Horizontal Facility for Western Balkans and Turkey

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Presentation on the findings from the national survey on bullying and violent extremism in the education system in Albania

ISOP

UNIVERSITETI I TIRANËS

VERBAL BULLYING

say mean and hurtful things, or make fun of him or her, or call him or her mean and hurtful names

VIRTUAL BULLYING

say mean and hurtful things, or make fun of him or her, or call him or her mean and hurtful names

The definition of the concepts
A person is bullied when he or she:

SOCIAL BULLYING

completely ignore or exclude him or her from their group of friends or leave him or her out of things on purpose

PHYSICAL BULLYING

hit, kick, push, shove around, or lock him or her inside a room

SEXUAL BULLYING

bullied with mean names, comments, or gestures with a sexual meaning

PSYCHOLOGICAL BULLYING

tell lies or spread false rumors about him or her or send mean notes and try to make other students dislike him or her

RACIAL BULLYING

bullied with mean names or comments about my race or color

Bullying is an aggressive behavior that has three main characteristics:
- is exposed, **repeatedly and over time**, to negative actions on the part of one or more other persons
- The aggressive behavior is **intentional**
- and he or she has **difficulty defending himself or herself**

VIOLENT EXTREMISM

(UNESCO, 2016).
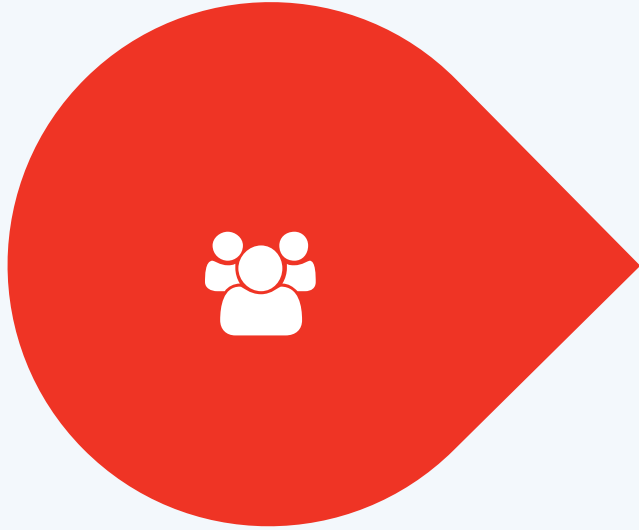
"when you do not allow for a different point of view; when you hold your own views as being quite exclusive, when you don't allow for the possibility of difference and when you want to impose this view on others using violence if necessary"

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
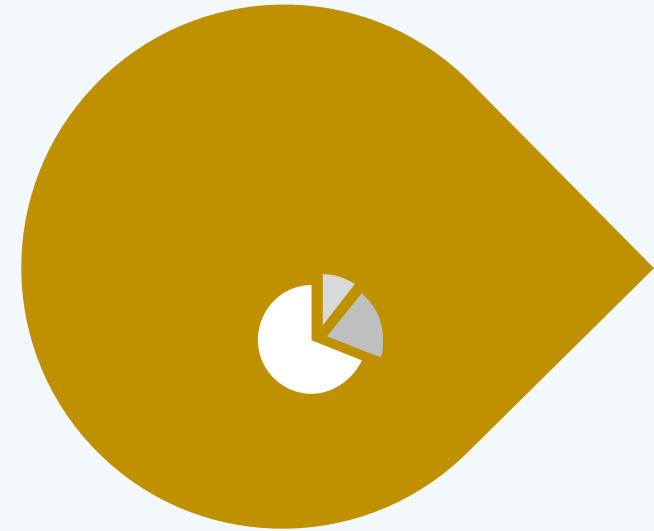
Violent extremism is the lack of provided opportunities and/or the prohibition of different point of views, overestimation of personal insights and underestimation of others insights, the imposition of personal thoughts without allowing the possibility to give reasons and to make the comparison with other standpoints
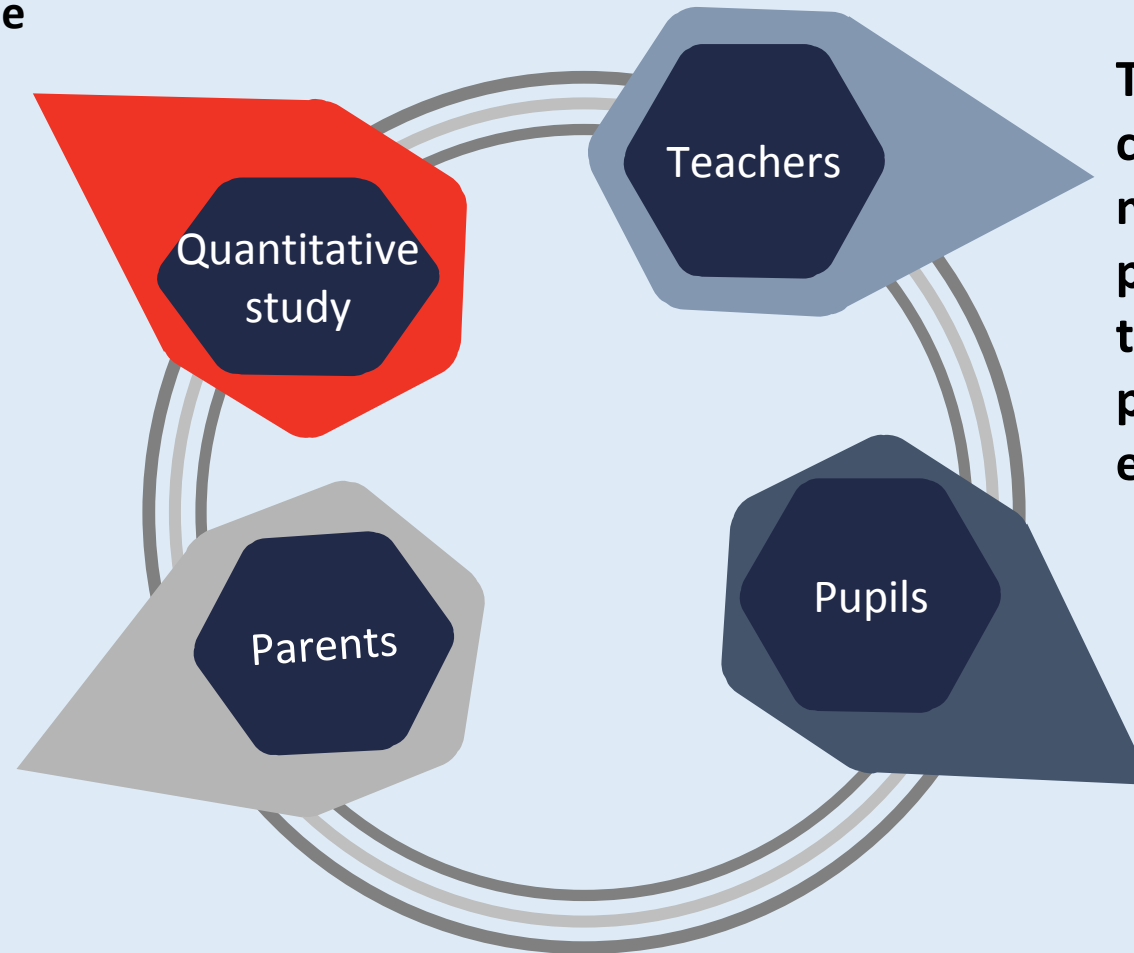
THE MAIN OBJECTIVES OF THE STUDY

1
To establish the prevalence and types, scope of bullying in schools in Albania

2
To assess the tolerance`s level to bullying and violence among school stakeholders

3
To assess the level of extremist attitudes and beliefs among school stakeholders

4
To identify anti-bullying policies and procedures that are already in place by schools

THE RESEARCH QUESTIONS

01 What percentage of students are bullied and/or bully others ?

02 What are the ways in which students are most often bullied ?

03 In how many ways are most students bullied ? How long does bullying last?

04 Whom do students tell about being bullied?

05 What are the teachers' attitudes, beliefs and understanding about bullying and violent extremism?

06 What kinds of strategies or interventions do teachers apply when they face bullying by students in the classroom?

07 What methods or techniques do teachers suggest to prevent bullying?

08 What are the parents' attitudes, beliefs and understanding about bullying?

09 How parents perceived school administrators, teachers, and antibullying policies or programs that were already in place?

# METHODOLOGY

The basic instruments: three questionnaires

The questionnaire with closed questions which measures the attitudes and personal beliefs of teachers towards the bullying phenomenon and violent extremism

Teachers

Quantitative study

Pupils

Parents

The questionnaire with closed questions for the parents, which measured their attitudes and beliefs towards bullying phenomenon.

A widely used standardized instrument – Bully/ Victim Questionnaire with students created by Prof. Dan Olweus.

Reliability and Validity
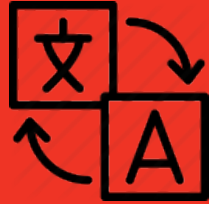
The questionnaires were subjected to two-way translation. Then they underwent a pilot test before we undergo psychometric testing on attributes.

$$r = \frac{\sum xy}{NS_X S_Y}$$

The test-retest reliability coefficient of Pierson resulted (Pearson) r = 0.78 in the case of being victims and r = 0.77 in the case of being the aggressor. (N = 40, for a 7-day period)

$$\alpha = \frac{n}{n-1}\left(1 - \frac{\sum\limits_{i} V_i}{V_t}\right) \text{ (Cronbach, 1951, p. 299)}$$

Alpha of Cronbach 0.71, in case of questions about being a victim, and 0.75 in case of questions about being the aggressor.
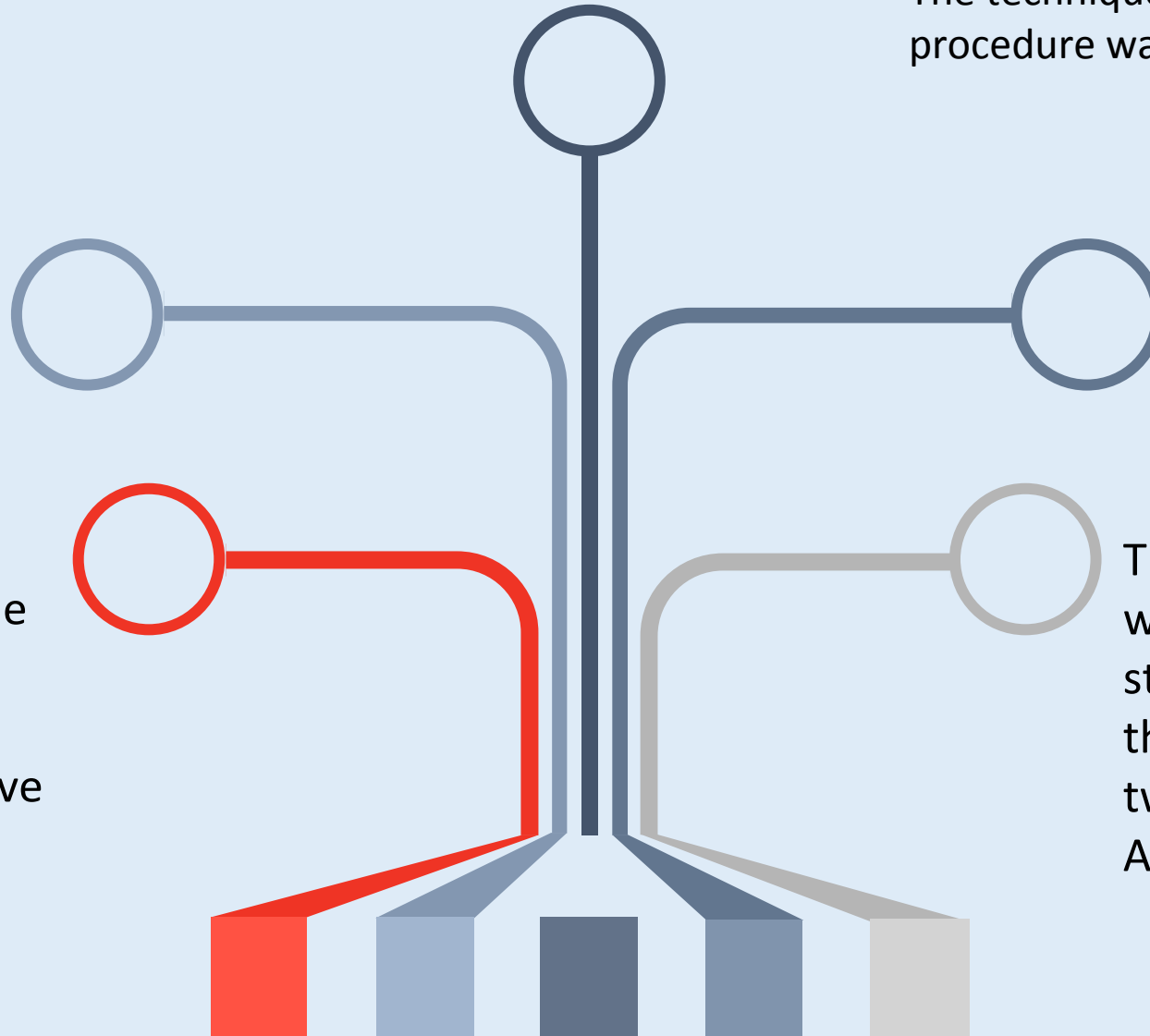
THE SAMPLE SIZE

- *Geographical,*
- *urban/rural,*
- *Size of schools,*
- *Type of school, public/private school.*
- *Primary (4 grade)/secondary/upper secondary*
- *General gymnasium/VET*

The technique of stratified sampling procedure was used

Than the random sample method was used to select the students, teachers and parents form each school.

