

# CATALOGUE OF SCHOOL ANTI-BULLYING INITIATIVES IN ALBANIA



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**CATALOGUE OF SCHOOL  
ANTI-BULLYING  
INITIATIVES IN ALBANIA**

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# FOREWARD

The joint European Union and Council of Europe Horizontal Facility Action “Fighting bullying and extremism in the education system in Albania” has been a 3-year project aimed at finding effective means to tackle bullying and extremism, in line with the Council of Europe standards and practices. The project has been implemented in close cooperation and partnership with the Ministry of Education, Sports and Youth, 21 pilot schools, local communities, media, NGOs, teacher training and youth organizations.

The joint action strived at creating a new type of school culture based on human rights and democracy to banish bullying from schools for good. The action focused on three main pillars: supporting the educational institutions in creating a safe learning environment and establishing effective mechanisms to prevent bullying; improving educational professionals’ skills by increasing their knowledge and competences on preventive and positive discipling measures; and raising awareness at school, community and central level on the consequences of bullying and extremism in schools.

21 pilot schools in Albania (10 primary, 9 general secondary and 2 vocational secondary) directly benefited from the action and they had developed practices which provided policy makers with evidence-based proposals on how to upscale practices at the policy level.

With the support from the local and international consultants and the Council of Europe team, pilot schools worked intensively to develop anti-bullying initiatives. The school initiatives are compiled in this publication and they address the following aspects: teacher and school staff training, partnerships with parents and community, awareness raising, peer support among students, anti-bullying school policies, action plans and establishment of effective referral and monitoring system. In all, several thousand students, educational staff, parents, local community representatives and media were involved in these initiatives.

*“Working as partners to raise awareness against bullying and promoting proactive behaviour in addressing bullying”, “Empowering social actors in preventing bullying”, “Bullying does not end in the school – community must be involved”, “Tackling bullying among students through triangulated efforts of parents-teachers’ psychologists”, “Building a school environment that encourages friendship and diversity”, “Raising awareness through effective instruments and promoting an inclusive school environment”* are some of the developed initiatives in this Catalogue that we welcome you to enjoy reading.

We hope that this informative and authentic Catalogue with good anti-bullying school initiatives will serve as an inspiration for teachers, students, parents of other schools in Albania, as well as to all those interested in creating a safe and supportive learning environment in schools in Albania and beyond.

## **The Project Team**





# “Fan Noli”, Public General Primary School, Tirana

**NAME OF INITIATIVE: “Exploring effective measures in fighting against bullying”**

## GOALS

The goal of this school was to identify bullying, to establish a system for reporting cases, to create a committee for managing cases composed by students, teachers and the psychologist, and to raise awareness of students on how to prevent bullying.

## ACTIVITIES

- Establishing Anti-Bullying school team;
- Designing and developing Anti-Bullying Policy;
- Involving staff, students, parents and members of the community in developing policy;
- Including the case reporting system in the policy;
- Having students sign an agreement where penalties for submitting to school regulation were listed;
- Applying non-punitive discipline, such as doing voluntary service for the school, on students who bullied;
- Increasing staff capacity and entrusting students’ role through training on preventive measure to fight against bullying;
- Raising awareness through anti-bullying activities organized by students and staff, such as introducing the causes and consequences of bullying, singing songs, performing dances, writing poetry, drawing posters, creating leaflets, and sharing encouraging quotes with the community;
- Introducing bullying as a phenomenon in school curriculum, for example, teachers discussing the effects of bullying during extra-curriculum classes.

## RESULTS

This school project “Exploring effective measures in fighting against bullying in our school” made possible for 65 members of staff to be trained in identifying and preventing bullying in the school, resulting in an increased staff capacity. Thanks to the initiative, 1000 students participated in organizing open days echoing awareness to other students on the effect of bullying. In total, 1386 students benefited from class discussions on the topic organized by teachers as part of their revised curriculum. Involving students resulted in entrusted teacher-student collaboration in fighting against this phenomenon. Motivated by their slogan, “Educate students in a positive and respectful atmosphere, where they can discover and appreciate being unique”, this school was actively engaged in raising awareness, in managing 10 cases and achieving minimization of bullying.

*“In my class there was a bullying case. The teacher did something about it, and it did not happen again. I am a hot-spot monitor and I have reported cases to the teacher, and cases have not repeated.” (Student)*





# “Ndre Mjeda”, Public General Primary School, Shkodra

**NAME OF INITIATIVE: “Staff responsiveness – A MUST for a non-violent school environment.”**

## GOALS

The goal of the school initiative was to increase the capacity of staff in identifying early signs of bullying and empowering them to respond and address cases, as well as to set up an effective reporting system using preventive strategies.

## ACTIVITIES

- Establishing the Anti-Bullying School team and consulting the Anti-bullying School policy with students and parents;
- Equipping school staff with skills to fight against bullying;
- Developing an effective reporting system for bullying cases;
- Appointing the Contact Person, staff member who acted as a mediator in implementing the school policy and managing reported cases and whose role was introduced to all school actors;
- Designing a scheme for reporting cases in the form of a poster for display on the school hallway;
- Introducing reporting scheme to all staff, student and parents via constructive meetings organized by the Contact Person, representative of school psycho-social service, headteacher and director;
- Organizing class discussion and anti-bullying activities led by Students’ Government and the Contact Person emphasizing the negative consequences of bullying if left untreated.



