

# MODERN APPROACHES IN PREVENTION OF BULLYING AND VIOLENCE IN SCHOOLS

Conference reports

2007 December 6-7, Vilnius

Publication sponsored by European Commission  programme and



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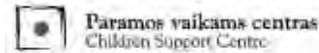
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LITHUANIAN PSYCHOLOGICAL  
ASSOCIATION



LITHUANIA'S NATIONAL EFA FORUM



## CONFERENCE SUPPORTED BY



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EMBASSY OF THE KINGDOM  
OF THE NETHERLANDS

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# Conference opening ceremony

## H. E. VALDAS ADAMKUS

PRESIDENT OF THE REPUBLIC OF LITHUANIA

**Your Excellencies, Ambassadors,**

**Madam Minister of Education and Science,**

**Dear Organizers of the Conference,**

**Ladies and Gentlemen,**

I sincerely welcome all of you who have gathered for the international conference to seek modern solutions for eliminating bullying and violence in our society, schools, and communities.

I am certain that no one can remain indifferent at hearing the disturbing news about new incidents of violence committed by teenagers against their peers and teachers in many countries of the world. It is shocking to see TV reports about killings in educational institutions and internet videos about school violence and bullying. Unfortunately, the number of such incidents is growing.

We often hear that the current practice of bullying and harassment in Lithuanian schools is the result of the long decades of occupation and totalitarian regime. Certainly, painful historical events and difficult experiences affect our mentality and perception of the world. The cult of aggression, violently resolved disagreements, and bullying have become common place in our homes, schools and public life. In such an atmosphere of hatred and violence, the weak, the silent and those who are different are despised or ignored.

Twisted perceptions, confrontation in society and mistrust exist not only in our country still under the adverse effects of long and painful occupation. We are not alone when confronting such problems: we can rely on the experience gained by other countries that have been dealing with violence and bullying in their societies for a much longer time. They have already worked out and launched modern methods to combat aggressive attitudes, which receive proper funding and support. I am convinced that we too have to follow this path.

It is possible to solve every problem, even the most complicated one. To do this we need only to have strong will power and determination. I therefore believe that we are capable of overcoming violence, aggression and bullying, the scope of which makes any delay a crime against our children and society.

The Olweus Bullying Prevention Program is being introduced in Lithuanian schools. Therefore we have to make an all-out effort to keep it from becoming a mere collection of declarations. We must provide adequate training to specialists who will implement this program and we have to make it accessible to all the children of Lithuania.

This is important for the future of our country, for the well-being of individual children and for their future life. I firmly believe that it is possible to accomplish this enormous work by uniting the efforts of both governmental and non-governmental sectors and working in line with the principles of mutual trust and constructive cooperation.

I sincerely wish this conference to become a major breakthrough in the public mind and in the field of governmental action and emerge as a pillar to overcome violence and bullying.

# H.E. STEINAR GIL

THE AMBASSADOR OF THE KINGDOM OF NORWAY TO LITHUANIA

**Your Excellency Mister President, deputy speaker of the Seimas, distinguished participants.**

First I want to thank the organizers for the invitation to this conference.

The prevention of bullying is high in a political agenda in Norway. An investigations and campaigns have been carried out not only in the schools, but also at work places, like for example the ministry of foreign affairs.

The Olweus program against bullying is being adopted in schools all over Norway. I really appreciate very much that professor Olweus and his colleagues from the university of Bergen are taking part in this conference. Bullying is a human rights issue. Bullying is intolerable, because every individual has a right to human dignity and self-esteem, the right to live and work in freedom from humiliation, harassment and violence. Our common goal should be a society with a prevalent attitude is zero tolerance toward bullying. I wish you a successful conference and, most important every success in your work in schools. Thank you for your attention.

# H.E. ANNEMIEKE RUIGROK

THE AMBASSADOR OF THE KINGDOM OF THE NETHERLANDS TO LITHUANIA

**Your Excellency Mister President, organizers, colleagues, dear participants.**

Thank you for giving me the opportunity to address you at the opening this very important conference. The Embassy of Netherlands in Lithuania is very proud to have been able to support over the past years a number of organizations, involved in helping youth and children in various ways such as Childline, Association for telephone emergency services and also the Global initiative on psychiatry. Organizations that are also participating in this conference today. And we have been particularly very proud to have been able to contribute the Childline's projects on prevention of bullying, of which this conference is a very important component.

Bullying and violence in schools unfortunately are signs of all times in all countries. And, I think, everyone of us have had some experience with this during the school days either at the receiving or maybe also at the other end. Each time has some forms of bullying. And sometimes I think that today in our modern times, bullying can take much more cruel forms than ever before. Modern methods of instant communication like MSN, SMS, Internet – the President already alluded to it - have not only made our life much easier but is a part of bullying that can also be used in very detrimental ways. These modern forms of bullying require new modern approaches.

And the Internet can also be used to fight it. For instance, in the Netherlands – country that I know – there exist a number of websites, both for parents and children, meant to fight bullying. And there are websites especially for children who are victims of bullying giving a practical advice how to handle it and maybe most importantly showing them that they are not alone. Extreme forms of bullying can have extreme consequences. They can mark a percent for life and they can in worst case scenarios, that unfortunately are not just scenarios, force children who cannot stand it anymore to make the most extreme choice. This should not happen at schools. Schools should be places for children where they feel safe, have fun, and are prepared for life. I hope this conference will make a real practical contribution to the prevention of bullying. I wish you a lot of success. Thank you.

# H.E. COLIN ROBERTS

THE AMBASSADOR OF THE UNITED KINGDOM TO LITHUANIA

## **Your Excellency, colleagues, distinguished conference participants.**

A lot already have been said, so I will be brief. I just like to make 2 points. My first point is to highlight that although this is a dark and disturbing subject in many ways, there is a bright light here in Lithuania, because the fights against bullying in Lithuania really has been quite unexceptional success story. It is only been running for few years but this few year it is come a very long way and had a lots of success. And I draw two points out of that. The first is that the President observed that there is a problem in Lithuanian society because of the legacy of the Soviet occupation. But I think also a way which work on bullying has moved so fast in this country shows that there is a flexibility in this society in transition which perhaps we don't have in countries with an older society like the UK. There is space for society to change very rapidly and also I want to highlight the fact that the work here in Lithuania of Vilnius Childline and the partners has been a very good example of how an NGO with professional skills and commitment can drive the policy issue, can lead the policy issue, bringing government on board behind it and that is what happened here. And also want to mention the bracelet campaign "be patyčių" that took place earlier in the year. I think that one thing, I was delighted about in this campaign, was our private sector responses also coming behind putting private sector money into this area.

The second think I would like to say is something which you experts know better than I do, but bullying is not a static social phenomenon, it evolves and it is evolves with technology. Here in Lithuania where mobile phone proliferation is around 140%, meaning every man, woman and child has 1.4 mobile phones, mobile phones have been particular weapon of aggression and bullying. I have been working closely on this subject and watching policy of development in Britain and in Lithuania for the past three years and I thought I knew a bit what was happening, but as many of you may have done, a couple weeks ago I read a feature in the Financial Times, which was describing new developments in bullying on the internet, where we now have phenomena of the development of "HATE" clubs, where people gather together to bully people that they don't know, they've never met, and never will meet. And this such new developments suppose challenges to professionals like you to make sure that the account measures keep up with the way which problem is evolving. And the only way that can be done effectively is by bringing together experts from different countries to share their experience. I really would like to congratulate the organizers for organizing this really very important and very valuable conference. Thank you very much.