Initially a random sample of 144 schools were selected based on the criteria's mentioned above

The questionnaire items were asked of the students in grades four through twelve in all twelve regions of Albania.
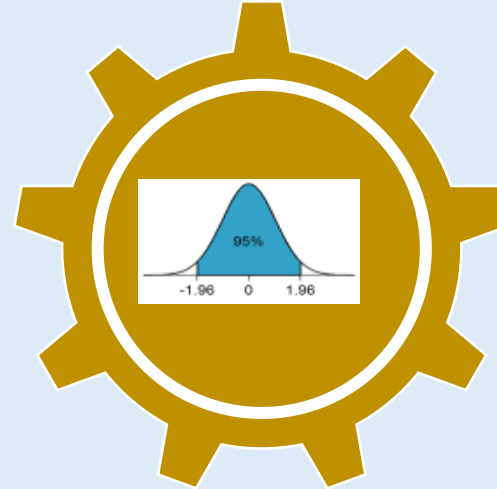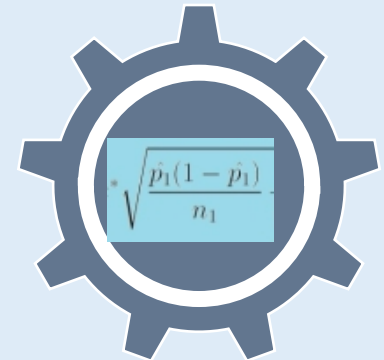
THE SAMPLE FEATURES

7% of schools in national range were selected: 141

12 regions of the country

Confidence level: 95%

Confidence interval: 4

The distribution of sample by regions

	Students	Students Percent	Teacher	Teacher Percent	Parents	Parents Percent
Berat	107	4.5	120	3.4	46	4.7
Dibra	115	4.8	146	4.1	50	5.2
Durres	272	11.4	380	10.7	119	12.3
Elbasan	230	9.7	241	6.8	54	5.6
Fier	262	11.0	371	10.4	110	11.3
Gjirokaster	44	1.9	68	1.9	20	2.1
Korce	161	6.8	191	5.4	70	7.2
Kukes	99	4.2	146	4.1	43	4.4
Lezhe	111	4.7	162	4.6	45	4.6
Shkoder	196	8.2	246	6.9	78	8.0
Tirana	635	26.7	1248	35.1	272	28.0
Vlore	145	6.1	241	6.8	63	6.5
Total	2377	100.0	3560	100.0	970	100.0

SAMPLE DISTRIBUTION BY SCHOOL LEVELS
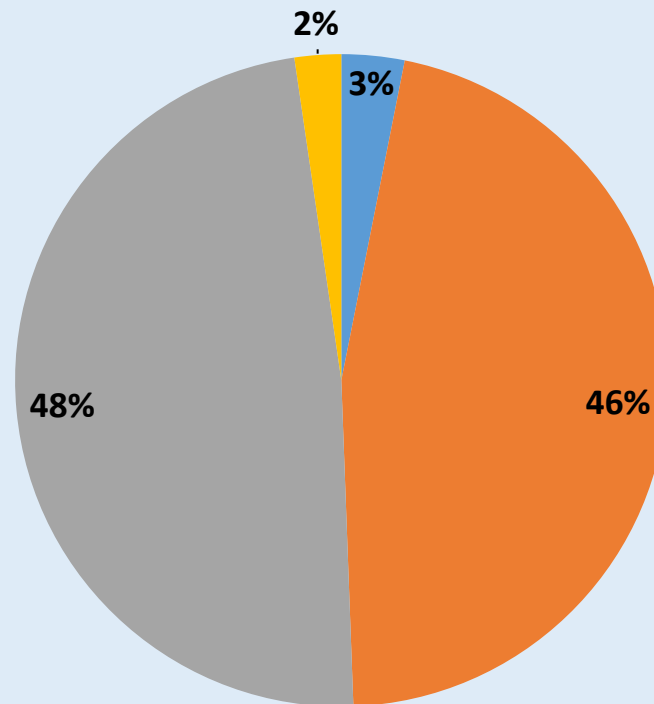
SAMPLE DISTRIBUTIONS BY AREA URBAN/RURAL

SAMPLE DISTRIBUTION BY THE TYPE OF SCHOOL PUBLIC/PRIVATE

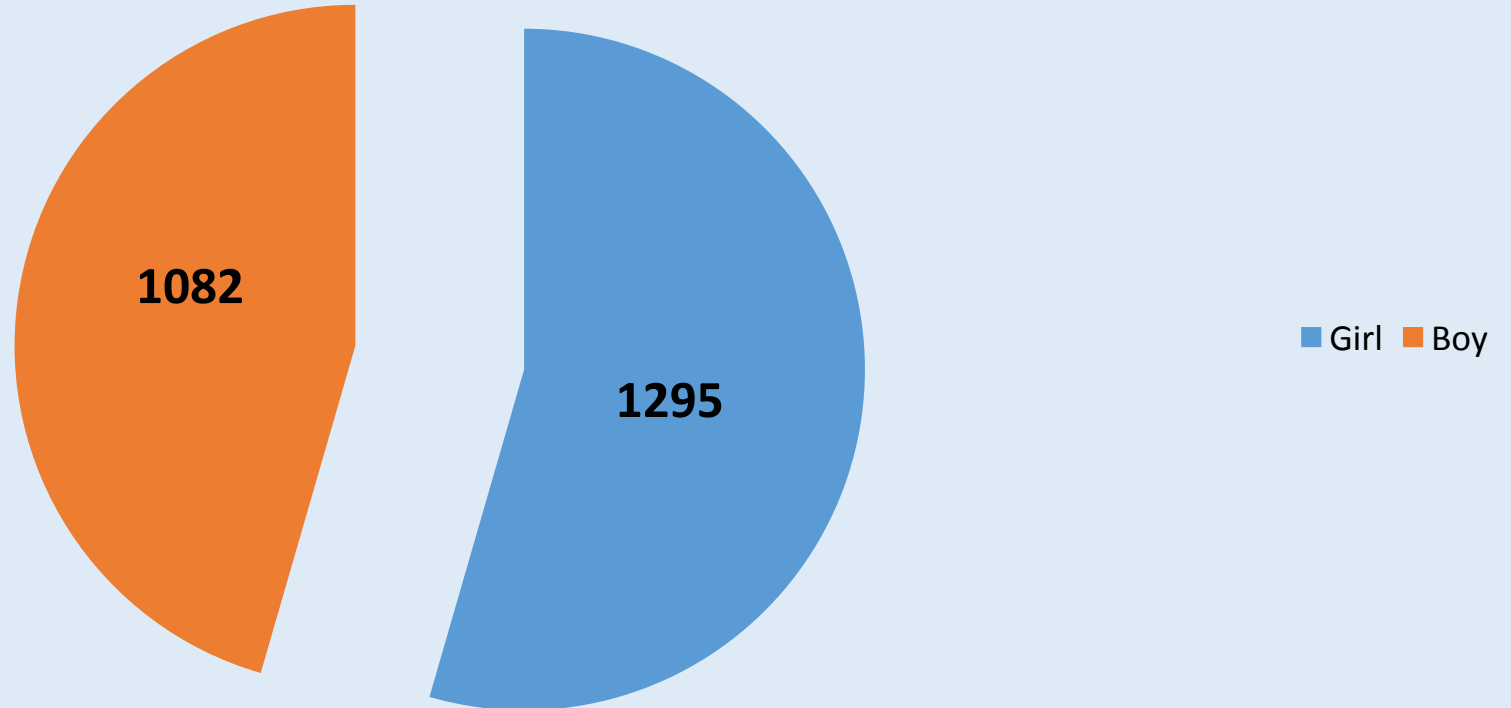# TEACHER'S DISTRIBUTION BY POSITION

Teacher by position

- ■ School Director ■ Teacher ■ Class or homeroom teacher ■ Other

2%

3%

48%

46%

Distribution of students by sex

Main findings of the study

The frequency of bullying by students, teachers and parents

- Not involved
- Bullied by other
- Bullied others
- Bullied other and bullied by other

10% 6% 4% 80%
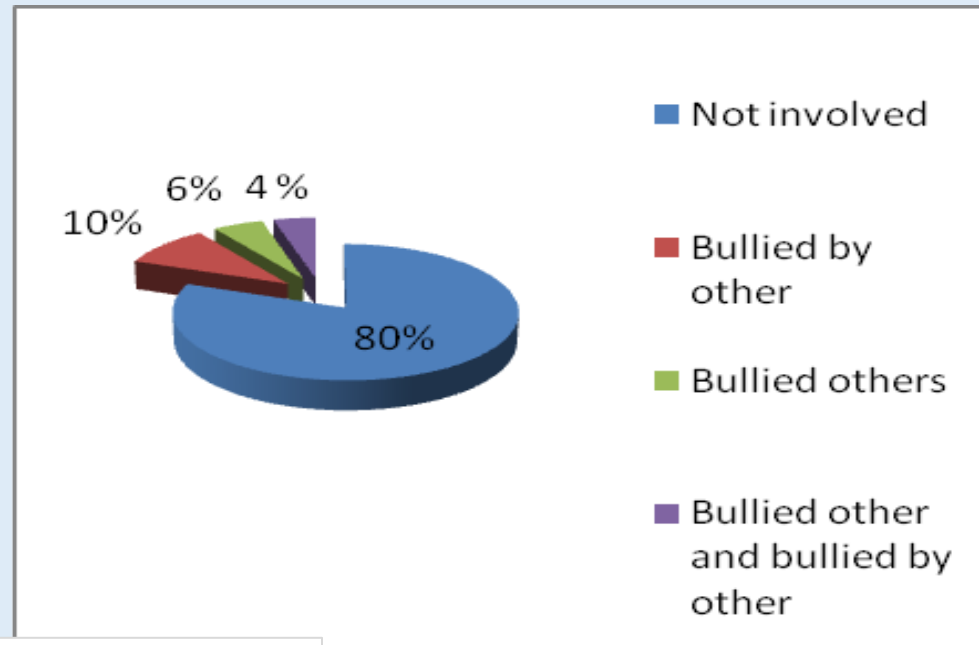
Is there bullying at your school?

20% 59% 22%

- Yes
- No
- Do not know
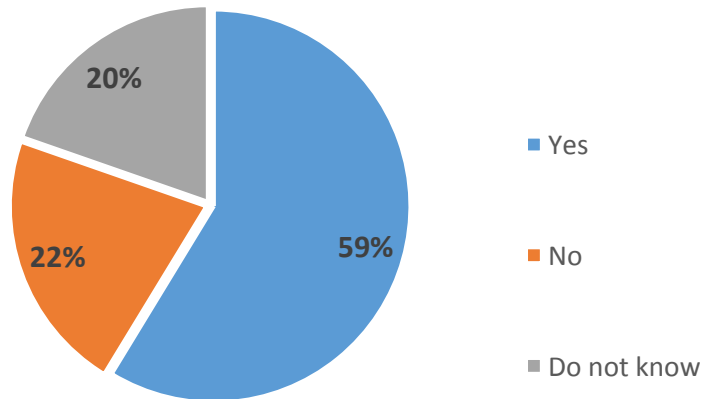
Have your child been victim of bullying at school?