## RESULTS

The initiative “Staff responsiveness – A MUST for a non-violent school environment” focused on the adequate adult supervision of school staff via the Contact Person, resulting in an increased responsiveness of school actors to tackle bullying in the school. The previous year, the Contact person managed 15 psychological cases of bullying, addressed on time and in full confidentiality. Raised awareness of staff emphasized their sense of responsibility in responding to violence and bullying. Student-led activities also contributed to raise awareness of school actors and parents. Thanks to the project, cooperation and trust between teachers and students improved significantly. As summarized in a recent consultation with the students, the degree of respect and fair treatment overpassed 85% on average. Driven by the school slogan “Bullying is not the responsibility of only one person but of everyone”, the school established a safer climate.

*“Many things have changed in the school. Each class has groups of 4 to 5 students who identify incidents and report them to the Students’ Government, then to the head teacher, who then would bring it [for discussion] to staff meeting. Activities covered in the media meant people in the city go to know about the project. It is an initiative, yet students speak freely of bullying now.” (Staff)*



# “Babë Dudë Karbunara”, Public General Secondary School, Berat

**NAME OF INITIATIVE:** “Working as partners to raise awareness against bullying and promoting proactive behaviour in addressing the phenomenon.”

## GOALS

The goal of the school initiative was to identify bullying cases, to promote proactive behaviour in addressing the phenomenon and to build a working partnership in raising awareness with the effort to fight against bullying.

## ACTIVITIES

- Creating the Well-being Team composed by students, teachers, social worker and parents to address anti-bullying cases and review measures in managing them;
- Training teachers in designing and developing the Anti-Bullying school policy and involving students in finalizing it;
- Informing students and parents on the entire process of school’s initiative via meetings, materials posted in the school’s website and social media;
- Establishing a Corner of Values in each class where students posted anti-bullying messages;
- Organizing discussions between school social actors on transmitting societal norms, such as maintaining positive relationships from one generation to the other;
- Setting up the Box of Trust managed by school social worker, which acted as a confidential instrument to strengthen the reporting system;
- Collaborating with local community to organize and participate in a series of awareness raising activities;
- Contributing inclusively during National Anti-Bullying Day;
- Measuring the presence of bullying in the school via surveys.

## RESULTS

Thanks to the initiative “Working as partners to raise awareness against bullying and promoting proactive behaviour in addressing the phenomenon”, this school applied an effective practice which resulted in raised awareness of school actors and the community. Tackling bullying in this school meant handling cases reflected in the use of inappropriate communicative reactions between students. Along with teacher capacity raising training, 70 students were trained in resilience and 50 in conflict resolution, as expressions to face bullying and provoking behaviour. The school extended its role in training 30 parents on skills to manage their children’s social network time. More than 300 students and 250 parents participated during anti-bullying activities. The activities led to increased teacher capacity, skilled students in identifying, reporting and preventing cases, as well as development of parental skills.

*“We started with campaigns involving staff, students and parents, marching in the city and lighting candles in 2017. In 2018, we projected a film which was discussed in small class groups. We also had expositions. We need to promote successful cases of handing bullying.” (Staff)*





# “Sander Prosi”, Public General Secondary School, Tirana

**NAME OF INITIATIVE: “Establishing Hot-Spots of anti-bullying monitoring team”**

## GOALS

The purpose of this initiative was to prevent and manage cases of bullying within school premises, to encourage the reporting of incidents as of their occurrence, to apply positive discipline for students manifesting bullying and ultimately, to create a friendly, safe and inclusive climate in the school.

## ACTIVITIES

- Applying an inclusive approach in tackling bullying;
- Establishing an Anti-Bullying Team composed by students, representatives of each class;
- Monitoring the hot-spots, high risk bullying spots in the school, by members of the team;
- Assigning students with positive manners as well as students prone to bully in the anti-bullying monitoring team;
- Engaging talented students to design creative hot-spots maps and posting them on hallways to raise awareness;
- Establishing the Report Bullying Box to ease reporting of cases, to encourage confidential reporting and to motivate participation of students who may not engage in creative activities;
- Dealing with reported cases at a weekly basis to prevent incidents of bullying, with the assistance of the anti-bullying team leader, school director and psychologist.

## RESULTS

The anti-bullying good practice applied in this school has been significantly beneficial in identifying and preventing cases. Students were entrusted an active role in the process, become teachers’ main collaborators in fighting against the phenomenon. Such successful and effective practice, resulted in 5 out of 8 identified cases to be successfully solved during 2017/18, with 2 out of 3 identified cases solved during the academic year 2018/19, with the last case recently currently being managed. Hot-spots monitoring team identified 3 cases, 2 more cases were reported via the Report Bullying Box and 3 other cases were addressed by the teachers. The entire process has contributed to creating a collaborative climate and an inclusive environment in school.

*“Exactly in the toilet area there was one case [where] one girl was being photographed and threatened that her picture was going to be put on social networks. I saw it and reported it to the psychologist. I do not know what the psychologist did, but photo was deleted, and it was not published.”*

# “Flatrat e dijes”, Public General Primary School, Fier

**NAME OF INITIATIVE: “Empowering social actors in preventing bullying”**

## GOALS

The goal of this initiative was to urge social actors in implementing anti-bullying school policy, to empower social actors in preventing the phenomenon, to motivate positive student behaviour and to minimize bullying incidents.