# GINTARAS STEPONAVIČIUS

DEPUTY CHAIRMAN OF THE SEIMAS OF THE REPUBLIC OF LITHUANIA

## **Your Excellency Mister President, your excellencies ambassadors, dear conference participants.**

I am very glad to welcome so many people who have gathered here today, headed not only by the feeling of being worried and concerned, but also realising that such a situation cannot be tolerated any longer and must therefore be changed.

I know that this conference had a long way to go. It started from voluntary initiatives, from targeted, sincere and enthusiastic efforts of non-governmental organisations in their work with children. Today we can say that the conference is not a mere discussion of what bullying is. Today it is more an accord, when we can say that there is a breakthrough going on a national scale. What makes me say so? It is people working on this programme whom I had an opportunity to meet and communicate with for some while. It's a paradox, but pioneers in this area, as I have already mentioned, were volunteers who raised private business funds in order to implement similar projects on the prevention of bullying in individual schools or smaller communities. Today it is important to note that this problem has been recognised at the national level. And it is more than just recognising. The state and its authorities are ready to contribute and combine shoulder-to-shoulder forces with non-governmental organisations and enthusiastic individuals in tackling this issue. When stating this I know there is not one or two, but noticeably more millions in the next year's budget intended for the implementation of specific preventive programmes. Funds will be assigned to implement the programmes, which have proved themselves in other countries of the world, which are the most effective and time proven. I am sure that these six million for which we will have to vote at the Lithuania's Seimas today will be set aside in the budget and become a new benchmark. I believe this is not going to be a one-off manifestation of government's stance. Using this opportunity, I would like to say many thanks to the Ministry of Education and Science of the Republic of Lithuania, because it was this ministry and its leaders to understand the importance of and to take efforts in bringing these programmes for the implementation and being supported not only with enthusiasts' efforts, but with national funds, too.

Therefore, I congratulate this conference as a breakthrough conference in taking urgent efforts. I wish these efforts, both on the part of voluntary enthusiasts and on the part of the State, to bring fruits and bring them soon. I would like to end my speech by saying that I have been wearing the bracelet “be patyčių” for some time and I think it is a kind of reminding myself and realising that this way will not be easy or short. Anyway, it is better to start and to move in a definite direction, being well aware of what should be done. I wish us all not to lose our enthusiasm and will to change the situation. Then we will be able to see the results. Thank you all very much.

## ROMUALDAS SABALIAUSKAS

SECRETARY OF THE MINISTRY OF HEALTH OF THE REPUBLIC OF LITHUANIA

### **Your Excellency the President of the Republic of Lithuania, dear participants and colleagues!**

Today we all gathered here led by one goal – to do something to prevent bullying and mental health disorders both in children and adults. Speaking in medical terms, we can say that bullying has today attained a level of epidemic in Lithuania. When research results show that 70% of children feel this, it means a huge problem. It is a huge problem in terms of both short-term and long-term health disorders in children. Long-term disorders have very sore consequences, because bringing back to a normal health state requires huge medical efforts.

The Ministry of Health expresses its support to this conference. I convey the sincerest congratulations from Mr. Rimvydas Turčinskas, Minister of Health of the Republic of Lithuania, who is going to implement health priority in the area of mental health in future, too. Today we have nearly accomplished the development of a mental health programme, which places particular emphasis on mental health in children. At the initiative of the Ministry of Health of the Republic of Lithuania, there are public health bureaus established at municipalities intended, inter alia, for mental health prevention in children and adults. Our current plans include rearrangement of programmes for our public health professional working at schools with the view of incorporating mental health prevention aspects in these programmes, too. Therefore, dear participants, we strongly believe this conference should serve as a sound push forward, so that to take over certain load from physicians and mitigate public arousal about such a sore issue as interrelations and reduction of violence among all members of the society. I would also like to address parent organisations. This issue should not be dealt with at schools only, because roots of the problem lie in family life. It is huge efforts to be taken by public organisations working with families. Thank you all very much.

## DAINIUS NUMGAUDIS

STATE SECRETARY OF THE MINISTRY OF EDUCATION AND SCIENCE OF THE REPUBLIC OF LITHUANIA

### **Your Excellency Mister President, dear participants and distinguishable organisers of the conference!**

Actually, today we met to help the school. This conference once again draws attention of politicians, mass media and general public to a problem, which, unfortunately is often tried to cast a veil over. I am glad to know that state leaders, various authorities, non-governmental organisations, Lithuanian and foreign scientists, experts and practitioners combine their forces to prevent the spread of bullying and violence in schools.

While welcoming these efforts, we understand how many things are to be done, how many good persons and human resources are needed to achieve the desired goals and changes. Today we all are to realise that Lithuania has started stopping the war on roads. Many complicated incidents prove that it is of no less importance, or may be even more important, to stop aggression in our society, too. School is a direct reflection of our society. Contemporary schools perform numerous functions. Both the general public and life formulate huge and broad tasks for schools. That's why the system is developed to assist teachers and students. We have quite a well-developed system of pedagogical and psychological assistance, which is even envied by our neighbours and could serve, to a certain extent, as a model for others. We have social pedagogues and psychologists working together with teachers at schools. We also have pedagogical-psychological services to assist our teachers and students. We feel strong support from non-governmental organisations and have many legal regulations in place. Yet, all this is not enough.

This year, the Ministry of Education and Science of the Republic of Lithuania has prepared complex recommendations concerning prevention of violence. The Government of the Republic of Lithuania has approved these recommendations and, as it was already mentioned today, the budget draft to be considered by the Seimas today has provided funds – six million litas – for the implementation of these measures. It is very important to have realistic funds provided in the budget, which has not assigned so far any more notable extra funds to the education system in addition to the original obligations of the government. We are also glad to know that these funds were assigned supplementary and not saved on account of the education system.

Experience of the countries that managed to stop the surge of violence is very important for us. We highly appreciate that foreign experts agreed to share their experience with us and to help us in this area. Along with the Childline's project, we will also implement in Lithuania the Olweus' Bullying Prevention Programme, which is referred to as one of the most efficient bullying prevention programmes in Europe. A political decision in this regard is already taken and Mrs. Roma Žakaitienė, Minister of Education and Science will speak about this in the conference tomorrow.

This conference provokes all of us to take our first palpable steps. Our society and members of the society can render assistance to schools by expressing intolerance to bullying. We all have to show our good will and healthy power in assisting schools to educate value-based behaviour of school students. I say thanks to all partners and conference organisers. I wish success to all of us in making sustained steps and achieving our tasks. Thank you!

## VIRGINIJUS DOMARKAS

CHAIRMAN OF THE COMMITTEE OF THE SEIMAS OF THE REPUBLIC OF LITHUANIA  
ON EDUCATION, SCIENCE AND CULTURE

### **Dear organisers and participants of the conference “Modern Approaches in Prevention of Bullying and Violence”.**

I cordially welcome this conference held on such a relevant topic. We more and more often happen to hear stories about physical and emotional bullying in schools. It has become not a “far-away” problem of foreign countries, but Lithuania's reality, too. Not only adults and teachers lay their hands on children. Minor students also make their schoolmates and even teachers suffer bullying, contempt, humiliation and physical violence. Cruelty and aggression become a matter-of-course part of every day's life. Parents are afraid of letting their children to school – a place where children should have stay in a safe and friendly atmosphere. But who is to blame? Society is blaming responsible authorities alleging that they don't realise and don't do anything about this sore problem. But it is also admitted that children are not educated proper values due to insufficient parents' attention and living environment. One thing is clear without any doubt: it is of the utmost importance that we combine all our forces in combating this problem, involving teachers' community, students, parents, public authorities, NGOs and media to fight against violence in society. Therefore, I highly appreciate that this conference today is going to go into the problem of bullying in schools in all seriousness. Using this opportunity, I would like to say thanks to the psychologists, teachers and scientists who gave rise to this problem in essence. And first of all my thanks are to a friend and advisor of our Committee, Mr. Robertas Povilaitis, and his colleagues.