7% 23% 70%

- NO
- Yes
- N/A
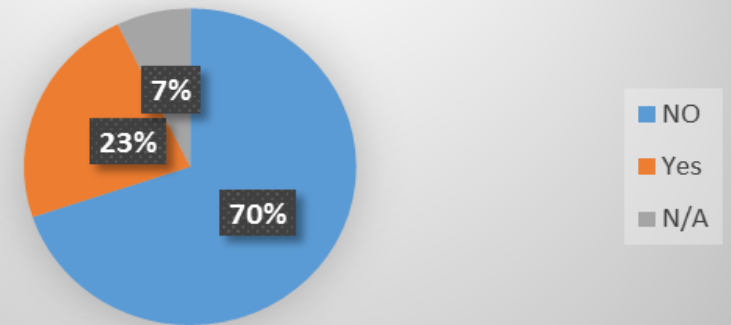
Prevalence of bullying by sex
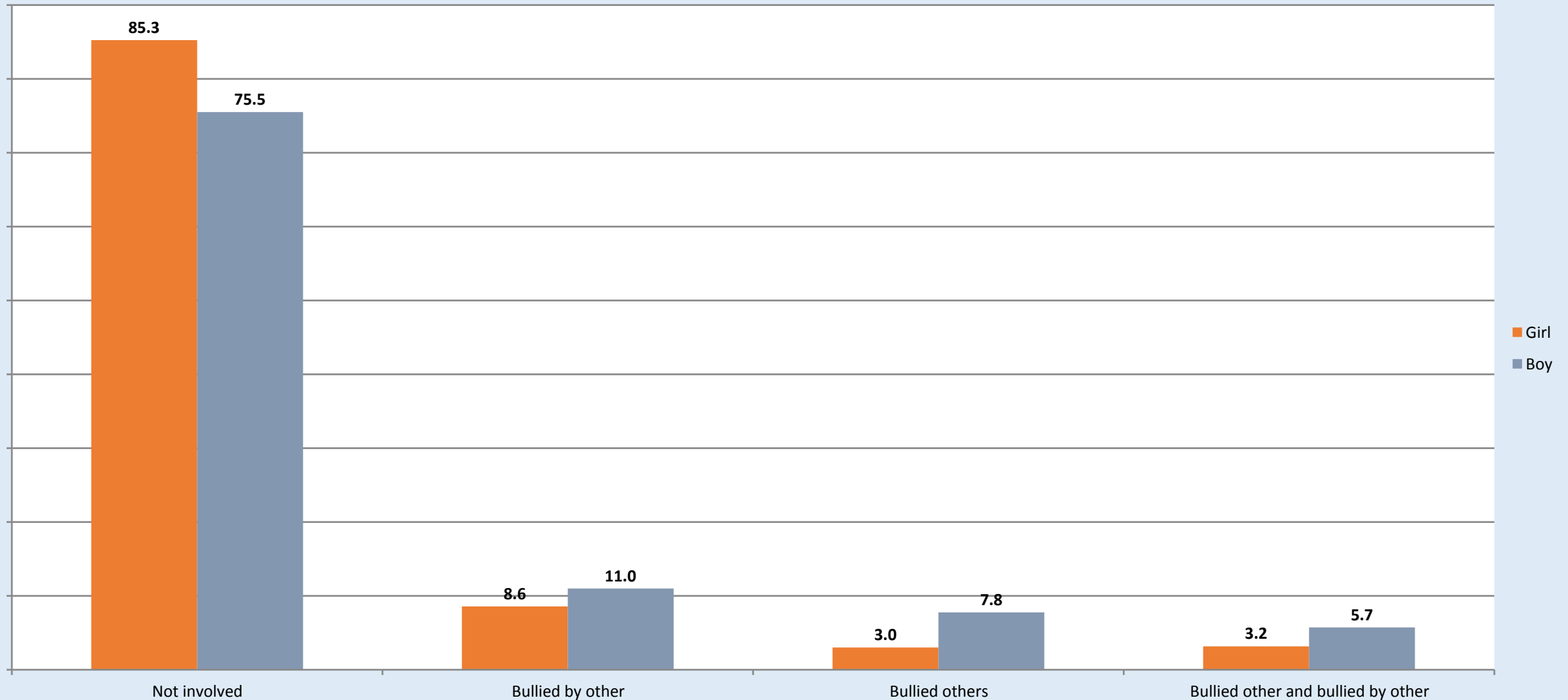
Prevalence of bullying by grade and category
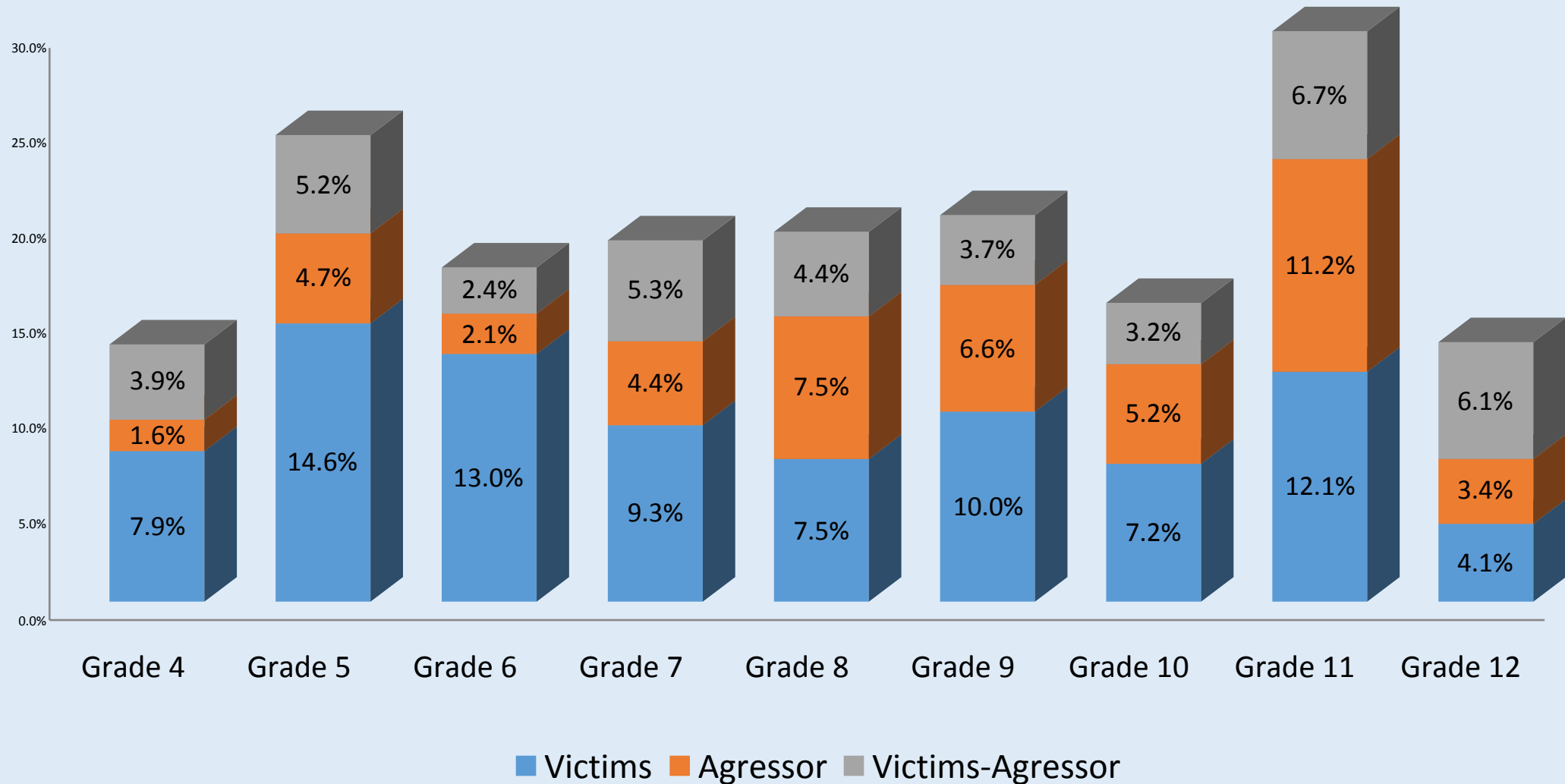
Prevalence of bullying in urban/ rural area

■ Urbane
■ Rurale

17%

20%
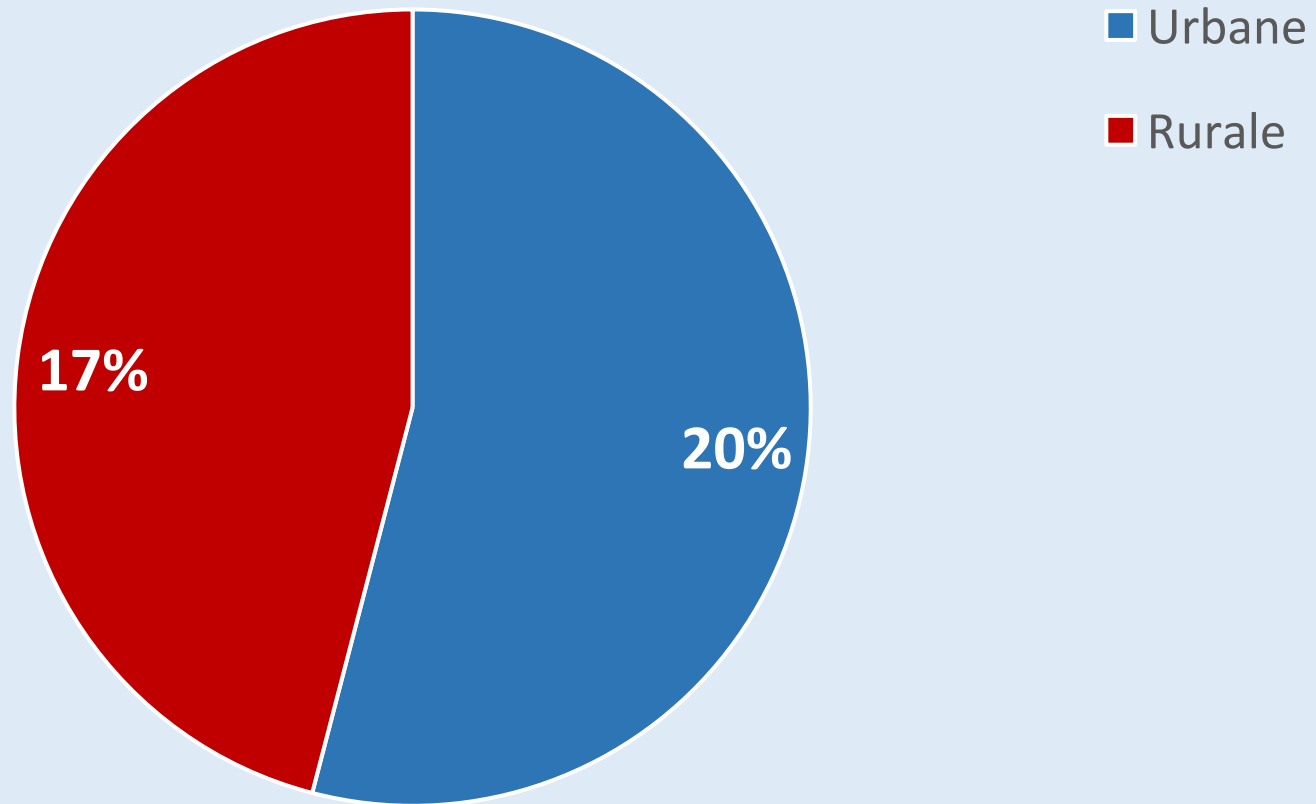
Forms of bullying by gender
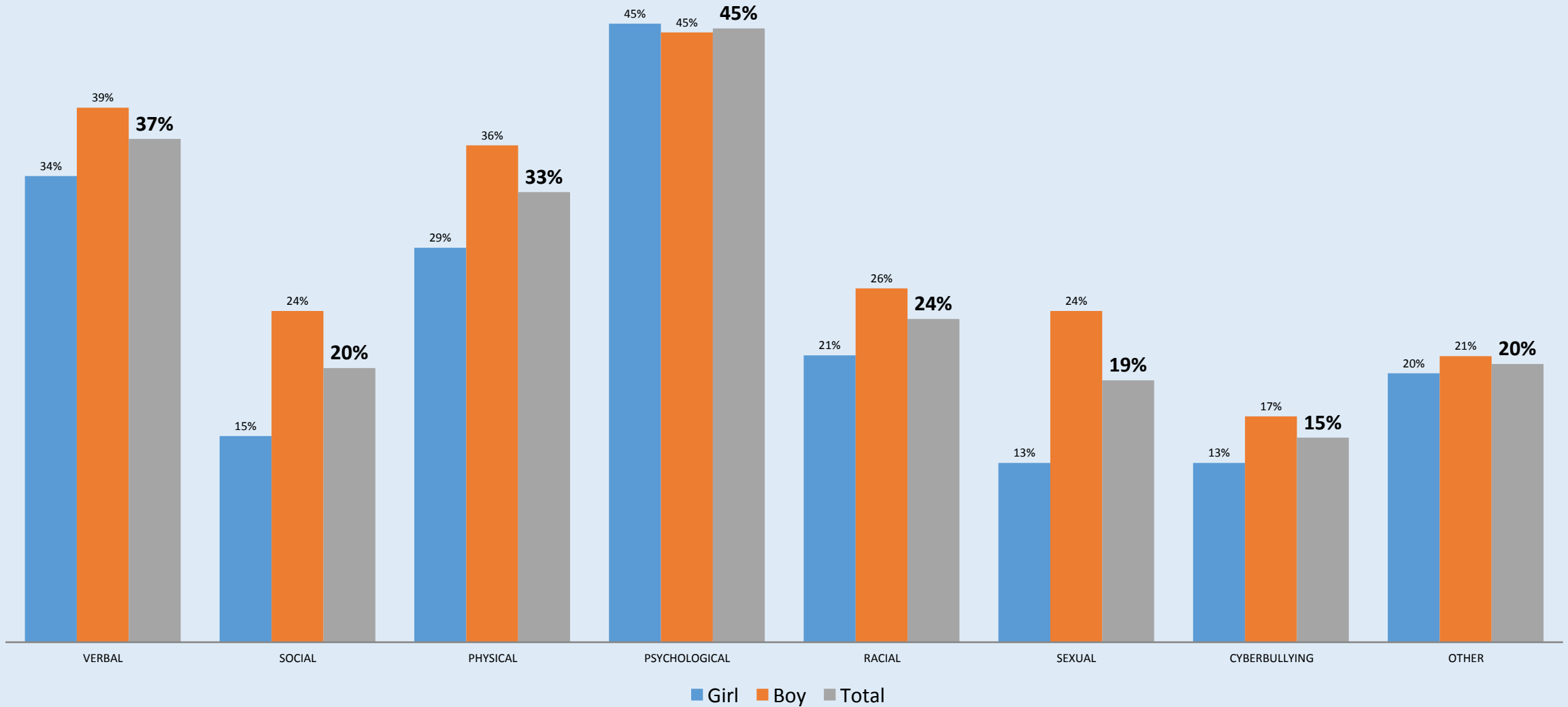
Forms of bullying by type of schools