## ACTIVITIES

- Training teachers in designing anti-bullying policy;
- Establishing an anti-bullying team of teachers who extended the training to the rest of school staff;
- Designing and developing the Anti-Bullying Policy and Action Plan in collaboration with students and parents;
- Compiling class regulation by students, with rules motivating anti-bullying attitudes and creating positive class microclimate;
- Appointing an anti-bullying contact person to manage emerging cases;
- Establishing the Friendship Tree, an anti-bullying school corner, where students posted messages expressing inclusive values acting as an instrument against bullying;
- Organizing raising awareness open days where school actors participated in a variety of activities, such as projection of short films, play time with special needs children, therapy with school psychologist, training with IT specialist for safe internet use, discussion on cyberbullying with parents, exposition, and distribution of leaflets, friendship bracelets and ribbons;

## RESULTS

Under their acting slogan *“Bullying can be defeated. Love, respect, humanism and tolerance make that happen”*, the initiative in this school was inclusive of all social actors. Such practice equipped teachers with skills in designing policy on their own, establishing a clear procedure for the referral system, encouraging interaction and strengthening collaboration between main actors. The initiative made possible for 20 teachers to be professionally trained, 37 teachers and 480 students who worked side by side to fight against the phenomenon in their school. 1 verbal case which resulted in physical bullying was successfully resolved when all actors worked together as a team. Inclusive collaboration acted as key in solving bullying events.

*“[The project] was very beneficial for teachers, parents and students. We received the information from the teachers who created discussion groups for us to understand the phenomenon. We supported the project and our participation was voluntary because the information was beneficial to us.” (Parent)*





# “Vasil Shanto”, Public General Primary School, Tirana

**NAME OF INITIATIVE: “Managing and preventing bullying as a social behaviour”**

## GOALS

The goal of this school was to prevent bullying as social behaviour present in the school, to take measures when faced with incidents and to create a collaborative and safe environment that fights against bullying and encourages respect and support.

## ACTIVITIES

- Introducing bullying as a phenomenon deserving attention during class discussions between teachers and students;
- Engaging students to act as supportive advocates for anti-bullying activities and campaigns;
- Enriching school environment with positive anti-bullying messages;
- Establishing a creative student-friendly corner where students posted anti-bullying quotes and drawings, transmitting messages of support, tolerance and respect for one another;
- Raising awareness of parents and community during National Anti-Bullying Day;
- Inviting parents to school meetings motivating their participation during anti-bullying activities;
- Creating own school hymn emphasizing the message of inclusion despite students’ differences and abilities;
- Establishing a referral system for reporting bullying cases.

## RESULTS

This school initiative “Managing and preventing bullying as a social behaviour” resulted in 36 school teachers to include bullying as part of their school curriculum. Teachers introduced bullying and its effects to students during class discussions. Anti-bullying activities in this school impacted 1280 students, who discussed constructively the effects of bullying, participated in many activities, and were active in preventing bullying in the school. The integrated actions between teachers and students built a useful referral system, produced a successful practice in fighting against bullying and created a friendly and safe school environment. This climate dropped bullying incidents lately with only 5 cases being reported. Teachers and students effectively addressed and solved all bullying incidents in less than 10 days.

*“Teachers and students are more informed and have organized many anti-bullying activities. Before, there were only workshops organized by me. We realised where bullying occurred, and those places are being monitored. Students come to report cases also. Bullying does not occur only in school but also on the internet.” (Psychologist)*

# “Seit Najdeni”, Public General Secondary School, Dibër

**NAME OF INITIATIVE: “Bullying does not end in the school – community must be involved!”**

## GOALS

The goal of this initiative was to increase staff capacity and involve all school actors in fighting against bullying, to establish a school community which tackles bullying through a non-violent approach and to reach out to the community and local stakeholders to join this cause.

## ACTIVITIES

- Training teachers in understanding the phenomenon and identifying its presence in the school;
- Designing an Anti-Bullying School Policy in line with the Minister’s annual guidance;
- Introducing school policy to students and parents and finalizing the product upon their feedback;
- Sharing the policy with Regional Educational Directorate;
- Preparing a peer friendly version of the policy by students to communicate it with their classmates;
- Collaborating with students’ government to introduce bullying, its causes, consequences and prevention strategies to parents;
- Cooperating with the social workers working for the Municipality in conducting a series of informative session in the school on the role of local structures responsible for students’ health and well-being;
- Establishing an Anti-Bullying Team, organized by students who elected their representatives;
- Raising awareness activities organized during open days with the presence of school actors, community and local stakeholders;
- Echoing the role of social community in changing attitudes that favour violence to prevent bullying.

## RESULTS

Under the slogan “*Stop bullying in schools*”, such good practice had a positive impact in minimizing bullying. Throughout the process, 40 teachers, 600 students and 1200 parents were introduced to bullying and its effects. Teachers participated in professional training to address and manage cases. Along with teachers, students embraced the ownership for their own and their peers’ wellbeing. Through student-led activities the awareness of the community to act against violence and bullying was raised. Parents learnt how to effectively communicate with their children and to address the early signs of bullying. Acting as a team, the number of physical bullying was reduced with almost 30 %, compared to the situation before the intervention. This school witnessed the prevention of a cyberbullying incident where intimate pictures of a student were posted in social media. Careful measures were taken to successfully give solution to this case.