I strongly wish that ideas and discussions initiated in this conference would contribute to revealing the sources of aggression and bullying in schools and to finding effective measures to change this painful reality. The Committee on Education, Science and Culture is keeping a close eye on this problem. We have also held some events addressing the problem at issue, and I can assure that we will carefully follow the progress in tackling this problem of modern times.

Joint efforts of non-governmental organisations and state authorities, including the Ministry of Education and Science, gave rise to a certain movement, and special funds were found to enable practical implementation of pilot projects and, later, national projects. Yet, one of the most important factors in combating bullying is public discussion in society regarding this evil. This conference is also one of the forms of the public discussion. It is therefore important that conference ideas and information on the problems at issue would send the widest possible ripples throughout the country and would at least encourage each of us to give thought and then take actions.

I once again express my congratulations to the conference and wish it rational solutions.

# ROBERTAS POVILAITIS

HEAD OF CHIDLINELINE,  
PRESIDENT OF THE LITHUANIAN PSYCHOLOGICAL ASSOCIATION

## Dear conference guests and participants,

Ten years ago, when I started going into the phenomenon of bullying, I couldn't realise that today we would meet at this conference and analyse the bullying phenomenon invoking Lithuanian and foreign experts, in the presence of the country's highest officials who express their support to our initiatives.

I remember the times when our ChildLine started cooperating with the UK ChildLine. In our conversations about children who call us, our UK colleagues mentioned that children very often call for *bullying*. At that time we tried to translate this term as *harassment*. I remember myself being unable to understand why their children are suffering so much from harassment. The more I went deeper into this phenomenon, the better I started realising that our children, adults and parents also suffered because of this. I also started realising that there were so many samples of humiliating behaviour around us that it was difficult to see something wrong happening to our relations which were full of aggression and hurting each other.

As a representative of the psychologists' community, I would like to say that psychology as a science, in which human behaviour is one of the main studies, has accumulated ample evidence that human behaviour may change, particularly if we train people to behave differently. Knowledge accumulated in psychology and related sciences should be used to the welfare of people. We, professionals in different fields, have to make our knowledge serve for mitigation of suffering and stopping those who are willing to hurt and humiliate others.

I would like to share my joy that a number of organisations, both governmental and non-governmental ones, combined their efforts and organised this conference. I would like to name each of the organisers. They are:

- Children's Rights Ombudsman
- Children Support Centre
- ChildLine
- Lithuanian Psychological Association
- Vilnius University
- Ministry of Education and Science
- Global Initiative on Psychiatry
- Gintaras Steponavičius Foundation
- Education Forum
- State Mental Health Centre
- Lithuanian Association for Telephone Emergency Services

Further, I would like to mention and say my thanks to the conference supporters without whose assistance this conference would have not been possible:

- Ministry of Education and Science of the Republic of Lithuania
- Ministry of Health of the Republic of Lithuania
- Centre for Special Needs Education and Psychology
- EC Daphne programme
- EC Public Health Programme
- Embassy of the Kingdom of Norway
- Embassy of the Kingdom of the Netherlands
- Gintaras Steponavičius Foundation
- Nordea Bank

The fact of this conference being supported not only by EU programmes, Lithuanian governmental organisations and embassies, but also by business companies, which contribute to the tackling of social problems, increases my hopes that we are able to build respect-based relationships in our society.

## THE EXPERIENCE OF CHILD RIGHTS OMBUDSMAN DEALING WITH BULLYING AND VIOLENCE IN SCHOOLS

Rimantė Šalaševičiūtė

CHILDREN'S RIGHTS OMBUDSMAN, LITHUANIA

Bullying and violence are problems that can be discussed with representatives from all countries, as these problems are not relevant for some one or several states, or Lithuania only. Bullying and violence exist to a certain extent in all countries. What is different, is understanding and possibilities to assess the scale of the mentioned phenomena, the attitude of societies, families and children towards bullying and violence, the ability to identify them, the will and efforts to fight against them, and the seeking to ensure growth and development of the small member of our society – the child – in safe and mutual respect-based environment as well as child's becoming a full-fledged and self-confident personality. Unfortunately, we have to admit that the feeling of society's intolerance to the opinion, views and beliefs of the youngest and weakest member of that society is quite persistent, while unwillingness or inability to understand the importance of ensuring the child's rights and interests gives grounds for bullying as well as other manifestations and forms of child abuse.

The practical work of the Office for Children's Rights Ombudsman has proved that violence against children is practiced by police officers, teachers, school administration staff, orphanage personnel and, worst of all, by child's family members, i.e., individuals who are first of all responsible for the welfare of their children, taking care of them and protecting them against illegal acts as well as ensuring proper exercising of the children's rights. In addition, incidents of bullying and violence among children themselves, as reported in mass media and complaints received by the Children's Rights Ombudsman, also constitute a matter of great concern.

In 2007, the Office for Children's Rights Ombudsman received 35 complaints alleging child abuse (physical, emotional, sexual) and 11 investigations were brought about at the initiative of the Children's Rights Ombudsman, including 4 complaints about alleged sexual abuse, 11 complaints about alleged physical violence among peers, 3 complaints about alleged physical violence by teachers or trainers, 12 complaints about alleged psychological violence at school, 9 complaints about alleged psychological violence at home, 4 complaints about alleged psychological violence by other persons (police officers, neighbours, etc.) and 3 complaints about abusive images of peers placed on Internet. In addition, since 1 September 2007, when a possibility to access the Children's Rights Ombudsman and to ask questions by Internet was introduced, 27 messages were received about the incidents of present or former violence and requests to help victims of abuse. It appeared from the complaints that bullying was experienced by children along with violence or bullying was a prelude to ensuing violence, for example of a physical nature, against them. It was also noticed that incidents of violence, particularly among children, became crueller, more wilful and intended to cause the biggest possible pain, whether psychical or emotional, and damage to the mental state of the victimised child.

In this regard we can mention an incident widely described, inter alia, in mass media when in the territory of one secondary school in Marijampolė 3 girls beat their classmate in the presence of a number of other school students and images of these abusive scenes were disseminated on the Internet, first among the students and then to the whole society. Another example is a 14-year-old student of a secondary school in Vilnius, who didn't dare to go out and attend classes for more than a week because conflicts with her schoolmates attained the level of open threats of violence. Girls from the same school would wait for her in the staircase of her house and would threaten to beat her as soon as she leaves home. In one secondary school of Anykščiai region there was a conflict among school students. Two brothers

couldn't stand bullying and started fighting against their classmates themselves. They refused attending school and one of them even attempted to commit a suicide. Fortunately, this attempt failed thanks to his father. Investigation of microclimate in this school was carried out at a request of the Children's Rights Ombudsman. Questionnaire survey of 171 students showed that 15% of the students were beaten up by other students once, 12% of the students were beaten up more than once. 27% of the students said they hadn't told anybody about the experienced violence. The students were asked whether they were bullied and/or sneered down by other children. 37% of the respondents said they had heard bullying and 19% - very frequently. When asked to describe the reasons for bullying, the students indicated a number of different reasons: *they hate me; they don't like me for various little things; they want me to be weaker, but this will never happen; I am different*. Some children reacted very peaceably at the bullying they were exposed to: *these are innocent jokes, just to make others laugh*. It is interesting that out of 28 responding teachers 79% said "Yes, sometimes" to the question "Have there recently been any cases of bullying among peers?". Teachers' comments reflected their erroneous understanding that *calling bad names and similar things are nothing else but child's play and children will outgrow this*".