	9-years	General	VET
PHYSICAL	48.0%	40.7%	60.7%
VERBAL	75.5%	81.2%	77.8%
SOCIAL	46.9%	45.0%	45.3%
PSYCHOLOGICAL	57.5%	65.8%	70.1%
RACIAL	31.3%	22.0%	39.3%
SEXUAL	18.8%	15.8%	23.9%
CYBERBULLYING	47.7%	59.7%	43.6%
OTHER	2.8%	1.0%	5.1%
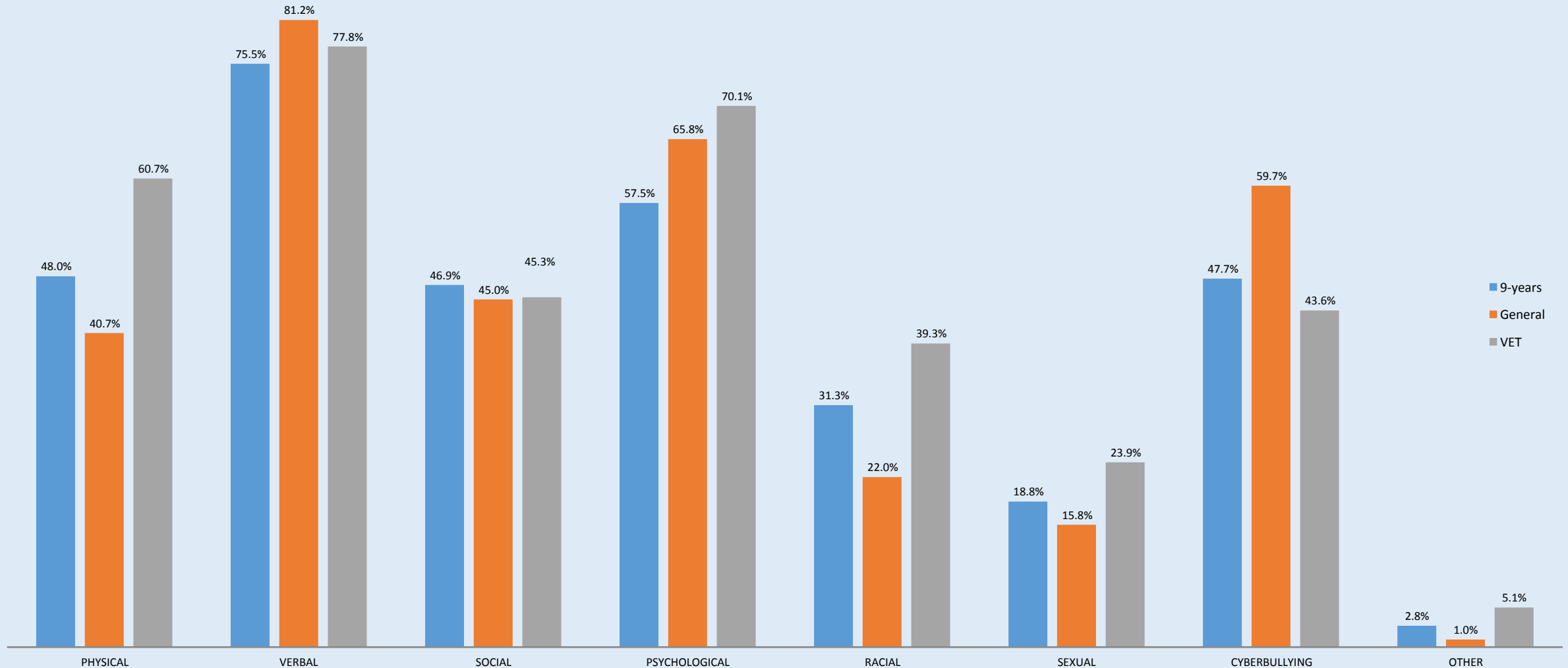
Forms of bullying by private vs public schools
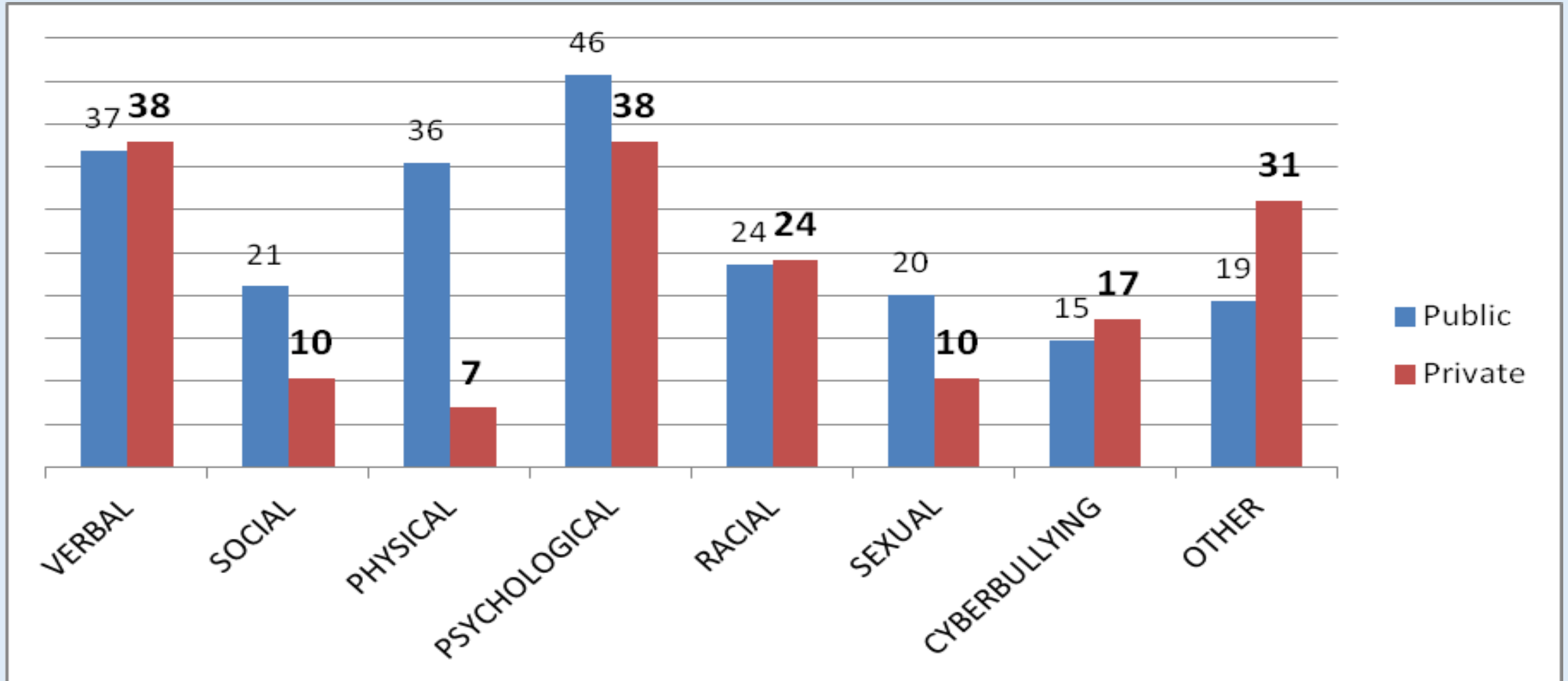
Who bully student by gender?
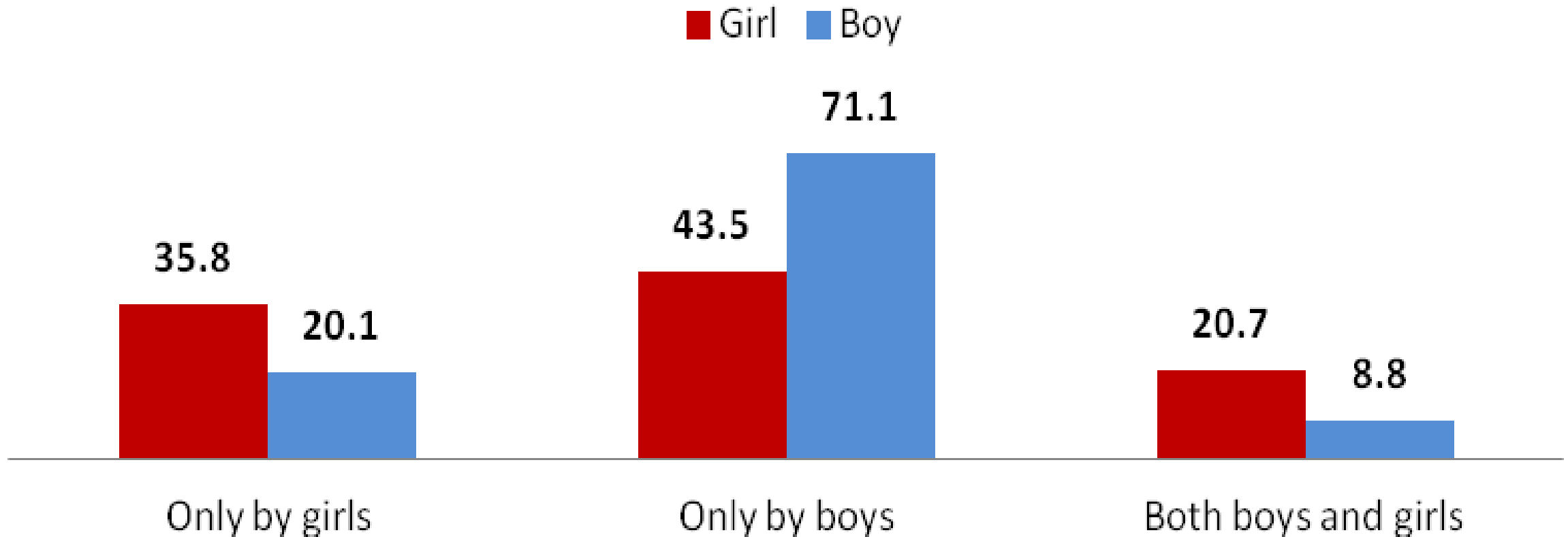
Where bullying takes place by gender
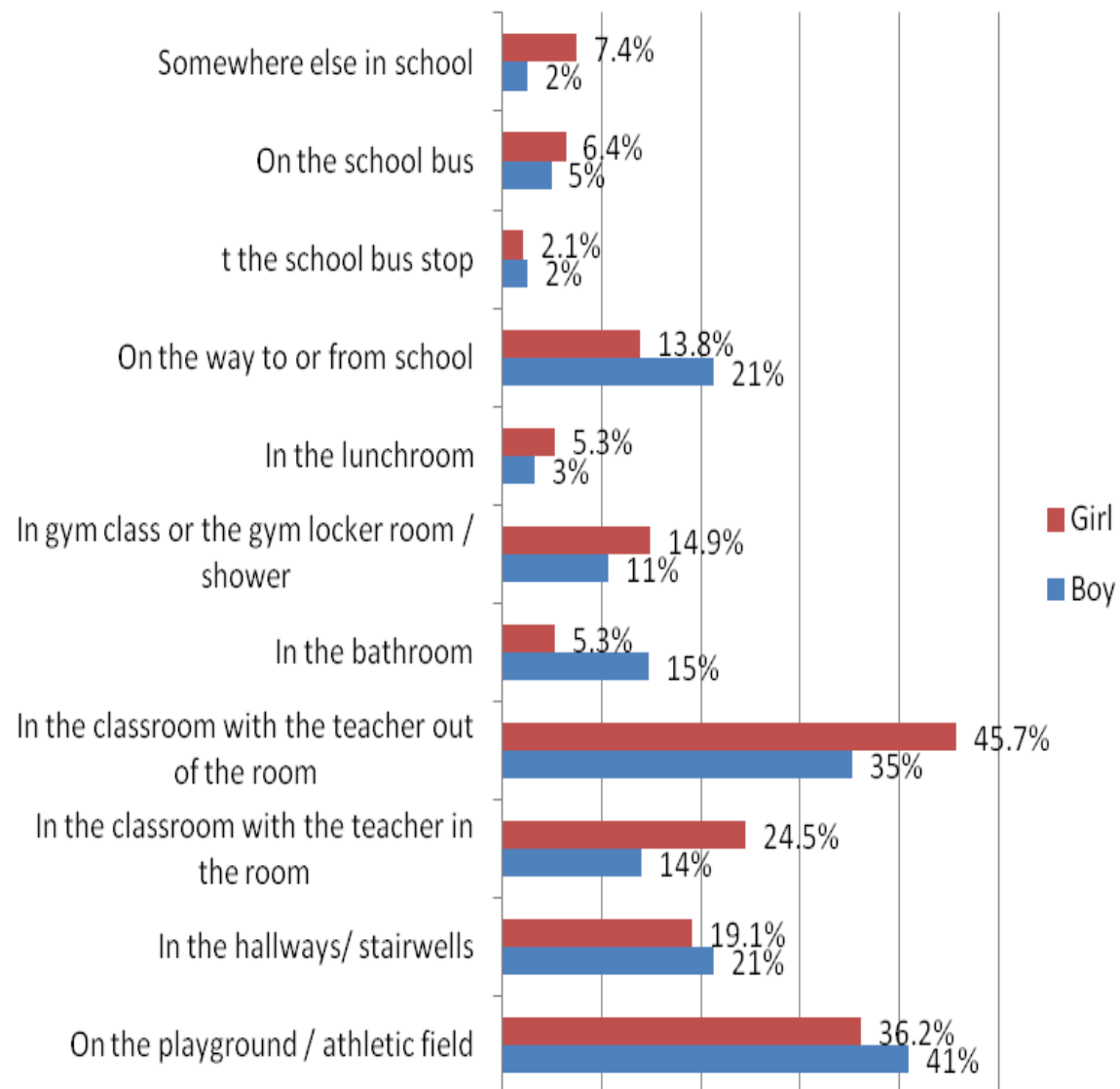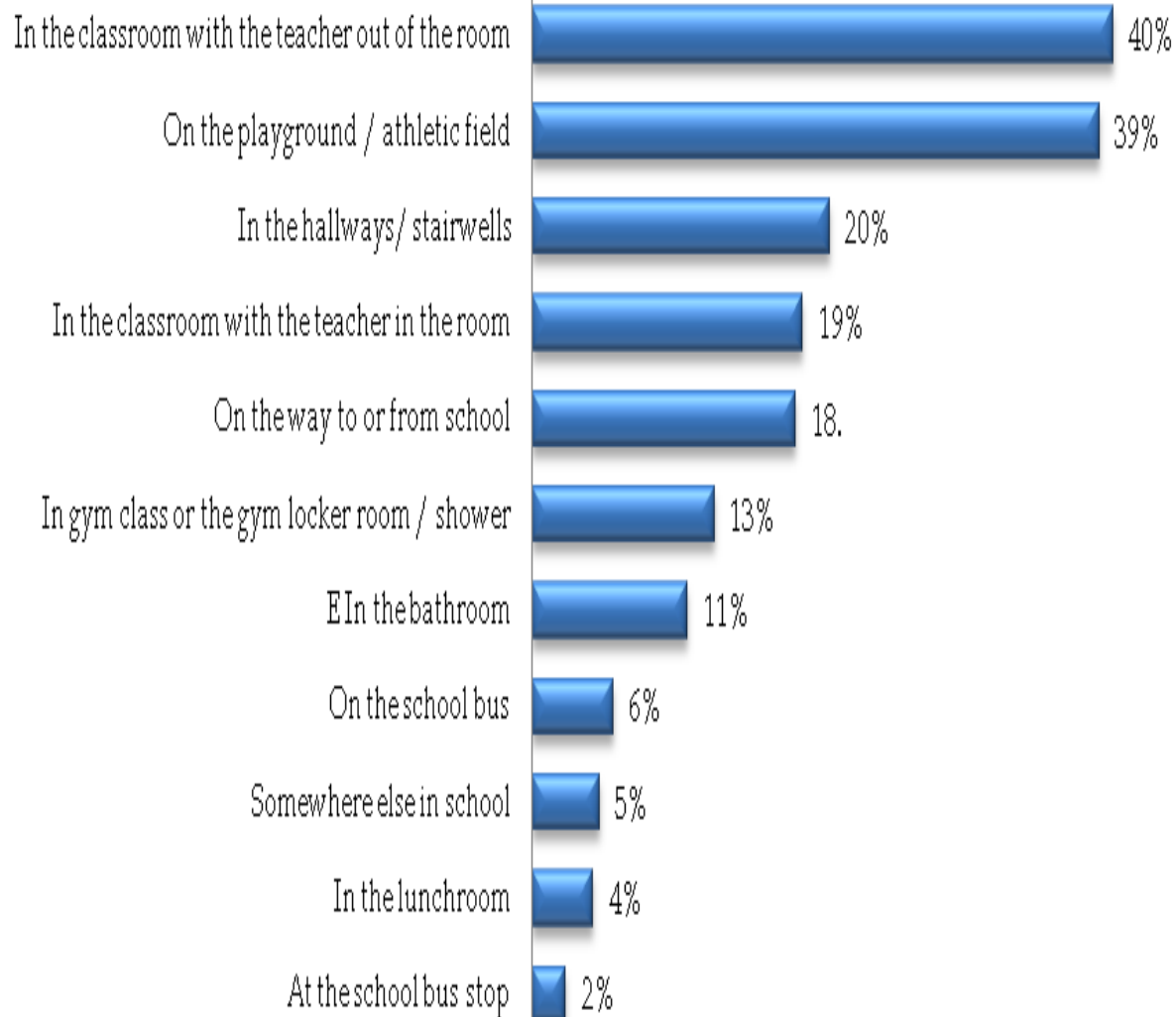
What are the motives of victimization by teachers perspective
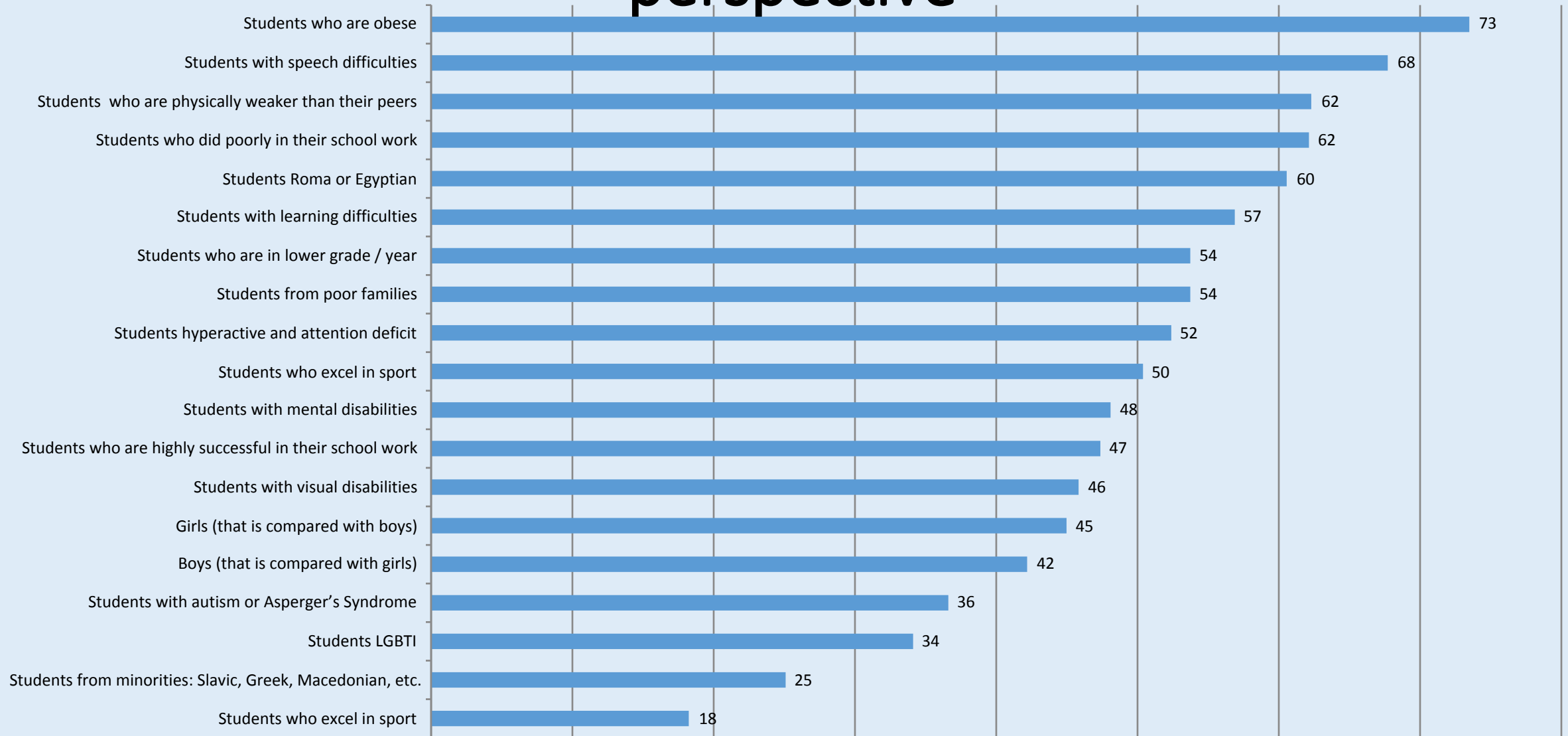
Category	Value
Students who are obese	73
Students with speech difficulties	68
Students who are physically weaker than their peers	62
Students who did poorly in their school work	62
Students Roma or Egyptian	60
Students with learning difficulties	57
Students who are in lower grade / year	54
Students from poor families	54
Students hyperactive and attention deficit	52
Students who excel in sport	50
Students with mental disabilities	48
Students who are highly successful in their school work	47
Students with visual disabilities	46
Girls (that is compared with boys)	45
Boys (that is compared with girls)	42
Students with autism or Asperger's Syndrome	36
Students LGBTI	34
Students from minorities: Slavic, Greek, Macedonian, etc.	25
Students who excel in sport	18