*“We [as parents] participate because we think that, involving pupils in activities together with staff, will have more impact on young people, for them to become more educated and to engage in public and civic initiatives, to stress social phenomena. Also, we think that activities positively affect [them] keeping them away from the street, from violence, from involving in negative actions and habits.” (Parent)*





# “Ismail Qemali”, Public General Primary School, Vlora

**NAME OF INITIATIVE: “Raising awareness of all social actors is a must in fighting against bullying- an unacceptable phenomenon.”**

## GOALS

The goal of this initiative was to increase the capacity of staff in fighting against bullying, to raise awareness of all social actors within the school and the outside community, to establish an Anti-bullying school Charter and to inform students and parents on the anti-bullying school policy and steps in addressing all bullying cases.

## ACTIVITIES

- Adapting a whole-school approach in raising awareness among social actors in opposing bullying;
- Identifying the most frequent types of bullying in the school-namely emotional, verbal and non-verbal inappropriate acts- manifested in making scolding comments and gestures towards schoolmates, using nicknames, spreading gossip, all of which tended to exclude and marginalize students;
- Producing the Anti-bullying Charter, where all roles and responsibilities of school actors were defined, and which outlined the necessary steps to address incidents;
- Establishing the Anti-bullying Team composed by staff, students and their parents, well-informed on the policy;
- Creating an Anti-bullying Corner serving as an informative mechanism on bullying;
- Setting-up the Bully Box offering a confidential tool to all actors reporting bullying incidents;
- Identifying the hot-spots and hot-times, the where and when bullying was most likely to happen;
- Organizing informative class discussions with teachers to promote effective skills to tackle bullying, such as teamwork, respect for diversity, positive class climate, civic behaviour, and community involvement.

## RESULTS

The project “Raising awareness of all social actors is a must in fighting against bullying- an unacceptable phenomenon”, presents a good practice in the effort to fight bullying in the education system. Teachers’ capacity was increased, students were involved, and various mechanisms were established to prevent the phenomenon. One case was successfully resolved and another one was being processed in cooperation with the regional authorities. This beneficial experience was shared with other primary schools and with the community via anti-bullying activities. Activities had received significant media coverage. The school worked under their slogan: “Bullying is severely damaging to a child’s personality. We must unite in this difficult fight for the sake of the future”.

*“What I value most is the functioning of the mechanism for the fight against bullying, with well-defined roles [...] enabling everyone to take on their responsibilities and duties.” (Director)*



# “Bulgarec”, Public General Primary School, Korça

**NAME OF INITIATIVE: “Tackling bullying among students through triangulated efforts of parents- teachers- psychologists.”**

## GOALS

The focus of this school initiative was to raise awareness of all social actors on the effects of bullying, to develop an anti-bullying policy for merging it in the school regulation, to monitor bullying incidents in collaboration with students, teachers and parents, and to establish a positive school climate favouring conflict resolution and protection of children’s rights.

## ACTIVITIES

- Adapting a participatory approach to manage bullying in the school as of their occurrence;
- Training teachers and members of students’ government towards capability in identifying, addressing and preventing bullying;
- Distributing and analysing a small-scale questionnaire among students to explore the presence of bullying in the school;
- Finalizing the Anti-Bullying School Policy and Action Plan with clear steps of the referral system, after having them consulted with school actors and parents;
- Using the anti-bullying products to identify, address and prevent bullying;
- Establishing an Anti-Bullying Team urging students to involve actively;
- Creating an Anti-Bullying Corner on the school hall posting anti-bullying messages;
- Raising awareness activities attended by parents, other school actors, local community and personnel of local governance and covered by the local media.

## RESULTS

Throughout the project, school operated under the slogan “All children have the right to learn in a safe environment, where everyone’s rights are being respected”. 17 teachers and 20 students were trained on detecting early signs of suspected bullying. Teachers, students, parents and the psychologist had shown continuous efforts to solve cases among students. In one case, a dedicated teacher had successfully solved an incident where a group of students asked their mate for money so that he could play in the school playground. The school actors showed willingness in continuing to apply anti-bullying practices and guaranteeing a non-violent environment for all.

*“[Anti-Bullying] Policy and plan of activities were developed for the first time [...] were good and valuable to us. [...] Bullying as behaviour is minimized. The policy will remain for every generation to come. (Student)*





# “EUROPA”, Public General Primary School, Katundi i Ri, Elbasan

**NAME OF INITIATIVE: “Raising everyone’s awareness on the effects of bullying.”**

## GOALS

The focus of this school’s goal was to explore and develop mechanism to effectively address and prevent bullying, to minimize the number of bullying incidents and to create a friendly, safe, positive and inclusive school environment.

## ACTIVITIES

- Building teachers’ capacity through training;
- Developing the Anti-Bullying School Policy and Action Plan with defined steps for referring cases;
- Including the policy and plan in the long-term School Development Plan;
- Involving students, teachers and parents to cooperate in this cause;
- Creating a Butterfly Support Group composed by 25 students- 8<sup>th</sup> and 9<sup>th</sup> grade- responsible for making their peers aware of bullying, for improving relationships and increasing cooperation amongst students;
- Establishing the Anti-Bullying Group in each class by electing 4 students per group responsible for identifying, reporting and monitoring bullying incidents and for providing support in preventing bullying;
- Setting-up the Box of Thoughts, a confidential tool where students expressed their concerns on suspected bullying;
- Establishing an Anti-Bullying Corner in each classroom, where students posted messages promoting values, friendship, cooperation and inclusion;
- Raising awareness activities organized by students and teachers with the participation of parents and local community.

