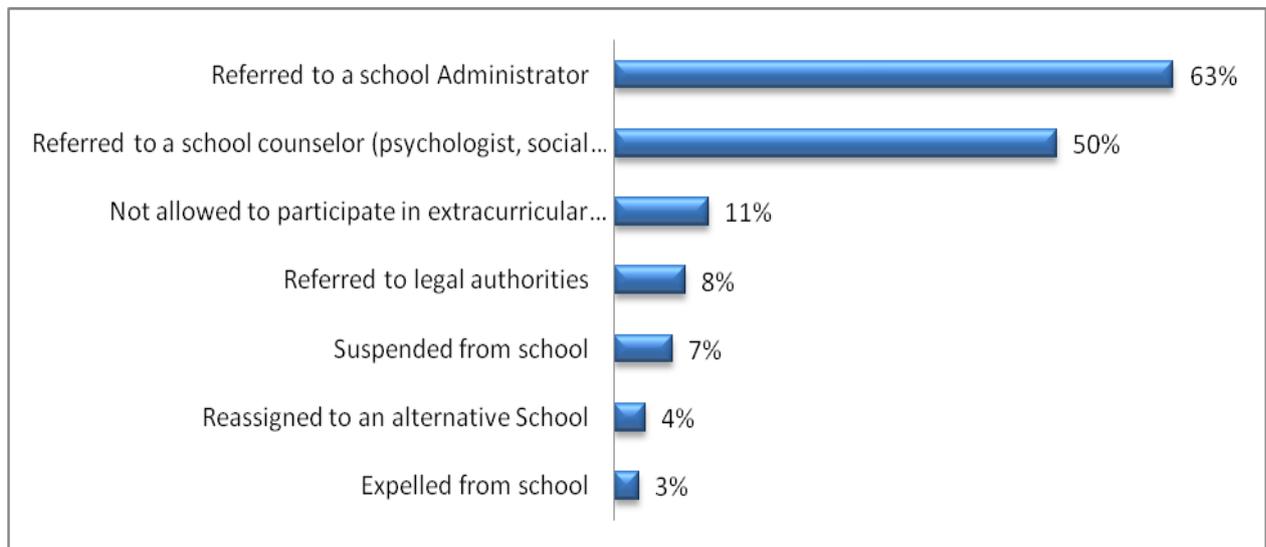
1. Developing and establishing classroom rules (75%);
2. Individual counselling for students who were bullies (69%);
3. Individual counselling for students who were victims (61%);
4. Regular class discussions about bullying (59%).

**Table 7.** Schools intervention as per the level of fighting the bullying phenomenon

Schools level	%
Effective supervision of students outside classrooms	39
Staff training related to bullying	18
Reorganising physical space (e.g. classrooms, playground) to reduce potential of bullying	33
Classroom level	
Regular classroom discussion on topics related to bullying	59
Use of anti-bullying curriculum materials (e.g., videos, books)	24
Class exercises such as role plays, writing assignments	31
Development and posting of class rules	75
Involvement of students in anti-bullying team	23
Student-led activities (e.g., presentations, conferences)	39
Individual level	
Individual counselling for students who have been victimized	61
Individual counselling for students who have bullied	69
Group counselling for students who have bullied	53
Group counselling for students who have been victimized	47
Parents community level	
Provide information to parents (eg. Newsletters, literature)	23
Invite parents to school for presentations, seminars, etc.	15
Have parents participate directly in school anti- bullying program(s)	14

Referring to the measures taken by the schools when faced with a bullying incident, 63% of teachers confirmed having referred the case to the school principal, while half of the respondents (50%) stated having referred the case to the social worker and the school psychologist. As a punishment measure, in 11% of the cases the bully student is not allowed to participate in extracurricular activities and as the least used measure in 3% of the cases, teachers confirm that students are expelled from school.

**Figure 44.** School intervention: what schools have done when a bullying incidence had happened in their schools?

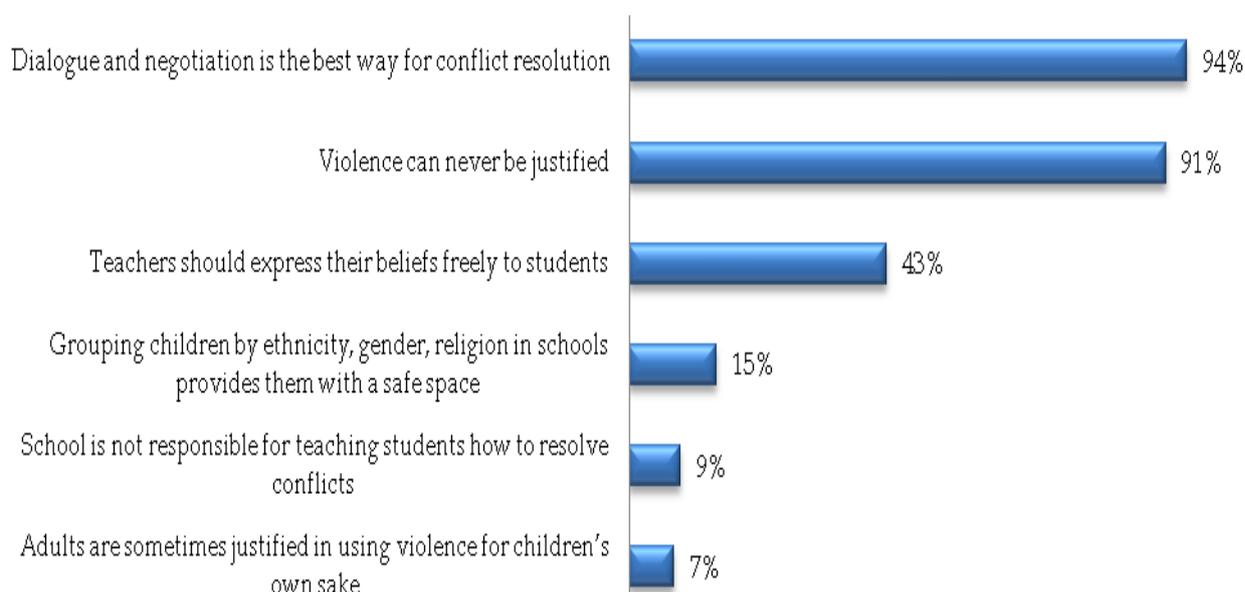


#### Session IV: Violent Extremism

Referring to the phenomenon of violent extremism and its presence in Albanian schools, the study aimed to measure teachers' perceptions and attitudes about the intolerance and frequency of occurrence of these behaviours in the schools where they are teaching.

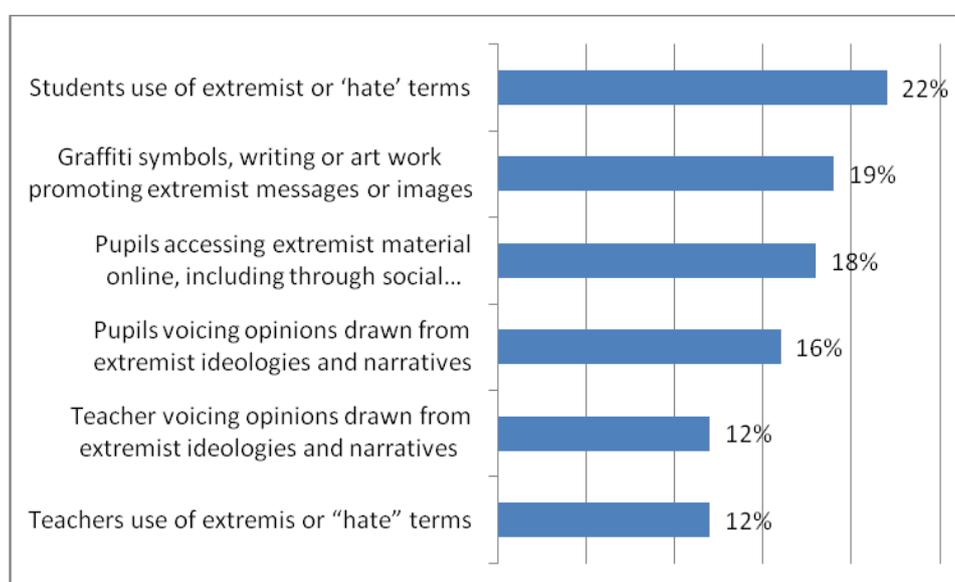
The answers revealed that most teachers do not tolerate violence and believe that dialogue and tolerance are the only ways to resolve conflicts. 94% of teachers have argued that they “strongly agree” and “agree” that dialogue and negotiation are the best way to resolve conflicts, while 91% confirm that violence should never be justified. About 43% state that they agree that teachers should express their beliefs freely to students, but what seems worrying is that 7% of teachers have stated that they “strongly agree” and “agree” that violence should sometimes be justified when done for the benefit of the child.’

**Figure 45. Teacher believes about violence and intolerance**



While questioning whether any of the following incidents occurred in their school, about 22% of teachers state that “students use hate speech or extremist terms” in their school, and 19% confirm that the “students have made graffiti symbols, writing or art work promoting extremist messages or images”, and 18% have ‘access to online extremist material, including social networking sites’. While only 12% of teachers confirm that their colleagues “use hate speech and extremist terms’.

**Figure 46. Prevalence of extremists/ intolerance behaviour at schools**



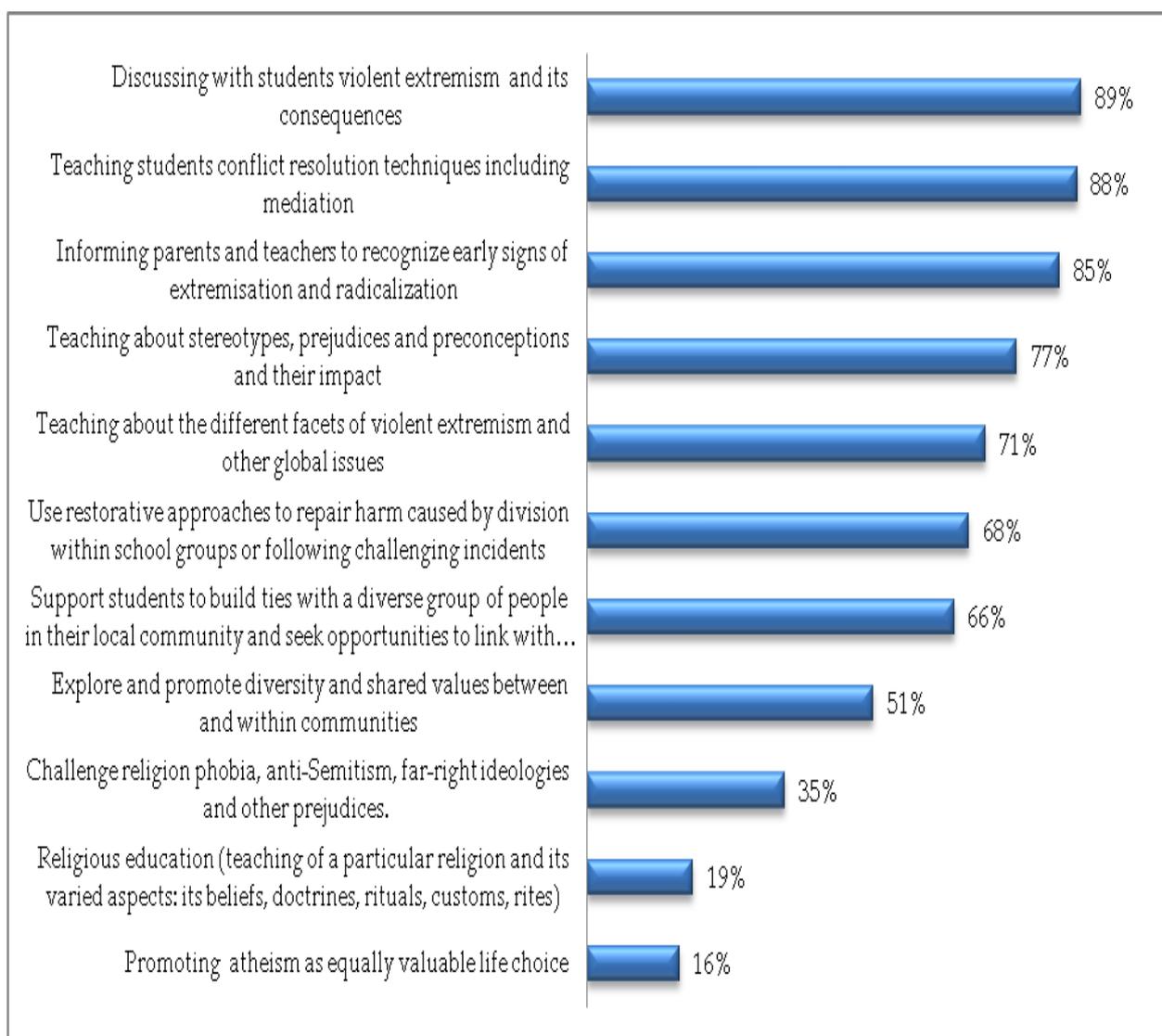
On the teacher’s knowledge and perspective, there is no religious, ethnic or gender intolerance/insensitivity in their schools, nor in teacher-student relationship; Student-students relationship and relationship within schools, ranging from 71% to 87%. Most prevalent are instead the gender (21%) and ethnic (12%) intolerance between student-student relations.

**Table 8.** Insensitivity /intolerance in different relationships in schools

From your personal experience in school please indicate how often you encountered the named incidents in different relationships in your school in the last school year	Never/ Almost never	Some times	Often /Very often	NA
<b>Ethnic insensitivity /intolerance in School Policy</b>	<b>85%</b>	<b>3%</b>	<b>1%</b>	<b>10%</b>
<b>Gender insensitivity /intolerance in School Policy</b>	<b>85%</b>	<b>3%</b>	<b>2%</b>	<b>11%</b>
<b>Religion insensitivity /intolerance School Policy</b>	<b>85%</b>	<b>3%</b>	<b>1%</b>	<b>11%</b>
Ethnic insensitivity /intolerance (Teacher–student relationship)	82%	7%	2%	8%
Gender insensitivity/intolerance, (Teacher–student relationship)	86%	5%	1%	9%
Religion insensitivity/intolerance, Teacher–student relationship	85%	4%	1%	10%
<b>Ethnic insensitivity /intolerance (Student–student relationship)</b>	<b>79%</b>	<b>10%</b>	<b>2%</b>	<b>9%</b>
<b>Gender insensitivity /intolerance (Student–student relationship)</b>	<b>71%</b>	<b>17%</b>	<b>4%</b>	<b>8%</b>
<b>Religion insensitivity /intolerance (Student–student relationship)</b>	<b>81%</b>	<b>7%</b>	<b>2%</b>	<b>10%</b>
Ethnic insensitivity /intolerance (Relationships within school, between teachers /principal/other school staff)	87%	3%	1%	9%
Gender insensitivity /intolerance Relationships within school (between teachers /principal/other school staff)	86%	4%	1%	9%
Religion insensitivity /intolerance Relationships within school (between teachers /principal/other school staff)	86%	3%	1%	10%

What do teachers see as the most effective strategy to stop the appearance of incidences such as intolerance and extremism? About 89% of teachers “strongly agreed” with the idea that discussion with students about violent extremism and its consequences is the most effective strategy, followed in 88% of cases of offering classes on “conflict resolution techniques, including mediation”, followed by 85% of respondents believing that the best way is to “inform parents and teachers about the first signs of extremism and radicalism”. One less effective form identified by teachers is to “promote atheism as the equally valuable life choice” and “religious education (teaching a particular religion and its various aspects: its beliefs, doctrine, rituals, traditions, rites) where only 19% of teachers agree with this effective preventive strategy.

**Figure 47. Strategies for preventing extremism and intolerance in schools by teachers**



### 3.3 Parents perception of bullying in schools of their children

#### Session I. Socio-demographic data

The majority of parents who participated in this study (74%) have at least one child attending secondary school, the children of 22% of the interviewees attend gymnasium and 4% of parents have children attending vocational schools.

Regarding the grade, the majority of the parents had a child in the fourth grade (15%), followed by the sixth grade (14%), and the eighth grade (12%).

Most parents from the population group send their child to public schools (93%) versus 7% of those who have children at private school. Almost 58% of the respondents have a girl going to school and 42%, boys, as figure 49 shows.

Figure 48. Level of school by parents

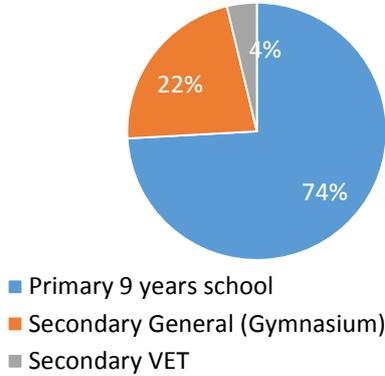


Figure 49. Grade of students by parents

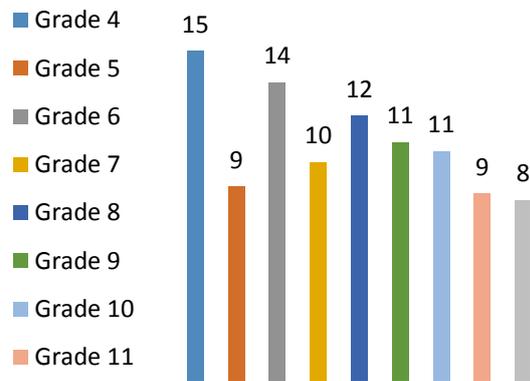


Figure 50. Type of school by parents

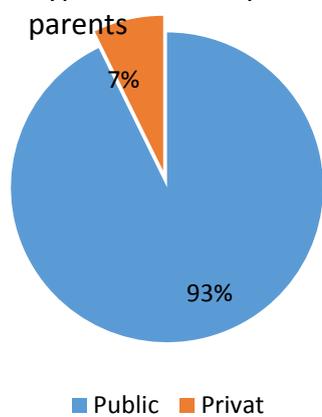
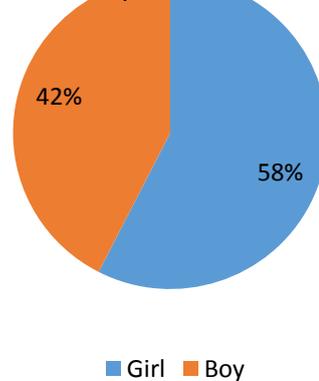


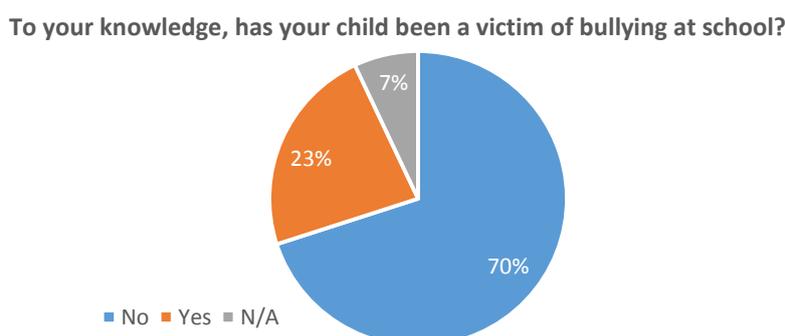
Fig. 51. Gender of the students to each parent



## Section II: The prevalence rate of bullying and its characteristics

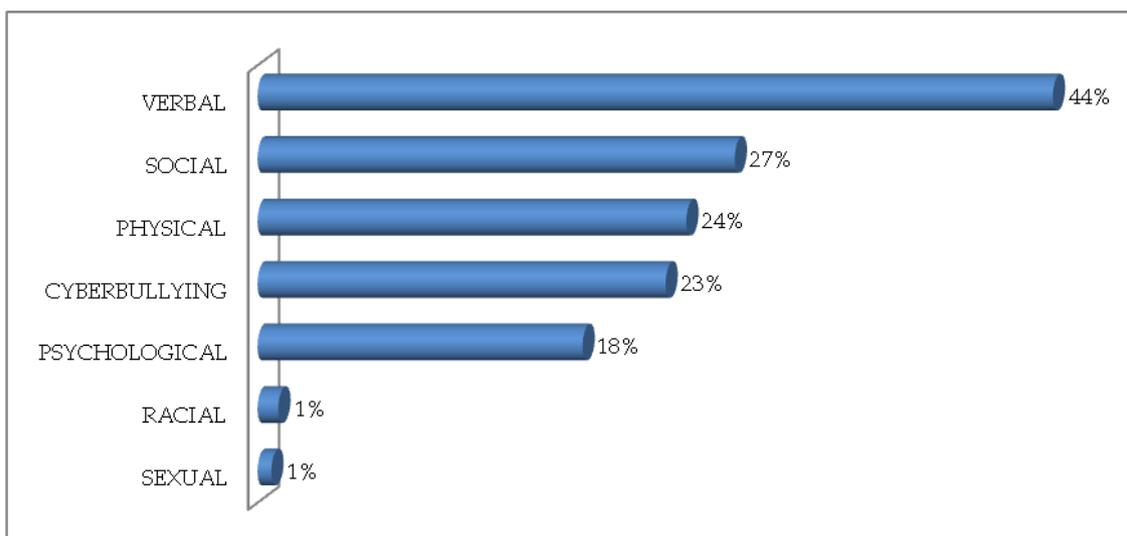
When parents were asked if their child had been or not the victim of bullying in the last school year, most of the parents stated that, to their knowledge, their child had not been a victim of bullying (70%). Only 23% stated that their child had been the victim of bullying and 7% of parents did not answer this question.

**Figure 52.** Prevalence of bullying by parents perspective



According to parents, their child has been the victim of verbal bullying, with 44% of parents confirming this answer, followed by social bullying and physical bullying. Meanwhile, 23% think that their child has been a victim of virtual bullying.