Reporting bullying

Whom do students tell about being bullied?
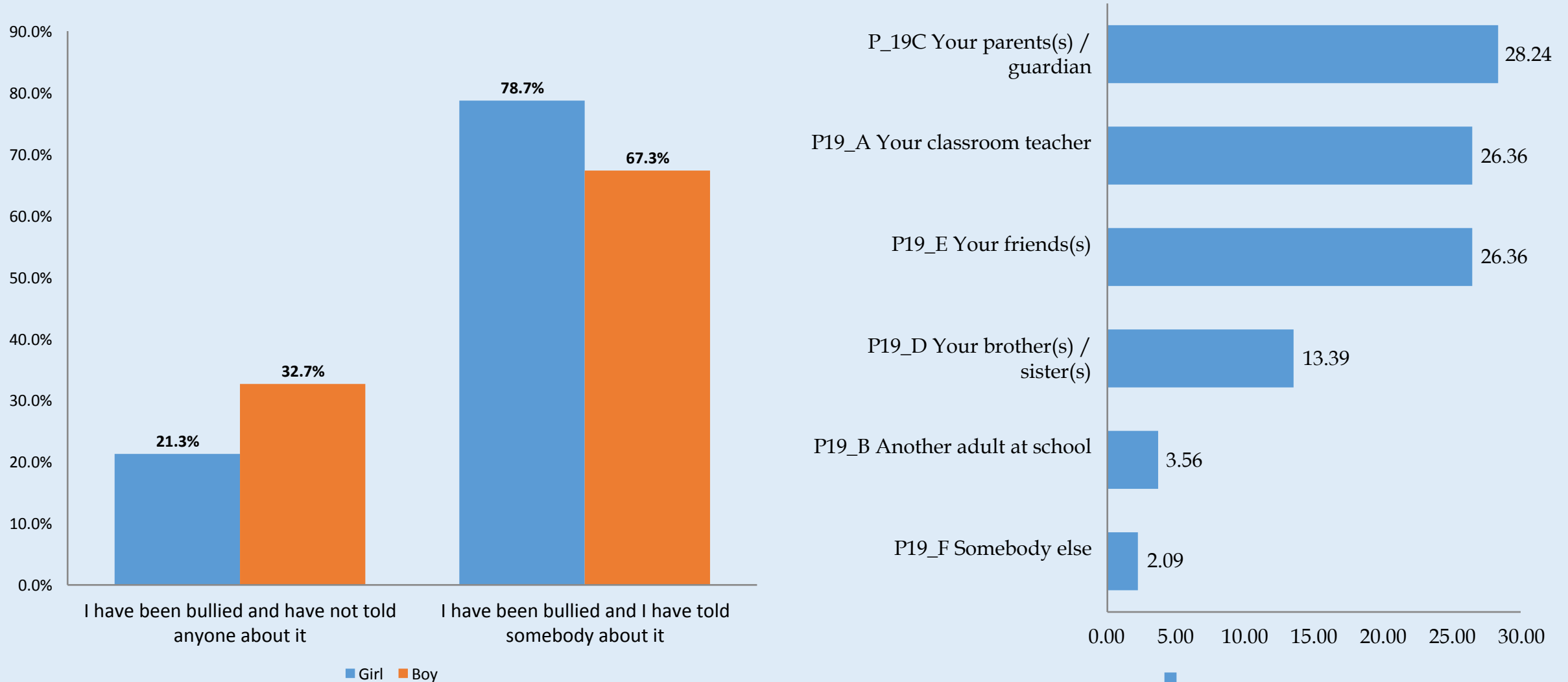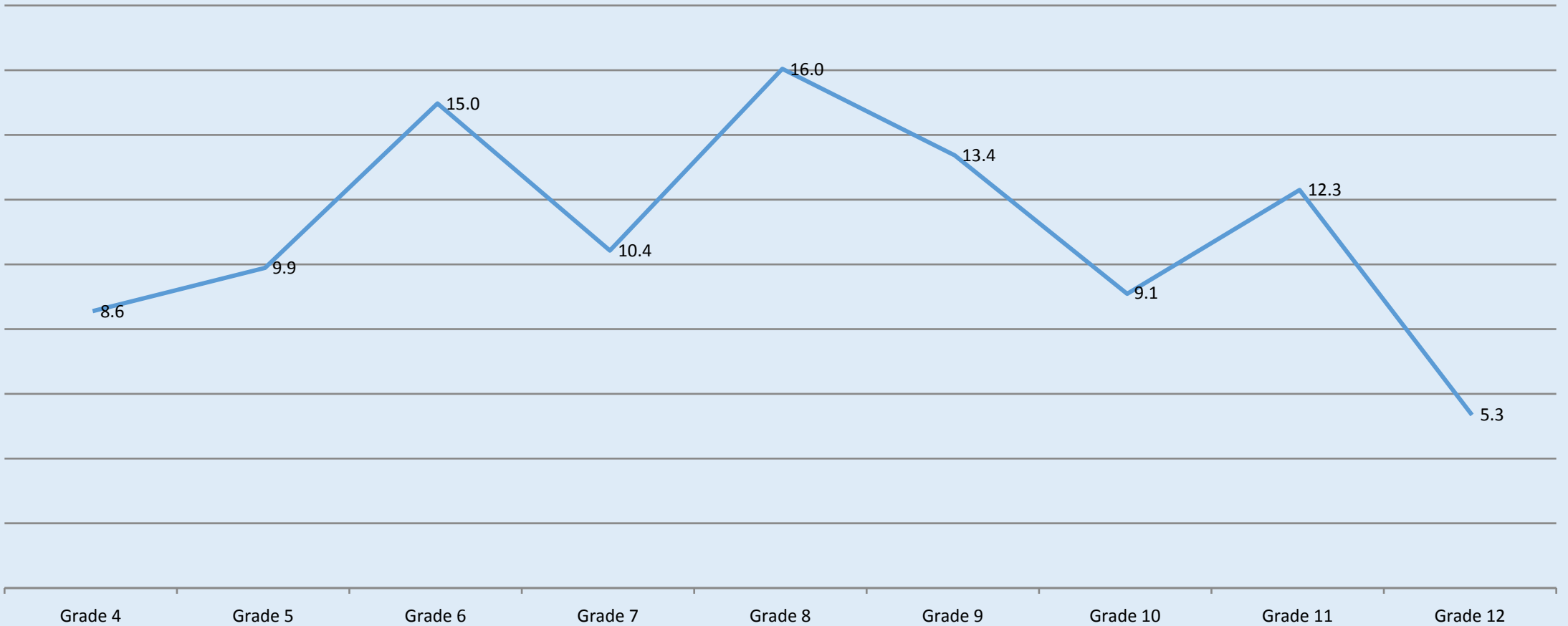
Reporting by grade
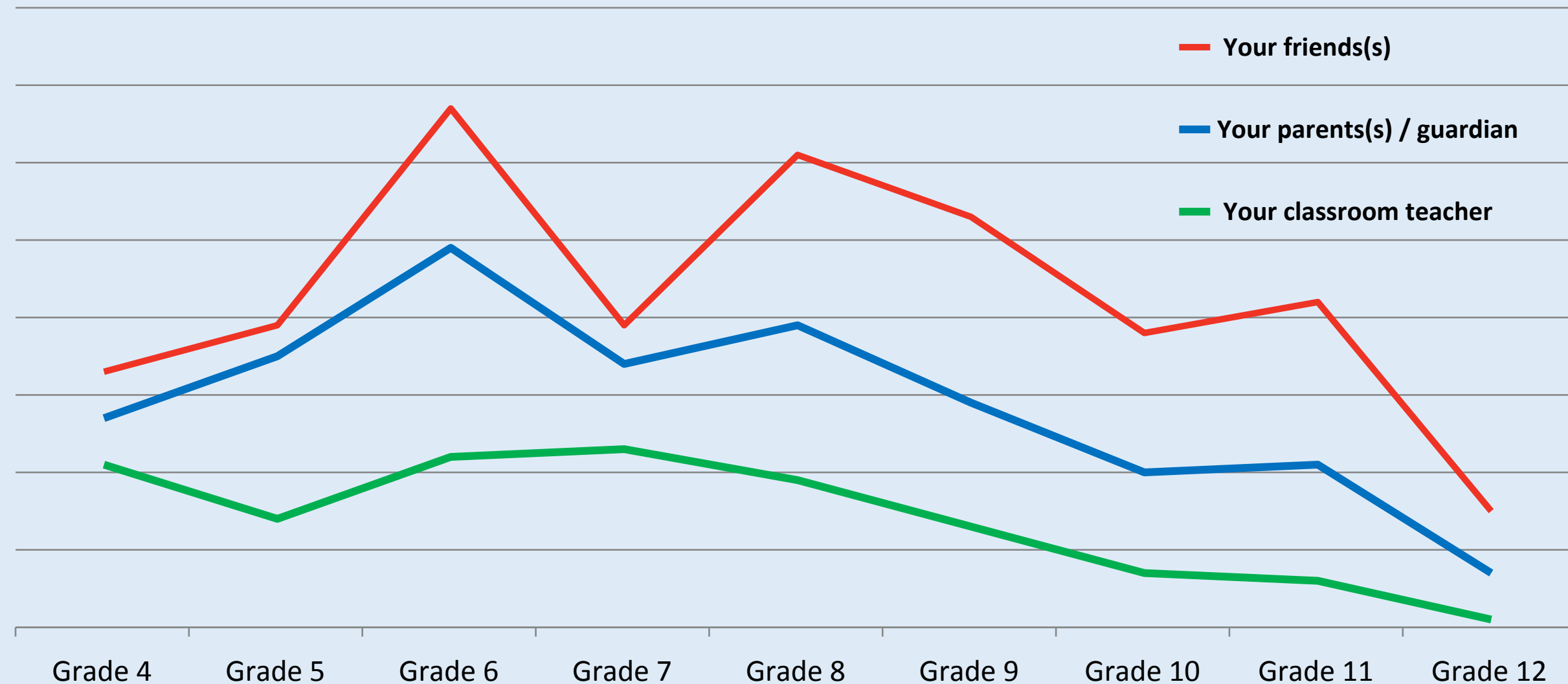
Do parents report the bullying incidence ?