## RESULTS

Motivated by their school slogan: “All together for a safe school, where respect, peace and harmony prevail”, such good practice built the capacity of 25 teachers and 2 directors, increased involvement of students and raised awareness of parents and surrounding community. With the effort to prevent bullying and to create an inclusive school environment, the initiative improved relationship between teachers and students, and strengthened cooperation amongst social actors. Approximately 398 students participated in anti-bullying activities, with 60 students engaging in class groups. The close collaboration between teachers and students made possible for incidents to be successfully solved.

*“Climate between students and teachers has changed; it has become more friendly and collaborative. Parents and community have become more active in school life. It helped students to be involved in [anti-bullying] activities. Our point of view on the phenomenon has changed [...] We have learnt how to write a policy and how to reduce it into actions. The project should be spread in the whole country. Our experience can help other schools.” (Social worker)*

# “Mark Dashi”, Public General Primary School, Fier

**NAME OF INITIATIVE: “Building a school environment that encourages friendship and diversity.”**

## GOALS

The goal of the school initiative was to acknowledge, value and respect diversity and to build a friendly and inclusive school environment.

## ACTIVITIES

- Training of teachers on the topics related to addressing and preventing bullying;
- Informing school actors on bullying and its negative effects;
- Developing and implementing the Anti-Bullying School Policy and Action Plan;
- Establishing the Anti-Bullying Students’ Support Group composed by 20 students who facilitated the participation of their peers in the fight against bullying;
- Setting-up the Anti-Bullying Corner inside school premises where positive messages on the value of diversity, inclusiveness, mutual respect and cooperation were displayed;
- Raising awareness activities during National Anti-Bullying Day organized by students and teachers, with the presence of parents and the community;
- Performing educative, artistic and sportive shows during anti-bullying activities;
- Involving parents of children with learning difficulties in workshops stressing the need for cooperation and support;
- Encouraging peer learning as an educative practice to develop inclusion.

## RESULTS

This school's project “Building a school environment that encourages friendship and diversity” raised the awareness of 600 students, their teachers, parents and built their capacity in addressing and preventing bullying. The initiative improved relationships and cooperation among school actors with the intention to stress the importance of respect for diversity and inclusion. As a result, the school's climate changed to a more positive environment that fostered appreciation in being different.

*“The teachers, who were first trained from the Council of Europe, trained all the teachers in the school. Students and some parents also received training in the form of workshops. Students now understand how to better identify bullying, when it is bullying and when not.”*  
(Teacher)





# “Beqir Çela”, Public Vocational Secondary School, Durrës

**NAME OF INITIATIVE: “Raising awareness through effective instruments and promoting an inclusive school environment.”**

## GOALS

The goal of the school initiative was to raise awareness on the effects of bullying, to develop effective instruments in managing cases and to promote an inclusive school environment that ensures safety and support for all students.

## ACTIVITIES

- Increasing capacity of teachers to design and develop the Anti-Bullying Policy;
- Developing the Action Plan through a participatory approach;
- Integrating bullying in the school curriculum;
- Establishing the Anti-Bullying Team composed by students, teachers, parents and school psychologist;
- Cooperating with Students’ Government to offer support to the Team concerning suspected cases;
- Creating an Anti-Bullying Corner, where expositions with influential anti-bullying messages were posted by students enriching the hallway;
- Discussing amongst school actors and parents the effective instruments to confront bullying and ways to cooperate for the cause;
- Inviting local stakeholder and community to attend anti-bullying activities and reaching out for long-term cooperation.

## RESULTS

Inspired by their slogan, *“Together for a safe and friendly school”*, such educational practice raised the awareness of students, teachers, and parents on bullying and its consequences. It guaranteed the representation of school actors and parents in developing Anti-Bullying school policy and involving in the Anti-Bullying Team. Over 1750 students, their teachers and parents actively participated in awareness raising activities. Through performing role plays students demonstrated cases of bullying and offered solutions. Thanks to the initiative students were entrusted responsibility and their cooperation with the teachers improved, resulting in a safe and inclusive school environment.

*“We have an Anti-Bullying Team where diverse students, students from Roma and Egyptian community, students with special needs, [...] are involved.” (Psychologist)*

# “Kostandin Kristoforidhi”, Public General Secondary School, Elbasan

**NAME OF INITIATIVE: “Raising awareness and encouraging inclusiveness in fighting against bullying.”**

## GOALS

This school initiative aimed at analysing the present situation related to bullying in the school, at increasing active participation in raising awareness and in promoting friendship and collaboration within the school.

## ACTIVITIES

- Introducing bullying and its effects to all school actors;
- Raising awareness of beneficiary groups at school, city and district level, and encouraging their participation in anti-bullying activities;
- Designing and developing Anti-Bullying policy;
- Establishing students’ Anti-Bullying Groups composed by 5-10 members in each class whose members offered support to the Anti-Bullying School Team, represented by teachers, students, parents and psychologist;
- Weekly gathering organized by students under the theme “School as Community Centre” a peer learning time between students sharing information on bullying;
- Organizing National Anti-Bullying Day with the attendance of parents, community, other schools, local government and educational authorities, with the coverage of local and national media;
- Establishing “Friendship Week”, a dedicated time on the value of friendship, during which round tables brought together parents, students and teachers to discuss the importance of communication, respect for others and mutual trust;
- Reporting incidents through “My Mail Box”, a confidential and anonymous instrument.