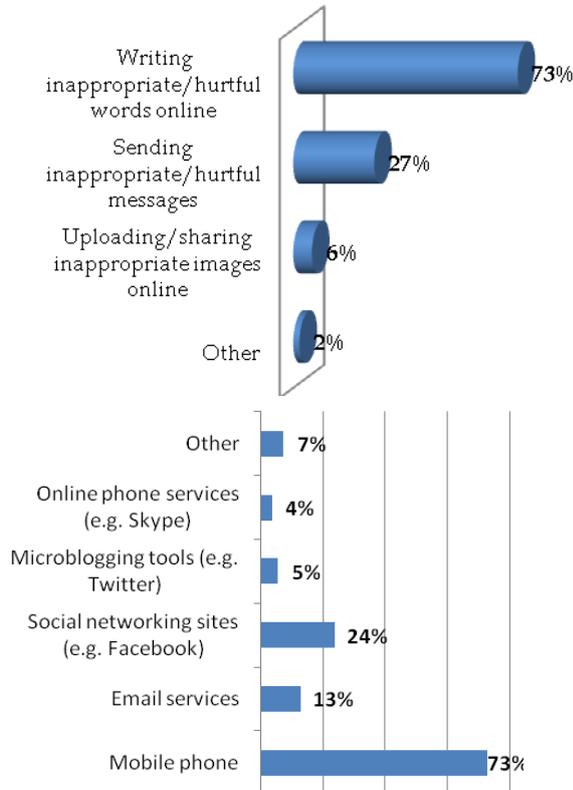
**Figure 53.** Forms of bullying by parents



Parents who stated that their child had been part of virtual bullying reported that “writing inappropriate and hurting words online” was the most commonly used form, in 73% of the recorded responses, followed by “sending inappropriate and hurtful messages” (27%). These behaviours, as parents perceive, occur more frequently through the mobile phones in

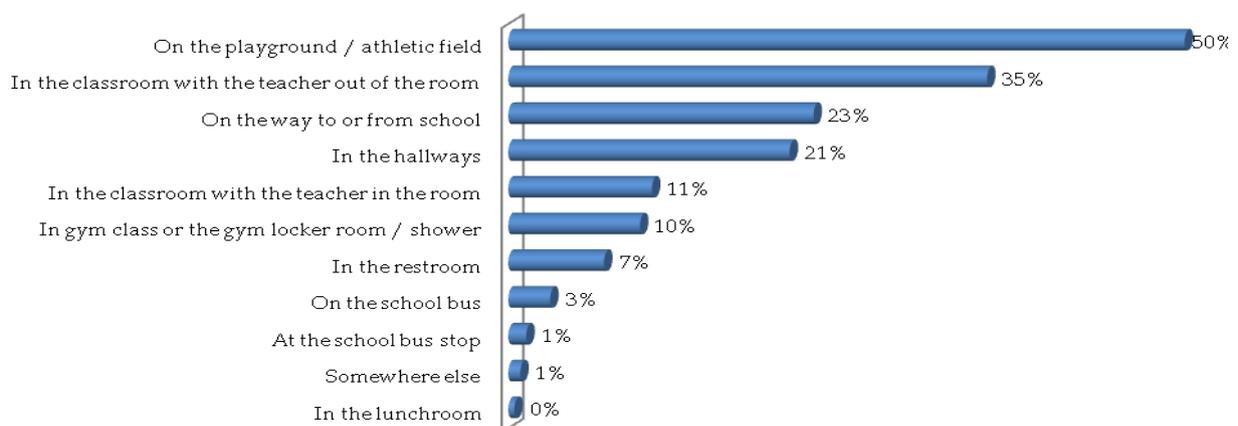
73% and mostly in social networks in 24% of cases, and in cell phones, students mostly use social networks.

**Figure 54.** Cyber bullying behaviours by parents



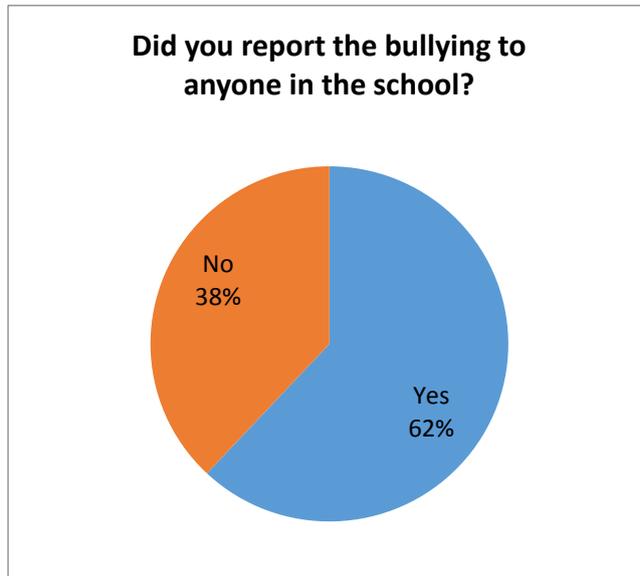
The place where parents confirm that their children were most often the victim is in the playground/ athletic field with 50% of the cases, the second place is in the classroom with the teacher out of the room in 35% of the cases and in the third place are parents who state that their child has been a victim on the way to or from school with 21% of cases.

**Figure 55.** Places where bullying happened by parents

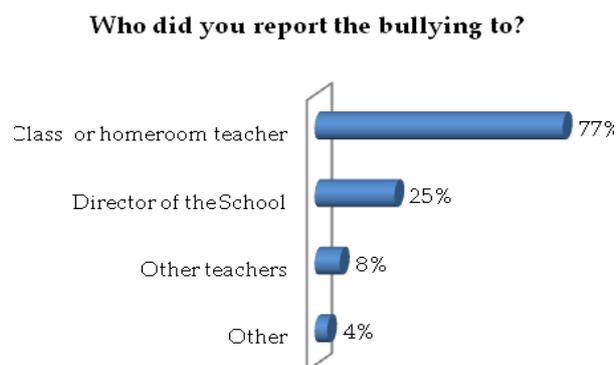


Most of the parents said that upon realizing that their child had been a victim of bullying, they report it to the school staff, while 38% state they had not done so. In most cases, parents report to the teacher, (77%) and to the school principal (25%), while a smaller percentage (4%) choose to speak to the school psychologist or social worker.

**Figure 56. Reporting behaviour of parents**

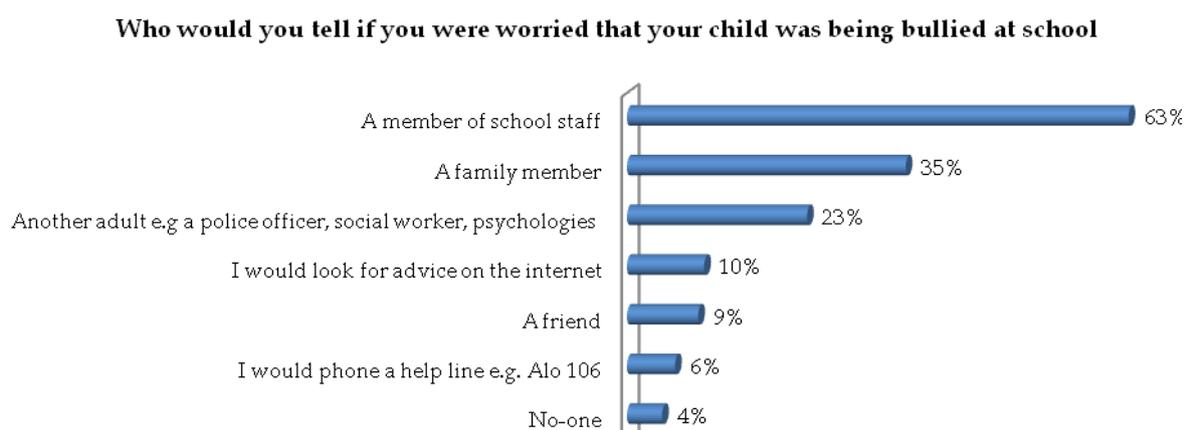


**Figure 57: Sources of report of parents**



If their child would be the victim of bullying in the future, most of the parents would report it to the school staff (63%), 35% would talk to a family member, 23% reported that they will discuss it with another adult, i.e. school psychologist or social worker, and 10% would seek advice online.

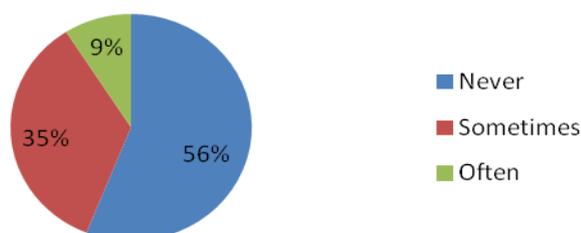
**Figure 58.** Sources of reporting in the future (parents in total)



### SECTION III: School climate trust in teachers

There appears to be a link between the school climate and the level of fear that parents have on perceived risk that their child may become a victim of bullying in the future. As can be observed in Figure 59, the majority of parents confirm that they are never afraid, while 35% are sometimes afraid and only 9% of parents state that they often fear that their child will become a victim of bullying.

**Figure 59.** Parents who are often afraid that his/ her child being bullied at school

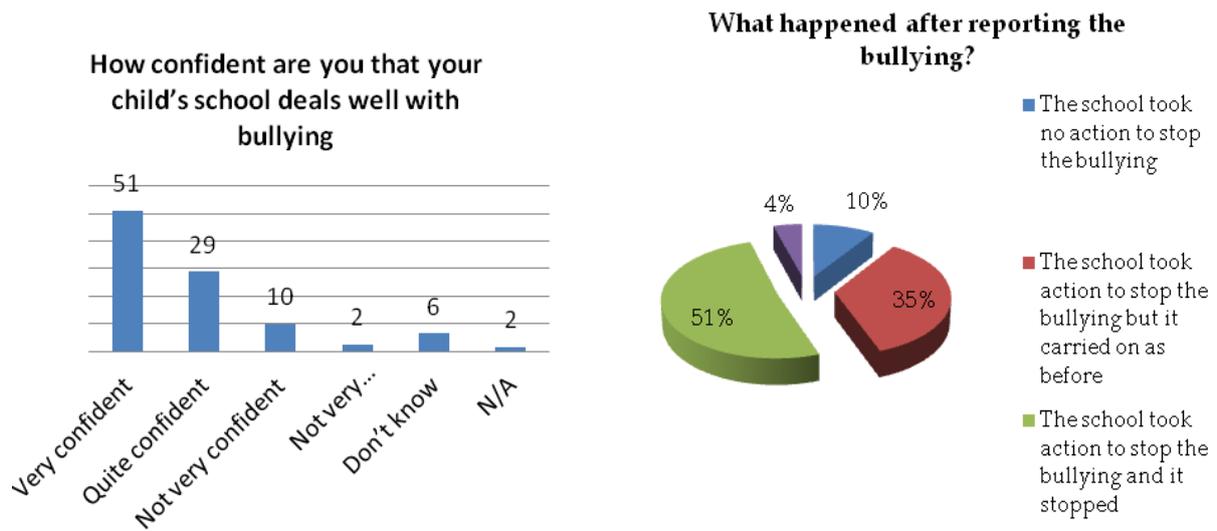


Question, *how confident are parents that their child's school would successfully fight bullying*, 90 % state to be very confident and only 12% do not trust that the school will successfully address bullying, and 6% are not sure on the answer. The answers reveal that parents believe that the school can indeed fight bullying.

Asking parents 'how had the school handled the case after they reported the incidence'', about half of them stated that the school took immediate action and the bullying stopped.

The other half confirmed that the school took actions, however, bullying carried on as before (35%) and 10% state that the school did not take any measure.

**Figure 60.** Parent's level of confidence in the schools measures upon their bullying reports

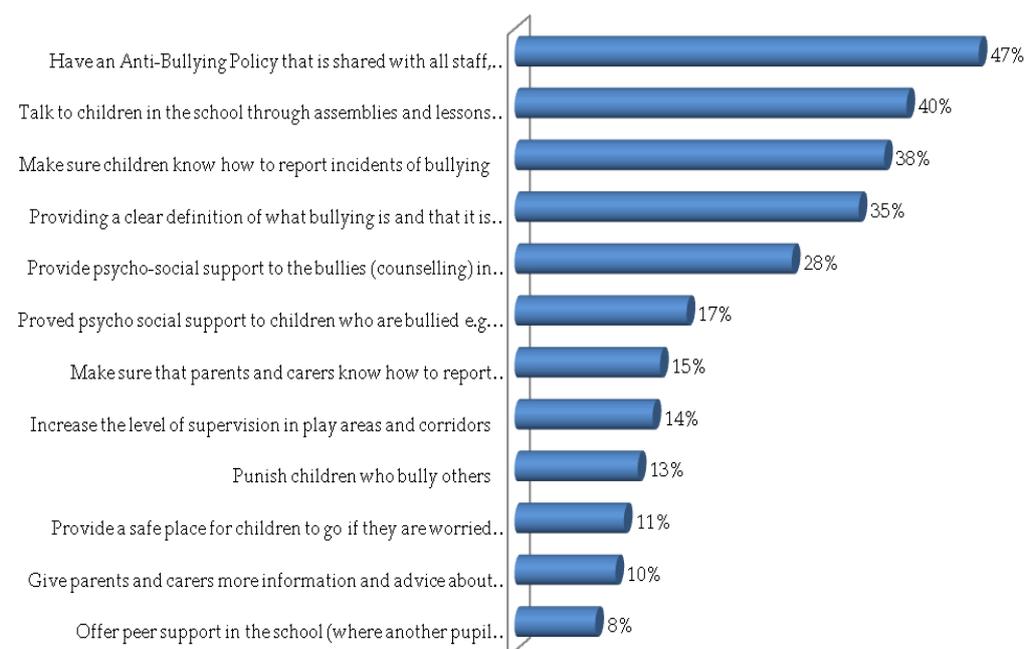


Parents believe that the best way to fight the bullying phenomenon at school, is with a bullying policy that is discussed and promoted to all the staff, the students, parents and class or home teachers.

47% of parents believe that this is the most effective strategy, followed by 40% of parents who think that the more effective strategy is talking to children at school through open classes about bullying and how to stop it.

38% of parents state it would be very effective for children to know how to report a bullying incident, and 35% confirm that is important for their child to have a clear conception of what bullying is how it can be addressed.

**Figure 61. Strategies for preventing bullying from parents' perspective**



#### **4. DISCUSSIONS ON MAIN FINDINGS OF THE STUDY**

This chapter provides a summary, as well as a discussion based on the conceptual structure of the study. Part one is a discussion on the study results, combined with a systematic analysis of the literature.

This study analyses the problem of bullying phenomenon in the Albanian education system observed through the perspective of three main actors at school level: students, teachers and parents. Additionally, this study assesses the teachers' beliefs and perceptions on a phenomenon which is becoming increasingly worrying all over the world, i.e. violent extremism.

Aggressive behaviour from school children has been the focus of numerous empirical studies in the last decades. As a result, bullying, as a subtype of aggression, was identified as a major problem which influences the physical and mental health of those children who are constant victims of bullying, and children who are bully from an early age (Arseneault, 2010). Bullying can consist of different forms, like physical, verbal and psychological (Olweus, 2012). Although there is no a precise definition for this phenomenon, several researchers agreed that bullying includes a child who is constantly maltreated; this treatment is not provoked; and there is power inequity between the bully and the victim (Olweus, 2000).

The need to study this problem came from the fact that, firstly, bullying is a worrying societal phenomenon. In recent years there is a general perception that violence is more widespread in society, including the education system. However, in Albania there are no national studies in this field, despite the increased number of such occurrences that has led to hurting and killing among students.

Therefore, results obtained from this study provide a clear overview of the current situation and create a profile of bullying and violent extremism in the Albanian education system. These results can be used to generalize the findings and conclusions drawn from 144 schools in 12 districts of Albania. Secondly, it is necessary to have a realistic outline of the situation and teachers' perceptions and attitudes toward violent extremism, and; thirdly, it is necessary to make an analysis of the ways in which schools address this problematic behaviour and policies and strategies that they apply to solve them.

The results of this study aim at increasing the awareness of governmental structures to safety issues in schools, since this phenomenon is present it requires immediate measures of prevention and management, for the benefit of all.

#### **4.1 Prevalence and Characteristics of Bullying Phenomenon: (Frequency, Forms, Motives, Location, and Reporting)**

##### ***Frequency of occurrence***

Violence and bullying in schools happen all over the world and affects a considerable number of children and teenagers. It is estimated that 246 million children and adolescents experience school violence and bullying in some form every year. Estimates of the proportion of children and young people affected by school bullying specifically vary between countries and studies, ranging from less than 10% to over 65%. In the 2016 UNICEF Report U-Report/ Special Representative of the UN Secretary General on Violence against Children (SRSG-VAC)<sup>47</sup>, opinion poll, to which 100,000 young people in 18 countries responded, two-thirds of respondents reported that they had been the victim of bullying. (UNESCO, 2017)<sup>48</sup>

Rates of bullying vary across studies (from 9% to 98%). A meta-analysis of 80 studies analysing bullying involvement rates (for both bullying others and being bullied) for 12-18 year old students reported a mean prevalence rate of 35% for traditional bullying involvement and 15% for cyberbullying involvement (Modecki, Minchin, Harbaugh, Guerra, & Runions, 2014).

There is little global consensus on the frequency of bullying, due to the difficulty in defining the term *bullying* in various cultures. Therefore, statistical findings for different countries about the phenomenon are diverse, creating a wide gap of comparisons and results, since there is a wide range of methods used to assess the frequency of bullying.

However, efforts have been made to carry out comparative studies on this problem. For instance, the study called “Healthy Behaviours of School Children (aged 11-15), 2009-2010” (HBSC), provided the opportunity to study bullying in a big international sample, which included 202056 students from 42 different countries of Europe, North America and Israel, using Olweus’ Standardized Questionnaire. Around 12% of boys and 10% of girls had been bullied in the previous year, while 11% of boys and 6% of girls had bullied others. Boys at all ages are more like to bully and to be bullied, although this reduces with age.

In the study mentioned above it was found that the first 10 countries with the highest number of the students involved in bullying were: Lithuania (45.2%), Latvia (43.5%), Estonia (41.3%), Greece (41.3%), Greenland (38.2%), Romania (38.0%), Turkey (36.4%) and Ukraine (34.4%). Countries with the lowest levels were eight/seven: Hungary (12.0%), Norway (15.3%), Ireland (14.8%), Finland (13.3%), Sweden (8.6%), Iceland (14.8%) and Czech Republic (9.7%), Italy (less than 5%).

According to the researchers, these figures vary due to two main reasons: first, because of the variations in defining the term bullying among countries. Also, this is the reason why the interpretation of the findings on international variations must be carefully interpreted, since

---

<sup>47</sup> Special Representative of the UN Secretary General on Violence against Children

<sup>48</sup> UNESCO (2017). “School violence and bullying” Published by the United Nations Educational, Scientific and Cultural Organization. ISBN 978-92-3-100197-0. Online: <http://unesdoc.unesco.org/images/0024/002469/246970e.pdf>

the observed variations in bullying frequency can be a result of intercultural differences in understanding the term.

Second, in most countries with a low rate of bullying phenomenon there are anti-bullying national programmes and policies in place. For instance, in Scandinavian countries there are national programmes which address bullying, while in Eastern Europe countries there are no national campaigns to fight bullying. Differences in spreading this phenomenon can actually reflect the success of the national initiatives, which have been in progress for many years (Olweus, 1993)<sup>49</sup>.

Study results reveal that bullying exists and is present at various levels within the Albanian education system. Based on the Olweus' definition for bullying, in this study it was found that 19.4% of the students from grade IV to grade XII are involved in bullying; 2-3 times more often in recent months, of whom: 9.7% are victims, 5.2% are bully and 4.3% constitute the most vulnerable category of those who are both bully and victims at the same time. Results show that the rate of involvement in bullying behaviour among school children in Albania is higher than the average rate of involvement in some countries of Europe according to HBSC 2010<sup>50</sup> survey.

Meanwhile, from the teachers' answers it was revealed that about 60% of them believe that in their schools bullying is indeed present, whilst 23% of parents reveal that their children had been a victim of bullying in the recent months.

It is important to notice that students who admitted to experience bullying "one or two times" constitute a considerable number of 36%. In many countries they belong to the category of students involved in bullying for a number of reasons. **Firstly**, the fact that they have been victims one or two times does not mean that the phenomenon will not be repeated and they need protection, in order not to be subjects of harsh attacks, even though the researchers do not group them in the category of victims. **Secondly**, it is possible that when students who have admitted experiencing bullying one or two times complete the questionnaire, they could become victims or bully of this phenomenon.

As mentioned above, the study found that 4.3% of the students are both bully and victims, of whom boys are two times more prone to belong to bully-victim category compared to girls. Despite the low number of this category, these students require special attention, considering the problems and challenges that these children face, since they experience not only the socio-economic problems of the victim, but also behaviour-related problems of the bully (Nansel et al., 2001; Renda, Vassallo, & Edwards, 2011). Continuously, researchers found that bully-victims, especially boys in this category, can experience loss of classmates, loneliness, poor academic performance/results at school, more usage of alcohol and smoking, suffer more from problems related to mental health and be involved in more conflicts compared to other students (Stein, Dukes, & Warren, 2007).

The answers show that students most involved in bullying are those from **grade XI**, followed by **grade V**. This latter can be explained with the children's aim to disconnect from the

---

<sup>49</sup> Olweus D. (1993). "Bullying at School: What we know and what we can do". Cambridge, MA: Blackwell Publishers.

<sup>50</sup> Health behaviour in School Age children (HBSC) study (2009-2010)

elementary school and develop the tendency to identify with higher grades, which in turn makes them more exposed to bullying and increases the risks of being the victims, more than bully.

On the other hand, grade XI is the second year in high school and coincides with 16-17 age-group, which is the climax of adolescence and hormonal spurts and a time when teenagers begin to form their identity and social status. Preadolescence and adolescence is the period when formation of identity is apparent, hence, teenagers face significant challenges to create and maintain self-esteem and react to external influences.

This setting restricts the opportunity for them to grow up and develop, as long as they think and feel that they have to approve of/adapt and pursue, perhaps superficially, the goals, aims, interests and norms of the group, whether to avoid aggressive behaviours. **Teasing** is an action in which children are involved without realising that they are causing bullying and the harm they cause to their friends.

From a gender-based perspective it is shown that girls fall victims to bullying more than boys, while boys bully more than girls, a trend that is confirmed also worldwide. When violence is connected to masculinity, aggression among boys is more idealised, which makes a way of creating a social order, so their admission in peer groups usually requires their involvement in aggressive behaviour (Salmivalli, 1996).

Literature shows that such a dominance of bullying in boys is present due to their need to build their dominance within the peer group. The easiest way to achieve it is by showing their power and strength (Baldry & Farrington, 2000). Since boys are involved in bullying more than girls, pressure on them to confront within the peer group is greater.

During adolescence, aggressive behaviour can be seen as powerful, attracting and as an effective and acceptable way to achieve goals. Children create alliances partially based on their aggressive behaviour.