Did you report the bullying to anyone in the school?

- Yes: 62%
- No: 38%
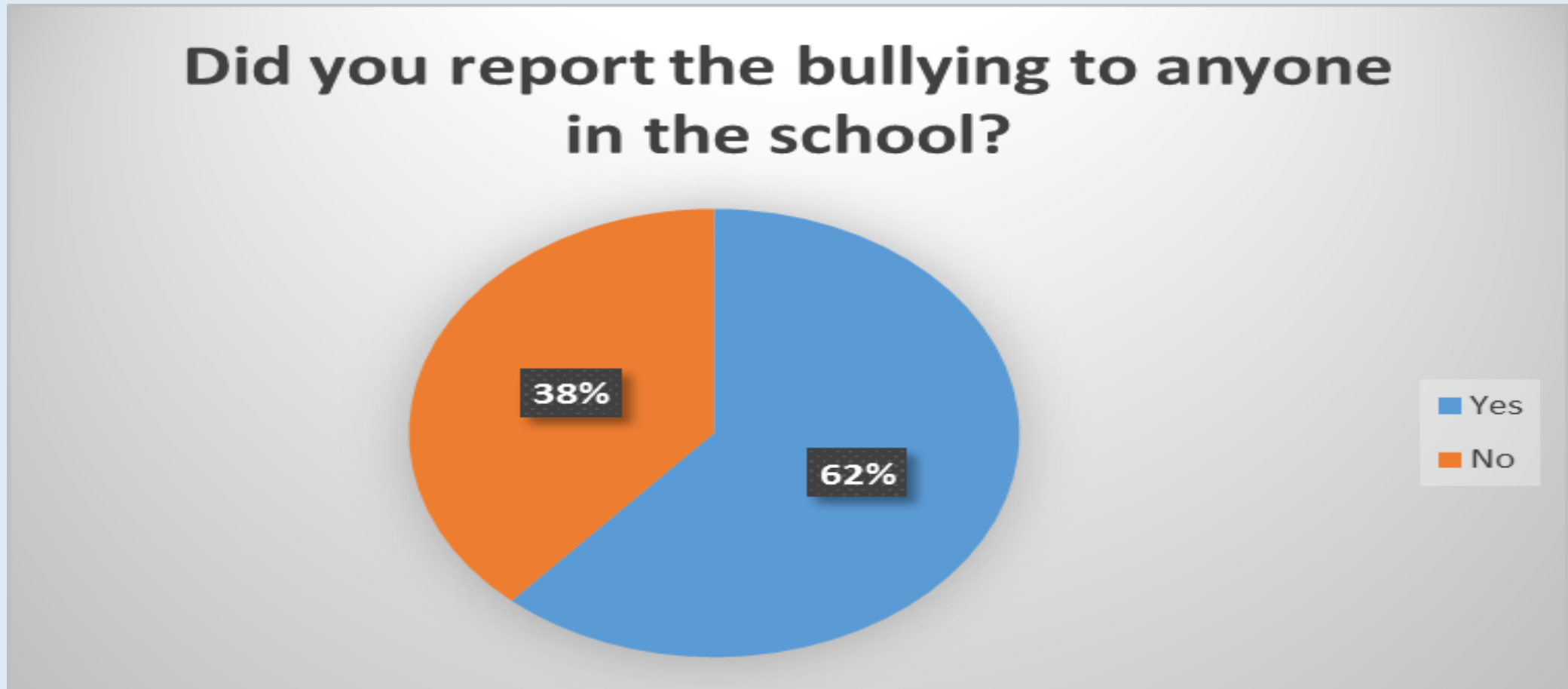
Who did parents report the bullying to?

Who did you report the bullying to?

- Class or homeroom teacher — 77%
- Director of the School — 25%
- Other teachers — 8%
- Other — 4%
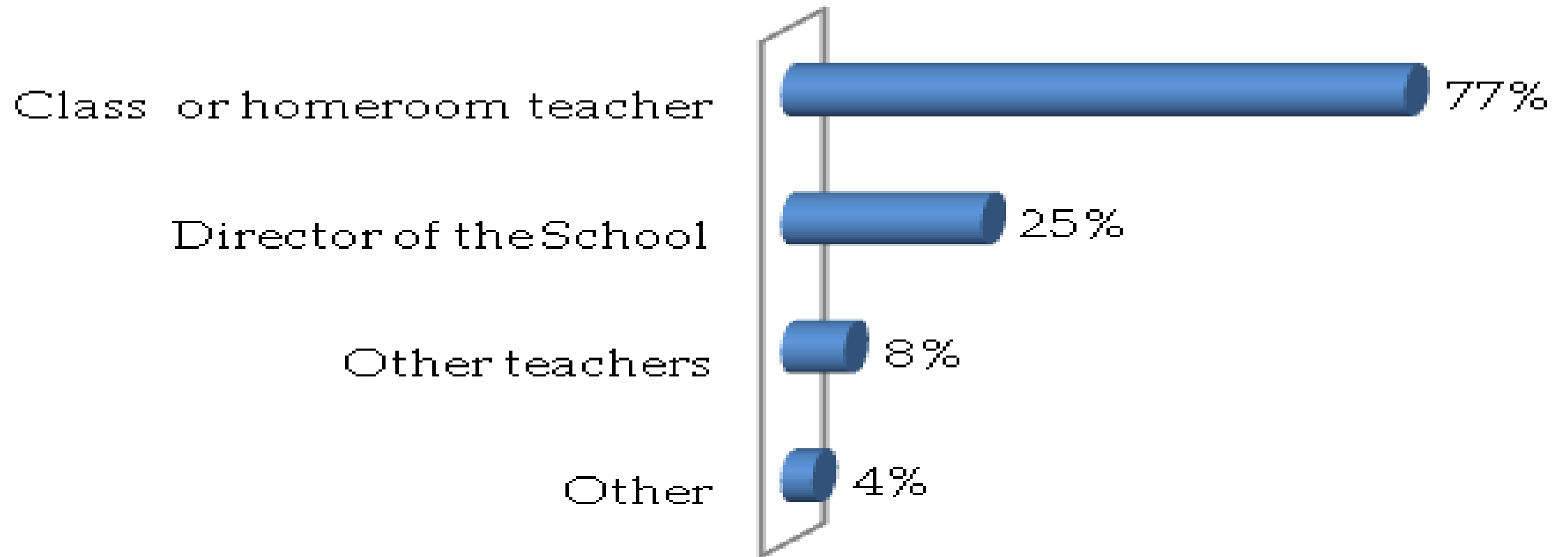
How peers, teacher and parents respond to bullying

How do teachers respond to bullying?

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

- N/A 11.2%
- Almost never 24.2%
- Almost always 30.3%
- Once in a while 14.3%
- Often 13.1%
- Sometimes 7.0%
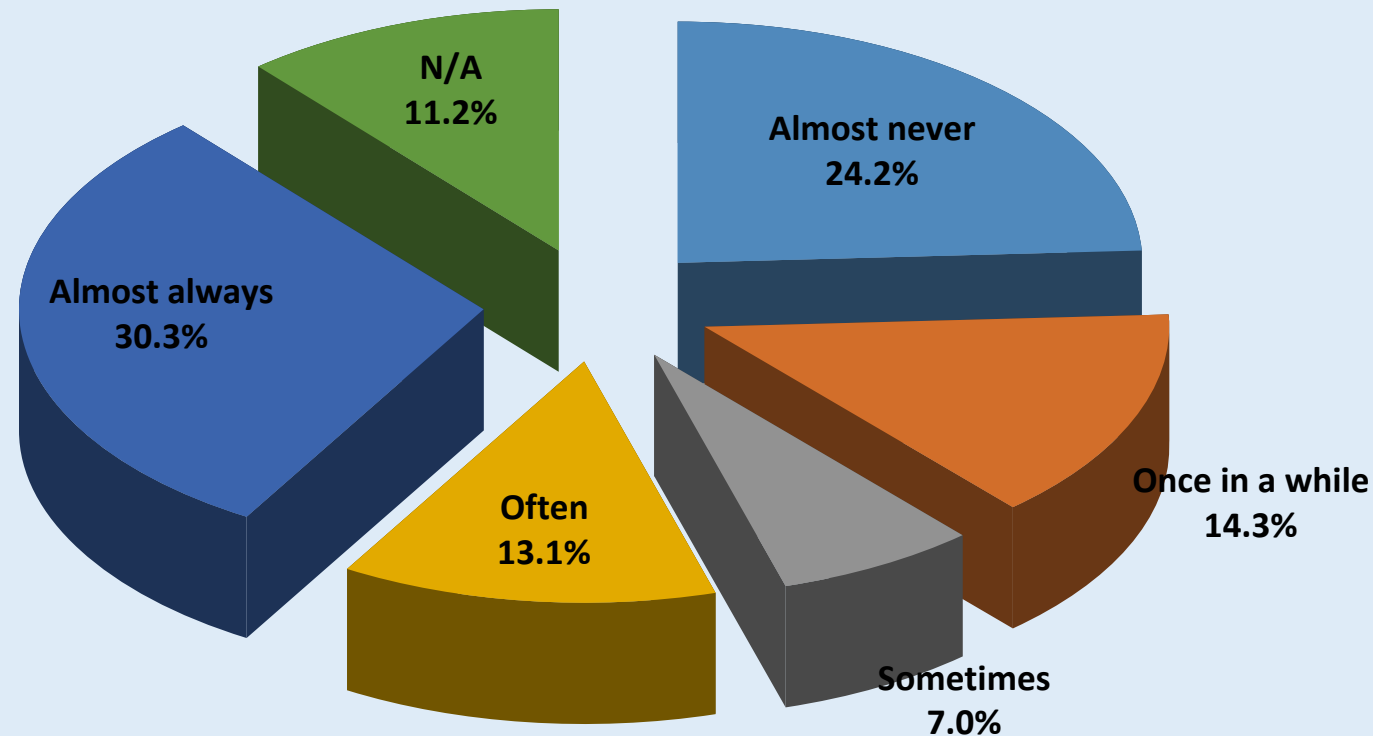
How do students respond to bullying?