The above figures (i.e., that incidents of violence in schools account for 56% of all incidents of violence, which were complained about or in respect of which investigations were initiated by the Children's Rights Ombudsman) and examples demonstrate that children are not safe at school where they spend a big part of their childhood and where they should feel as safe as in their true homes, and should also find assistance and support from other members of the school community. Children with abuse history often become shy and indecisive, rarer express their opinions, start avoiding school. Therefore, the only way for them to avoid very painful consequences of bullying and violence is the presence of protective factors, i.e., family support, social skills, support from teachers.

We face various forms of bullying and violence in our every day's lives, and this brings sore consequences to children, irrespectively of whether bullies are their peers or adults. However, according to the opinion of the Children's Rights Ombudsman, not only children exposed to bullying should be considered victims, but bullying children, too. The analysis of the complaints received by the Office for Children's Rights Ombudsman and the investigations instituted by the Children's Rights Ombudsman in respect of incidents of violence show that bullying children are, irrespectively of violence forms they use, the result of failure to receive, on due time, social, educational and/or psychological support that must be ensured and rendered by the state and society.

There are many psychological theories of origination of violence on individual levels. It may be a result of feeling shame and humiliation, when individuals don't know such feelings as sympathy, fear of consequences, when individuals don't know how to restore respect without employment of violence. Violence may also originate as a consequence of poverty and being earlier exposed to bullying. Children from child care establishments and families at social risk are apparently more often exposed to bullying because of their social status (poorer clothes, etc.). Family environments where children feel insufficient love, warmth and attention, also society's tolerance to corporal punishment of children are identified as highly influencing the origination of violence. In addition, the Children's Rights Ombudsman is of the opinion that spread of violence and bullying is also influenced by violence and bullying provoking episodes showed in TV films, programmes and advertising, information circulated in the Internet on attractive methods of suicides, pornographic images. This opinion was also supported by the signatures of 19404 children, who joined a campaign initiated by Public Organisation *Gelbėkit vaikūs* (Save the Children) together with prevention groups from Šiauliai schools *Mokiniai prieš smurtą* (School students against violence) and later disseminated by the Office for Children's Rights Ombudsman. This campaign enabled children to express their opinions as to the impact of information technologies and television on the world-view of children and youth. On the occasion of the International Children's Rights Day, children were given an opportunity to discuss these issues with the President of the Republic of Lithuania, His Excellency Valdas Adamkus, and representatives of other leading authorities, such as the Seimas of the Republic of Lithuania, the Government of the Republic of Lithuania, the Constitutional Court of the Republic of Lithuania and the Bar Association.

It is very welcome that children started raising this problem themselves, expecting that their call for assistance will be heard by the society. *Stop bullying* campaign is of no less importance. This campaign was initiated by non-governmental organisation Childline as early as in 2004 and joined by the Office for Children's Rights Ombudsman. It started from the presentation and circulation in schools of the book titled *Patyčių prevencija mokykloje* (Prevention of bullying in schools). The book was published by Lithuanian psychologists, representatives of Childline, in order to introduce the problem of bullying to children, parents and teachers. The mentioned problem gave rise to discussions in press, web sites and on the radio. Therefore, implementation of this preventive programme, as carried out by the public campaign on the basis of the results of anti-bullying programmes ongoing in various countries, is expected to impact positively on changes in our society. And *Draugystės karnavalas* (Carnival of Friendship) is here to accelerate these changes.

Generally speaking, criminological, sociological and psychological surveys as well as other research in this area show bullying and child abuse to be a multidisciplinary problem. This phenomenon is determined by a set of factors and causes on various levels (both of individuals and environment) and nature (social, psychological, biological, medical, etc.). And these factors and causes form a sort of system. It's worth noting that child abuse forms a part of overall violence predominating in our society. That's why prevention of violence and bullying as well as assistance rendering to victimised children can be efficient only if effects on children and families are harmonised on all levels and in all approaches with the system of social, legal, educational, financial and other measures.

In the above-mentioned system, an important role is vested upon measures of a legal nature that educate society's intolerance to child abuse and regulate measures, goals and main trends of combating child abuse and assistance to children as well as identify concerned par-

ties, their rights, duties and responsibilities. In this regard it is worth mentioning the Concept of State Policy on Child Welfare, as adopted by the Seimas of the Republic of Lithuania in 2003, and the Implementation Measure Plan for the Strategy of the State Policy on Child Welfare in 2005-2012, as approved by the Government of the Republic of Lithuania on 17 February 2005 based on the aforesaid concept, as well as the National Programme for Combating Violence Against Children and Assistance to Children in 2005-2007, as approved by Resolution No. 491 of 4 May 2005 of the Government of the Republic of Lithuania. In continuation of this programme, the National Programme for Combating Violence Against Children and Assistance to Children in 2008-2010 has been already drafted. This programme, in addition to developed issues of training on violence, harassment and bullying prevention for various experts and victims of violence, provides for such violence and bullying preventive measures as the violence reduction programme Zippy's Friends for preschool children, the Second Step Programme for primary school children and the Olweus Bullying Prevention Programme for secondary schools. The above-mentioned programmes are expected to reduce the number of victimised children left without assistance and sympathy.

In this light, it is important to prevent violence-based education of children. Many adults still think that hitting a child is an effective method of parenting. It is therefore important to promote a statement that hitting, beating, slapping, etc. (i.e., violence) is a severe violation of children's rights. The UNICEF Committee emphasises that it is unconceivable how societies, which prohibit and impose punishments for physical violence against adults, tolerate, to a certain degree, violence against children and points out that "any form of violence against children is unacceptable". Even light corporal punishment constitutes humiliation that may cause ensuing anger outbreaks in children, demonstration of contempt for weaker members of a society or escalate even more dangerous violence in general. Any punishment, particular a corporal one, does not teach a child how to behave properly in future. It even does not encourage a child to behave better. Therefore, parenting and education of children should be based on cooperation rather than on unconditional obedience. Children are learning and building their scale of values by observing, communicating and sharing their problems. Hence children, who are physically victimised by their parents, repeat these actions in future by selecting another child – a more sensitive and vulnerable one – as a target.

Article 10 § 2 of the Law of the Republic of Lithuania on Fundamentals of Protection of the Rights of the Child entrenches a provision that a child shall not be tortured and injured, his honour and dignity be degraded and be subjected to cruel treatment. Article 49 § 1 of the same law stipulates that parents and other legal representatives of the child may appropriately, according to their judgement, discipline the child, for avoiding carrying out his duties and for disciplinary infractions, with the exception of physical and mental torture, other cruel behaviour and the humiliation of the child's honour and dignity. Civil, administrative and criminal liability, established by laws, shall be applied for parents and other legal representatives of the child, who shall be in violation of the child's rights, avoid or fail to fulfil their obligation to educate, teach, take care of, maintain the child, subject the child to cruel treatment or otherwise abuse their rights and obligations. Article 57 § 3 of the Law of the Republic of Lithuania on Fundamentals of Protection of the Rights of the Child stipulates that "State and municipality employees, who are responsible for the education and supervision of the child, must at once inform competent institutions concerning violations of the rights of the child, which have come to their attention". Administrative liability is provided for non-reporting to the police, municipal institution for the protection of the rights of the child or prosecutor's office of violations of the children's rights by the parents, other legal representatives of the child or other person. However, this is rarely applied in practice.