There are numerous researchers who argue that boys and girls are involved equally in bullying. Nevertheless, bullying in girls is very difficult to be identified by the teachers, since girls experience bullying in school facilities more hidden and less supervised by adults. Additionally, girls are subject to more complicated forms of bullying which are less easy to identify. It is noticed that the number of studies and research on aggressive behaviour of girls is far smaller than the research for boys since society lacks the appropriate means to understand and investigate their aggression (Ahmad and Smith, 2006).

### ***Types of bullying based on gender and class***

In this study, based on the reports of victimised students, it was found that the most frequent form of this phenomenon is the **psychological bullying**: 45 % of boys and girls selected the answer: *“Other students have talked about me or have spread gossip about, have tried to make others hate me and I was made to do things against my will”*. This answer shows the vulnerability of students towards psychological bullying, followed by incidents of **verbal bullying**: *“I have been teased and insulted by one or more students*, is recorded in 37% of cases, mostly among boys. The least encountered form in this group is **physical bullying**: *“I have been hit, kicked, pushed or held indoors, my money has been taken and my*

*belongings have been broken*” is the answer given by 33% of the respondents, where boys are more sensitive and more involved than girls.

On the other hand, the least frequent form of bullying among students of both genders is virtual/cybernetic bullying.

From the results obtained from the **teachers’** questionnaire it is evident that 78% of the teachers agree that *verbal bullying* is the *most widespread* form of bullying in their school, followed by psychological bullying in 61% of the cases and almost half of the teachers (51%) claim that virtual bullying is the most widespread bullying. With fewer occurrences, racial bullying and sexual bullying are the least widespread type of bullying.

From the questionnaire for parents, victims of verbal bullying constitute 44% of the cases, followed by social bullying and physical bullying. 23% of parents report that their child has been a victim of **virtual bullying**.

The study found that physical bullying is more frequent in **vocational schools** (where population of boys is higher), 61% compared to 41% in high schools and 48% in secondary schools. In the same way, with a significant difference, **virtual bullying** is more frequent in **high schools**, 60% of cases compared to 48% in secondary schools and 44% in vocational schools. Whilst racial **bullying** is more frequent in vocational schools, comprising 39% of the cases, followed by secondary schools and less in high schools with 22%. International research has shown that physical bullying decreases with age, whereas verbal, social and virtual bullying increases between 11-15 years of age (Archer & Cote, 2005; Espelage & Swearer, 2003).

On a last note to the finding about the types of bullying as per class, gender, grade and school setting, this research reveals that physical bullying is more frequent in **public schools** compared to private schools, with a significant difference of 7% in private schools.

International research reveals that both genders are subject to various form of emotional bullying, which includes gossip and threats, followed by verbal bullying, where they get insulted, called names or hurt. The dominance of teasing, insulting and calling names can cause/strengthen social exclusion, which leads to withdrawal, low self-esteem and health-related problems.

In addition to the fact that psychological and verbal bullying is the most frequent form for both boys and girls, Olweus (2010) observed that generally boys are victims of more violent and destructive bullying behaviour than girls. This means that they experience more physical bullying, including actions that cause physical harm, like kicking, punching and smacking; taking one’s money, packed lunch or homework, breaking one’s belongings (Selekman & Vessey, 2004).

Alternatively, girls are more prone to hidden forms of bullying, including malevolent gossip, relationship manipulations and social exclusion (Selekman & Vessey, et al). This type of bullying is known as instrumental bullying and is characterised by efforts to hurt one’s friendship and feelings, and by excluding them from the peer group (Crick & Grotpeter, 1995).

Generally, boys have a tendency to receive more comments or gestures with sexual nuisances and cause this kind of bullying to others, which contradicts the findings from literature review. The question in our questionnaire did not aim to assess homophobia, but it is possible that comments with sexual nuisances, in some cases have homophobic goals, and this can explain why boys have a higher percentage for this type of bullying.

These findings are supported by researchers like Henkin (Henkin, 2005) and Phye (Phye, 2004), who argues that *every boy with some characteristics different from other members of the peer group in school, is a source of bullying*. Boys who spend more time with girls, who cannot play football or who do not participate in activities with boys in school, are more likely to be victims of bullying.

### **Cyber bullying**

Despite the excessive attention given by the media and the concerns of the communities, cyberbullying is not as frequent as other types of bullying. Research, especially in recent years, provides various findings on the number of school children experiencing cyberbullying. These findings come from different sample/sample selection and methodological techniques. However, there is common ground among researchers, who claim that the number of school children reporting to have experienced cyberbullying is one third of those experiencing traditional bullying.

This means that, even though cyberbullying can be destructive for those experiencing it, again there is a small number of affected children, compared to other types of bullying, and Olweus (2011) suggests that it is not necessary to overestimate it. Cyber bullying worldwide ranging from 1% to 12% of young people experiencing it (HBSC, 2014).

In our study, 17% of the victimised students admit to being victims of cyberbullying. Teachers and parents think differently. To them, that this type of bullying is more widespread than the number reported by students themselves. The difference in answers might happen for a number of reasons: **firstly**, the fact that students fail to understand what cyberbullying actually means and much aggressive behaviour through mobile phones and social websites are not considered bullying and, **secondly**, perception by adults might be wrong, since international research has also shown that the number of children involved in cyberbullying only, is relatively small.

The results of this survey shows that teachers and parents perceive cyberbullying as manifested through behaviour such as: children writing inappropriate or down casted words online, followed by inappropriate and hurting messages and third, children downloading/sharing inappropriate images online. These behaviours are thought to happen though mobile phones and social websites.

Cyberbullying is increasing significantly and its most frequent form is through social media, like Facebook or Instagram (Hinduja and Patchin, 2010).

School policies should focus on cyberbullying, and parents and school staff might not be aware of the wide range of technologies used by the children. Therefore, training to increase their knowledge on risks related to such technologies is necessary.

### ***Which are the “hot spots” for bullying?***

Researchers emphasise the need to determine the “hot spots” in a school, since school can play a major role in reducing bullying, if they identify the places where it is more frequent, and address the problem by taking measures to change the climate in these zones.

Different studies have shown that the majority of bullying activities occur away from adults’ eyes, in places such as corners of the classroom, a deserted corridor, on the stairs, in toilets, in changing rooms, in the school playground, in sport areas, etc. These are all places where bullying occurs due to the lack of supervision or insufficient observation. Most students admit that they have been victims of bullying in class, when the teacher was absent. This means that such events might also happen in front of the adults, but the school staff fail to supervise all the students at the same time.

Bullying usually occurs in classrooms, followed by the school playground, stairs and toilets (Seals & Young, 2003; Smith & Shu, 2000). Recent statistics also showed that about 47.2% of bullying occurs in the school playground and 33.6% in classrooms, when the teacher is absent (Mahoney, 2012), while about 20% of bullying actions occur in school corridors (Garbarino James & deLara, Ellen, 2002).

Findings of this study are compliant with literature which shows that bullies try to attack their victims in 40% of the cases “in classrooms, when the teacher is absent”, followed by attacks in “playground/sport area” accounting for 39% of the cases. Also, in 19% of the cases students say that such events occur “in the classroom when the teacher is present”. Girls are more likely to admit that they have been victims of bullying mostly in the classroom, when the teacher was absent or present, whereas, boys admit to have been victims of bullying mostly in the toilets and school playground/sports area.

Teachers believe that bullying incidents occur mostly in the school playground/sports area, followed by 57% of the cases in the classroom when the teacher is not present, and 14% even when a teacher is there, and 46% occur out of school facilities on the way to and from school.

Parents believe that their children are more frequently victims of bullying in the school playground/sports area in 50% of the cases, in classroom when the teacher is absent and on the way to school.

It is worrisome to notice the considerably high number of students and teachers who admit that bullying happens also in the presence of the teachers. Various reasons might explain the scenario: firstly, it might happen that neither students, not teachers consider the behaviour as a serious problem which might have consequences in the students’ life, but it is seen as a “normal process” instead, which is “common in children’s development”, according to the Albanian culture. Secondly, perhaps teachers lack the necessary skills to effectively intervene, making even teachers a possible target of victimisation.

In fact, research has shown that when the adults monitor a certain area and intervene rapidly, the rate of bullying reduces significantly in those areas. Findings show that bullying happens in areas easily accessible and monitored; therefore, if teachers are trained as

active agents in recognising, responding and preventing bullying behaviour, this phenomenon can be reduced significantly.

### ***Reasons for victimisation/becoming a victim***

One important element to prevent bullying is to look at the roots of the problem, the reason why bully attacks, prior to understanding how they select their victims. According to international studies, students believe that they become a victim of bullying, for three main reasons:

- Victim's appearance: thin, fat, ugly.
- Victim's behaviour: strange, speaks differently to the majority, shy, uncertain.
- Social background: different cultures, economic status, race. (Frissen, 2007).

This research revealed similar patterns. From the teachers' perspective it is likely and sometimes possible that students become victims because of their physical appearance, accounting for 73% of the cases. The second most frequent motive according to the teachers are students having difficulty in speaking, accounting for 68% of the cases, and the third most frequent motivation is inequity among students regarding physical strength. The least widespread drives for students who are victims include those that are excellent in sports and students of minority groups.

Most victims come from the clusters which are perceived as "*different from us*" by the majority. Victims might have physical features a bit taller than normal, big ears, wear glasses, put dental apparatus, wear out-of-fashion clothes, are very fat or very thin (Olweus, 2010).

### **What about other students with similar features who manage to escape bullying?**

A number of researchers replied to this question, stating that the feature the bully look for in their victims is not being different, but vulnerability. Vulnerability enables the bully to abuse without having a specific reason. A child who wears out-of-fashion clothes, but has good social skills, is not a target of abusive behaviour. On the contrary, a child who wears out-of-fashion clothes and is isolated and withdrawn is a good target for abusive behaviour (Sheras, 2002). The same applies for a girl who is not attractive, and if she has a positive and healthy image of herself, and good social skills, she can succeed in avoiding bullying. Studies have revealed that the following characteristics, which mark the vulnerability, are elements which make a student more vulnerable to victimisation: *physical weakness, being shy, low self-esteem and self-confidence, poor social skills*.

There is a common consensus among researchers that victims have a tendency to have poor interpersonal skills, are not capable of using appropriate coping mechanisms and are more prone to experience psychological problems internally, like anxiety and depression (Bond, 2001). However, it is very difficult to determine whether these characteristics serve as a reason for bullying or are a result of being victims.

Also, various studies documented the fact that bullies attack others as a way to hide problems or mimic what they observe in their family. When they come to school, they

express their frustration by attacking the weakest classmates. Nevertheless, it is necessary to study further how family characteristics influence involvement of students in bullying.

Professionals suggest that every school must have planned counselling projects for students from problematic families, so that they can be supported in their psychological development, especially when their parents can facilitate this at such a crucial age. Whereas victims must be trained in order to learn social skills, as well as to increase their self-confidence and self-esteem.

### **Reporting bullying**

In order to fight bullying in schools, it is important for children to inform adults. The reporting system is of great importance, since students must know where to go and whom to talk to with if they want emotional and psychological support.

Several international studies reveal that the majority of students do not report bullying to adults. Victims and witnesses fail to share their experience with teachers and parents. If this practice is applied, teachers can decrease the rate of bullying in schools and are able only to identify some of it (Banks, Kaplan & Groves, 2001).

The lack of reporting is associated with several reasons. Researchers as McCartney (2005), Limber (2002) and Olweus (1999) found that victims do not report because historically the reaction of adults has been disappointing for similar cases and they do not believe that their teachers would help them. Also, the victims do not want other students to know about their problems, they fear becoming objects of teasing and are afraid that talking about the problem would make matters worse. Finally, the victims are not keen to listen to a common refrain from adults who tell them: "*ignore him/her or pay no attention*".

This research found that most students who are victims prefer to report bullying. 73% of the students report that they told someone about it, versus 27% who do not prefer to confide. From the gender perspective, it is noticed that girls are more likely than boys to talk to someone about being victims of bullying. International studies argue that the boys' culture accepts bullying more than girls and shows that the sensitivity of norms of boy groups, who have a tendency for quietness, is higher compared to girls. The subculture where girls function, compared to boys, is characterized by small and intimate groups, as well as a higher proximity and stronger bonds to adults, so they are socialised from childhood to complain or ask for help from adults.

Regarding the place where victims report about bullying, the majority say that they report it to parents, caregivers, followed by an equal percentage for friends and class teacher. Alternatively, students turn less to the social worker and psychologist for help and discussion.

Students from the VIII (16%) are most likely to report being bullied, followed by students in grades VI (15%) and grade IX (13.4%), while grades with the least reporting cases include grade XII (15.3%). Notable score from the students of V, which, despite being more involved in bullying, choose not to report it, compared to other grades.

From the parent's side, 62% are able to detect if their child was a victim of bullying, and report it in school, whereas 38% said that they haven't done this. 77% of parents report the case to teachers, while 25% talk to the principal. Only 4% of the parents chose the other alternative and report the bullying incident to the school's social worker or psychologist.

Teachers claimed that they had less than 10 cases of bullying reported in the last school year, 27% didn't respond, meaning no encounters of reporting in bullying cases, 6% say they have dealt with 11 to 20 cases of reporting and a minority of 3% had more than 20 cases reported a year.

Psychologists state that with age, the contact with adults for both genders decreases and during adolescence, peers are a major socialising factor. Their pressure is higher and more effective than pressure by parents or teachers. This means that adults within the school, in order to be successful, should take into consideration gender and age differences, while conveying messages or develop anti-bullying strategies.

A considerable number of students who are victims of bullying do not report it, indicating thus a lack of trust in the school authorities and in the potential of the problem solving of school professionals. On the other hand, this passivity in solving problems encourages the bully to continue with their abusive behaviour to their peers, because they know that no significant measures will be taken against them and their behaviour.

Teachers are in the frontline against bullying. Even school psychologists, social workers and parents must be aware of bullying and should proactively ask their children daily about the school experiences, since if not asked, children are unlikely to talk about bullying at their own initiative.

There are indicators that show if a child is being subject to bullying behaviour, and the range includes: missing or broken belongings, unexplained signs of violence, scratches on the skin, social isolation, avoiding school, loss of interest in school work, falling behind with lessons, psychosomatic complaints, and headaches or stomach ache with no apparent cause, difficulty to getting asleep, etc., are indicators that every parent, teacher and professional should pay attention to, and if these are present in a child, they must explore and further investigate the issue, since each of the above-mentioned elements can indicate that the child may be a potential victim (Limber, 2002).

#### **4.2 Attitudes, Beliefs and Reactions of Various Stakeholders in School (Peers, Teachers and Parents) Toward Bullying Behaviours**

A clear indicator of how school addresses bullying is the degree of students' reporting on how effectively their peers and teachers react to bullying. The study revealed a very positive finding: in general, teachers, parents and peers intervene and react reasonably well and frequently to bullying incidents in school.

## **1. Peers**

Empathy, in essence, is the ability to position oneself in another's place. Although more empirical data are required to study the possible effects that empathy has on reducing bullying behaviour, it is hopeful that most students in this study report empathic feelings toward victims.

The study found that in total 79% of the students reported that when they found themselves in a bullying situation, they felt empathy and wanted to help the person who was a victim of this phenomenon, showing a supporting attitude toward the victim. This high level of empathy means that many students do not approve bullying behaviour in their schools. However, despite the high levels of empathy, a considerable number of students, 17%, have attitudes that support the bully, saying that the victim deserved to be treated in that way and they felt nothing for the victim.

The study also found that 33.4% of the students are willing to help peers who experience bullying, where girls are more disposed than boys to help. Almost 13% of the students said that although they do not react to specific cases, they would want to help the victims. 3% of them just watch and are passive viewers of this phenomenon and 2% of them are spectators supporting the bully, a common feature for boys. If bullies and their supporters become the dominant force in a class, there is a risk for bullying mentality to prevail. Boys are more unlikely to react or to admit being involved in bullying with a student they don't like.

Regarding peer support, about 19% of the students perceived that their peers had tried to stop bullying. Whilst the majority, 63% claimed that their peers never intervened, (28.2%) think the peers have offered support "sometimes" and 18.4% have rarely observed such support.

This inconsistency between empathy and reaction shows that students need to learn effective means to react against bullying (Ttofi and Farrington, 2011). Rigby (2004) found that a large number of students wanted this phenomenon to stop, therefore a fruitful starting point would be promoting the positive actions of witnesses.

Nowadays there is an increasing agreement between researchers and policymakers that interventions in the fight against bullying should focus more on the peer level than individual level (victim or bully), since most bullying incidents happen in the presence of other students. Studies showed that more than half of bullying situations (57%) stop when a peer intervenes on behalf of the student being bullied (Hawkins, Pepler, & Craig, 2001).

Because the status can be earned only within the group and the latter determines the status of the members, the group plays a regulatory role for abusive behaviour that happens among its members. If bully aims a status, then the selected victims are passive, unconfident, physically weak and powerless or excluded from the group (Salmivalli; Huttunen A., Lagerspetz K.M.J, 2005). By dominating such victims, the bully can constantly show their power in front of other members of the group and reconfirm their position of high status, without fearing confrontation.

Peers have the potential to reconstruct and empower the school environment, by teaching students to identify bullying actions, how to react to bullying and how to cooperate together in order to reduce the occurrence of this phenomenon.

One of the fundamental functions of school is to guarantee a safe learning environment for all students. One way to evaluate a safe and healthy climate in school is determining the number of students who claim that they fear becoming subject to bullying in school. The data revealed that the majority of students in a sample of 2377 students recruited in the study, 60% say that they never feared becoming victims of bullying and rarely feared it (15%) and only 21% of them sometimes and more feared becoming victims of bullying. The majority of parents said that 56% of them never feared, while 35% sometimes feared and only 9% of them say that often fear that their child becomes a victim of bullying. This fear can have negative consequences for achieving the required results in the learning process.

## **2. Teachers**

Regarding teacher intervention, the study found that the majority of students (43.4%) perceived that the teachers do try to stop bullying. On the other hand, 45.5% think that teachers are not active in this regard and 11.2% of students preferred not to answer to the question.

On the other hand, when the bully was asked whether the class teacher or another teacher contacted them about bullying on one or more students, the majority of students are unwilling to answer. Only 28% of them say that they talked with their teachers and 40% of the bullies say that the teachers contacted them once (20%) or more (20%) about bullying.

Regarding the school's intervention, parents believed that the school successfully fought bullying, 90% strongly believe that teachers are doing their best to prevent or address bullying, whilst 51% believed that more should be done in this regard. These answers reveal that parents strongly believe in the school staff, policies and the measures taken to address the incidents and stop bullying practices. The other half reported that school had taken measures but bullying still existed, same as before (35%) and 10% reported to be unhappy, as the school had taken no measures.

Teachers play a vital role in identifying bullying and in taking measures to prevent the problem from the beginning. Teachers must be trained on the types of bullying that appear in school and on how to cope with them.

Teachers are usually aware of bullying and there are cases when they even witnesses and allow it to happen, because they are not trained on bullying-related issues. It is difficult for teachers to be involved in and trained on dealing with bullying, due to the sensitive nature of their work, which is very demanding and under constant pressure.

However, if teachers become aware of the fact that preventing bullying in school improves their work, they will be more likely to attend additional training. On the other hand, teachers are focusing more on teaching, since school requires new standards, and are unfortunately neglecting socialising and social care for children. Standards are required for their performance in teaching, but very few standards are articulated regarding the social perspective of students.

### **3. Parents**

Parents play a key role in bullying issues. Parents may have a child who is a victim or a bully. Parents must undertake positive actions against bullying and be aware of their child's behaviour. If they notice extreme and sudden changes in the daily activities of their children, it is very important to explore them further. The research found that parents do not communicate openly with their school-children about bullying experiences.

Regarding the attitude of family members toward bullying and the contact of bullies' family members with the school, most of them, about 32% didn't have contact with school, while 21% of bullies' parents contacted once and 16% more than once.

When victims were asked whether an adult family member had contacted school to stop bullying, in 36% of the cases students perceived that the family had contacted the school, while 15% said that their family contacted it once and 24% more than once because their child had been subject to attacks by other students.

Parents are often unaware of the bullying problem and talk about it with their children only to a limited extent. If parents become aware that their child is a bully and involved in teasing and bullying behaviour the parents should get involved. They need to take the problem seriously and realise that bullies also suffer negative consequences in life. Bullies tend to have trouble later in life with relationships and are more likely to be convicted of crimes. If a parent discovers that their child is a bully, they should talk with the child about the problem and discuss the negative impact that teasing and bullying has on other children.

Limits should be set on the consequences if the behaviour continues. Do not allow the child to deny or minimise the behaviour. Parents should make clear that this type of behaviour will not be tolerated. In extreme cases, parents may choose to seek professional assistance in handling a difficult situation with their child (Craig, W. M., Pepler, D. J., & Atlas, R. 2002).

It is very important for parents to be involved in the life of their child, so that they can understand what is happening at school, and they can urge their children to be open-minded. In early adolescence and during adolescence children have a tendency to keep parents away from their lives and their problems, but it is important for parents to be constantly present. Parents should look for signs of fear of going to school, lack of friends, missing items or things being stolen, increased anxiety or even depression. All parents should take steps to make sure their children are safe. If the bullying is taking place at school, parents should contact school officials and report the incidents (Olweus, 2014).

### **4.3 Attitudes and Perceptions of Teachers on Violent Extremism in Schools**

Violent extremism and fundamental forces of radicalism are among the most widespread challenges nowadays. While violent extremism is not limited to any age, sex, group or community, teenagers are specifically vulnerable to violent extremism messages and terrorist organisations. In the light of such threats, the youth need appropriate opportunities to learn and develop skills and attitudes which enable them to develop their flexibility to this propaganda.

Students, especially in high school, are ideal subjects for recruitment by violent extremists, who require support for their radical ideology. Schools must be aware in teaching students about catalysts which promote extremism and potential consequences caused by embracing extremist beliefs.

Today, young people are increasingly faced with different forms of violent extremism, terrorist organizations, or movements that maintain bias against others because of race, religion, or sexual orientation. Young people between the ages of 13 and 18 are actively engaged in extremist activities, including online extremist groups, travelling to areas of conflict or engaging in recruitment activities. These factors imply the potential for increasing risks within our schools and local communities. (FBI, 2016)

According to recent trends, this threat is developing rapidly, prompting more and more young people to embrace extremist ideologies. This has added a growing burden to our education system, which should provide appropriate services for students who see hate or violence as a single and acceptable solution to their problems.

Our teachers are in a unique position to influence change, to provide affirmative messages, or to facilitate intervention activities due to daily interactions with students. These interactions allow the observation and assessment of behaviours in students embracing extremist ideologies and advancing on the trajectory of violence

Education, building skills and helping students develop strong emotional and social wellbeing are key components to prevent violent extremism and other types of violent actions. These preventive steps reduce the likeliness for schools to become potential points of radicalism or recruiting centres for violent extremists. The role of education in preventing violent extremism and radicalism for youths has gained global approval recently.