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

- N/A 9.0%
- Almost always 15.0%
- Almost never 28.2%
- Often 13.5%
- Once in a while 15.9%
- Sometimes 18.4%
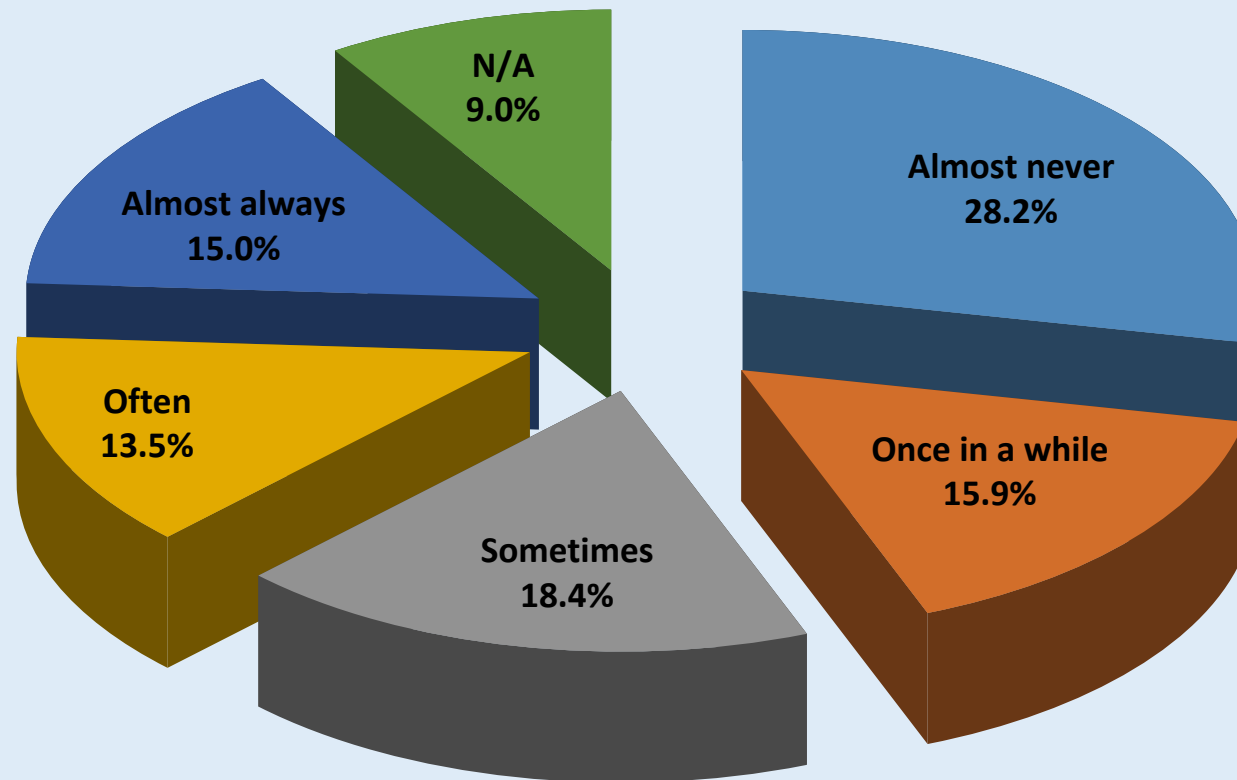
Response to peers' bullying incidents: desire to help versus taking action to help

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

Category	Value
I don't do anything, but I think the bullying is OK	2.2
I take part in the bullying	2.4
I just watch what goes on	3.4
N/A	4.5
I don't do anything, but I think I ought to help the bullied student	12.5
I try to help the bullied student in one way or another	34.3
I have never noticed that students my age have been bullied	40.6

Response to peers' bullying incidents: Empathy with the victims
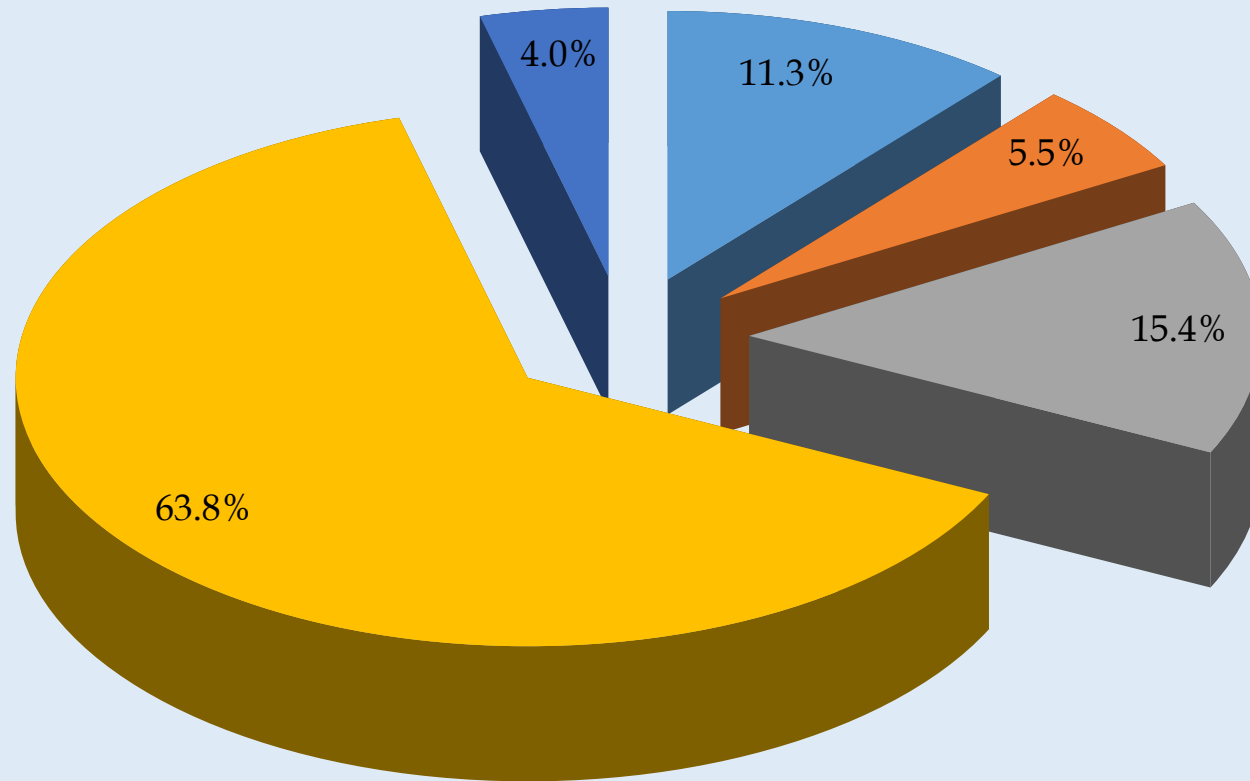
Intervention and prevention strategy used by schools

What interventions undertake schools to fight bullying?

- Referred to a school Administrator — 63%
- Referred to a school counselor (psychologist, social worker) — 50%
- Not allowed to participate in extracurricular activities or Interscholastic sports? — 11%
- Referred to legal authorities — 8%
- Suspended from school — 7%
- Reassigned to an alternative School — 4%
- Expelled from school — 3%
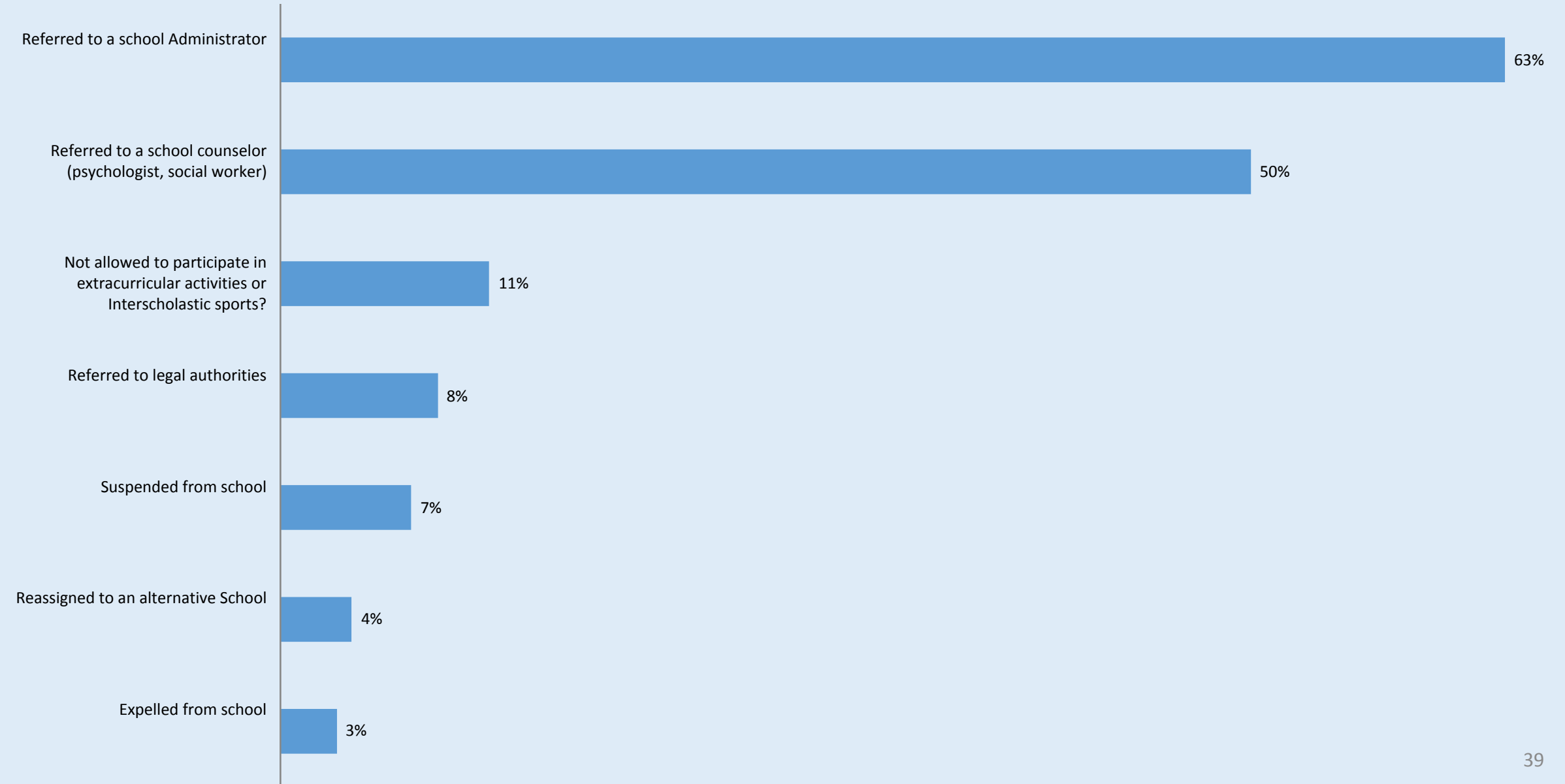
Have you ever had any training or attended a work-shop for any anti-bullying programmes?

Yes
23%

No
77%
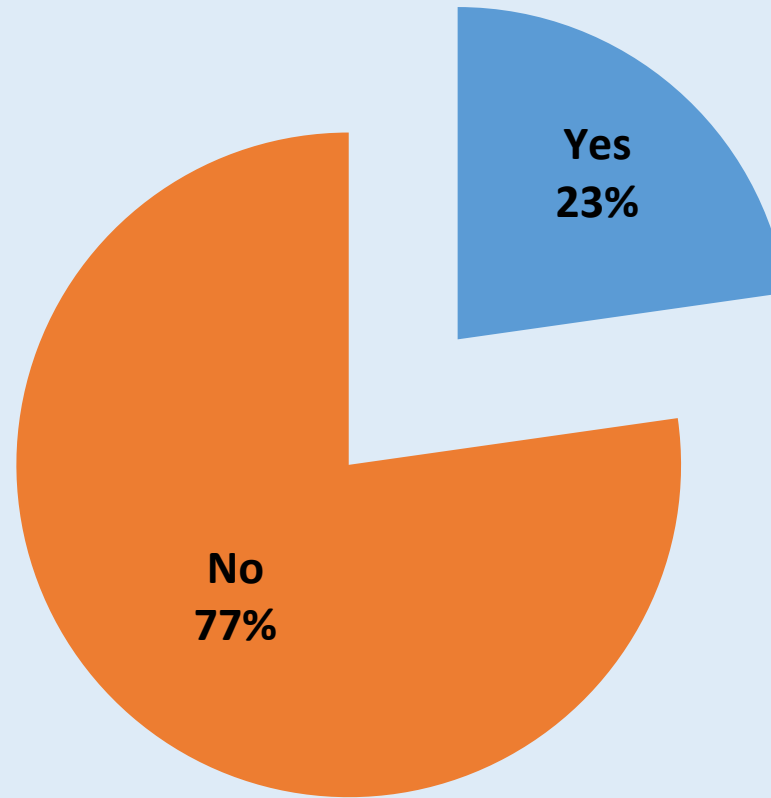
Please, indicate below whether you believe there is a need for national anti-bullying guidelines in schools?