## RESULTS

Thanks to this initiative, 30 teachers were trained on strategies to fight against bullying, whilst all students joined with enthusiasm to implement the project. Under their school slogan, “For a friendly school environment where everyone feels respected and equal”, this experience improved the relationship amongst staff and students and entrusted students the role of an inner anti-bullying structure. Through the anti-bullying activities, such positive practice resulted in an increased awareness and collaboration of all school actors. The school created a positive climate characterized by tolerance and inclusion, guaranteeing the cooperation of stakeholders and educational authorities.

*“Success or effectiveness [of this project] is about 80%. We have worked a lot during the past two years and some changes have been achieved.”*  
(Teacher)





# “Turgut Ozal”, Private General Primary School, Tirana

**NAME OF INITIATIVE: “Raising awareness on bullying through creative participation of students.”**

## GOALS

This school initiative aimed at raising students’ awareness on the impact of bullying, promoting inspiring social relationships amongst school actors and creating a friendly and safe school environment.



## ACTIVITIES

- Establishing the Anti-Bullying Team composed by students, teachers and parents;
- Raising the awareness of students, as main target group, on the causes and consequences of bullying;
- Increasing the efforts to address bullying through coordinated actions of students and school staff;
- Involving parents to participate in anti-bullying activities, resulting in an increase role of parents in the school life;
- Student-led activities, such as painting exhibitions, essay and poetry competitions, screening of videos and photos echoing the benefits of groups work, acting as creative instruments to raise the awareness of the community;
- Organizing the National Anti-Bullying Day;
- Vitalizing school hallway with inspiring anti-bullying messages as parents, local community and media representatives visited the school;
- Including bullying as a core theme during IT class and Arts class to create anti-bullying badges and to distribute them amongst peers;
- Engaging students who manifested bullying and were being disciplined by the school’s Ethics Committee to partake in activities.



## RESULTS

Such practice brought about a successful implementation of this school’s project. Inspired by their slogan, “Be smart! Use your heart!”, students acted as main collaborators in raising awareness inside and outside the school. School actors coordinated their actions in addressing bullying. Teachers and parents contributed meaningfully to the success of such initiative. The impact was reflected in the increased number of cases being referred. Approximately 360 students were directly involved in preparing and organizing anti-bullying activities with 900 of them benefiting from the project. Through the anti-bullying activities, the phenomenon received national media coverage, raising awareness of the general public. Being voiced in the media, students realized the great role they could play when engaging in the school life. Such practice created a safer environment, particularly for students who had witnessed bullying.



*“It was the head teacher’s idea to have the Anti-bullying Box; it was discussed with the students and we all agreed. The box was the best way to report cases and remain anonymous. The box is useful because there are students who want to be anonymous and when the box was first opened, we noticed that there were cases in our school [...], the problem is simply written for the teacher to resolve it, but with no names.”*  
(Student)



# “Siri Shaplo”, Public General Secondary School, Gjirokastër

**NAME OF INITIATIVE:** “Fighting against bullying with the assistance of local media.”

## GOALS

The goal of this initiative was to explore manners in addressing bullying, to empower school staff, students and parents in fighting for the cause, and to include local media as an effective tool for raising public awareness.

## ACTIVITIES

- Establishing an Anti-Bullying Team to build staff capacity in addressing and preventing bullying;
- Introducing bullying as a phenomenon which required attention and common efforts in minimizing incidents;
- Setting-up an effective referral system for the identified cases;
- Connecting school staff with local radio shows to introduce school's project on bullying to the general public;
- Drafting a plan of anti-bullying activities and consulting it with students and parents during meetings;
- Inviting local community, other school staff and students, such as Urani Rumbo School and Koto Hoxhi School, to participate during raising awareness activities;
- Featuring National Anti-Bullying Day activities, including interviews with school actors, on the TV Gjirokastra TV news report;
- Acknowledging the role of local media as key influential resource in raising public awareness.

## RESULTS

The project “Fighting against bullying with the assistance of local media” produced a good practice in raising awareness of school actors and local community. 450 students participated in activities such as photo exhibitions, sports, poetry, playing music, film screening, with 90 of them directly involved in organizing activities. Even more, the initiative had a positive impact on students’ understanding of the consequences of bullying on their socialization pattern and academic achievements. They showed commitment in supporting peers at risk of bullying. Such beneficial practice resulted in establishing effective in-school structures striving towards a bullying-free school environment. Given the success and visibility in media, the progress made built the bridge of collaboration for future activities.

*“It would be a good thing that we share the experience we had, [meaning] we invited to share with other schools the experience we gained, but also to keep the standard we have achieved in our school!”*  
(Teacher)





# “Hoteleri - Turizëm”, Public Professional Secondary School, Tirana

**NAME OF INITIATIVE: “Building an anti-bullying school culture and safe environment.”**

## GOALS

The goal of this initiative was to inform teachers, students, parents and the community on the effects of bullying, to empower school actors in addressing and preventing the phenomenon, and to contribute in developing an anti-bullying school culture and safe environment.