In this study, teachers were asked whether any of these events happened in their school and about 22% of them said students use hate speech or extremist terms, and 19% said that students write using symbols or other art forms to promote extremist messages or images. 18% of the teachers said that students had accessed online extremist materials, including websites. Only 12% of the teachers said that their colleagues used hate speech or extremist terms.

The majority of the teachers included in the study said that there was no religious, ethnic or gender intolerance/insensitivity in teacher-student relations; student-student or teacher-school staff nor in school policies, accounting for 71% up to 87%. More evident is gender (21%) and ethnic (12%) intolerance/insensitivity among student-students relations.

About 90% of the teachers thought that the most effective strategy to prevent such phenomena as intolerance and extremism was to discuss it with students, as well as about violent extremism and its consequences, followed by 88% of who believe teaching techniques are the best to solve conflicts, including classes about mediation.

The study revealed that this increasing global issue is not very present in Albanian schools, although there is potential for such behaviour to become problematic if schools are unaware and do not take measures.

In the manual published by UNESCO (2016)<sup>51</sup> for teachers on how to prevent violent extremist actions, it is stated that the following behaviours can be signs of radicalism and teachers and parents must recognise such actions quite well. If this behaviour is noticed, family and school must be alerted:

- Sudden disconnection with family and old friendships;
- Sudden drop from school and continuous conflicts at school;
- Changes in behaviour related to eating, clothing, language and finances;
- Changes in attitude and behaviour toward others: antisocial remarks, authority refusal, refusal to interact socially, signs of isolation and withdrawal;
- Regular surfing on websites and participation in social media with radical or extremist views;
- References to apocalyptic and conspiracy theories.

#### **4.4 Policies and Interventions Used By School to Address Cases of Bullying**

No one is born violent. Violence is an acquired behaviour, a bad habit that everyone should and is able to reject, if they really want to. Bullying can be administered; however, it requires more inputs from various stakeholders. Bullying will continue to happen and victims will continue to suffer if schools do not have a strategy and do not develop contemporary policies to create a safe educative and supportive learning environment, which enables every student to be accepted and included.

There are many strategies to prevent bullying, which can be implemented within the school (Garret, 2003). Researchers state that the most successful programmes to prevent bullying are those which require changes in school culture and climate. In order for these programmes to be effective, they must include the school, family, class and involved individuals themselves. Rigby, Smith & Pepler (2004) describe this method as a “pan-school approach”, where elements of the programme are selected carefully and organised on different levels in both school policies and classroom rules.

##### ***Anti-bullying policies in schools***

56% of teachers in this survey say that there are policies against bullying in their schools, 17% said that there are no such policies and 27% of them do not have any idea about the policies.

No specific anti-bullying policies are available for schools, which might be the reason why some teachers appear to be unaware of such policies and regulations. Teachers are aware of their school rulebook and policies against violence, but these are not sufficient and adequate policies to help the staff address bullying properly. As it was argued throughout this report, bullying differs from ordinary conflicts that happen in school, and therefore, require different policies and measures.

The unawareness of teachers about the existence of anti-bullying policies leads to the idea that some school policies are just formally designed. The process of designing school

---

<sup>51</sup> UNESCO (2016).” Teacher’s Guide on the Prevention of Violent Extremism”. Retrieved from: <http://unesdoc.unesco.org/images/0024/002446/244676e.pdf> in 22 March 2017

policies must include teachers and other school policies, parents and students, in order to have a comprehensive policy and this policy must be known to everyone responsible for educating and protecting children rights.

About 87% of teachers confirm that there is a great need to have well-designed and developed policies in anti-bullying at schools. This number contradicts the answers given by almost 51% of teachers who claimed that there are anti-bullying policies in place in their schools.

Researchers such as Piotrowski and Hoot (2009) claimed that, in order for the teachers to react to bullying, firstly they must be trained to recognise these actions, to understand causes, consequences and measures to take step by step to fight them. Although, several researchers argue that bullying has severe consequences for both the victim and the bully, many teachers do not take any measure to prevent or address it. This is due to the lack of knowledge, techniques and training on how to cope with bullying.

Therefore, a very helpful intervention to prevent bullying is the training of teaching staff on the characteristics or the typical profile of students who are victims and bullies, for instance, if a student shows insecurity or low self-esteem, he/she is likely to be a victim of bullying. These students can be identified and looked after and helped by the teachers, so that they can change to improve their situation. Usually, these students are quiet and have little contact with the teachers with their initiative, so it would be helpful for them if someone notices their situation and offers help.

The study found that regarding the level of trainings for teachers to prevent and address such cases, only 23% of the teachers said that they had had such training and 77% of them didn't have training on this issue. Emphasising the great need for professional development of the teachers on bullying, about 83% of the teachers said that they would be interested to have training to learn more about it and only 7% of them didn't agree to have such training.

There is a close link to what the well-known researchers Flynt and Morton (2008) said: *"Teachers, in general, are willing to attend training, so that they can implement them and find ways to prevent bullying and learn skills to address it"*.

### **School intervention to bullying**

It would be a great help for the school to have a step-by-step prescribed procedure to be adopted when teachers learn that there is a bullying action in their school (Olweus, 1993), because it is possible that teachers do not know how to effectively intervene in these situations, for example, how to approach the students involved or when they should ask for the intervention of parents, principals or school social workers.

In the study, it was analysed that the schools intervened on four levels. As for the preventive interventions and measures at school level, most of the teachers said that the most frequently used measure was **effective supervision** of students out of class in 39% of the cases; **at class level**, most of the schools have created and developed rules in class; **at individual level**, most of the teachers say that school provides individual counselling for the bully in 59% of the cases; and **at community level**, in 23% of the cases school offered information for parents on bullying phenomenon.

The majority of measures and interventions happen at class level and individual level as below:

1. Creating and developing rules in class (75%);
2. Individual counselling for students who have been bullies (69%);
3. Individual counselling for students who have been victims (61%);
4. Regular class discussions about bullying (59%).

Regarding measures taken, 63% of the teachers say that they referred the case to the school principal, half of them (50%) referred the case to the school social worker or psychologist, and in 11% of the cases the bully was not allowed to participate in extracurricular activities. In a less frequent measure, 3% of teachers say that students were expelled from school.

As the data shows, schools have an individual approach when addressing isolated cases of bullying, which opposes the pan-school approach promoted widely by well-known researchers of the field, which is seen as the only effective way to cope with school problems. This method provides a strong relational level of teachers' reactions to bullying and would convey a strong and clear message for bullies, that their behaviour is condemned by all and that there will be punishments ahead if their actions are repeated. A pan-school approach to prevent bullying decreases teachers' workloads regarding the way how they should react in case of such a situation.

If schools had a specific policy and a code of ethics which directs prevention and intervention to bullying and a supportive school community, teachers would be able to effectively and sustainably cope with bullying behaviour. However, in the schools which were included in the study such a policy did not exist. This led to both insecurity and a lack of professionalism in answers that teachers gave in relation to reactions to bullying.

Based on the above-mentioned findings, it can be concluded that it would be reasonable to organise a campaign to increase sensitivity to this issue for students, parents and the community, so that bullying, its types and consequences on students can be better recognised.

In conclusion, it can be said that Albanian schools have limited strategies to prevent or address bullying. What schools possess are school regulations, which represent a disciplinary form and which show that it is not very effective in addressing the problem. The current regulations seem to be unclear and consequently ineffective, because they do not provide any legitimacy guidance on measures for students who are involved in bullying. The bullying issue requires focused efforts by all stakeholders who are part of and responsible for the education of children.

Teachers, through compulsory qualifications and training, should be informed about existing laws related to the protection and rights of children, they should be aware of violence and bullying present among children, and all its types.

Children should be aware of their rights. Approval of regulations which condemn children who use violence, fear, insults toward friends and teachers, should be obligatory. Obligatory regulations which clearly define the rights and obligations should be available for everyone:

students, parents and teachers in every school. They should be public, transparent and clearly explained.

## 5. BIBLIOGRAPHY

1. A. Laas; T. Boezaart (2014). " Legislative framework regarding bullying in South African Schools". Retrieved from :<http://dx.doi.org/10.4314/pej.v17i6.12>
2. Ahmad, Y., & Smith, P. K. (2006). Bullying in schools and the issue of sex differences. Retrieved from: John Archer (Ed.), *Male Violence*. London: Routledge
3. Archer, J., & Cote, S. (2005). Sex differences in aggressive behavior. In: Tremblay, R. E., Hartup, W. W., & Archer, J. (Eds.), *Developmental origins of aggression* (pp. 425-443). New York: Guilford Press.
4. Arseneault, L., Milne, B.J., Taylor, A., Adams, F., Delgado, K., Caspi, A., Moffitt, T.E., (2008). Being bullied as an environmentally mediated contributing factor to children's internalizing problems. *Archives of Pediatrics and Adolescent Medicine* 162, 145–150.
5. Baldry, A. C., & Farrington, D. P. (1999). Types of bullying among Italian school Children. *Journal of Adolescence*, 22: 423-426. 10.
6. Banks, S., Kaplan K., & Groves, M. (2001). Web Site Where Students Slung Vicious Gossip Is Shut Down. *Los Angeles Times*, p. A1.
7. Benton T. (2011). Sticks and stones may break my bones, but being on left on my own is worse: An analysis of reported bullying at school within NFER attitude survey. Slough: NFER
8. Bond, L., Carlin, J.B., Thomas, L., Kerryn R. and Patton G. (2001). Does bullying cause emotional problems? A prospective study of young teenagers. *BMJ*, 323, 480-484.
9. Boulton, M. J., & Smith, P. K. (1994). Bully/victim problems in middle-school children: Stability, self-perceived competence, peer perceptions, and peer acceptance. *British Journal of Developmental Psychology*, 12, 315-329.
10. Ch. Sanderson; G.D. Phye (2004). *Bullying: Implications for the Classroom*. Academic Press.
11. Crick, N. R., & Grotpeter, J. K. (1995). Relational aggression, gender, and social psychological adjustment. *Child Development*, 66, 710–722.
12. Due P, Holstein BE, Lynch J, Diderichsen F, Nic Gabhain S, Scheidt P et al. Bullying and symptoms among school-aged children: international comparative cross sectional study in 28 countries. *Eur J Public Health* 2005;15(2):128–32.
13. Department of Education and Skills. (2013 ). " Anti Bullying policy for primary and post primary school". Retrieved from: <http://www.solaschriost.ie/files/resource-Anti-Bullying-Procedures-for-Primary-and-Post-Primary-Schools-DWEC-Princ.doc>
14. E. Ismaili (2015) " Bullying in secondary schools of Tirana". Doctoral thesis. Retrieved from: <http://www.doktoratura.unitir.edu.al/2015/09/doktoratura-emanuela-ismaili>
15. Egan, S. K., & Perry, D.G. (1998). Does low self-regard invite victimization?. *Developmental Psychology*, 34, 299-309.
16. Espelage, D. L., & Swearer, S. M. (2003). Research on school bullying and victimization: What have we learned and where do we go from here?. *School Psychology Review*, 32, 365-383.
17. Fabre-Cornali, D., Emin, J-C., & Pain, J. (1999) France. In P. K. Smith, Y. Morita, J. Junger-Tas, D. Olweus, R. Catalano, & P. Slee (Eds.), *The nature of school bullying: a cross-national perspective*. London: Routledge. Pp. 128-139.

18. Flynt, S. W. & Morton, R. C. (2008). Alabama elementary principals' perceptions of bullying. *Education*, winter, 187–191
19. Frissen, J. P. (2007). Adolescents' Perception of Bullying: Who is the Victim? Who is the Bully? What can be done to stop the Bullying? *Adolescence* , 749-761
20. Garbarino, James & deLara, Ellen (2002). *And Words Can Hurt Forever: How to Protect Adolescents from Bullying, Harassment, and Emotional Violence*. New York: The Free Press.
21. Georgiou, St., & Stavrinides, P. (2013). Parenting at home and bullying at school. *Social Psychology of Education: An International Journal*.
22. Haynie DL, Nansel T, Eitel P, Crump AD, Saylor K, Yu K et al. Bullies, victims, and bully/victims: distinct groups of at-risk youth. *J Early Adolesc*. 2001;21(1):29.
23. Henkin, R. (2005). *Confronting bullying: Literacy as a tool for character education*. Portsmouth, NH: Heinemann.
24. Hindjua, S., & Patchin, J.W. (2010). Cyber bullying: An exploratory analysis of factors related to offending and victimization. *Deviant Behavior*, 29, 129-156.
25. Hodges, E. V. E., Malone, M. J., & Perry, D. G. (1999). Individual risk and social risk as interacting determinants of victimization in the peer group. *Developmental Psychology*, 33, 1032-1039.
26. Hoover, J.H., Oliver, R.L., & Thomson, K.A. (1993). Perceived victimization by school bullies: New research and future direction. *Journal of Humanistic Education and Development*, 32, 76-84.
27. Janowski, A. & Poland (2003). In Smith, P. K., Morita, Y., Junger-Tas, J., Olweus, D., Catalano, R., & Slee, P. (Eds.), *The nature of school bullying: a cross-national perspective*. London: Routledge. Pp. 264-275.
28. Kaltiala-Heino R, Rimpelae M, Rantanen P, Rimpelä A. Bullying at school – an indicator of adolescents at risk for mental disorders. *J Adolesc*. 2000;23(6):661–74.
29. Kochenderfer, B. J., & Ladd, G. W. (1997). Peer victimization: Cause or consequence of school maladjustment?. *Child Development*, 67, 1305– 1317.
30. Koo, H. (2007). A Time Line of the Evolution of School Bullying in Differing Social Context. *Asia Pacific Education Review*, Vol. 8, No. 1, 107-116. Retrieved from <https://webpace.utexas.edu/lab3346/School20Bullying/Koo2007>
31. Limber, S. P., & Small, M. A. (2003). State laws and policies to address bullying in schools. *School Psychology Review*, 32, 445–455.
32. Lösel, F., & Bliesener, T. (1999) Germany. In : Smith PK, Morita Y, Junger-Tas J, Olweus D, Catalano R, Slee P, editors. *The nature of school bullying: a crossnational perspective*. London and New York: Routledge. fq 224–249
33. M. Cabran; M. Finelli; B. Bradford (2015) " Mapping and Analysis of the Albania CP System". *Maestral International*. Retrieved from: <https://www.unicef.org/albania/CPS-report2015.pdf>
34. Moon, B., Hwang, H.W., and McLuskey, J.D. (2008). Causes of school bullying. *Crime and delinquency*. Vol. XX Number X Sage publication.
35. Nansel TR, Craig W, Overpeck MD, Saluja G, Ruan WJ, the HBSC Bullying Analyses Working Group. Cross-national consistency in the relationship between bullying behaviors and psychosocial adjustment. *Arch Pediatr Adolesc Med*. 2004;158(8):730–36. 3.

36. Nansel, T. R., Overpeck, M., Pilla, R. S., Ruan, W. J., Simons-Morton, B., & Scheidt, P. (2001). Bullying behaviors among US youth: Prevalence and association with psychosocial adjustment. *Journal of the American Medical Association*, 285: 2094
37. Olafsen, R.N. & Viemro, V. (2000). Bully/victim problems and coping with stress among 10- to-12 year old students in A land, Finland. *Aggressive Behaviour*, 26, 5665.
38. Olweus, D. (1994). Annotation: Bullying at school: Basic facts and effects of a school based intervention program. *Journal of Child Psychology and Psychiatry*, 35, 1171-1190.
39. Olweus, D. (1997). Bully/victim problems in school: facts and intervention. *European Journal of Psychology of Education* 12: 495.
40. Olweus, D. (2001). Bullying at School: Tackling the Problem. E aksesushme me 05.06.2014: <http://www.ocedbystander.org/news/fullstory.php/aid/434>
41. Olweus, D. (2001). Bullying at School: Tackling the Problem. E aksesushme me 05.06.2014: <http://www.ocedbystander.org/news/fullstory.php/aid/434/> 181.
42. Olweus, D., & Limber, S. P. (2009). The Olweus Bullying Prevention Program: Implementation and Evaluation over Two Decades. *Tek Handbook of Bullying in Schools*, edited by S. R. Jimerson, S. M. Swearer, and D. L. Espelage, 377–402. New York: Routledge.
43. Olweus, D., (1991). Bully/victim problems among school children: Basic facts and effects of a school based intervention program. In D. Pepler & K. Rubin (Eds.), *The Development and Treatment of Childhood Aggression*, Hillsdale, NJ: Erlbaum, 411-448.
44. Ortega, R., & Mora-Merchan, A. (1999) Spain. In P. K. Smith, Y. Morita, J. Junger-Tas, D. Olweus, R. Catalano, & P. Slee (Eds.), *The nature of school bullying: a cross-national perspective*. London: Routledge. pg. 157-173. 188.
45. P. K. Smith; H. Cowie, R. F. Olafsson; A P. D. Liefoghe (2002). Definitions of Bullying: A Comparison of Terms Used, and Age and Gender Differences, in a Fourteen-Country International Comparison. Volume 73, Issue 4. 10.1111/1467-8624.00461
46. P. Smith (2014). *Understanding School Bullying: Its Nature and Prevention Strategies*. Saga Publication.
47. Piotrowski, D. & Hoot, J. (2009). Bullying and Violence in Schools: What Teachers Should Know and Do. *Childhood Education*, 84 (6): 357-363.
48. Plan of Action to Prevent Violent Extremism. Report of the Secretary-General (A/70/674) [http://www.un.org/en/sc/ctc/docs/2015/SCR%202178\\_2014\\_EN.pdf](http://www.un.org/en/sc/ctc/docs/2015/SCR%202178_2014_EN.pdf)
49. Rigby, K., Smith, P.K & Pepler, D. (2004). *Bullying in schools, how successful can interventions be?*. Cambridge: Cambridge University Press.
50. Salmivalli C., Huttunen A., Lagerspetz K.M.J. (2005). Peer networks and bullying in school. *Scandinavian Journal of Psychology*, 38 (4) 305-312. 225.
51. Salmivalli, C., Lagerspetz, K., Björkqvist, K., Österman, K., & Kaukiainen, A. (1996). Bullying as a group process: participant roles and their relations to social status within the group. *Aggressive Behavior*, 22, 1-5
52. Seals, D., & Young, J. (2003). Bullying and victimization: Prevalence and relationship to gender, grade level, ethnicity, self-esteem, and depression. *Adolescence*, 38, 735-747.
53. Selekman, J., & Vessey, J. (2004). Bullying: It isn't what it used to be. *Kidbits Vol 30 No 3*. 241. Sharp, S. (1995).

54. Sheras, P. (2002). Characteristics, environmental factors, and interventions for bullies/victims. *You're Child: Bully or Victim?. Understanding and Ending School Yard Tyranny*. 1-9, 13, 40-57, 59-64, 71, 73-82, 85-91, 171-176.
55. Smith & Shu, S. (2000). What good schools can do about bullying: Findings from a survey in English schools after a decade of research and action. *Childhood* 7:193–212.
56. Stein, J.A., Dukes, R.L., & Warren, J.I. (2007). Adolescent male bullies, victims, and bully-victims: A comparison of psychosocial and behavioral characteristics. *Journal of Pediatric Psychology*, 32(3), 273-282.
57. Suckling, A. & Temple, C. (2002). *Bullying: a whole-school approach*. London: Jessica Kingsley Publishers.  
A. Tamo; T. Karaj (2006). *Violence against children in Albania*". Mediaprint.
58. Tomas de Almedia, A. M. (1999) Portugal. Tek Smith, P. K. & Morita, Y. & Junger, J., Olweus, D., Catalano, R., & Slee, P., (Eds.). *The nature of school bullying: a cross-national perspective*. London: Routledge. fq. 174-186. 279.
59. Ttofi, M. M., & Farrington, D. P. (2011). Effectiveness of School-Based Programs to Reduce Bullying: A Systematic and Meta-analytic Review. *Journal of Experimental Criminology* 7 (1): 27–56.
60. UN Security Council Resolution 2250, adopted in December 2015, [http://unoy.org/wp-content/uploads/ SCR-2250.pdf](http://unoy.org/wp-content/uploads/SCR-2250.pdf) Decision 46 adopted at the 197th session of UNESCO's Executive Board
61. UNESCO (2016). *Out in the Open: Education sector responses to violence based on sexual orientation or gender identity/ expression*.
62. UNESCO (2017). "School violence and bullying" Published by the United Nations Educational, Scientific and Cultural Organization. ISBN 978-92-3-100197-0
63. UNICEF U-Report / Special Representative of the Secretary-General on Violence against Children. *Ending the torment: Tackling bullying from the schoolyard to cyberspace*
64. United Nations Security Council Resolution 2178, adopted in September 2014, [http://www.un.org/en/sc/ctc/docs/2015/SCR%202178\\_2014\\_EN.pdf](http://www.un.org/en/sc/ctc/docs/2015/SCR%202178_2014_EN.pdf)
65. WHO (2013-2014). *Growing up unequal: gender and socioeconomic differences in young people's health and well-being*. HEALTH POLICY FOR CHILDREN AND ADOLESCENTS, NO. 7
66. WHO (2009-2010). *Growing up unequal: gender and socioeconomic differences in young people's health and well-being*. HEALTH POLICY FOR CHILDREN AND ADOLESCENTS.
67. Wolke, D., Samara, M., & Woods, S. (2004). *Creating characters and social relationships of those involved in bullying: description and implications for new approaches to intervention*. Submitted manuscript, University of Bristol 298.
68. Omer Taspinar, "Fighting Radicalism, Not 'Terrorism': Root Causes Of An International Actor Redefined," *SA/IS Review* XXIX, no. 2 (2009), pp. 75–86.
69. Vurmo, Gj. and Lamallari, B. (2015) *Religious Radicalism and Violent Extremism in Albania*, Tirana: Institute for Democracy and Mediation. Available online at <http://idmalbania.org/wp-content/uploads/2015/07/Religious-Radicalism-Albania-web-final.pdf>