Category	Value
Don't know	3.8
Strongly agree	50.8
Agree	35.8
Partly agree	6.8
Disagree	1.4
Strongly disagree	1.4
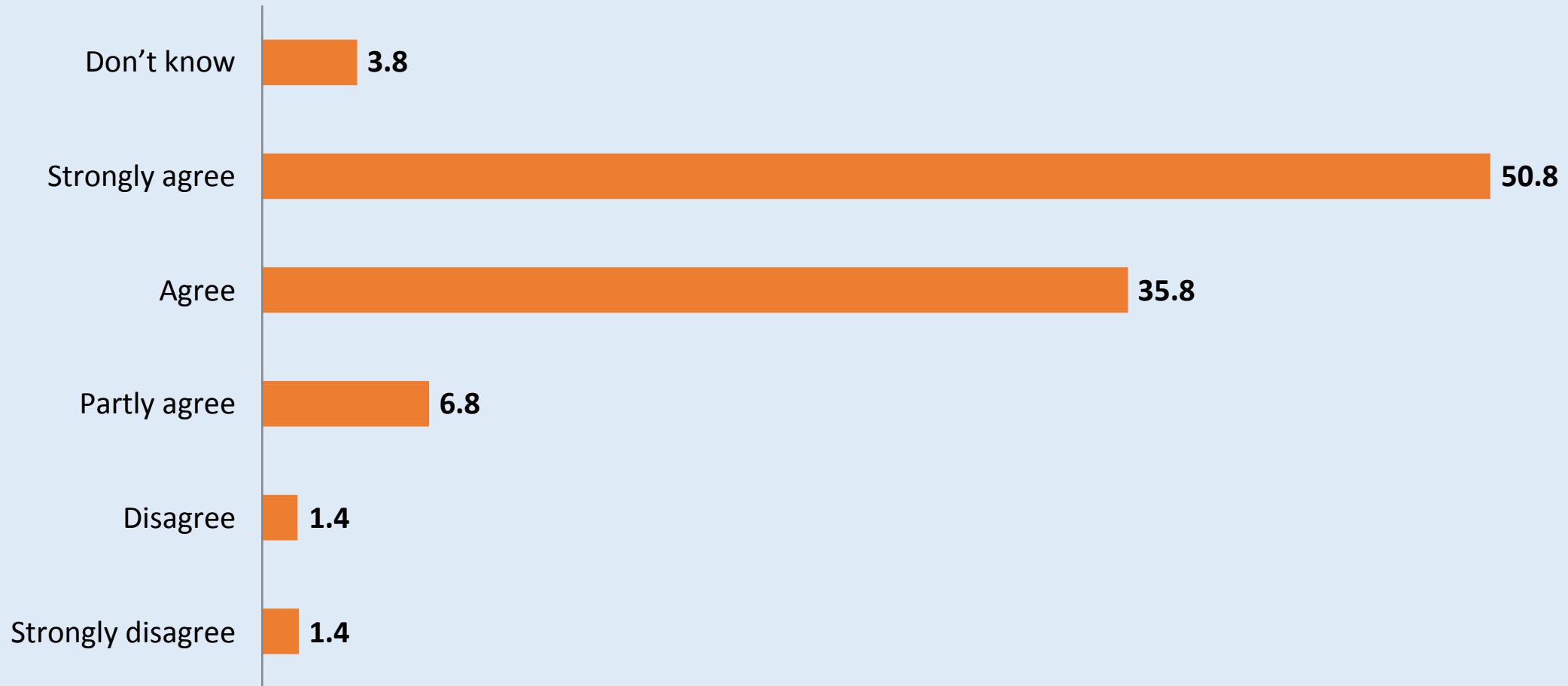
Strategy used by schools to fight bullying

Q22_1 Effective supervision of students outside classrooms — 93.3%
Q22_5 Regular classroom discussion on topics surrounding bullying — 60.0%
Q22_13 Individual counseling for students who have been victimized — 52.3%
Q22_14 Individual counseling for students who have bullied — 49.9%
Q22_11 Student-led activities (e.g., presentations, conferences) — 49.7%
Q22_7 Class exercises such as role plays, writing assignments — 47.2%
Q22_8 Development and posting of class rules — 47.2%
Q22_15 Group counseling for students who have bullied — 46.5%
Q22_3 Reorganizing physical space (e.g. classrooms, playground) to reduce potential of bullying — 46.1%
Q22_16 Group counseling for students who have been victimized — 43.4%
Q22_6 Use of anti-bullying curriculum materials (e.g., videos, books) — 43.0%
Q22_2 Staff training related to bullying — 35.0%
Q22_18 Provide information to parents (eg. Newsletters, literature) — 33.5%
Q22_10 Involvement of students in anti-bullying committee — 31.8%
Q22_19 Invite parents to school for presentations, seminars, etc. — 30.5%
Q22_20 Have parents participate directly in school anti- bullying program(s) — 26.5%
Q22_4 Other schooll (specify) — 2.4%
Q22_12 Other (specify) — 1.5%
Q22_21 Other (specify) — 1.4%
Q22_17 Other Individual — 1.3%
Q22_9 Other (specify) — 1.2%

Violent extremisms in schools

Teacher attitudes about violent extremism (Agree/ Strongly Agree)

Q23_2 Dialogue and negotiation is the best way for conflict resolution — 94.1%

Q23_1 Violence can never be justified — 90.6%

Q23_3 There is no natural hierarchy between different social groups — 54.2%

Q23_4 Teachers should express their beliefs freely to students — 43.4%

Q23_5 Some social groups are less immune to extremism — 42.8%

Q23_7 Grouping children by ethnicity, gender, religion in schools provides them with a safe space — 14.7%

Q23_6 School is not responsible for teaching students how to resolve conflicts — 8.6%

Q23_8 Adults are sometimes justified in using violence for children's own sake — 7.5%

Incident occurred in the school during the past 12 months
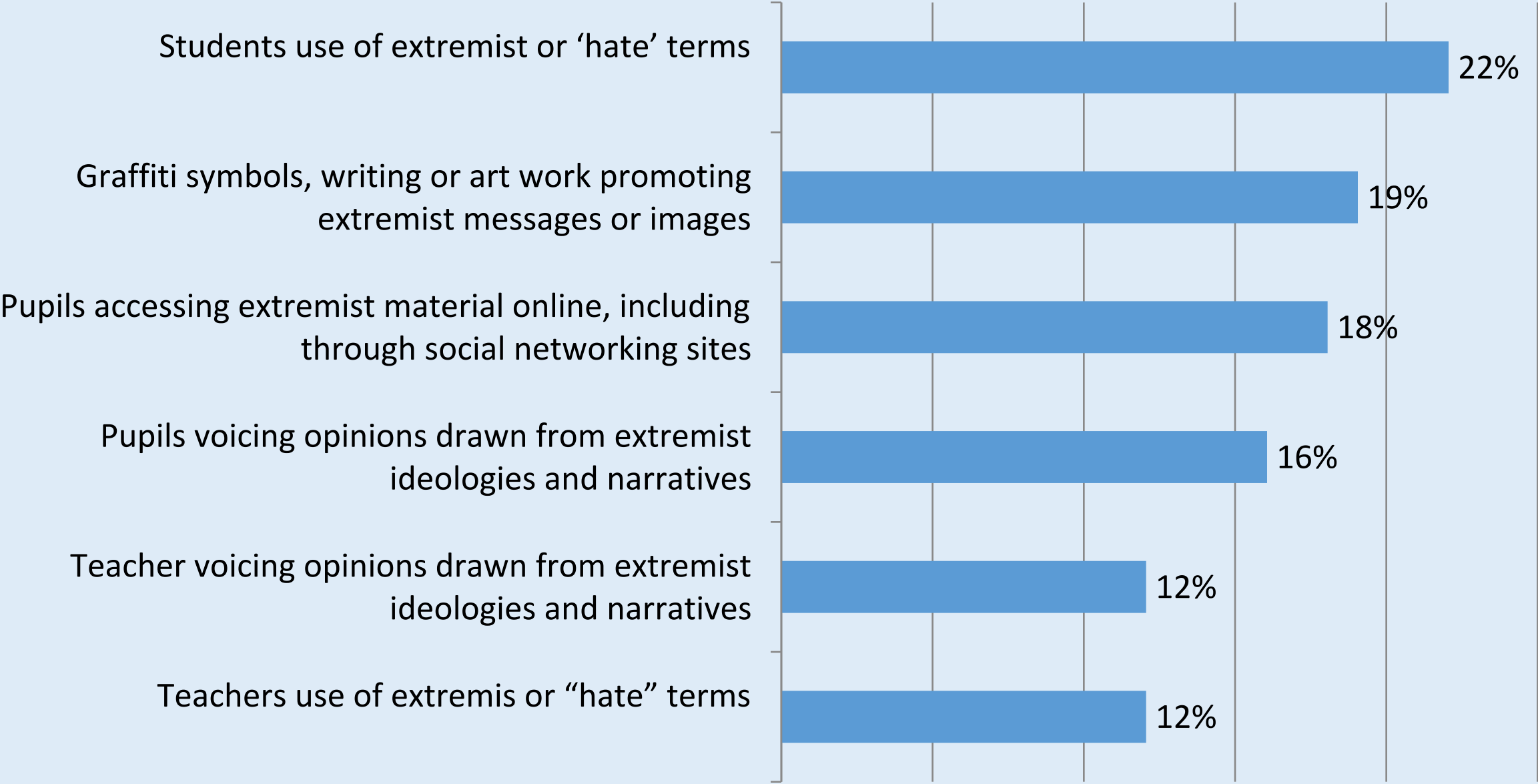
Strategies for preventing extremism and intolerance by teacher perspective

Q27_1 Discussing with students violent extremism and its consequences — 88.5%

Q27_4 Teaching students conflict resolution techniques including mediation — 87.7%

Q27_11 Informing parents and teachers to recognize early signs of extremisation and radicalization — 84.6%

Q27_2 Teaching about stereotypes, prejudices and preconceptions and their impact — 76.9%

Q27_3 Teaching about the different facets of violent extremism and other global issues — 71.2%
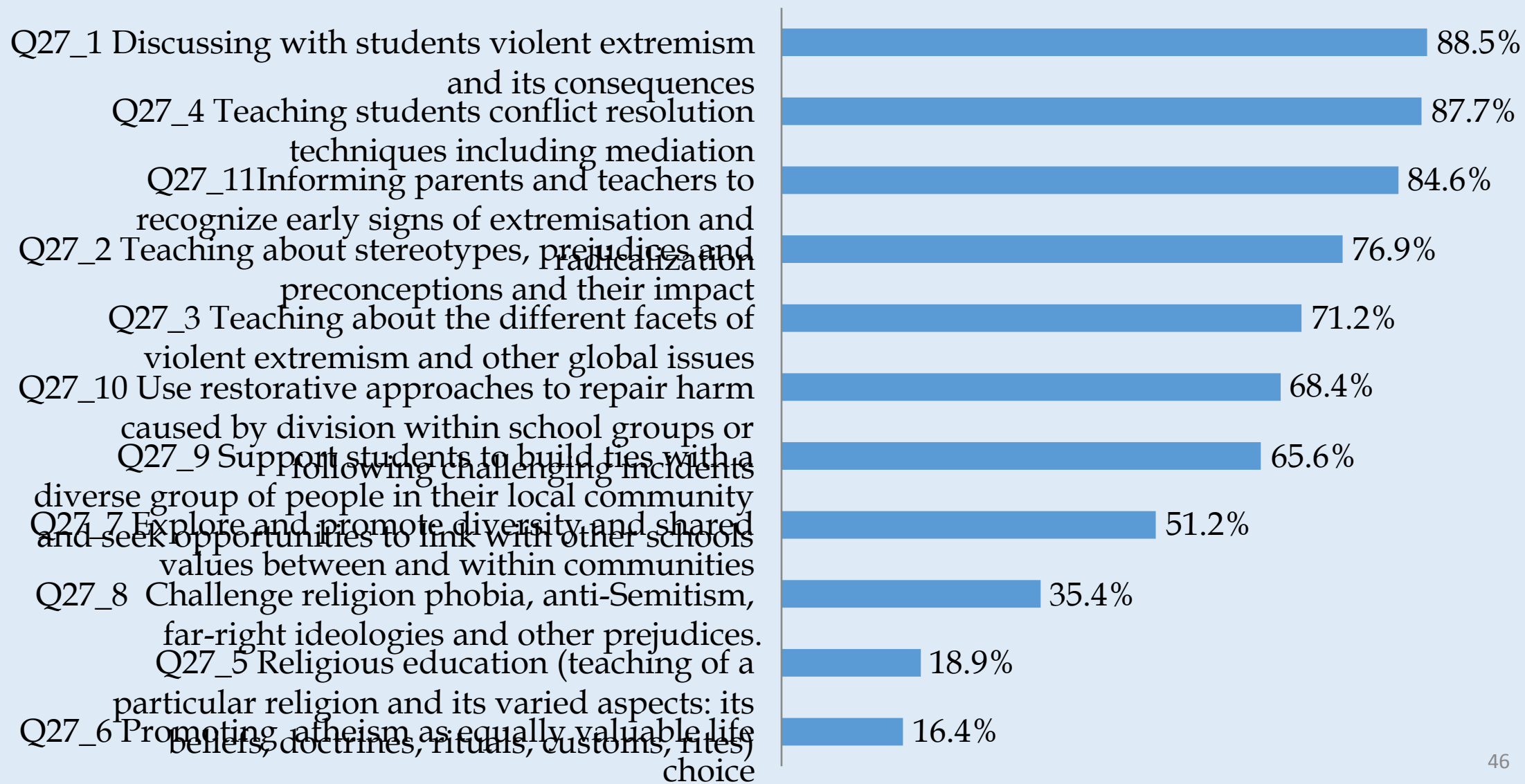
Q27_10 Use restorative approaches to repair harm caused by division within school groups or following challenging incidents — 68.4%

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 — 65.6%

Q27_7 Explore and promote diversity and shared values between and within communities — 51.2%

Q27_8 Challenge religion phobia, anti-Semitism, far-right ideologies and other prejudices. — 35.4%

Q27_5 Religious education (teaching of a particular religion and its varied aspects: its beliefs, doctrines, rituals, customs, rites) — 18.9%

Q27_6 Promoting atheism as equally valuable life choice — 16.4%

RECOMMENDATIONS

Main Recommendation

Developing a coherent anti-bullying policy at national level which would aim at:

- increasing school safety; and
- establishing a supportive social environment

CENTRAL AND LOCAL INSTITUTIONS

01 The establishment of a national mechanism for identification, referral and addressing the bullying phenomenon.

02 Preparation of guidelines or manuals for teachers and leaders, so that they can identify and manage bullying behaviors.

03 Bullying behaviors and different aspects of it become part of the school curriculum.

04 All school personnel should be trained to understand, identify and intervene on issues such as bullying or violent extremism.

05 Strengthening psycho- social support system by increasing the number and presence as well as further professionalization of psychologists and social workers in schools.

anti-bullying **WORKS**

STOP BULLYING SAFE SCHOOL ZONE

RECOMMENDATIONS

SCHOOL DIRECTORATES

01 Each school should develop a mid-term plan to combat bullying through awareness and capacity building.

02 Each school must perform regularly, every year, a monitoring and evaluation on the prevalence of bullying, most frequently the places where it happens a lot.

03 Every school should implement a continuous monitoring for displaying extremist behavior.

04 The internal review of school regulations, where clearly defined bullying behaviors and measures for its prevention.

RECOMMENDATIONS

Thank you!