## ACTIVITIES

- Increasing the capacity of a limited number of teachers on techniques to effectively address and prevent bullying;
- Establishing an Anti-Bullying School Team to guide social actors in fighting against bullying;
- Training all school staff by teachers who received initial training;
- Drafting the plan of anti-bullying activities and referral system with the students;
- Engaging the school psychologist in conducting a series of Focus Groups with students and parents, aiming to explore their views on tackling bullying in the school and to generate ideas on awareness raising activities;
- Organizing discussion between teachers and students during class hours to introduce students to the causes and consequences;
- Establishing the Anti-Bullying Corner in the school hallway to encourage students express themselves through publishing anti-bullying motivational messages and drawings, and where steps of the referral system were also displayed;
- Involving teachers, parents and students, particularly students at risk of bullying, in anti-bullying school meetings and activities.

## RESULTS

With the effort to build an anti-bullying school culture and safe environment, 50 teachers were trained on skills to manage bullying in the school. 250 students were directly involved in raising awareness activities and many parents participated during Anti-Bullying Open Days, emphasizing an increased number of actors involved throughout the implementation of the project. As a result of such educational practice, the school encouraged a culture of collaboration for students who acted in reporting cases and support for students witnessing bullying. The initiative empowered them to play an important role in addressing the issue, which resulted in the number of referred cases to increase within a year, cases were dealt with. By developing an anti-bullying culture, the school provided a safer environment for all.

*“Teachers have become more aware and they can understand students better, and this completes the position of the teacher.” (Teacher)*





# “Havzi Nela” Public General Secondary School, Kukës

**NAME OF INITIATIVE: “Peers for Peers: Contributing to a supportive non-violent school climate.”**

## GOALS

The initiative in this school focused on empowering the role of students in effectively addressing bullying and encouraging peer-to-peer student-led initiatives and activities resulting in non-violent conflict resolution and a safer school climate.

## ACTIVITIES

- Introducing bullying as a social phenomenon through meetings and discussions with social actors;
- Raising students’ awareness on the effects of bullying and their role in fighting against it;
- Involving students in the process of developing the Anti-Bullying School Policy;
- Producing a peer-friendly version of the policy following consultation with each class led by Students’ Government;
- Encouraging student-led activities, such as producing series of short videos with motivating messages, which were uploaded in students’ social media and school’s Facebook page;
- Implementing bullying as a topic for discussion in school curriculum and using videos during discussions;
- Guiding student-led activities to stress support for the victims, peers’ motivation to react and urging adults to mediate the process;
- Engaging students in researching international studies on bullying and gathering scientific evidence for publishing on school hallways informative corners;
- Involving students in preparing and organizing anti-bullying school activities.

## RESULTS

The project “Peers for Peers: Contributing to a supportive non-violent school climate” focused exclusively on increasing students’ ownership over raising awareness. Students learnt to respond to violence and bullying. Alongside with their teachers, students became protagonists in their efforts to minimize bullying in this school. Through peer positive response, a total number of 22 cases were identified at early stages of the project and referred to the school directory and psychologist. Increasingly students showed support for their peers by organizing inclusive school activities for their at-risk school mates. The initiative resulted in a reduced number of physical and psychological bullying incidents in the school by 30%, compared to the number identified at the beginning of that school year. Through their participation, students learnt to appreciate their contribution to school life. The input highlighted their role as positive changemakers because peer-to-peer support established an inclusive school climate.

*“During project implementation almost all students at H. N. School were involved and many bullying cases, thanks to this project, were fought. So, this project is beneficial.” (Student)*





# “Neim Babameto”, Public General Primary School, Durrës

**NAME OF INITIATIVE: “Developing the Code of Conduct for teachers and students—a gentle reminder towards a supportive and inclusive school environment.”**

## GOALS

The goal of this school was to encourage positive relationship amongst school actors, to develop the Code of Conduct for teachers and students forbidding bullying, and to strengthen the inclusiveness approach towards a safer school environment.

## ACTIVITIES

- Introducing the phenomenon of bullying to all school actors;
- Establishing the Anti-Bullying School Team with members trained in preventive measures against bullying whose role entailed training all teachers;
- Developing the Anti-Bullying School Policy via participatory approach;
- Developing the Code of Conduct for teachers and students—a clear guide forbidding bullying- requesting their willingness to respond, address and prevent bullying;
- Informing students, teachers and parents about the Policy and the Code through meetings;
- Posting rules from the Code along the hallway acting as a gentle reminder in fighting bullying;
- Emphasizing the importance of a timely reaction from adults aware of incidents;
- Promoting Anti-Bullying Policy to other schools and Regional Educational Directorate, which had announced it as a good practice;
- Organizing Anti-Bullying Open Days with the presence of community, local stakeholders and media to communicate the message of reacting against bullying.

## RESULTS

Tackling bullying in this school started with establishing the trained anti-bullying team who then introduced bullying to all school actors. As an informed team, teachers and students prepared and endorsed their school Code of Conduct, a mutual agreement that positioned teachers and students at similar level of responsibility. The Code served as a tool bridging communication and building trust amongst school actors. Classroom rules and clear discipline for violations was contributing to almost non-existing cases of bullying. In one case, the teacher identified the case of students fighting over a cyberbullying incident. Thanks to the training, the teacher was able to support both the bully and the victim resulting in the case to be resolved. Enthusiastic support and commitment from school actors resulted in significant decrease of the incidents. Any act of support was reinforced and recognized.