70. IDM (2015) Religious Radicalization and Violent Extremism in Albania, Authors: Vrumo, Gj., Lamllari, B. and A.Papa; <http://idmalbania.org/wp-content/uploads/2015/07/Religious-Radicalism-Albania-web-final.pdf>
71. Shtuni, Adrian (2015) Ethnic Albanian Foreign Fighters in Iraq and Syria, Combating Terrorism Center, published in April 30, 2015, <https://www.ctc.usma.edu/posts/ethnic-albanian-foreign-fighters-in-iraq-and-syria>
72. Lamllari, Besfort (2016) Dealing with Returning Foreign Fighters, available at: [file:///C:/Users/HP-pc/Downloads/train\\_2016\\_dealing\\_with\\_returning\\_foreign\\_fighters\\_besfort\\_lamallari.pdf](file:///C:/Users/HP-pc/Downloads/train_2016_dealing_with_returning_foreign_fighters_besfort_lamallari.pdf)
73. Vurmo, Gj. and Lamallari, B. (2015) Religious Radicalism and Violent Extremism in Albania, Tirana: Institute for Democracy and Mediation. Available online at <http://idmalbania.org/wp-content/uploads/2015/07/Religious-Radicalism-Albania-web-final.pdf>
74. Cabran, M., Finelli, M., & Bradford, B. (2016) , *Child Protection System Mapping and Assessment in Albania*, Albania CP System Mapping and Analysis, A participatory documenting of practices and perceptions, MAESTRAL INTERNATIONAL, Minneapolis, <https://www.unicef.org/albania/CPS-report2015.pdf>

## **Laws and protocols**

*Constitution of Albania*, Law No 9904, date 21.4.2008, last amended by Law No 76/2016, date 22/7/2016, Official Gazette, accessed 20.08.2016, <http://www.qbz.gov.al/kushtetuta.htm>

*Law on Pre-university Education*, Law No 69/2012, Official Gazette, <http://www.arsimi.gov.al/files/userfiles/parauniversitar/Liqi-nr-69-21-06-2012.pdf>

*Law on People's Advocate*, Law No 8454, last amended by Law No 155/2014, date 27.11.2014, <http://www.avokatipopullit.gov.al/sq/liqji-p%C3%ABr-avokatin-e-popullit-0>

*Law on Protection from Discrimination*, No 10221, date 4.2.2010, Official Gazette (Ligji per mbrojtjen nga diskriminimi), accessed 20.06.2016, <http://kmd.al/skedaret/1442237534-1308053956-Liqji%20per%20mbrojtjen%20nga%20diskriminimi.pdf>

*Law on the child rights and child protection*, Law Nr. 18/2017 date 23.2.2017

*Ratified treaties of the Council of Europe*

[Council of Europe Convention against Trafficking in Human Organs](#)

[Protocol No. 16 to the Convention for the Protection of Human Rights and Fundamental Freedoms](#)

[Protocol No. 15 amending the Convention for the Protection of Human Rights and Fundamental Freedoms](#)

[Council of Europe Convention on preventing and combating violence against women and domestic violence](#)

[Council of Europe Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse](#)

[Council of Europe Convention on Action against Trafficking in Human Beings](#)  
[Convention on Contact concerning Children](#)

[Additional Protocol to the Convention on Cybercrime, concerning the criminalisation of acts of a racist and xenophobic nature committed through computer systems](#)

[Protocol No. 12 to the Convention for the Protection of Human Rights and Fundamental Freedoms](#)

[Convention for the Protection of Human Rights and Fundamental Freedoms](#)

## 6. APPENDIX

### 6.1 Frequencies of Students' Questionnaire

#### 6.1 Frequencies of Students' Questionnaire

		<b>Municipality</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Berat	107	4.5	4.5	4.5
	Dibra	115	4.8	4.8	9.3
	Durres	272	11.4	11.4	20.8
	Elbasan	230	9.7	9.7	30.5
	Fier	262	11.0	11.0	41.5
	Gjirokaster	44	1.9	1.9	43.3
	Korce	161	6.8	6.8	50.1
	Kukes	99	4.2	4.2	54.3
	Lezhe	111	4.7	4.7	58.9
	Shkoder	196	8.2	8.2	67.2
	Tirana	635	26.7	26.7	93.9
	Vlore	145	6.1	6.1	100.0
	Total	2377	100.0	100.0	

		<b>Area</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Urban	1441	60.6	60.6	60.6
	Rural	936	39.4	39.4	100.0
	Total	2377	100.0	100.0	

		<b>Level</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Primary 9 years school	1757	73.9	73.9	73.9
	Secondary General (Gymnasium)	536	22.5	22.5	96.5
	Secondary VET	84	3.5	3.5	100.0
	Total	2377	100.0	100.0	

		<b>Sector</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Public	2222	93.5	93.5	93.5
	Privat	155	6.5	6.5	100.0
	Total	2377	100.0	100.0	

#### Q1 Grade

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Grade 4	304	12.8	12.8	12.8
	Grade 5	233	9.8	9.8	22.6
	Grade 6	331	13.9	13.9	36.5
	Grade 7	227	9.5	9.5	46.1
	Grade 8	361	15.2	15.2	61.3
	Grade 9	301	12.7	12.7	73.9
	Grade 10	249	10.5	10.5	84.4
	Grade 11	224	9.4	9.4	93.8
	Grade 12	147	6.2	6.2	100.0
	Total	2377	100.0	100.0	

#### P1 How you feel about school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I dislike school very much	64	2.7	2.7	2.7
	I dislike school	44	1.9	1.9	4.5
	I neither like nor dislike school	202	8.5	8.5	13.0
	I like school	877	36.9	36.9	49.9
	I like school very much	1177	49.5	49.5	99.5
	N/A	13	.5	.5	100.0
	Total	2377	100.0	100.0	

#### Sex

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Girl	1295	54.5	54.5	54.5
	Boy	1082	45.5	45.5	100.0
	Total	2377	100.0	100.0	

#### P3 How many good friends do you have in your class(es)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None.	98	4.1	4.1	4.1
	I have 1 good friend in my class(es)	279	11.7	11.7	15.9

I have 2 or 3 good friends in my class(es)	552	23.2	23.2	39.1
I have 4 or 5 good friends in my class(es)	433	18.2	18.2	57.3
I have 6 or more good friends in my class(es)	992	41.7	41.7	99.0
N/A	23	1.0	1.0	100.0
Total	2377	100.0	100.0	

**P5 I was called mean names, was made fun of, or teased in a hurtful way**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid I have not been bullied at school in the past couple of months	1793	75.4	75.4	75.4
It has only happened once or twice	362	15.2	15.2	90.7
2 or 3 times a month	50	2.1	2.1	92.8
About once a week	29	1.2	1.2	94.0
Several times a week	44	1.9	1.9	95.8
N/A	99	4.2	4.2	100.0
Total	2377	100.0	100.0	

**P6 Other students left me out of things on purpose, excluded me from their group of friends, or completely ignored me**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid I have not been bullied at school in the past couple of months	2029	85.4	85.4	85.4
It has only happened once or twice	172	7.2	7.2	92.6
2 or 3 times a month	32	1.3	1.3	93.9
About once a week	20	.8	.8	94.8
Several times a week	15	.6	.6	95.4
N/A	109	4.6	4.6	100.0
Total	2377	100.0	100.0	

**P7 I was hit, kicked, pushed, or shoved around or locked indoors**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid I have not been bullied at school in the past couple of months	2066	86.9	86.9	86.9
It has only happened once or twice	133	5.6	5.6	92.5
2 or 3 times a month	29	1.2	1.2	93.7
About once a week	12	.5	.5	94.2

Several times a week	24	1.0	1.0	95.2
N/A	113	4.8	4.8	100.0
Total	2377	100.0	100.0	

**P8 Other students told lies or spread false rumors about me and tried to make others dislike me**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I have not been bullied at school in the past couple of months	1795	75.5	75.5	75.5
	It has only happened once or twice	353	14.9	14.9	90.4
	2 or 3 times a month	55	2.3	2.3	92.7
	About once a week	28	1.2	1.2	93.9
	Several times a week	37	1.6	1.6	95.4
	N/A	109	4.6	4.6	100.0
	Total	2377	100.0	100.0	

**P9 I had money or other things taken away from me or damaged**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I have not been bullied at school in the past couple of months	2045	86.0	86.0	86.0
	It has only happened once or twice	168	7.1	7.1	93.1
	2 or 3 times a month	21	.9	.9	94.0
	About once a week	16	.7	.7	94.7
	Several times a week	32	1.3	1.3	96.0
	N/A	95	4.0	4.0	100.0
	Total	2377	100.0	100.0	

**P10 I was threatened or forced to do things I didn't want to do**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I have not been bullied at school in the past couple of months	2130	89.6	89.6	89.6
	It has only happened once or twice	95	4.0	4.0	93.6
	2 or 3 times a month	19	.8	.8	94.4
	About once a week	18	.8	.8	95.2
	Several times a week	14	.6	.6	95.8
	N/A	101	4.2	4.2	100.0
	Total	2377	100.0	100.0	

**P11 I was bullied with mean names or comments about my race or color**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I have not been bullied at school in the past couple of months	2066	86.9	86.9	86.9
	It has only happened once or twice	130	5.5	5.5	92.4
	2 or 3 times a month	29	1.2	1.2	93.6
	About once a week	18	.8	.8	94.4
	Several times a week	32	1.3	1.3	95.7
	N/A	102	4.3	4.3	100.0
	Total	2377	100.0	100.0	

**P12 I was bullied with mean names, comments, or gestures with a sexual meaning**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I have not been bullied at school in the past couple of months	2085	87.7	87.7	87.7
	It has only happened once or twice	108	4.5	4.5	92.3
	2 or 3 times a month	22	.9	.9	93.2
	About once a week	18	.8	.8	93.9
	Several times a week	24	1.0	1.0	95.0
	N/A	120	5.0	5.0	100.0
	Total	2377	100.0	100.0	

**P12\_A I was bullied with mean or hurtful messages, calls or pictures, or in other ways on my cell phones or over the internet (computer)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I have not been bullied at school in the past couple of months	2047	86.1	86.1	86.1
	It has only happened once or twice	150	6.3	6.3	92.4
	2 or 3 times a month	29	1.2	1.2	93.6
	About once a week	10	.4	.4	94.1
	Several times a week	11	.5	.5	94.5
	N/A	130	5.5	5.5	100.0
	Total	2377	100.0	100.0	

**P12\_B If you bullied on your cell phone or over the Internet, how was it done**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Only on the cell phone	64	2.7	32.0	32.0

	Only over th Internet	78	3.3	39.0	71.0
	In both ways	47	2.0	23.5	94.5
	N/A	11	.5	5.5	100.0
	Total	200	8.4	100.0	
Missing	System	2177	91.6		
Total		2377	100.0		

**P13 I was bullied in another way**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I have not been bullied at school in the past couple of months	2048	86.2	86.2	86.2
	It has only happened once or twice	98	4.1	4.1	90.3
	2 or 3 times a month	21	.9	.9	91.2
	About once a week	12	.5	.5	91.7
	Several times a week	11	.5	.5	92.1
	Other	24	1.0	1.0	93.1
	N/A	163	6.9	6.9	100.0
	Total	2377	100.0	100.0	

**P14 In which grade is the student or students who bully you**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	It hasn't happened to me in the past couple of months	1782	75.0	75.0	75.0
	In my class	246	10.3	10.3	85.3
	In a different class but the same grade(year)	87	3.7	3.7	89.0
	In e higher grade (s)	78	3.3	3.3	92.3
	In a lower grade (s)	16	.7	.7	92.9
	In both higher and lower grades	18	.8	.8	93.7
	N/A	150	6.3	6.3	100.0
	Total	2377	100.0	100.0	

**P15 Have you been bullied by boys or girls**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I haven't been bullied at school in the past couple of months	1801	75.8	75.8	75.8
	Mainly by one girl	94	4.0	4.0	79.7

By several girls	35	1.5	1.5	81.2
Mainly by one boy	193	8.1	8.1	89.3
By several boys	59	2.5	2.5	91.8
By both boys and girls	69	2.9	2.9	94.7
N/A	126	5.3	5.3	100.0
Total	2377	100.0	100.0	

**P16 By how many students have you usually been bullied**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I haven't been bullied at school in the past couple of months	1784	75.1	75.1	75.1
	Mainly by one student	236	9.9	9.9	85.0
	By a group of two or three students	163	6.9	6.9	91.8
	By a group of four to nine students	28	1.2	1.2	93.0
	By a group of more than ten students	12	.5	.5	93.5
	By several different students or groups of students	15	.6	.6	94.2
	N/A	139	5.8	5.8	100.0
	Total	2377	100.0	100.0	

**P17 How long has the bullying lasted**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I've never been bullied at school	1781	74.9	74.9	74.9
	I haven't been bullied at school in the past couple of months	181	7.6	7.6	82.5
	It lasted one or two weeks	238	10.0	10.0	92.6
	It lasted about a month	42	1.8	1.8	94.3
	It has lasted about six months	17	.7	.7	95.0
	It has lasted about a year	11	.5	.5	95.5
	It has gone on for several years	19	.8	.8	96.3
	N/A	88	3.7	3.7	100.0
	Total	2377	100.0	100.0	

**P18 Where have you been bullied**

	Frequency	Percent	Valid Percent	Cumulative Percent
--	-----------	---------	---------------	--------------------

Valid	I have not been bullied at school in the past couple of months	1937	81.5	81.5	81.5
	I have been bullied in one or more of the following places in the past couple of months	440	18.5	18.5	100.0
	Total	2377	100.0	100.0	

**P18\_A On the playground / athletic field**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	274	11.5	62.3	62.3
	Yes	166	7.0	37.7	100.0
	Total	440	18.5	100.0	
Missing	System	1937	81.5		
Total		2377	100.0		

**P18\_B In the hallways/ stairwells**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	358	15.1	81.4	81.4
	Yes	82	3.4	18.6	100.0
	Total	440	18.5	100.0	
Missing	System	1937	81.5		
Total		2377	100.0		

**P18\_C In the classroom with the teacher in the room**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	382	16.1	86.8	86.8
	Yes	58	2.4	13.2	100.0
	Total	440	18.5	100.0	
Missing	System	1937	81.5		
Total		2377	100.0		

**P18\_D In the classroom with the teacher out of the room**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	272	11.4	61.8	61.8
	Yes	168	7.1	38.2	100.0
	Total	440	18.5	100.0	
Missing	System	1937	81.5		
Total		2377	100.0		

**P18\_E In the bathroom**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	409	17.2	93.0	93.0
	Yes	31	1.3	7.0	100.0
	Total	440	18.5	100.0	
Missing	System	1937	81.5		
Total		2377	100.0		

**P18\_F In gym class or the gym locker room / shower**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	397	16.7	90.2	90.2
	Yes	43	1.8	9.8	100.0
	Total	440	18.5	100.0	
Missing	System	1937	81.5		
Total		2377	100.0		

**P18\_G In the lunchroom**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	426	17.9	96.8	96.8
	Yes	14	.6	3.2	100.0
	Total	440	18.5	100.0	
Missing	System	1937	81.5		
Total		2377	100.0		

**P18\_H On the way to or from school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	368	15.5	83.6	83.6
	Yes	72	3.0	16.4	100.0
	Total	440	18.5	100.0	
Missing	System	1937	81.5		
Total		2377	100.0		

**P18\_I At the school bus stop**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	430	18.1	97.7	97.7
	Yes	10	.4	2.3	100.0
	Total	440	18.5	100.0	
Missing	System	1937	81.5		
Total		2377	100.0		

**P18\_J On the school bus**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	424	17.8	96.4	96.4
	Yes	16	.7	3.6	100.0
	Total	440	18.5	100.0	
Missing	System	1937	81.5		
Total		2377	100.0		

**P18\_K Somewhere else in school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	423	17.8	96.1	96.1
	Yes	17	.7	3.9	100.0
	Total	440	18.5	100.0	
Missing	System	1937	81.5		
Total		2377	100.0		

**P19 Have you told anyone that you have been bullied at school in the past couple of months**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I haven't been bullied at school in the past couple of months	1782	75.0	75.0	75.0
	I have been bullied and have not told anyone about it	137	5.8	5.8	80.7
	I have been bullied and I have told somebody about it	374	15.7	15.7	96.5
	N/A	84	3.5	3.5	100.0
	Total	2377	100.0	100.0	

**P19\_A Your classroom teacher**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	332	14.0	72.5	72.5
	Yes	126	5.3	27.5	100.0
	Total	458	19.3	100.0	
Missing	System	1919	80.7		
Total		2377	100.0		

**P19\_B Another adult at school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	441	18.6	96.3	96.3

	Yes	17	.7	3.7	100.0
	Total	458	19.3	100.0	
Missing	System	1919	80.7		
Total		2377	100.0		

**P\_19C Your parents(s) / guardian**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	323	13.6	70.5	70.5
	Yes	135	5.7	29.5	100.0
	Total	458	19.3	100.0	
Missing	System	1919	80.7		
Total		2377	100.0		

**P19\_D Your brother(s) / sister(s)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	394	16.6	86.0	86.0
	Yes	64	2.7	14.0	100.0
	Total	458	19.3	100.0	
Missing	System	1919	80.7		
Total		2377	100.0		

**P19\_E Your friends(s)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	332	14.0	72.5	72.5
	Yes	126	5.3	27.5	100.0
	Total	458	19.3	100.0	
Missing	System	1919	80.7		
Total		2377	100.0		

**P19\_F Somebody else**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	448	18.8	97.8	97.8
	Yes	10	.4	2.2	100.0
	Total	458	19.3	100.0	
Missing	System	1919	80.7		
Total		2377	100.0		

**P20 How often do the teachers or other adults at school try to put a stop to it when a student is being bullied at school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost never	575	24.2	24.2	24.2
	Once in a while	339	14.3	14.3	38.5
	Sometimes	166	7.0	7.0	45.4
	Often	311	13.1	13.1	58.5
	Almost always	720	30.3	30.3	88.8
	N/A	266	11.2	11.2	100.0
	Total	2377	100.0	100.0	

**P21 How often do other students try to put a stop to it when a student is being bullied at school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost never	670	28.2	28.2	28.2
	Once in a while	378	15.9	15.9	44.1
	Sometimes	437	18.4	18.4	62.5
	Often	320	13.5	13.5	75.9
	Almost always	357	15.0	15.0	91.0
	N/A	215	9.0	9.0	100.0
	Total	2377	100.0	100.0	

**P22 Has any other adult at home contacted the school to try to stop your being bullied at school in the past couple of months**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I haven't been bullied at school in the past couple of months	1776	74.7	74.7	74.7
	No, they haven't contacted the school	219	9.2	9.2	83.9
	Yes, they have contacted the school once	91	3.8	3.8	87.8
	Yes, they have contacted the school several times	143	6.0	6.0	93.8
	N/A	148	6.2	6.2	100.0
	Total	2377	100.0	100.0	

**P23 When you see a student your age being bullied at school, what do you feel or think**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	That is probably what he or she deserves	268	11.3	11.3	11.3
	I don't feel much	130	5.5	5.5	16.7
	I feel a bit sorry for him or her	366	15.4	15.4	32.1

I feel sorry for him or her and want to help him or her	1517	63.8	63.8	96.0
N/A	96	4.0	4.0	100.0
Total	2377	100.0	100.0	

**P25 I called another student(s) mean names, made fun of, or teased him or her in a hurtful way**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	It hasn't happened in the past couple of months	1856	78.1	78.1	78.1
	It has only happened once or twice	287	12.1	12.1	90.2
	2 or 3 times a month	51	2.1	2.1	92.3
	About once a week	24	1.0	1.0	93.3
	Several times a week	43	1.8	1.8	95.1
	N/A	116	4.9	4.9	100.0
	Total	2377	100.0	100.0	

**P26 I kept him or her out of things on purpose, excluded him or her from my group of friends, or completely ignored him or her**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	It hasn't happened in the past couple of months	2020	85.0	85.0	85.0
	It has only happened once or twice	161	6.8	6.8	91.8
	2 or 3 times a month	32	1.3	1.3	93.1
	About once a week	22	.9	.9	94.0
	Several times a week	25	1.1	1.1	95.1
	N/A	117	4.9	4.9	100.0
	Total	2377	100.0	100.0	

**P27 I hit, kicked, pushed, or shoved him or her around**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	It hasn't happened in the past couple of months	2086	87.8	87.8	87.8
	It has only happened once or twice	108	4.5	4.5	92.3
	2 or 3 times a month	18	.8	.8	93.1
	About once a week	20	.8	.8	93.9
	Several times a week	19	.8	.8	94.7
	N/A	126	5.3	5.3	100.0
	Total	2377	100.0	100.0	

**P28 I spread false rumors about him or her and tried to make others dislike him or her**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	It hasn't happened in the past couple of months	2079	87.5	87.5	87.5
	It has only happened once or twice	127	5.3	5.3	92.8
	2 or 3 times a month	26	1.1	1.1	93.9
	About once a week	6	.3	.3	94.2
	Several times a week	4	.2	.2	94.3
	N/A	135	5.7	5.7	100.0
	Total	2377	100.0	100.0	

**P29 I took money or other things from him or her or damaged his or her belongings**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	It hasn't happened in the past couple of months	2123	89.3	89.3	89.3
	It has only happened once or twice	50	2.1	2.1	91.4
	2 or 3 times a month	18	.8	.8	92.2
	About once a week	14	.6	.6	92.8
	Several times a week	12	.5	.5	93.3
	N/A	160	6.7	6.7	100.0
	Total	2377	100.0	100.0	

**P30 I threatened or forced him or her to do things he or she didn't want to do**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	It hasn't happened in the past couple of months	2093	88.1	88.1	88.1
	It has only happened once or twice	69	2.9	2.9	91.0
	2 or 3 times a month	19	.8	.8	91.8
	About once a week	19	.8	.8	92.6
	Several times a week	15	.6	.6	93.2
	N/A	162	6.8	6.8	100.0
	Total	2377	100.0	100.0	

**P31I bullied him or her with mean names or comments about his or her race or color**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	It hasn't happened in the past couple of months	2030	85.4	85.4	85.4

	It has only happened once or twice	130	5.5	5.5	90.9
	2 or 3 times a month	18	.8	.8	91.6
	About once a week	20	.8	.8	92.5
	Several times a week	20	.8	.8	93.3
	N/A	159	6.7	6.7	100.0
	Total	2377	100.0	100.0	

**P32.32. I bullied him or her with mean names, comments, or gestures with a sexual meaning**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	It hasn't happened in the past couple of months	2038	85.7	85.7	85.7
	It has only happened once or twice	113	4.8	4.8	90.5
	2 or 3 times a month	24	1.0	1.0	91.5
	About once a week	13	.5	.5	92.0
	Several times a week	20	.8	.8	92.9
	N/A	169	7.1	7.1	100.0
	Total	2377	100.0	100.0	