In terms of combating violence against children in Lithuania, an explicit statutory prohibition of exercising violence against children within the framework of parenting and education of children would be of the utmost importance. Many European countries have prohibited any corporal punishments by law: Finland – in 1983, Norway – in 1987, Austria – in 1989, Cyprus – in 1994, Croatia – in 1999, Denmark – in 1997, Latvia – in 1998. The aforesaid law has been also adopted in Bulgaria, Germany, the Ukraine, Iceland, Romania and Hungary. It's worth mentioning that in Sweden the said law was adopted as early as in 1979, and a survey carried out 20 years thereafter showed that application of corporal punishments at home dropped down from 50% (in 1980) to 10% (in 1999). In addition, the public opinion has radically changed, too: as few as 10% of the respondents considered corporal punishments to be allowable.

The Implementation Measure Plan for the Strategy of the State Policy on Child Welfare in 2005-2012, before measure 1.8 was cancelled by Resolution No. 495 of the Government of the Republic of Lithuania on 23 May 2007, provided for drafting a law of the Republic of Lithuania on violence against children. However, taking into consideration the results of the analysis of Lithuanian legislation, as carried out by the Institute of Law, it was refused to draft a separate law entrenching prohibition of corporal punishments and other degrading treatment of children in Lithuania on the grounds that it is not reasonable or necessary, and it was suggested that the Civil Code of the Republic of Lithuania and the Law of the Republic of Lithuania on Fundamentals of Protection of the Rights of the Child should be amended inserting thereto provisions clearly defining the stance of the State regarding the unconditional prohibition of corporal punishments in the parenting and education of children (a draft of amended Article 49 of the Law of the Republic of Lithuania on Fundamentals of Protection of the Rights of the Child by insertion of paragraph 7 stipulating that "A child has the right to being parented, educated and disciplined without violence and with respect to his/her dignity. Any corporal punishment or other humiliation of the child shall be prohibited" is already submitted to the Government of the Republic of Lithuania). However, the Children's Rights Ombudsman sticks to the opinion that a separate law should be adopted to this effect. Such law should explicitly prohibit all and any forms of violence against children, clearly define the forms of violence, ensure implementation of appropriate prohibitions, delivery of high-quality and complex assistance to the victimised and bullying children and their families, etc. Attention should be paid that definitions of violence have been so far described only in the National Programme for Combating Violence Against Children and Assistance to Children in 2005-2007.

In its conclusions concerning the second report of the Republic of Lithuania on the implementation of the Convention on the Rights of the Child in Lithuania, the UN Committee on the Rights of the Child expressed its concerns about violence and abuse of children in families. By promoting the reinforcement of information and education campaigns through involvement of children into them, with the view of preventing and combating all and any forms of violence against children, the Committee suggested that Lithuania would strengthen its measures intended for combating all forms of violence against children. Therefore, in Lithuania, within the framework of implementing the United Nations Convention on the Rights of the Child obligating States Parties to undertake all appropriate legislative, administrative, and other measures for the implementation of the rights of the child recognised in the Convention and for the protection of the child from all forms of physical or mental violence and bullying, measures should be organised more effectively on national and local levels so that to minimise, to a considerable degree, the incidents of violence or the spread of violence and bullying. That means Lithuania should develop the culture of society without violence. It is not enough to approve strategies and their implementation plans; it is also necessary to change the society's attitude towards violence and bullying, to eliminate the reasons conditioning violence against and among children, to provide financial support and promote bullying prevention programmes on all levels: in schools, classes, individually for victimised children and bullies.

Violence and bullying prevention is not and could not be a prerogative of one expert or a "monodisciplinary" group of experts. Positive results can be achieved only through a team work based on the principles of cooperation. This team should be comprised of children, their parents, teachers, school psychologists, social teachers, representatives from offices for the protection of children's rights, police officers (inspectors for minors' affairs) and other professionals.

Innocence and sincerity are inherent in children, but we, adults, often destroy it by our behaviour. I strongly believe that more frequent thinking of the reasons of the phenomena around us and our non-indifference to them would contribute to the reduction of the number of children exposed to violence and bullying. A better society should not necessarily be created with money intended for the implementation of various violence prevention programmes. I believe sincere attitude, warm and plain communication with a child, willingness to improve the existing situation and dissemination of positive ideas can have much weightier effects on positive changes.

## PREVENTION OF VIOLENCE IN SCHOOLS

Roma Žakaitienė

MINISTER OF EDUCATION AND SCIENCE OF THE REPUBLIC OF LITHUANIA

I am very glad about being a member of this conference, which recruits forces for stopping the spread of violence and bullying in our schools and society. This highly relevant conference gives us a perfect opportunity to learn more from reputable theoreticians and practitioners about the most efficient strategies applied in this area in Europe. I am sure that situation analysis, knowledge, experience and recommendations of Lithuanian and foreign experts will contribute to the sooner achievement of the desired result – creation of a safe environment in Lithuanian schools.

I say many thanks for the attention paid to Lithuania and for the participation in this conference to one of the world's leading authorities in his professional area, Professor Dan Olweus from the University of Bergen, who has been analysing the issues of bullying and violence for more than thirty years. The programme developed by this professor was chosen for the implementation in Lithuania. I am glad to see all the guests and participants of the conference.

To start with, I would like to remind you that this summer the European Commission launched a public consultation entitled "Schools for the 21st Century". The consultation is intended for the development and modernisation of education in the EU Member States. Based on 8 key issues, the consultation seeks to identify those areas where joint action at the European Union level could bring effective results. One of the mentioned areas is minimisation of violence manifestations in schools. Schools are facilitated to improve the process of education and to train social, communicative and other students' skills.

Therefore, it is important for schools to be ready to meet the challenges of the 21st century and be able to equip individuals with all the key competences they need to function as active members of our society.

One of the challenges faced by schools is the spread of violent behaviour among children. This phenomenon needs particular attention not only for disturbing the process of education, impeding the work for students and teachers and complicating the relations among students, but also for jeopardising the ensuring of fundamental human rights and ensuing dangerous consequences. That's why this spreading phenomenon raises increasing concern of educational workers, professionals of many other areas and public.

Schools' functions are not confined to the academic function; they also train social competences. Therefore, schools play a highly important role in the training of public life's skills. Not only do they set the foundations for each individual's approach to lifelong learning, they also have to train people in general competences they need to adapt better to our changing environment, to get ready to live in a community and to be responsible and active citizens.

As we can see from the surveys, problems at schools are usually faced by the children who have been exposed to violence at home, or their parenting/education has been improper otherwise. From their families children "bring" to schools their initial different understanding of human relations and, based on it, further model their social behaviour and relations with peers. Traditional educational communication and methods applied in teachers' work with schoolchildren are not always successful. We must understand, however, that prevention of violence is not a prerogative of one expert or a "monodisciplinary" group of experts. Positive development in the minimisation of violence manifestations can be anticipated only through a team work, based on cooperation and involving parents, representatives from offices for the protection of children's rights and police officers.

Involvement of students in the preventive actions in schools is of utmost importance. Participation of students in the activities of local government institutions promotes activity of and democratic communication by the students; their contribution to the creation of harmonious microclimate in schools is well commended. According to scientists, implementation of preventive projects, whereto students are involved, in particular those with aggressive behaviour, is an effective instrument to eliminate violence from schools.

Teachers, students and their parents may contribute to the minimisation of violence first of all by not ignoring it. It means that even a minor manifestation of violence should be given publicity and analysed both on class and school level. It is important to show that violence will not be tolerated. Today we already have a number of schools that demonstrate their own initiatives in creative and community-based tackling of this sore problem: they regularly hold preventive weeks, form anti-bullying groups, carry out various campaigns, organise discussions, implement joint projects with the police and other organisations, etc.