*“I am happy with my children’ classes. My son says: Mom, other children do not tell me I am fat with glasses anymore! [...] Because this is what bullying is.” (Parent)*

# “Kosova”, Public General Primary School, Lezha

**NAME OF INITIATIVE: “Understanding bullying as the first step towards addressing and preventing it.”**

## GOALS

The goal of the school initiative was to introduce bullying, how it is manifested and its effects to all school actors, to raise awareness of teachers, students and parents, and to build effective and inclusive strategies to address early signs of the phenomenon.

## ACTIVITIES

- Establishing the Anti-bullying Team, who trained all the teachers on types of bullying and its effects;
- Understanding the effect of timely response in addressing it;
- Discussing bullying during extra-curricular classes on a monthly basis;
- Extending discussions to parents’ evenings to raise their awareness and the importance of identifying the early signs by them;
- Creating an Anti-Bullying Corner with displayed leaflets and posters emphasizing values of cooperation;
- Enriching school corridors with instructions on referring incidents and asking for support;
- Emphasizing the importance of an inclusive school environment with school actors and parents;
- Inviting community and stakeholders during anti-bullying school Open Days and raising awareness of the general public by engaging media to cover school activities.

## RESULTS

Fulfilling the goals of this initiative meant building capacity of teachers, developing school policy, supporting the bully and the victims, entrusting students, cultivating the culture of referring cases and collaborating with school actors and parents to solve cases. The evident practice in the school had significantly decreased the phenomenon to almost non-existing rates. All teachers included bullying as a topic in their extra-curricular class hours with students and during meetings with parents. A trustful climate between students and school-staff was established encouraging students to express their immediate concerns to the headteacher, the trusted peer/adult, school director and the psychologist. Thanks to this project, students learnt skills to protect themselves and their peers. They acted as protagonists of their own safety at school and general well-being.

*“I was involved with the group supporting the psychologist. We organized discussions in different classes, and we shared information and messages about this topic [...] as part of the training we did for students, introducing bullying and the importance of preventing and eliminating this damaging phenomenon.” (Student)*





## “Ali Demi”, Public General Secondary School, Vlora

**NAME OF INITIATIVE:** “Involvement of all school actors in fighting against bullying.”

### GOALS

The goal of this school was to raise students’ awareness on bullying as a social phenomenon, to establish an open and communicative climate between school actors in discussing the effects of bullying, and to apply existing measures part of school regulation.

### ACTIVITIES

- Training teachers in fighting against bullying in their school;
- Establishing an anti-bullying school team;
- Raising awareness of all social actors;
- Including bullying as a topic for discussion between teachers and students during open class hours;
- Entrusting students in collaborating and participating in anti-bullying school activities, such as displaying anti-bullying messages through expositions, essay competitions, sports, videos, design of T-shirts, etc;
- Increasing the number of cases being reported;
- Sharing own experience with other schools;
- Identifying bullying cases between students witnessed by teachers outside of the school;
- Empowering the role of psychologist/social worker in supporting students impacted by bullying and in fighting against the phenomenon.

### RESULTS

The good practice at “Ali Demi” school resulted in an increased staff capacity and entrusted teacher-student collaboration in fighting against bullying. Through the anti-bullying activities, students, teachers and parents actively involved in raising awareness inside and outside the school premises. Cases were identified and reported openly, and solutions were offered as a team. This initiative has been significantly beneficial in minimizing avoidance and exclusion of groups and in creating a non-violent and positive school climate. Such initiative was inspired by their anti-bullying slogan: “We are all different! This difference makes us beautiful! Let’s accept one another as we are.”

*“[There are] changes in the way we as teachers understand and thinking about the phenomenon. We received the relevant information on bullying. We now have a policy with concrete actions. Students’ behaviour has improved. They speak freely and can identify cases.”*

*(Teacher)*

# “At Pjeter Meshkalla”, Private Secondary School, Shkodra

**NAME OF INITIATIVE: “Addressing bullying starts with an effective formal approach.”**

## GOALS

The goal of this initiative was to introduce bullying to all school actors, to establish a comprehensive reporting system of cases and to include the phenomenon in the existing school regulation.

## ACTIVITIES

- Engaging staff representative in training, following a set of training session for all colleagues;
- Developing the Anti-Bullying School Policy through a participatory approach;
- Producing a comprehensive reporting system of identified cases;
- Revising the existing school regulation and its internal policy to include a clear definition of bullying and the reporting system;
- Entrusting the role of psycho-social services in supporting students facing bullying;
- Introducing changes in school regulation to all school actors and parents;
- Conducting training with parents on the manifestation of bullying and on mechanisms to protect their children from precipitating effects;
- Involving students who manifesting bullying and the victims in raising awareness activities;
- Extending anti-bullying messages to reach the general community via social media and media programmes.

## RESULTS

Amending existing school regulation and its policy to entail bullying formally resulted in all school actors taking this phenomenon seriously. This change significantly increased the role of school psychologist as the main person to manage incidents. Such practice resulted in 400 students running a series of informative events as well as 200 parents informed on the presence of bullying and school’s initiative in preventing it. Anti-bullying Open Days were organized to raise awareness of school actors, parents and local community. The project “Addressing bullying starts with an effective formal approach” made possible the minimization of bullying in this school and its success was echoed in the local media. School developed an atmosphere reflecting cooperation and trust among students and teachers.

*“We organized a dance for raising awareness, and representative from the City Hall, RED and other schools attended. We have organized discussions with parents and students in class. Everyone was involved.”*  
(Psychologist)



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