**P32\_A 32. I bullied him or her with mean or hurtful messages, calls or pictures, or in other ways on my cell phones or over the internet**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	It hasn't happened in the past couple of months	2022	85.1	85.1	85.1
	It has only happened once or twice	129	5.4	5.4	90.5
	2 or 3 times a month	25	1.1	1.1	91.5
	About once a week	8	.3	.3	91.9
	Several times a week	9	.4	.4	92.3
	N/A	184	7.7	7.7	100.0
	Total	2377	100.0	100.0	

**P32\_B If you bullied another student (s) on your cell phone or over the Internet, how was it done**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Only on the cell phone	44	1.9	25.7	25.7
	Only over the Internet	81	3.4	47.4	73.1
	In both ways	31	1.3	18.1	91.2
	N/A	15	.6	8.8	100.0
	Total	171	7.2	100.0	
Missing	System	2206	92.8		

Total	2377	100.0		
-------	------	-------	--	--

**P33 I bullied him or her in another way**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	It hasn't happened in the past couple of months	2068	87.0	87.0	87.0
	It has only happened once or twice	72	3.0	3.0	90.0
	2 or 3 times a month	16	.7	.7	90.7
	About once a week	9	.4	.4	91.1
	Several times a week	8	.3	.3	91.4
	Other	13	.5	.5	92.0
	N/A	191	8.0	8.0	100.0
	Total	2377	100.0	100.0	

**P33\_TXT Specify**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		2366	99.5	99.5	99.5
	0	2	.1	.1	99.6
	2	2	.1	.1	99.7
	3	1	.0	.0	99.7
	asnjehere	3	.1	.1	99.9
	me tallje me te qeshur	1	.0	.0	99.9
	mund te kwm bere ndonje shaka	1	.0	.0	100.0
	vetem per emra me nofka	1	.0	.0	100.0
	Total	2377	100.0	100.0	

**P34 Has any adult in your school talked with you about your bullying other students at school in the past couple of months**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I haven't bullied other student(s) at school in the past couple of months	1868	78.6	78.6	78.6
	No, they haven't talked with me about it	140	5.9	5.9	84.5
	Yes, they have talked with me about it once	100	4.2	4.2	88.7
	Yes, they have talked with me about it several times	103	4.3	4.3	93.0
	N/A	166	7.0	7.0	100.0
	Total	2377	100.0	100.0	

**P35 Has any adult at home talked with you about bullying other student(s) at school in the past couple of months**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I haven't bullied other student(s) at school in the past couple of months	1900	79.9	79.9	79.9
	No, they haven't talked with me about it	152	6.4	6.4	86.3
	Yes, they have talked with me about it once	99	4.2	4.2	90.5
	Yes, they have talked with me about it several times	78	3.3	3.3	93.8
	N/A	148	6.2	6.2	100.0
	Total	2377	100.0	100.0	

**P36 Do you think you could join in bullying a student whom you didn't like**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	185	7.8	7.8	7.8
	Yes, maybe	169	7.1	7.1	14.9
	I don't know	305	12.8	12.8	27.7
	No, I don't think so	218	9.2	9.2	36.9
	No	466	19.6	19.6	56.5
	Definitely no	933	39.3	39.3	95.8
	N/A	101	4.2	4.2	100.0
	Total	2377	100.0	100.0	

**P37 How do you usually react if you see or understand that a student your age is being bullied by other students**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I have never noticed that students my age have been bullied	965	40.6	40.6	40.6
	I take part in the bullying	58	2.4	2.4	43.0
	I don't do anything, but I think the bullying is OK	52	2.2	2.2	45.2
	I just watch what goes on	82	3.4	3.4	48.7
	I don't do anything, but I think I ought to help the bullied student	297	12.5	12.5	61.2
	I try to help the bullied student in one way or another	815	34.3	34.3	95.5
	N/A	108	4.5	4.5	100.0
	Total	2377	100.0	100.0	

**P38 How often are you afraid of being bullied by other students in your school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1427	60.0	60.0	60.0
	Seldom	360	15.1	15.1	75.2
	Sometimes	292	12.3	12.3	87.5
	Fairly often	46	1.9	1.9	89.4
	Often	73	3.1	3.1	92.5
	Very often	94	4.0	4.0	96.4
	N/A	85	3.6	3.6	100.0
	Total	2377	100.0	100.0	

**P39 Overall, how much do you think your class or homeroom teacher has done to cut down on the bullying in your classroom in the past couple of months**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Little or nothing	462	19.4	19.4	19.4
	Fairly little	162	6.8	6.8	26.3
	Somewhat	215	9.0	9.0	35.3
	A good deal	454	19.1	19.1	54.4
	Much	862	36.3	36.3	90.7
	N/A	222	9.3	9.3	100.0
	Total	2377	100.0	100.0	

**P40 To what ethnic group you belong**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Albanian	2113	88.9	88.9	88.9
	Greek	30	1.3	1.3	90.2
	Macedonian	5	.2	.2	90.4
	Montenegrin	2	.1	.1	90.5
	Roma	8	.3	.3	90.8
	Egyptian	11	.5	.5	91.2
	Other	14	.6	.6	91.8
	N/A	194	8.2	8.2	100.0
	Total	2377	100.0	100.0	

**P40\_TXT Specify ethnicity**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		2365	99.5	99.5	99.5
	0	3	.1	.1	99.6
	amerikan	1	.0	.0	99.7

bullgar	1	.0	.0	99.7
italian	1	.0	.0	99.7
Italiane	1	.0	.0	99.8
Reptilian	1	.0	.0	99.8
serbe	1	.0	.0	99.9
shqiptar dhe italian	1	.0	.0	99.9
turk	1	.0	.0	100.0
Turk	1	.0	.0	100.0
Total	2377	100.0	100.0	

## 6.2 Frequencies of Teachers' Questionnaire

### Municipality

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Berat	120	3.4	3.4	3.4
	Dibra	146	4.1	4.1	7.5
	Durres	380	10.7	10.7	18.1
	Elbasan	241	6.8	6.8	24.9
	Fier	371	10.4	10.4	35.3
	Gjirokaster	68	1.9	1.9	37.2
	Korce	191	5.4	5.4	42.6
	Kukes	146	4.1	4.1	46.7
	Lezhe	162	4.6	4.6	51.3
	Shkoder	246	6.9	6.9	58.2
	Tirana	1248	35.1	35.1	93.2
	Vlore	241	6.8	6.8	100.0
	Total	3560	100.0	100.0	

### Area

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Urban	2750	77.2	77.2	77.2
	Rural	810	22.8	22.8	100.0
	Total	3560	100.0	100.0	

### Level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Primary 9 years school	2360	66.3	66.3	66.3
	Secondary General (Gymnasium)	1026	28.8	28.8	95.1
	Secondary VET	174	4.9	4.9	100.0

Total	3560	100.0	100.0
-------	------	-------	-------

#### Sector

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Public	3387	95.1	95.1	95.1
Privat	173	4.9	4.9	100.0
Total	3560	100.0	100.0	

#### Q1. What is your position?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid School Director	111	3.1	3.1	3.1
Teacher	1648	46.3	46.3	49.4
Class or homeroom teacher	1719	48.3	48.3	97.7
Other	82	2.3	2.3	100.0
Total	3560	100.0	100.0	

#### Q2. How long have you been at your school?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Less than 1 year	165	4.6	4.6	4.6
2-6 years	683	19.2	19.2	23.8
7-14 years	928	26.1	26.1	49.9
15- 20 years	662	18.6	18.6	68.5
20+	1122	31.5	31.5	100.0
Total	3560	100.0	100.0	

#### Q3. What grade level(s) do you work with?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Primary (grades 1-5)	878	24.7	24.7	24.7
Secondary(grades 5- 9)	1432	40.2	40.2	64.9
Upper-secondary General (grades 10-12)	1071	30.1	30.1	95.0
Secondary VETI	179	5.0	5.0	100.0
Total	3560	100.0	100.0	

#### Q4. Sex

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Female	2877	80.8	80.8	80.8
Male	683	19.2	19.2	100.0

Total	3560	100.0	100.0
-------	------	-------	-------

**Q5. What sector is your school?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Privat	173	4.9	4.9	4.9
Public	3387	95.1	95.1	100.0
Total	3560	100.0	100.0	

**Q7. Is there bullying at your school? ?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	2090	58.7	58.7	58.7
No	770	21.6	21.6	80.3
Do not know	700	19.7	19.7	100.0
Total	3560	100.0	100.0	

**Q8\_1 PHYSICAL**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	833	23.4	23.4	23.4
Disagree	536	15.1	15.1	38.5
Neutral	627	17.6	17.6	56.1
Agree	862	24.2	24.2	80.3
Strongly Agree	141	4.0	4.0	84.2
No Answer	561	15.8	15.8	100.0
Total	3560	100.0	100.0	

**Q8\_2 VERBAL**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	374	10.5	10.5	10.5
Disagree	383	10.8	10.8	21.3
Neutral	626	17.6	17.6	38.8
Agree	1335	37.5	37.5	76.3
Strongly Agree	343	9.6	9.6	86.0
No Answer	499	14.0	14.0	100.0
Total	3560	100.0	100.0	

**Q8\_3 SOCIAL**

	Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Strongly Disagree	558	15.7	15.7	15.7
	Disagree	547	15.4	15.4	31.0
	Neutral	921	25.9	25.9	56.9
	Agree	779	21.9	21.9	78.8
	Strongly Agree	105	2.9	2.9	81.7
	No Answer	650	18.3	18.3	100.0
	Total	3560	100.0	100.0	

#### Q8\_4 PSYCHOLOGICAL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	503	14.1	14.1	14.1
	Disagree	453	12.7	12.7	26.9
	Neutral	739	20.8	20.8	47.6
	Agree	1053	29.6	29.6	77.2
	Strongly Agree	187	5.3	5.3	82.4
	No Answer	625	17.6	17.6	100.0
	Total	3560	100.0	100.0	

#### Q8\_5 RACIAL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1098	30.8	30.8	30.8
	Disagree	611	17.2	17.2	48.0
	Neutral	675	19.0	19.0	67.0
	Agree	410	11.5	11.5	78.5
	Strongly Agree	70	2.0	2.0	80.4
	No Answer	696	19.6	19.6	100.0
	Total	3560	100.0	100.0	

#### Q8\_6 SEXUAL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1465	41.2	41.2	41.2
	Disagree	581	16.3	16.3	57.5
	Neutral	563	15.8	15.8	73.3
	Agree	177	5.0	5.0	78.3
	Strongly Agree	46	1.3	1.3	79.6
	No Answer	728	20.4	20.4	100.0
	Total	3560	100.0	100.0	

#### Q8\_7 CYBERBULLYING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	662	18.6	18.6	18.6
	Disagree	359	10.1	10.1	28.7
	Neutral	897	25.2	25.2	53.9
	Agree	739	20.8	20.8	74.6
	Strongly Agree	257	7.2	7.2	81.9
	No Answer	646	18.1	18.1	100.0
	Total	3560	100.0	100.0	

**Q8\_8 NO ONE OF ABOVE**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	.1	.5	.5
	Disagree	1	.0	.3	.8
	Neutral	4	.1	1.0	1.8
	Agree	1	.0	.3	2.1
	Strongly Agree	1	.0	.3	2.3
	No Answer	377	10.6	97.7	100.0
	Total	386	10.8	100.0	
Missing	System	3174	89.2		
Total		3560	100.0		

**Q8\_txt**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		3560	100.0	100.0	100.0

**Q9\_1 Writing inappropriate/hurtful words online**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	1739	48.8	59.7	59.7
	Yes	1175	33.0	40.3	100.0
	Total	2914	81.9	100.0	
Missing	System	646	18.1		
Total		3560	100.0		

**Q9\_2 Sending inappropriate/hurtful messages**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	2017	56.7	69.2	69.2
	Yes	897	25.2	30.8	100.0
	Total	2914	81.9	100.0	
Missing	System	646	18.1		

Total	3560	100.0		
-------	------	-------	--	--

**Q9\_3 Uploading/sharing inappropriate images online**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	2339	65.7	80.3	80.3
	Yes	575	16.2	19.7	100.0
	Total	2914	81.9	100.0	
Missing	System	646	18.1		
Total		3560	100.0		

**Q9\_4 Other**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	2860	80.3	98.1	98.1
	Yes	54	1.5	1.9	100.0
	Total	2914	81.9	100.0	
Missing	System	646	18.1		
Total		3560	100.0		

**Q9\_TXT specify**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		3522	98.9	98.9	98.9
	0	23	.6	.6	99.6
	1	10	.3	.3	99.9
	fizike	1	.0	.0	99.9
	kenget rep	1	.0	.0	99.9
	Perdorimii termave ofenduese ne korridor	1	.0	.0	99.9
	verbal	1	.0	.0	100.0
	VERBAL	1	.0	.0	100.0
	Total	3560	100.0	100.0	

**Q10\_1 Mobile phone**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	1700	47.8	58.3	58.3
	Yes	1214	34.1	41.7	100.0
	Total	2914	81.9	100.0	
Missing	System	646	18.1		
Total		3560	100.0		

**Q10\_2 Email services**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	2658	74.7	91.2	91.2
	Yes	256	7.2	8.8	100.0
	Total	2914	81.9	100.0	
Missing	System	646	18.1		
Total		3560	100.0		

**Q10\_3 Social networking sites (e.g. Facebook)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	1738	48.8	59.6	59.6
	Yes	1176	33.0	40.4	100.0
	Total	2914	81.9	100.0	
Missing	System	646	18.1		
Total		3560	100.0		

**Q10\_4 Microblogging tools (e.g. Twitter)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	2707	76.0	92.9	92.9
	Yes	207	5.8	7.1	100.0
	Total	2914	81.9	100.0	
Missing	System	646	18.1		
Total		3560	100.0		

**Q10\_5 Online phone services (e.g. Skype)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	2746	77.1	94.2	94.2
	Yes	168	4.7	5.8	100.0
	Total	2914	81.9	100.0	
Missing	System	646	18.1		
Total		3560	100.0		

**Q10\_6 Other**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	2874	80.7	98.6	98.6
	Yes	40	1.1	1.4	100.0
	Total	2914	81.9	100.0	
Missing	System	646	18.1		
Total		3560	100.0		

**Q10\_TXT specify**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3529	99.1	99.1	99.1
\	1	.0	.0	99.2
0	9	.3	.3	99.4
1	4	.1	.1	99.5
2	4	.1	.1	99.6
3	1	.0	.0	99.7
D.p.d	2	.1	.1	99.7
Dpd	1	.0	.0	99.7
instagram	1	.0	.0	99.8
instagram, snapchat, messenger	1	.0	.0	99.8
instagrami	1	.0	.0	99.8
snapchat	1	.0	.0	99.9
snapchat, instagram	3	.1	.1	99.9
whatsapp, instagram, snapchat	1	.0	.0	100.0
youtube	1	.0	.0	100.0
Total	3560	100.0	100.0	

**Q11 Bullying is conducted by**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
No Answer	813	22.8	27.9	27.9
Mainly boys	1055	29.6	36.2	64.1
Equal numbers of boys and girls	1003	28.2	34.4	98.5
Mainly girls	43	1.2	1.5	100.0
Total	2914	81.9	100.0	
Missing				
System	646	18.1		
Total	3560	100.0		

**Q12\_1 On the playground / athletic field**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
No	1306	36.7	36.7	36.7
Yes	2254	63.3	63.3	100.0
Total	3560	100.0	100.0	

**Q12\_2 In the hallways**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
No	2344	65.8	65.8	65.8

Yes	1216	34.2	34.2	100.0
Total	3560	100.0	100.0	

**Q12\_3 In the classroom with the teacher in the room**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	3133	88.0	88.0	88.0
Yes	427	12.0	12.0	100.0
Total	3560	100.0	100.0	

**Q12\_4 In the classroom with the teacher out of the room**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	1763	49.5	49.5	49.5
Yes	1797	50.5	50.5	100.0
Total	3560	100.0	100.0	

**Q12\_5 In the restroom**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	2748	77.2	77.2	77.2
Yes	812	22.8	22.8	100.0
Total	3560	100.0	100.0	

**Q12\_6 In gym class or the gym locker room / shower**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	3033	85.2	85.2	85.2
Yes	527	14.8	14.8	100.0
Total	3560	100.0	100.0	

**Q12\_7 In the lunchroom**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	3443	96.7	96.7	96.7
Yes	117	3.3	3.3	100.0
Total	3560	100.0	100.0	

**Q12\_8 On the way to or from school**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	2104	59.1	59.1	59.1
Yes	1456	40.9	40.9	100.0
Total	3560	100.0	100.0	

**Q12\_9 At the school bus stop**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	3241	91.0	91.0	91.0
	Yes	319	9.0	9.0	100.0
	Total	3560	100.0	100.0	

**Q12\_10 On the school bus**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	3353	94.2	94.2	94.2
	Yes	207	5.8	5.8	100.0
	Total	3560	100.0	100.0	

**Q12\_11 Somewhere else (where)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	3473	97.6	97.6	97.6
	Yes	87	2.4	2.4	100.0
	Total	3560	100.0	100.0	

**Q13\_1 Students Roma or Egyptian**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very likely	814	22.9	22.9	22.9
	Occasionally	1028	28.9	28.9	51.7
	Never	583	16.4	16.4	68.1
	N/A	1135	31.9	31.9	100.0
	Total	3560	100.0	100.0	

**Q13\_2 Students from minorities: Slavic, Greek, Macedonian, etc.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very likely	225	6.3	6.3	6.3
	Occasionally	536	15.1	15.1	21.4
	Never	1027	28.8	28.8	50.2
	N/A	1772	49.8	49.8	100.0
	Total	3560	100.0	100.0	

**Q13\_3 Students LGBTI**

		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Very likely	693	19.5	19.5	19.5
	Occasionally	343	9.6	9.6	29.1
	Never	658	18.5	18.5	47.6
	N/A	1866	52.4	52.4	100.0
	Total	3560	100.0	100.0	

**Q13\_4 Students who are highly successful in their school work**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very likely	320	9.0	9.0	9.0
	Occasionally	1120	31.5	31.5	40.4
	Never	945	26.5	26.5	67.0
	N/A	1175	33.0	33.0	100.0
	Total	3560	100.0	100.0	

**Q13\_5 Students who did poorly in their school work**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very likely	546	15.3	15.3	15.3
	Occasionally	1344	37.8	37.8	53.1
	Never	564	15.8	15.8	68.9
	N/A	1106	31.1	31.1	100.0
	Total	3560	100.0	100.0	

**Q13\_6 Students with speech difficulties**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very likely	756	21.2	21.2	21.2
	Occasionally	1304	36.6	36.6	57.9
	Never	512	14.4	14.4	72.2
	N/A	988	27.8	27.8	100.0
	Total	3560	100.0	100.0	

**Q13\_7 Students with visual disabilities**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very likely	476	13.4	13.4	13.4
	Occasionally	917	25.8	25.8	39.1
	Never	844	23.7	23.7	62.8
	N/A	1323	37.2	37.2	100.0
	Total	3560	100.0	100.0	

**Q13\_8 Students with autism or Asperger's Syndrome**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very likely	473	13.3	13.3	13.3
	Occasionally	639	17.9	17.9	31.2
	Never	840	23.6	23.6	54.8
	N/A	1608	45.2	45.2	100.0
	Total	3560	100.0	100.0	

**Q13\_9 Students with mental disabilities**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very likely	652	18.3	18.3	18.3
	Occasionally	810	22.8	22.8	41.1
	Never	686	19.3	19.3	60.3
	N/A	1412	39.7	39.7	100.0
	Total	3560	100.0	100.0	

**Q13\_10 Students hyperactive and attention deficit**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very likely	480	13.5	13.5	13.5
	Occasionally	1113	31.3	31.3	44.7
	Never	608	17.1	17.1	61.8
	N/A	1359	38.2	38.2	100.0
	Total	3560	100.0	100.0	

**Q13\_11 Students who excel in sport**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very likely	154	4.3	4.3	4.3
	Occasionally	398	11.2	11.2	15.5
	Never	1591	44.7	44.7	60.2
	N/A	1417	39.8	39.8	100.0
	Total	3560	100.0	100.0	

**Q13\_12 Students who do not do well at sport**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very likely	400	11.2	11.2	11.2
	Occasionally	1132	31.8	31.8	43.0
	Never	726	20.4	20.4	63.4
	N/A	1302	36.6	36.6	100.0
	Total	3560	100.0	100.0	

**Q13\_13 Students who are physically weaker than their peers**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very likely	638	17.9	17.9	17.9
	Occasionally	1257	35.3	35.3	53.2
	Never	513	14.4	14.4	67.6
	N/A	1152	32.4	32.4	100.0
	Total	3560	100.0	100.0	

**Q13\_14 Students who are obese**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very likely	858	24.1	24.1	24.1
	Occasionally	1378	38.7	38.7	62.8
	Never	359	10.1	10.1	72.9
	N/A	965	27.1	27.1	100.0
	Total	3560	100.0	100.0	

**Q13\_15 Students from poor families**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very likely	488	13.7	13.7	13.7
	Occasionally	1146	32.2	32.2	45.9
	Never	686	19.3	19.3	65.2
	N/A	1240	34.8	34.8	100.0
	Total	3560	100.0	100.0	

**Q13\_16 Students with learning difficulties**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very likely	456	12.8	12.8	12.8
	Occasionally	1274	35.8	35.8	48.6
	Never	573	16.1	16.1	64.7
	N/A	1257	35.3	35.3	100.0
	Total	3560	100.0	100.0	

**Q13\_17 Students who are in lower grade / year**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very likely	558	15.7	15.7	15.7
	Occasionally	1076	30.2	30.2	45.9
	Never	572	16.1	16.1	62.0

N/A	1354	38.0	38.0	100.0
Total	3560	100.0	100.0	

**Q13\_18 Girls (that is compared with boys)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very likely	384	10.8	10.8	10.8
Occasionally	983	27.6	27.6	38.4
Never	656	18.4	18.4	56.8
N/A	1537	43.2	43.2	100.0
Total	3560	100.0	100.0	

**Q13\_19 Boys (that is compared with girls)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very likely	374	10.5	10.5	10.5
Occasionally	908	25.5	25.5	36.0
Never	676	19.0	19.0	55.0
N/A	1602	45.0	45.0	100.0
Total	3560	100.0	100.0	

**Q13\_20 Other**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very likely	30	.8	.8	.8
Occasionally	48	1.3	1.3	2.2
Never	110	3.1	3.1	5.3
N/A	3372	94.7	94.7	100.0
Total	3560	100.0	100.0	