Today I would like to highlight what is already done or is now in progress with the view of combating violence and bullying in schools.

- The Law on Education and other legislation governing the education system entrench social-pedagogical, psychological and other assistance to children at school, related parents' counselling, responsibility of the principal for the ensuring of safe environment at school.
- Today, Pedagogical-Psychological Services are functioning in all municipalities. These services have been funded from a student's basket since 2005. With the view of attracting proper experts to these services, their funding was doubled in 2006 and increased by 20% in addition in 2007.
- In 2006, the Ministry of Education and Science assigned funds for the establishment of the position of teachers' aides and special educators. This year the Ministry assigned 1 million litas to municipalities for the establishment of the mentioned positions in 222 comprehensive schools. Salaries for school psychologists were increased by 30% this year; salaries for social pedagogues were also increased this year.
- Recently, more than 1000 social pedagogues, 350 psychologists and psychological assistants, and other educational aid providers are working in schools. School still lack psychologists. Therefore, psychological assistants – holders of a bachelor degree in psychology – have been eligible for work in schools since 2005.
- We have trained more than 900 teachers capable of organising prevention of bullying and violence in schools. The teachers were trained how to form a proper school's security policy, to clearly define the rules of conduct in schools, to get parents and children involved into decision making, to strengthen children's feeling of identity with school, to implement programmes on the training of social skills, to inform students where they may apply for assistance, to implement social projects, to train children in constructive communication and cooperation.
- Together with Children Support Centre ChildLine we proceed with training of school teams in prevention of bullying and violence, continue training for teachers or primary schools under the Second Step programme. We also continue preparation of methodological material about the prevention of violence for parents, children, school administrations, social pedagogues and psychologists.
- This year, the Procedure for Crisis Management in Schools was elaborated so that schools would be properly prepared to respond to crisis situations and to manage them.

- At the end of June 2007, the Seimas of the Republic of Lithuania adopted the Law on Minimal and Moderate Supervision of the Child with effect from 1 January 2008. The law is supposed to improve the work with delinquent children, to contribute to better tackling of children's problems in schools, delivery of systematic assistance to children as near their place of residence as possible.
- It is important to understand that manifestation of violence in schools is not only a school's problem. It is a deep social problem, which requires a complex approach and involvement of all institutions. Taking this into consideration, the Ministry of Education and Science, in cooperation with an interdepartmental group formed by the Prime Minister, has developed complex recommendations on the prevention of violence in schools. These recommendations were approved by the Government's Strategic Planning Committee. Containing measures aimed at increasing competencies of educational professionals, implementing targeted programmes for the minimisation of violence and bullying in schools, training living and social skills in children, the recommendations are included in the National Programme for Combating Violence Against Children and Assistance to Children in 2008-2010. In 2008, the Government assigned 6 million litas to the Ministry of Education and Science for combating violence. These funds will be used for the implementation of such programmes as Zippy's Friends, Second Step and Olweus programme, also for the training of teachers and funding of various other measures.
- It is very important that tackling of violence-related problems is taken care by the President of the Republic of Lithuania and the Seimas of the Republic of Lithuania. I believe some part of this audience have participated in conferences and discussions addressing the situation and likely ways to improve it.
- We all have to appreciate initiatives and active efforts of such non-governmental organisations as ChildLine, Children Support Centre and others.
- One of primary and most important tasks of the Ministry of Education and Science in the area of combating violence in the forthcoming years is preparation for and launching of, together with its partner, non-governmental organisation ChildLine, Olweus Bullying Prevention Programme, which has been recognised as one of the most effective bullying prevention programmes in Europe. The above-mentioned programme is expected to reduce the number of violence and bullying incidents in schools to a considerable degree and to contribute to the better quality of education.

I am urging all school communities and all society members not to live with violence! In order to protect schools, it is first of all up to our society to heal its illnesses. We should leave no medium for bullying. Starting with politicians and mass media and ending with school classes and families, we all have to combine our efforts and to change our behaviour by facilitating interim understanding, training tolerance, provisions of values and culture of communication.

I would like to thank all the conference participants for their cooperation and to wish you a lot of success, persistence and excellent results in the creation of peaceful and harmonious relations at home, in schools and in our society.

## VICIOUS CIRCLES OF HELPLESSNESS AND VIOLENCE IN CURRENT SOCIETIES - THE NEED TO BREAK THEM AND INVEST IN SOCIAL CAPITAL

Assoc. Prof. Dainius Pūras

UNITED NATIONS COMMITTEE OF CHILD RIGHTS, LITHUANIA

Humanity's progress is evident in various fields of life. Unfortunately, there still is too much abuse (violence). Violence has got numberless faces. It might, for example, be violence against and among children or adolescents; or violence in relations between spouses, mainly directed against women; or violence against the elderly; or violence employed by some states against other states or their own nations; or terrorism, and many other manifestations of violence.

There are many factors, whether those of risk or safeguards, biological, psychological or social, combination of which determines prevalence of more or less morally and socially healthy environment in a particular family, community and society (state) within a particular

period of time. In some countries, it sometimes happens so that the environment becomes extremely toxic. People start destroying themselves and each other in various ways: they commit suicides, kill others, suffer from substance abuse, degrade each other on individual or group levels, whether bigger or smaller. In most cases, manifestations of sick social environment co-exist and accompany each other, as if branches of one tree. They include helplessness, drinking, abuse, suicides, etc. So, we have a question: who has to take measures to break through this vicious circle of violence and helplessness and what measures should be taken?

It's not a coincidence that we have met here. There are at least two reasons for this.

The first group of reasons and circumstances relates to the risk factors that facilitated us to meet here and now. Famous for ages as a centre of tolerance, where people prosecuted elsewhere used to find shelter for hundreds years, today Lithuania (and its capital Vilnius) is found among the most intolerant countries, for example, with regard to various sensitive groups. It's true to say that Lithuania is not an exception. Something has happened with human relations throughout the big region, often (though not very precisely) called East Europe. Currently there are several threatening indicators recorded in East European countries. These are the spread of suicides, alcohol abuse, bullying in schools and other manifestations of violence. Scientists exploring the micro and macro social medium in the mentioned countries come to a conclusion that the problem doesn't lie within people themselves (not in human capital), but rather within human relations, i.e., the so-called social capital has been disturbed. The totalitarian system, which existed for 50 – 70 years in these countries, brought about heavy consequences that, unfortunately, have been ruining the social medium so far: several generations of people lost their competence to build relationship based on mutual respect, trust and partnership. Such "horizontal" or democratic relations, requiring mutual responsibility, based on integrity of rights and duties, have been replaced with other relations, based on the preoccupation of ones (achieved by means of physical force, riches or power seizing) and subordination and humiliation of others. With predominating "vertical" relations among individuals and their groups, it is impossible to avoid the break of violence, bullying, humiliation and helplessness from one or another "camp". It is only one step dividing helplessness from violence. Mothers or fathers embark on corporal punishments out of despair, because they were not taught how to deal with complicated parenting situations. A state, which is unable to show dignity in relations with its citizens, will endeavour to turn them into obedient dependants and, failing this, will do this by force. Penetrating through all strata of life, the ideology of violence has become the daily round, "the norm", because people started believing this is how it should be. This adds acceleration to the wheel of helplessness and violence which is going round now.

The second group of reasons and circumstances relates to the determination of all of us, present at this conference, to break through this vicious circle. Awareness that the society and the State cannot go on this way any longer is growing in Lithuania. We more and more often speak about "the war on roads", bullying in schools, suicides and alcohol abuse. When these problems were highlighted as the vital problems of social health, looking for effective ways out started in all earnestness. The glove was thrown by young people, i.e., ChildLine, which initiated an extremely successful anti-bullying programme in schools. This glove was taken up by the Government, ministries, municipalities, business representatives and non-governmental organisations. Having realised that this problem has been successfully dealt with in other countries, we found foreign partners, who kindly agreed to share their experience by attending this conference. Among them we can see the most prominent authorities, who have successfully combated the vicious circle of violence in their own countries and on international level. Today we are closer than ever before to success in this country and this European region. A modern public health approach, being offered as an alternative for helplessness and nostalgic attempts to fight against violence using strong-arm methods, declares that it is not a problem of individual people whom we have to identify and to punish or treat. It is a problem of all of us, all our society, and we all have to combine our forces in tackling it: responsibly, not looking for whom to blame, emphasising not weaknesses, but our strong sides and huge dormant resources, which need to be released and used. This way we'll manage to cure formerly disturbed moral relations among people, to rebuild resilience, trust and public spirit as the key safeguard against all misfortunes of the society. To resolve this problem, we have to get rid of oppressive traditions of the totalitarian past, to invoke abundant recourses hiding in people, families and communities, to combine our hot flame and enthusiasm on one part and cold minds and scientific knowledge on the other part. We shall not rely on miracles in this area. But what we can achieve are measurable results that could be achieved over a certain period of time in the context of mature political will and civic awareness, financially supported and responsibly implemented knowledge-based prevention programmes. Having achieved this, we'll learn to invest into children, not only by protecting them against likely violence in the world of adults, but also by educating them to be true holders of their rights and by promoting their evolving capacities in assuming responsibilities for their lives and taking mature solutions independently.

We are also here today, because Lithuania, after prolonged uncertainties as to which way to choose, finally resolved to choose a path to democracy. Prevention of bullying and other violence is impossible in the totalitarian context. As for democracy, it needs patient learning, and it doesn't matter whether we speak about authority – society or children – parent – teacher relations. Lithuania has also understood that it has to seek changes itself. Right after its accession to the European Union, Lithuania launched an ambitious project for the EU's public health programme. Currently we are finishing the first year of the CAMHEE project (Child and adolescent mental health in enlarged EU: Development of Effective Policies and Practices). Again, one of the major components in this project, which has 35 participating partners from 16 countries, is prevention of violence, bullying and suicides in schools. We hope to meet in Vilnius again 18 months later, when the project will be close to the end and its outcomes will be presented for the European Commission. In 2007, half a year ago, Lithuania resolved and approved on the highest level – by the Seimas resolution – the National Strategy on Mental Health. This strategy

also entrenches modern principles of strengthening public mental health. Child mental health is given a special priority in this strategy. Today we know which way to choose. All we have to do is to implement with due responsibility what we have resolved to.

I believe in success of this conference and this project. I also believe in success of new Lithuania and new Europe. Global progress depends on groups of people, which, though not necessarily big, one day decide to lift a self-fulfilling prophecy of helplessness and failures, and to choose another success-driven self-fulfilling prophecy. That's what we are here today. Good luck!

## BULLYING IN SCHOOLS: FACTS AND INTERVENTION

Prof. Dan Olweus

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“For two years, Johnny, a quiet 13-year-old, was a human plaything for some of his classmates. The teenagers badgered Johnny for money, forced him to swallow weeds and drink milk mixed with detergent, beat him up in the rest room and tied a string around his neck, leading him around as a “pet”. When Johnny’s torturers were interrogated about the bullying, they said they pursued their victim because it was fun” (newspaper clipping presented in Olweus, 1993, p.7).

This short newspaper clipping gives a dismal picture of the cruelty children and youth can show towards one another under certain conditions. And it demonstrates what a nightmare life at school can be for a victimised student - often without the parents or the teachers knowing much about what goes on.

Bullying among schoolchildren is certainly a very old phenomenon. Though many are acquainted with the problem, it was not until fairly recently - in the early 1970s - that the phenomenon was made the object of more systematic research (Olweus, 1973a, 1978). For a number of years, these efforts were largely confined to Scandinavia. In the late 1980s and the 1990s, however, bullying among school children attracted attention also in several other countries such as Japan, Great Britain, the Netherlands, Canada, USA, and Spain (see Olweus, 1993, for references). In the past 10 years or so, there has been an almost explosive development in this area, both in terms of research, intervention, and national policies (e.g., Smith, Morita, Junger-Tas, Olweus, Catalano, & Slee, 1999; Juvonen, & S. Graham, 2001; Espelage & Swearer, 2004; Smith, Pepler, & Rigby, 2004). In the USA, this increased attention has been fuelled by some highly publicised school shootings in which the tragic events have been at least partly linked to bully/victim problems in the students involved (Anderson et al., 2001).

Against this background, I will now briefly discuss the definitions of bullying and violence and present some research data on prevalence and characteristics of bullies and victims. After that, my presentation will focus on the intervention work against bully/victim problems we have conducted in Norway over the past 20 years and on a new national intervention and prevention initiative.

### DEFINITIONS OF SCHOOL BULLYING AND VIOLENCE

Already in the mid-80's (Olweus, 1986, 1993), I developed the following definition of bullying:

„A student is being bullied or victimised when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other students.”

It is a negative action when someone intentionally inflicts, or attempts to inflict, injury or discomfort upon another - basically what is implied in the definition of aggressive behaviour (Olweus, 1973b; Berkowitz, 1993). Negative actions can be carried out by physical contact, by words, or in other ways, such as making faces or mean gestures, and intentional exclusion from a group. In order to use the term bullying, there should also be an imbalance in power or strength (an asymmetric relationship): The student who is exposed to the negative actions has difficulty defending himself or herself.

In a somewhat more general language, bullying behaviour can be defined as “*intentional, repeated negative (unpleasant or hurtful) behaviour by one or more persons directed against a person who has difficulty defending himself or herself*”. According to this definition which

seems to have gained considerable acceptance among researchers and practitioners alike, the phenomenon of bullying can thus be described as:

- aggressive behaviour or intentional “harm doing”
- carried out repeatedly and over time
- in an interpersonal relationship characterised by an actual or perceived imbalance of power or strength.

One may add that much bullying seems to occur without apparent provocation on the part of the person being targeted. This definition makes it clear that bullying can be considered a form of abuse, and sometimes I use the term *peer abuse* as a label of the phenomenon. What sets it apart from other forms of abuse such as child abuse and wife abuse is the context in which it occurs and the relationship characteristics of the interacting parties.

This definition has then been “operationalised” in a more concrete and student-friendly way in my Revised Questionnaire (Olweus, 1996; Solberg & Olweus, 2003).