**Q14. Over the past 12 months, how many of students that you teach were targets of bullying?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid N/A	709	19.9	19.9	19.9
Under 10	2456	69.0	69.0	88.9
Between 11 and 20	291	8.2	8.2	97.1
More than 20	104	2.9	2.9	100.0
Total	3560	100.0	100.0	

**Q15. How many bullying incidents were reported to you in the last school year?**

	Frequency	Percent	Valid Percent	Cumulative Percent
--	-----------	---------	---------------	--------------------

Valid	N/A	954	26.8	26.8	26.8
	Under 10	2292	64.4	64.4	91.2
	Between 11 and 20	205	5.8	5.8	96.9
	More than 20	109	3.1	3.1	100.0
	Total	3560	100.0	100.0	

**Q16\_1 Referred to a school counselor (psychologist, social worker)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	473	13.3	13.3	13.3
	Rarely	593	16.7	16.7	29.9
	Sometimes	703	19.7	19.7	49.7
	Always	1007	28.3	28.3	78.0
	N/A	784	22.0	22.0	100.0
	Total	3560	100.0	100.0	

**Q16\_2 Referred to a school Administrator**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	273	7.7	7.7	7.7
	Rarely	485	13.6	13.6	21.3
	Sometimes	755	21.2	21.2	42.5
	Always	1271	35.7	35.7	78.2
	N/A	776	21.8	21.8	100.0
	Total	3560	100.0	100.0	

**Q16\_3 Referred to legal authorities**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1089	30.6	30.6	30.6
	Rarely	758	21.3	21.3	51.9
	Sometimes	433	12.2	12.2	64.0
	Always	162	4.6	4.6	68.6
	N/A	1118	31.4	31.4	100.0
	Total	3560	100.0	100.0	

**Q16\_4 Sa shpesh nxënësit (agresorët) që ushtrojnë bullizëm tek të tjerët janë këshilluar të pajtohen ose në rast të kund**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	308	8.7	8.7	8.7
	Rarely	373	10.5	10.5	19.1
	Sometimes	737	20.7	20.7	39.8

Always	1264	35.5	35.5	75.3
N/A	878	24.7	24.7	100.0
Total	3560	100.0	100.0	

**Q16\_5 Not allowed to participate in extracurricular activities or Interscholastic sports?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	1162	32.6	32.6	32.6
Rarely	520	14.6	14.6	47.2
Sometimes	461	12.9	12.9	60.2
Always	215	6.0	6.0	66.2
N/A	1202	33.8	33.8	100.0
Total	3560	100.0	100.0	

**Q16\_6 Suspended from school**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	1353	38.0	38.0	38.0
Rarely	560	15.7	15.7	53.7
Sometimes	292	8.2	8.2	61.9
Always	134	3.8	3.8	65.7
N/A	1221	34.3	34.3	100.0
Total	3560	100.0	100.0	

**Q16\_7 Expelled from school**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	1660	46.6	46.6	46.6
Rarely	435	12.2	12.2	58.8
Sometimes	173	4.9	4.9	63.7
Always	57	1.6	1.6	65.3
N/A	1235	34.7	34.7	100.0
Total	3560	100.0	100.0	

**Q16\_8 Reassigned to an alternative School**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	1289	36.2	36.2	36.2
Rarely	511	14.4	14.4	50.6
Sometimes	307	8.6	8.6	59.2
Always	72	2.0	2.0	61.2
N/A	1381	38.8	38.8	100.0

Total	3560	100.0	100.0
-------	------	-------	-------

**Q17. Do you currently have an anti-bullying policy in your school?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	1997	56.1	56.1	56.1
No	597	16.8	16.8	72.9
Don't know	966	27.1	27.1	100.0
Total	3560	100.0	100.0	

**Q18\_1 The entire school (i.e., including teachers, management and support staff )**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	1379	38.7	38.7	38.7
Yes	2181	61.3	61.3	100.0
Total	3560	100.0	100.0	

**Q18\_2 The entire school and community**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	867	24.4	24.4	24.4
Yes	2693	75.6	75.6	100.0
Total	3560	100.0	100.0	

**Q18\_3 All teachers**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	2319	65.1	65.1	65.1
Yes	1241	34.9	34.9	100.0
Total	3560	100.0	100.0	

**Q18\_4 Only those teachers who have issues in their classroom**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	3400	95.5	95.5	95.5
Yes	160	4.5	4.5	100.0
Total	3560	100.0	100.0	

**Q18\_5 Only individuals who are perpetrators or victims**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	3386	95.1	95.1	95.1
Yes	174	4.9	4.9	100.0

Total	3560	100.0	100.0
-------	------	-------	-------

**Q19. Have you ever had any training or attended a work-shop for any anti-bullying programmes?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	810	22.8	22.8	22.8
Jo	2750	77.2	77.2	100.0
Total	3560	100.0	100.0	

**Q20. Please indicate below whether you believe there is a need for national anti-bullying guidelines in schools?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	51	1.4	1.4	1.4
Disagree	49	1.4	1.4	2.8
Partly agree	243	6.8	6.8	9.6
Agree	1273	35.8	35.8	45.4
Strongly agree	1807	50.8	50.8	96.2
Don't know	137	3.8	3.8	100.0
Total	3560	100.0	100.0	

**Q21. Do you think teachers need training to deal with and counteract the effects of bullying?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	2958	83.1	83.1	83.1
No	247	6.9	6.9	90.0
Not Sure	355	10.0	10.0	100.0
Total	3560	100.0	100.0	

**Q22\_1 Effective supervision of students outside classrooms**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	511	14.4	14.4	14.4
Rarely	433	12.2	12.2	26.5
Sometimes	600	16.9	16.9	43.4
Frequently	864	24.3	24.3	67.6
Always	268	7.5	7.5	75.2
N/A	884	24.8	24.8	100.0
Total	3560	100.0	100.0	

**Q22\_2 Staff training related to bullying**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	934	26.2	26.2	26.2
	Rarely	720	20.2	20.2	46.5
	Sometimes	642	18.0	18.0	64.5
	Frequently	434	12.2	12.2	76.7
	Always	88	2.5	2.5	79.2
	N/A	742	20.8	20.8	100.0
	Total	3560	100.0	100.0	

**Q22\_3 Reorganizing physical space (e.g. classrooms, playground) to reduce potential of bullying**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	583	16.4	16.4	16.4
	Rarely	486	13.7	13.7	30.0
	Sometimes	723	20.3	20.3	50.3
	Frequently	692	19.4	19.4	69.8
	Always	270	7.6	7.6	77.4
	N/A	806	22.6	22.6	100.0
	Total	3560	100.0	100.0	

**Q22\_4 Other school (specify)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	95	2.7	2.7	2.7
	Rarely	25	.7	.7	3.4
	Sometimes	37	1.0	1.0	4.4
	Frequently	38	1.1	1.1	5.5
	Always	19	.5	.5	6.0
	N/A	3346	94.0	94.0	100.0
	Total	3560	100.0	100.0	

**Q22\_5 Regular classroom discussion on topics surrounding bullying**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	180	5.1	5.1	5.1
	Rarely	352	9.9	9.9	14.9
	Sometimes	745	20.9	20.9	35.9
	Frequently	1097	30.8	30.8	66.7
	Always	632	17.8	17.8	84.4
	N/A	554	15.6	15.6	100.0

Total	3560	100.0	100.0
-------	------	-------	-------

**Q22\_6 Use of anti-bullying curriculum materials (e.g., videos, books)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	475	13.3	13.3	13.3
	Rarely	748	21.0	21.0	34.4
	Sometimes	799	22.4	22.4	56.8
	Frequently	523	14.7	14.7	71.5
	Always	176	4.9	4.9	76.4
	N/A	839	23.6	23.6	100.0
	Total	3560	100.0	100.0	

**Q22\_7 Class exercises such as role plays, writing assignments**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	447	12.6	12.6	12.6
	Rarely	571	16.0	16.0	28.6
	Sometimes	795	22.3	22.3	50.9
	Frequently	654	18.4	18.4	69.3
	Always	258	7.2	7.2	76.5
	N/A	835	23.5	23.5	100.0
	Total	3560	100.0	100.0	

**Q22\_8 Development and posting of class rules**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	131	3.7	3.7	3.7
	Rarely	214	6.0	6.0	9.7
	Sometimes	348	9.8	9.8	19.5
	Frequently	1100	30.9	30.9	50.4
	Always	1068	30.0	30.0	80.4
	N/A	699	19.6	19.6	100.0
	Total	3560	100.0	100.0	

**Q22\_9 Other (specify)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	50	1.4	1.4	1.4
	Rarely	14	.4	.4	1.8
	Sometimes	10	.3	.3	2.1
	Frequently	26	.7	.7	2.8
	Always	19	.5	.5	3.3

N/A	3441	96.7	96.7	100.0
Total	3560	100.0	100.0	

**Q22\_10 Involvement of students in anti-bullying committee**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	853	24.0	24.0	24.0
Rarely	549	15.4	15.4	39.4
Sometimes	512	14.4	14.4	53.8
Frequently	466	13.1	13.1	66.9
Always	197	5.5	5.5	72.4
N/A	983	27.6	27.6	100.0
Total	3560	100.0	100.0	

**Q22\_11 Student-led activities (e.g., presentations, conferences)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	394	11.1	11.1	11.1
Rarely	554	15.6	15.6	26.6
Sometimes	767	21.5	21.5	48.2
Frequently	759	21.3	21.3	69.5
Always	373	10.5	10.5	80.0
N/A	713	20.0	20.0	100.0
Total	3560	100.0	100.0	

**Q22\_12 Other (specify)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	64	1.8	1.8	1.8
Rarely	20	.6	.6	2.4
Sometimes	18	.5	.5	2.9
Frequently	27	.8	.8	3.6
Always	10	.3	.3	3.9
N/A	3421	96.1	96.1	100.0
Total	3560	100.0	100.0	

**Q22\_13 Individual counseling for students who have been victimized**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	189	5.3	5.3	5.3
Rarely	280	7.9	7.9	13.2
Sometimes	588	16.5	16.5	29.7

Frequently	1019	28.6	28.6	58.3
Always	756	21.2	21.2	79.6
N/A	728	20.4	20.4	100.0
Total	3560	100.0	100.0	

**Q22\_14 Individual counseling for students who have bullied**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	157	4.4	4.4	4.4
Rarely	228	6.4	6.4	10.8
Sometimes	448	12.6	12.6	23.4
Frequently	1085	30.5	30.5	53.9
Always	936	26.3	26.3	80.2
N/A	706	19.8	19.8	100.0
Total	3560	100.0	100.0	

**Q22\_15 Group counseling for students who have bullied**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	274	7.7	7.7	7.7
Rarely	336	9.4	9.4	17.1
Sometimes	495	13.9	13.9	31.0
Frequently	934	26.2	26.2	57.3
Always	610	17.1	17.1	74.4
N/A	911	25.6	25.6	100.0
Total	3560	100.0	100.0	

**Q22\_16 Group counseling for students who have been victimized**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	330	9.3	9.3	9.3
Rarely	351	9.9	9.9	19.1
Sometimes	506	14.2	14.2	33.3
Frequently	826	23.2	23.2	56.5
Always	545	15.3	15.3	71.9
N/A	1002	28.1	28.1	100.0
Total	3560	100.0	100.0	

**Q22\_17 Other Individual**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	60	1.7	1.7	1.7
Rarely	16	.4	.4	2.1

Sometimes	14	.4	.4	2.5
Frequently	25	.7	.7	3.2
Always	16	.4	.4	3.7
N/A	3429	96.3	96.3	100.0
Total	3560	100.0	100.0	

**Q22\_18 Provide information to parents (eg. Newsletters, literature)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	740	20.8	20.8	20.8
Rarely	620	17.4	17.4	38.2
Sometimes	543	15.3	15.3	53.5
Frequently	486	13.7	13.7	67.1
Always	174	4.9	4.9	72.0
N/A	997	28.0	28.0	100.0
Total	3560	100.0	100.0	

**Q22\_19 Invite parents to school for presentations, seminars, etc.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	930	26.1	26.1	26.1
Rarely	581	16.3	16.3	42.4
Sometimes	619	17.4	17.4	59.8
Frequently	319	9.0	9.0	68.8
Always	123	3.5	3.5	72.2
N/A	988	27.8	27.8	100.0
Total	3560	100.0	100.0	

**Q22\_20 Have parents participate directly in school anti-bullying program(s)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	1017	28.6	28.6	28.6
Rarely	601	16.9	16.9	45.4
Sometimes	519	14.6	14.6	60.0
Frequently	296	8.3	8.3	68.3
Always	125	3.5	3.5	71.9
N/A	1002	28.1	28.1	100.0
Total	3560	100.0	100.0	

**Q22\_21 Other (specify)**

	Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Never	66	1.9	1.9	1.9
	Rarely	20	.6	.6	2.4
	Sometimes	17	.5	.5	2.9
	Frequently	26	.7	.7	3.6
	Always	14	.4	.4	4.0
	N/A	3417	96.0	96.0	100.0
	Total	3560	100.0	100.0	

**Q22\_21\_txt Other (specify)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3514	98.7	98.7	98.7
0	15	.4	.4	99.1
1	4	.1	.1	99.2
2	2	.1	.1	99.3
3	2	.1	.1	99.4
4	5	.1	.1	99.5
5	6	.2	.2	99.7
56	1	.0	.0	99.7
98	9	.3	.3	99.9
ballafaqimi i prinderve	1	.0	.0	100.0
takim me prinder	1	.0	.0	100.0
Total	3560	100.0	100.0	

**Q23\_1 Violence can never be justified**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	149	4.2	4.2
	Disagree	64	1.8	6.0
	Neutral	102	2.9	8.8
	Agree	838	23.5	32.4
	Strongly Agree	2150	60.4	92.8
	No Answer	257	7.2	100.0
	Total	3560	100.0	100.0

**Q23\_2 Dialogue and negotiation is the best way for conflict resolution**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	32	.9	.9
	Disagree	60	1.7	2.6
	Neutral	81	2.3	4.9
	Agree	991	27.8	32.7

Strongly Agree	2115	59.4	59.4	92.1
No Answer	281	7.9	7.9	100.0
Total	3560	100.0	100.0	

**Q23\_3 There is no natural hierarchy between different social groups**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	118	3.3	3.3	3.3
Disagree	249	7.0	7.0	10.3
Neutral	875	24.6	24.6	34.9
Agree	953	26.8	26.8	61.7
Strongly Agree	834	23.4	23.4	85.1
No Answer	531	14.9	14.9	100.0
Total	3560	100.0	100.0	

**Q23\_4 Teachers should express their beliefs freely to students**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	550	15.4	15.4	15.4
Disagree	377	10.6	10.6	26.0
Neutral	733	20.6	20.6	46.6
Agree	824	23.1	23.1	69.8
Strongly Agree	609	17.1	17.1	86.9
No Answer	467	13.1	13.1	100.0
Total	3560	100.0	100.0	

**Q23\_5 Some social groups are less immune to extremism**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	247	6.9	6.9	6.9
Disagree	305	8.6	8.6	15.5
Neutral	1047	29.4	29.4	44.9
Agree	1174	33.0	33.0	77.9
Strongly Agree	239	6.7	6.7	84.6
No Answer	548	15.4	15.4	100.0
Total	3560	100.0	100.0	

**Q23\_6 School is not responsible for teaching students how to resolve conflicts**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1485	41.7	41.7	41.7
Disagree	1052	29.6	29.6	71.3
Neutral	261	7.3	7.3	78.6

Agree	203	5.7	5.7	84.3
Strongly Agree	81	2.3	2.3	86.6
No Answer	478	13.4	13.4	100.0
Total	3560	100.0	100.0	

**Q23\_7 Grouping children by ethnicity, gender, religion in schools provides them with a safe space**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1290	36.2	36.2	36.2
Disagree	803	22.6	22.6	58.8
Neutral	478	13.4	13.4	72.2
Agree	320	9.0	9.0	81.2
Strongly Agree	166	4.7	4.7	85.9
No Answer	503	14.1	14.1	100.0
Total	3560	100.0	100.0	

**Q23\_8 Adults are sometimes justified in using violence for children's own sake**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1549	43.5	43.5	43.5
Disagree	850	23.9	23.9	67.4
Neutral	397	11.2	11.2	78.5
Agree	180	5.1	5.1	83.6
Strongly Agree	66	1.9	1.9	85.4
No Answer	518	14.6	14.6	100.0
Total	3560	100.0	100.0	

**Q24\_1 Teacher-student relationship - ethnic insensitivity /intolerance**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	2733	76.8	76.8	76.8
Almost never (twice or less)	316	8.9	8.9	85.6
Sometimes (twice to 5 times)	167	4.7	4.7	90.3
Often (5 to 10 times)	25	.7	.7	91.0
Very often (more than 10 times)	14	.4	.4	91.4
No Answer	305	8.6	8.6	100.0
Total	3560	100.0	100.0	

**Q24\_2 Teacher-student relationship -gender insensitivity /intolerance**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2471	69.4	69.4	69.4
	Almost never (twice or less)	455	12.8	12.8	82.2
	Sometimes (twice to 5 times)	264	7.4	7.4	89.6
	Often (5 to 10 times)	49	1.4	1.4	91.0
	Very often (more than 10 times)	21	.6	.6	91.6
	No Answer	300	8.4	8.4	100.0
	Total	3560	100.0	100.0	

**Q24\_3 Teacher–student relationship - religion insensitivity /intolerance**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2738	76.9	76.9	76.9
	Almost never (twice or less)	286	8.0	8.0	84.9
	Sometimes (twice to 5 times)	141	4.0	4.0	88.9
	Often (5 to 10 times)	27	.8	.8	89.7
	Very often (more than 10 times)	13	.4	.4	90.0
	No Answer	355	10.0	10.0	100.0
	Total	3560	100.0	100.0	

**Q24\_4 Student–student relationship - ethnic insensitivity /intolerance**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2216	62.2	62.2	62.2
	Almost never (twice or less)	611	17.2	17.2	79.4
	Sometimes (twice to 5 times)	349	9.8	9.8	89.2
	Often (5 to 10 times)	39	1.1	1.1	90.3
	Very often (more than 10 times)	17	.5	.5	90.8
	No Answer	328	9.2	9.2	100.0
	Total	3560	100.0	100.0	

**Q24\_5 Student–student relationship - gender insensitivity /intolerance**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1783	50.1	50.1	50.1
	Almost never (twice or less)	748	21.0	21.0	71.1

Sometimes (twice to 5 times)	591	16.6	16.6	87.7
Often (5 to 10 times)	112	3.1	3.1	90.8
Very often (more than 10 times)	26	.7	.7	91.6
No Answer	300	8.4	8.4	100.0
Total	3560	100.0	100.0	

**Q24\_6 Student-student relationship - religion insensitivity /intolerance**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2397	67.3	67.3	67.3
	Almost never (twice or less)	486	13.7	13.7	81.0
	Sometimes (twice to 5 times)	246	6.9	6.9	87.9
	Often (5 to 10 times)	44	1.2	1.2	89.1
	Very often (more than 10 times)	20	.6	.6	89.7
	No Answer	367	10.3	10.3	100.0
	Total	3560	100.0	100.0	

**Q24\_7 Relationships within school (between teachers /principal/other school staff) - ethnic insensitivity /intolerance**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2841	79.8	79.8	79.8
	Almost never (twice or less)	244	6.9	6.9	86.7
	Sometimes (twice to 5 times)	108	3.0	3.0	89.7
	Often (5 to 10 times)	22	.6	.6	90.3
	Very often (more than 10 times)	12	.3	.3	90.6
	No Answer	333	9.4	9.4	100.0
	Total	3560	100.0	100.0	

**Q24\_8 Relationships within school (between teachers /principal/other school staff) -gender insensitivity /intolerance**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2774	77.9	77.9	77.9
	Almost never (twice or less)	272	7.6	7.6	85.6
	Sometimes (twice to 5 times)	146	4.1	4.1	89.7
	Often (5 to 10 times)	30	.8	.8	90.5

Very often (more than 10 times)	13	.4	.4	90.9
No Answer	325	9.1	9.1	100.0
Total	3560	100.0	100.0	

**Q24\_9 Relationships within school (between teachers /principal/other school staff) - religion insensitivity /intolerance**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2839	79.7	79.7	79.7
	Almost never (twice or less)	215	6.0	6.0	85.8
	Sometimes (twice to 5 times)	106	3.0	3.0	88.8
	Often (5 to 10 times)	24	.7	.7	89.4
	Very often (more than 10 times)	11	.3	.3	89.7
	No Answer	365	10.3	10.3	100.0
	Total	3560	100.0	100.0	

**Q24\_10 School Policy - ethnic insensitivity /intolerance**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2822	79.3	79.3	79.3
	Almost never (twice or less)	227	6.4	6.4	85.6
	Sometimes (twice to 5 times)	104	2.9	2.9	88.6
	Often (5 to 10 times)	26	.7	.7	89.3
	Very often (more than 10 times)	11	.3	.3	89.6
	No Answer	370	10.4	10.4	100.0
	Total	3560	100.0	100.0	

**Q24\_11 School Policy - gender insensitivity /intolerance**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2779	78.1	78.1	78.1
	Almost never (twice or less)	236	6.6	6.6	84.7
	Sometimes (twice to 5 times)	121	3.4	3.4	88.1
	Often (5 to 10 times)	31	.9	.9	89.0
	Very often (more than 10 times)	19	.5	.5	89.5
	No Answer	374	10.5	10.5	100.0
	Total	3560	100.0	100.0	

**Q24\_12 School Policy - religion insensitivity /intolerance**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2817	79.1	79.1	79.1
	Almost never (twice or less)	201	5.6	5.6	84.8
	Sometimes (twice to 5 times)	104	2.9	2.9	87.7
	Often (5 to 10 times)	25	.7	.7	88.4
	Very often (more than 10 times)	12	.3	.3	88.7
	No Answer	401	11.3	11.3	100.0
	Total	3560	100.0	100.0	

**Q25\_1 Graffiti symbols, writing or art work promoting extremist messages or images**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	2877	80.8	80.8	80.8
	Yes	683	19.2	19.2	100.0
	Total	3560	100.0	100.0	

**Q25\_2 Students accessing extremist material online, including through social networking sites**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	2930	82.3	82.3	82.3
	Yes	630	17.7	17.7	100.0
	Total	3560	100.0	100.0	

**Q25\_3 Parental reports of changes in behaviour, friendship or actions and requests for assistance**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	2432	68.3	68.3	68.3
	Yes	1128	31.7	31.7	100.0
	Total	3560	100.0	100.0	

**Q25\_4 Students voicing opinions drawn from extremist ideologies and narratives**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	2980	83.7	83.7	83.7
	Yes	580	16.3	16.3	100.0
	Total	3560	100.0	100.0	

**Q25\_5 Teacher voicing opinions drawn from extremist ideologies and narratives**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	3121	87.7	87.7	87.7
	Yes	439	12.3	12.3	100.0
	Total	3560	100.0	100.0	

**Q25\_6 Students use of extremist or 'hate' terms**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	2771	77.8	77.8	77.8
	Yes	789	22.2	22.2	100.0
	Total	3560	100.0	100.0	

**Q25\_7 Teachers use of extremis or "hate" terms**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	3125	87.8	87.8	87.8
	Yes	435	12.2	12.2	100.0
	Total	3560	100.0	100.0	

**Q26. How effective can school and teachers be in preventing extremism and intolerance?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very effective	1586	44.6	44.6	44.6
	Effective	1315	36.9	36.9	81.5
	Relatively effective	466	13.1	13.1	94.6
	Not effective at all	29	.8	.8	95.4
	No Answer	164	4.6	4.6	100.0
	Total	3560	100.0	100.0	

**Q27\_1 Discussing with students violent extremism and its consequences**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	82	2.3	2.3	2.3
	Disagree	50	1.4	1.4	3.7
	Neutral	212	6.0	6.0	9.7
	Agree	1748	49.1	49.1	58.8
	Strongly Agree	1132	31.8	31.8	90.6
	No Answer	336	9.4	9.4	100.0
	Total	3560	100.0	100.0	

**Q27\_2 Teaching about stereotypes, prejudices and preconceptions and their impact**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	69	1.9	1.9	1.9
	Disagree	85	2.4	2.4	4.3
	Neutral	434	12.2	12.2	16.5
	Agree	1729	48.6	48.6	65.1
	Strongly Agree	773	21.7	21.7	86.8
	No Answer	470	13.2	13.2	100.0
	Total	3560	100.0	100.0	

**Q27\_3 Teaching about the different facets of violent extremism and other global issues**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	72	2.0	2.0	2.0
	Disagree	110	3.1	3.1	5.1
	Neutral	581	16.3	16.3	21.4
	Agree	1594	44.8	44.8	66.2
	Strongly Agree	724	20.3	20.3	86.5
	No Answer	479	13.5	13.5	100.0
	Total	3560	100.0	100.0	

**Q27\_4 Teaching students conflict resolution techniques including mediation**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	35	1.0	1.0	1.0
	Disagree	42	1.2	1.2	2.2
	Neutral	244	6.9	6.9	9.0
	Agree	1425	40.0	40.0	49.0
	Strongly Agree	1430	40.2	40.2	89.2
	No Answer	384	10.8	10.8	100.0
	Total	3560	100.0	100.0	

**Q27\_5 Religious education (teaching of a particular religion and its varied aspects: its beliefs, doctrines, rituals, customs, rites)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	711	20.0	20.0	20.0
	Disagree	518	14.6	14.6	34.5
	Neutral	1186	33.3	33.3	67.8
	Agree	428	12.0	12.0	79.9

Strongly Agree	187	5.3	5.3	85.1
No Answer	530	14.9	14.9	100.0
Total	3560	100.0	100.0	

**Q27\_6 Promoting atheism as equally valuable life choice**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	735	20.6	20.6	20.6
Disagree	544	15.3	15.3	35.9
Neutral	1197	33.6	33.6	69.6
Agree	364	10.2	10.2	79.8
Strongly Agree	171	4.8	4.8	84.6
No Answer	549	15.4	15.4	100.0
Total	3560	100.0	100.0	

**Q27\_7 Explore and promote diversity and shared values between and within communities**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	344	9.7	9.7	9.7
Disagree	286	8.0	8.0	17.7
Neutral	737	20.7	20.7	38.4
Agree	1109	31.2	31.2	69.6
Strongly Agree	557	15.6	15.6	85.2
No Answer	527	14.8	14.8	100.0
Total	3560	100.0	100.0	

**Q27\_8 Challenge religion phobia, anti-Semitism, far-right ideologies and other prejudices.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	442	12.4	12.4	12.4
Disagree	292	8.2	8.2	20.6
Neutral	1070	30.1	30.1	50.7
Agree	760	21.3	21.3	72.0
Strongly Agree	391	11.0	11.0	83.0
No Answer	605	17.0	17.0	100.0
Total	3560	100.0	100.0	

**Q27\_9 Support students to build ties with a diverse group of people in their local community and seek opportunities to link with other schools**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	133	3.7	3.7	3.7

Disagree	159	4.5	4.5	8.2
Neutral	642	18.0	18.0	26.2
Agree	1416	39.8	39.8	66.0
Strongly Agree	720	20.2	20.2	86.2
No Answer	490	13.8	13.8	100.0
Total	3560	100.0	100.0	

**Q27\_10 Use restorative approaches to repair harm caused by division within school groups or following challenging incidents**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	57	1.6	1.6	1.6
Disagree	104	2.9	2.9	4.5
Neutral	616	17.3	17.3	21.8
Agree	1469	41.3	41.3	63.1
Strongly Agree	756	21.2	21.2	84.3
No Answer	558	15.7	15.7	100.0
Total	3560	100.0	100.0	

**Q27\_11 Informing parents and teachers to recognize early signs of extremism and radicalization**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	63	1.8	1.8	1.8
Disagree	32	.9	.9	2.7
Neutral	237	6.7	6.7	9.3
Agree	1310	36.8	36.8	46.1
Strongly Agree	1442	40.5	40.5	86.6
No Answer	476	13.4	13.4	100.0
Total	3560	100.0	100.0	

**6. 3 Frequencies of Parents' Questionnaire**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Berat	46	4.7	4.7	4.7
Dibra	50	5.2	5.2	9.9
Durres	119	12.3	12.3	22.2
Elbasan	54	5.6	5.6	27.7
Fier	110	11.3	11.3	39.1
Gjirokaster	20	2.1	2.1	41.1

Korce	70	7.2	7.2	48.4
Kukes	43	4.4	4.4	52.8
Lezhe	45	4.6	4.6	57.4
Shkoder	78	8.0	8.0	65.5
Tirana	272	28.0	28.0	93.5
Vlore	63	6.5	6.5	100.0
Total	970	100.0	100.0	

**Level of school**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Primary 9 years school	719	74.1	74.1	74.1
Secondary General (Gymnasium)	215	22.2	22.2	96.3
Secondary VET	36	3.7	3.7	100.0
Total	970	100.0	100.0	

**Sector**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Public	900	92.8	92.8	92.8
Privat	70	7.2	7.2	100.0
Total	970	100.0	100.0	

**P1 My child is in grade:**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Grade 4	149	15.4	15.4	15.4
Grade 5	88	9.1	9.1	24.4
Grade 6	135	13.9	13.9	38.4
Grade 7	99	10.2	10.2	48.6
Grade 8	120	12.4	12.4	60.9
Grade 9	108	11.1	11.1	72.1
Grade 10	104	10.7	10.7	82.8
Grade 11	85	8.8	8.8	91.5
Grade 12	82	8.5	8.5	100.0

Total	970	100.0	100.0	
-------	-----	-------	-------	--

### Sex

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Girl	558	57.5	57.5	57.5
Boy	412	42.5	42.5	100.0
Total	970	100.0	100.0	

### P3. My child is in grade?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	710	73.2	73.2	73.2
Only once or twice	199	20.5	20.5	93.7
2 or 3 times a month	37	3.8	3.8	97.5
About once a week	10	1.0	1.0	98.6
Several times a week	7	.7	.7	99.3
N/A	7	.7	.7	100.0
Total	970	100.0	100.0	

### P4\_1 PHYSICAL

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	198	20.4	76.2	76.2
Yes	62	6.4	23.8	100.0
Total	260	26.8	100.0	
Missing System	710	73.2		
Total	970	100.0		

### P4\_2 VERBAL

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	145	14.9	55.8	55.8
Yes	115	11.9	44.2	100.0
Total	260	26.8	100.0	
Missing System	710	73.2		

Total	970	100.0		
-------	-----	-------	--	--

**P4\_3 SOCIAL**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	191	19.7	73.5	73.5
	Yes	69	7.1	26.5	100.0
	Total	260	26.8	100.0	
Missing	System	710	73.2		
Total		970	100.0		

**P4\_4 PSYCHOLOGICAL**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	213	22.0	81.9	81.9
	Yes	47	4.8	18.1	100.0
	Total	260	26.8	100.0	
Missing	System	710	73.2		
Total		970	100.0		

**P4\_5 RACIAL**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	257	26.5	98.8	98.8
	Yes	3	.3	1.2	100.0
	Total	260	26.8	100.0	
Missing	System	710	73.2		
Total		970	100.0		

**P4\_6 SEXUAL**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	258	26.6	99.2	99.2
	Yes	2	.2	.8	100.0
	Total	260	26.8	100.0	
Missing	System	710	73.2		
Total		970	100.0		

**P4\_7 CYBERBULLYING**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	201	20.7	77.3	77.3
	Yes	59	6.1	22.7	100.0
	Total	260	26.8	100.0	
Missing	System	710	73.2		
Total		970	100.0		

**P4\_8 NO ONE OF ABOVE**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	11	1.1	100.0	100.0
Missing	System	959	98.9		
Total		970	100.0		

**P5\_1 Writing inappropriate/hurtful words online**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	23	2.4	39.0	39.0
	Yes	36	3.7	61.0	100.0
	Total	59	6.1	100.0	
Missing	System	911	93.9		
Total		970	100.0		

**P5\_2 Sending inappropriate/hurtful messages**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	46	4.7	78.0	78.0
	Yes	13	1.3	22.0	100.0
	Total	59	6.1	100.0	
Missing	System	911	93.9		
Total		970	100.0		

**P5\_3 Uploading/sharing inappropriate images online**

		Frequency	Percent	Valid	Cumulative

				Percent	Percent
Valid	No	56		5.8	94.9
	Yes	3		.3	5.1
	Total	59		6.1	100.0
Missing	System	911		93.9	
Total		970		100.0	

**P5\_4 Other**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	58	6.0	98.3	98.3
	Yes	1	.1	1.7	100.0
	Total	59	6.1	100.0	
Missing	System	911	93.9		
Total		970	100.0		

**P5\_TXT Specify**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		969	99.9	99.9	99.9
	SHARJE , FYERJE	1	.1	.1	100.0
	Total	970	100.0	100.0	

**P6\_1 1. Mobile phone**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	19	2.0	32.2	32.2
	Yes	40	4.1	67.8	100.0
	Total	59	6.1	100.0	
Missing	System	911	93.9		
Total		970	100.0		

**P6\_2 2. Email services**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	52	5.4	88.1	88.1

	Yes	7	.7	11.9	100.0
	Total	59	6.1	100.0	
Missing	System	911	93.9		
Total		970	100.0		

**P6\_3 3. Social networking sites (e.g. Facebook)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	46	4.7	78.0	78.0
	Yes	13	1.3	22.0	100.0
	Total	59	6.1	100.0	
Missing	System	911	93.9		
Total		970	100.0		

**P6\_4 4. Microblogging tools (e.g. Twitter)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	56	5.8	94.9	94.9
	Yes	3	.3	5.1	100.0
	Total	59	6.1	100.0	
Missing	System	911	93.9		
Total		970	100.0		

**P6\_5 5. Online phone services (e.g. Skype)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	57	5.9	96.6	96.6
	Yes	2	.2	3.4	100.0
	Total	59	6.1	100.0	
Missing	System	911	93.9		
Total		970	100.0		

**P6\_6 Other**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	55	5.7	93.2	93.2
	Yes	4	.4	6.8	100.0

	Total	59	6.1	100.0	
Missing	System	911	93.9		
Total		970	100.0		

**P6\_TXT Specify**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		966	99.6	99.6	99.6
	0	1	.1	.1	99.7
	1	1	.1	.1	99.8
	INSTAGRAM, SNAPCHAT	1	.1	.1	99.9
	ME VIZATIME NE LETER	1	.1	.1	100.0
Total		970	100.0	100.0	

**P7\_1 On the playground / athletic field**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	147	15.2	56.5	56.5
	Yes	113	11.6	43.5	100.0
	Total	260	26.8	100.0	
Missing	System	710	73.2		
Total		970	100.0		

**P7\_2 In the hallways**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	213	22.0	81.9	81.9
	Yes	47	4.8	18.1	100.0
	Total	260	26.8	100.0	
Missing	System	710	73.2		
Total		970	100.0		

**P7\_3 In the classroom with the teacher in the room**

		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	No	236	24.3	90.8	90.8
	Yes	24	2.5	9.2	100.0
	Total	260	26.8	100.0	
Missing	System	710	73.2		
Total		970	100.0		

**P7\_4 In the classroom with the teacher out of the room**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	180	18.6	69.2	69.2
	Yes	80	8.2	30.8	100.0
	Total	260	26.8	100.0	
Missing	System	710	73.2		
Total		970	100.0		

**P7\_5 In the restroom**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	244	25.2	93.8	93.8
	Yes	16	1.6	6.2	100.0
	Total	260	26.8	100.0	
Missing	System	710	73.2		
Total		970	100.0		

**P7\_6 In gym class or the gym locker room / shower**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	238	24.5	91.5	91.5
	Yes	22	2.3	8.5	100.0
	Total	260	26.8	100.0	
Missing	System	710	73.2		
Total		970	100.0		

**P7\_7 In the lunchroom**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	259	26.7	99.6	99.6

	Yes	1	.1	.4	100.0
	Total	260	26.8	100.0	
Missing	System	710	73.2		
Total		970	100.0		

**P7\_8 On the way to or from school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	209	21.5	80.4	80.4
	Yes	51	5.3	19.6	100.0
	Total	260	26.8	100.0	
Missing	System	710	73.2		
Total		970	100.0		

**P7\_9 At the school bus stop**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	257	26.5	98.8	98.8
	Yes	3	.3	1.2	100.0
	Total	260	26.8	100.0	
Missing	System	710	73.2		
Total		970	100.0		

**P7\_10 On the school bus**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	253	26.1	97.3	97.3
	Yes	7	.7	2.7	100.0
	Total	260	26.8	100.0	
Missing	System	710	73.2		
Total		970	100.0		

**P7\_11 Somewhere else**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	258	26.6	99.2	99.2
	Yes	2	.2	.8	100.0

	Total	260	26.8	100.0	
Missing	System	710	73.2		
Total		970	100.0		

**P7\_TXT Specify**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		969	99.9	99.9	99.9
	NE RRUGE	1	.1	.1	100.0
	Total	970	100.0	100.0	

**P9 Did you report the bullying to anyone in the school?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	160	16.5	61.5	61.5
	No	100	10.3	38.5	100.0
	Total	260	26.8	100.0	
Missing	System	710	73.2		
Total		970	100.0		

**P10\_1 Class or homeroom teacher**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	42	4.3	26.3	26.3
	Yes	118	12.2	73.8	100.0
	Total	160	16.5	100.0	
Missing	System	810	83.5		
Total		970	100.0		

**P10\_2 Other teachers**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	148	15.3	92.5	92.5
	Yes	12	1.2	7.5	100.0
	Total	160	16.5	100.0	
Missing	System	810	83.5		
Total		970	100.0		

**P10\_3 Director of the School**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	122	12.6	76.3	76.3
	Yes	38	3.9	23.8	100.0
	Total	160	16.5	100.0	
Missing	System	810	83.5		
Total		970	100.0		

**P10\_4 Other**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	154	15.9	96.3	96.3
	Yes	6	.6	3.8	100.0
	Total	160	16.5	100.0	
Missing	System	810	83.5		
Total		970	100.0		

**P10\_TXT Specify**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		964	99.4	99.4	99.4
	PRINDER	1	.1	.1	99.5
	PRINDIT	1	.1	.1	99.6
	PSIKOLOGES	4	.4	.4	100.0
	Total	970	100.0	100.0	

**P12 What happened after reporting the bullying**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	The school took no action to stop the bullying	15	1.5	9.4	9.4
	The school took action to stop the bullying but it carried on as before	56	5.8	35.0	44.4
	The school took action to stop the bullying and	82	8.5	51.3	95.6

	it stopped				
	N/A	7	.7	4.4	100.0
	Total	160	16.5	100.0	
Missing	System	810	83.5		
Total		970	100.0		

**P13 How often are you afraid that your child would be bullied by other students in his/her school?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	285	29.4	29.4	29.4
	Seldom	251	25.9	25.9	55.3
	Sometimes	287	29.6	29.6	84.8
	Fairly often	46	4.7	4.7	89.6
	Often	68	7.0	7.0	96.6
	Very often	19	2.0	2.0	98.6
	N/A	14	1.4	1.4	100.0
	Total	970	100.0	100.0	

**P14 How confident are you that your child's school deals well with bullying**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very confident	494	50.9	50.9	50.9
	Quite confident	280	28.9	28.9	79.8
	Not very confident	95	9.8	9.8	89.6
	Not very confident at all	24	2.5	2.5	92.1
	Don't know	62	6.4	6.4	98.5
	N/A	15	1.5	1.5	100.0
	Total	970	100.0	100.0	

**P15 How confident are you that your child's school would consider if either you or your child had concerns about bullying**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very confident	554	57.1	57.1	57.1

Quite confident	255	26.3	26.3	83.4
Not very confident	66	6.8	6.8	90.2
Not very confident at all	14	1.4	1.4	91.6
Don't know	43	4.4	4.4	96.1
N/A	38	3.9	3.9	100.0
Total	970	100.0	100.0	

**P15\_1 No-one**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	922	95.1	95.1	95.1
Yes	48	4.9	4.9	100.0
Total	970	100.0	100.0	

**P15\_2 A member of school staff**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	385	39.7	39.7	39.7
Yes	585	60.3	60.3	100.0
Total	970	100.0	100.0	

**P15\_3 A friend**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	887	91.4	91.4	91.4
Yes	83	8.6	8.6	100.0
Total	970	100.0	100.0	

**P15\_4 A family member**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	644	66.4	66.4	66.4
Yes	326	33.6	33.6	100.0
Total	970	100.0	100.0	

**P15\_5 Another adult e.g a police officer, social worker, psychologies**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	760	78.4	78.4	78.4
Yes	210	21.6	21.6	100.0
Total	970	100.0	100.0	

**P15\_6 I would phone a help line e.g. Alo 106**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	914	94.2	94.2	94.2
Yes	56	5.8	5.8	100.0
Total	970	100.0	100.0	

**P15\_7 I would look for advice on the internet**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	880	90.7	90.7	90.7
Yes	90	9.3	9.3	100.0
Total	970	100.0	100.0	

**P16. Have you been informed about the existence and content of the school's Anti-Bullying Policy**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	344	35.5	35.5	35.5
No	413	42.6	42.6	78.0
Not sure	134	13.8	13.8	91.9
Don't know what that is	79	8.1	8.1	100.0
Total	970	100.0	100.0	

**P17\_1 What do you think would prevent bullying in your child's school-first**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Providing a clear definition of what bullying is and that it is unacceptable	323	33.3	33.3	33.3
Have an Anti-Bullying Policy that is shared with all staff, students and parents/carers	283	29.2	29.2	62.5

Make sure children know how to report incidents of bullying	136	14.0	14.0	76.5
Make sure that parents and carers know how to report incidents of bullying	32	3.3	3.3	79.8
Talk to children in the school through assemblies and lessons about what bullying is and how to stop it	82	8.5	8.5	88.2
Increase the level of supervision in play areas and corridors	18	1.9	1.9	90.1
Punish children who bully others	13	1.3	1.3	91.4
Provided psycho social support to children who are bullied e.g. one-to-one time with a member of staff or a counsellor	13	1.3	1.3	92.8
Give parents and carers more information and advice about bullying	8	.8	.8	93.6
Offer peer support in the school (where another student provides one-to-one support)	2	.2	.2	93.8
Provide a safe place for children to go if they are worried about bullying	4	.4	.4	94.2
Provide psycho-social support to the bullies (counselling) in order to stop the behaviour and help the child face problem	13	1.3	1.3	95.6
N/A	43	4.4	4.4	100.0
Total	970	100.0	100.0	

**P17\_2 What do you think would prevent bullying in your child's school-second**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Have an Anti-Bullying Policy that is shared with all staff, students and parents/carers	153	15.8	16.5	16.5
	Make sure children know how to report incidents of bullying	165	17.0	17.8	34.3
	Make sure that parents and carers know how to report incidents of bullying	71	7.3	7.7	42.0
	Talk to children in the school through assemblies and lessons about what bullying is and how to stop it	179	18.5	19.3	61.3
	Increase the level of supervision in play areas and corridors	64	6.6	6.9	68.2
	Punish children who bully others	55	5.7	5.9	74.1

	Provided psycho social support to children who are bullied e.g. one-to-one time with a member of staff or a counsellor	59	6.1	6.4	80.5
	Give parents and carers more information and advice about bullying	25	2.6	2.7	83.2
	Offer peer support in the school (where another student provides one-to-one support)	31	3.2	3.3	86.5
	Provide a safe place for children to go if they are worried about bullying	20	2.1	2.2	88.7
	Provide psycho-social support to the bullies (counselling) in order to stop the behaviour and help the child face problem	11	1.1	1.2	89.9
	N/A	94	9.7	10.1	100.0
	Total	927	95.6	100.0	
Missing	System	43	4.4		
Total		970	100.0		

**P17\_3 What do you think would prevent bullying in your child's school-e third**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Providing a clear definition of what bullying is and that it is unacceptable	1	.1	.1	.1
	Have an Anti-Bullying Policy that is shared with all staff, students and parents/carers	1	.1	.1	.2
	Make sure children know how to report incidents of bullying	47	4.8	5.6	5.9
	Make sure that parents and carers know how to report incidents of bullying	34	3.5	4.1	10.0
	Talk to children in the school through assemblies and lessons about what bullying is and how to stop it	108	11.1	13.0	22.9
	Increase the level of supervision in play areas and corridors	48	4.9	5.8	28.7
	Punish children who bully others	48	4.9	5.8	34.5
	Provided psycho social support to children who are bullied e.g. one-to-one time with a member of staff or a counsellor	90	9.3	10.8	45.3
	Give parents and carers more information and advice about bullying	62	6.4	7.4	52.7
	Offer peer support in the school (where another student provides one-to-one support)	43	4.4	5.2	57.9

Provide a safe place for children to go if they are worried about bullying	79	8.1	9.5	67.3
Provide psycho-social support to the bullies (counselling) in order to stop the behaviour and help the child face problem	237	24.4	28.5	95.8
N/A	35	3.6	4.2	100.0
Total	833	85.9	100.0	