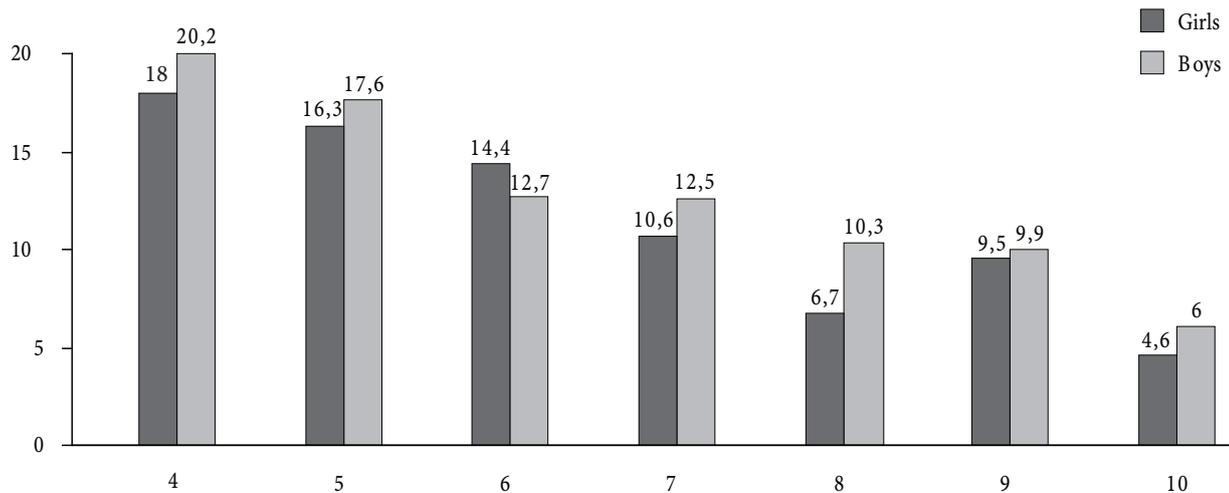
The *meaning and definition of the term violence* is more controversial. Some people use the term violence or violent behaviour as roughly synonymous with aggression or aggressive behaviour (above). With such a “definition”, it may be natural to talk about “psychological violence” and maybe “emotional violence”. Others employ an even wider “definition” and use expressions such as “structural or institutional violence”. Without going into detail, I think such uses of the term violence are somewhat unfortunate, creating confusion and problems of operationalisation and measurement.

For several reasons, I want to argue that *violence/violent behaviour* should be defined as aggressive behaviour where *the actor or perpetrator uses his or her own body or an object (including a weapon) to inflict (relatively serious) injury or discomfort upon another individual*. The dictionary meaning of violence is very similar implying use of physical force or power. The definition of violent offences in criminal law (including homicide, aggravated assault, assault, robbery and rape) is also based on a closely related understanding. In similarity with bullying, violence is thus a subcategory of aggressive behaviour but with its own special characteristics.

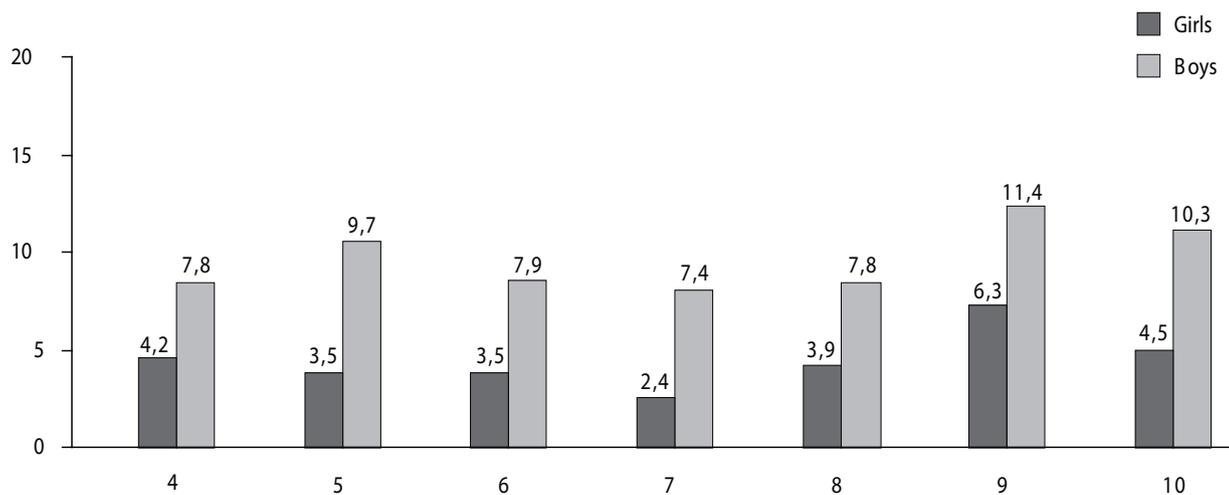
## SOME PREVALENCE DATA

On the basis of our surveys of more than 130,000 Norwegian students conducted in 1983 with an early version of my Bully/Victim Questionnaire (Olweus, 1996), it could be estimated that that some 15% of the students in elementary and lower secondary schools (grades 3-10, roughly corresponding to ages 8 through 16) in Norway were involved in bully/victim problems with some regularity (“2 or 3 times a month”) - either as bullies, victims or bully-victims (Olweus, 1993). This percentage represented one student out of seven. Approximately 9 percent were victims, and 6-7 percent bullied other students with some regularity. Some 1,5 percent of the students were both victim and bully (approximately 17% of the victims). A total of some 5% of the students were involved in the most serious form of bullying problems (as bullies, victims, or bully/victims), occurring about once a week or more frequently. As the prevalence questions in the Questionnaire refer to only part of the autumn term, there is little doubt that the figures presented actually give a lower-bound estimate of the number of students involved in bully/victim problems during a whole year.

A new large-scale survey of some 11.000 students from 54 elementary and junior high schools made in 2001 and using the same questions as in 1983 (Olweus, 1996, 2002) gave much the same picture as before but we could note two disturbing trends: 1) The percentage of victimised students had increased by approximately 50 % from 1983; and, 2) the percentage of students who were involved in the most serious form of bullying problems (Solberg & Olweus, 2003) had increased by some 65%. These increases were seen as an indication of a negative societal development. The data from the recent survey are presented in Figures 2 and 3.



**Figure 1.** Percentage victimized students (N=10 800)



**Figure 2.** Percentage bullying students (N=10 800)

It is apparent, then, that bullying is a considerable problem in Norwegian schools, a problem that affects a very large number of students. Survey data from other countries (in large measure collected with my Bully/Victim Questionnaire) indicate that this problem certainly exists also outside Norway and with similar or, usually, even higher prevalence rates (also see Olweus & Limber, 1999; Smith, Morita, Junger-Tas, Olweus, & Slee, 1999). It should be emphasised in this context that national differences in level of bully/victim problems must be interpreted with considerable caution, since student responses may be affected by such factors as the availability in the foreign language of appropriate words for the key terms, familiarity with the concept of bullying in the relevant culture, degree of public attention to the phenomenon etc.

## BULLY/VICTIM PROBLEMS BY GRADE AND GENDER

As seen in Figure 1, the percentage of students who reported being bullied decreased with higher grades. It was the younger and weaker students who were most exposed. With regard to the ways in which the bullying was carried out, there was a clear trend towards less use of physical means (physical violence) in the higher grades. A considerable part of the bullying was carried out by older students. This was particularly marked in the lower grades. As regards the tendency to bully other students, depicted in Figure 3, the changes with grades

were not so clear and systematic as in Figure 1. However, even if the results may vary somewhat in different cohorts of students, we usually find a trend towards increased bullying in higher grades, in particular for boys as was also the case in Figure 2.

As evident from Figure 1, there was a trend for boys to be somewhat more exposed to bullying than girls. This tendency was particularly marked in the higher grades. Figure 2 shows the percentage of students who had taken part in bullying other students with some regularity. It is evident that a considerably larger percentage of boys had participated in bullying other students. In the higher grades, more than four times as many boys as girls reported having bullied other students.

Bullying by physical means was more common among boys. In contrast, girls often used more subtle and indirect ways of harassment such as slandering, spreading rumours, and manipulation of friendship relationships. Nonetheless, harassment with non-physical means – by words, in particular – was the most common form of bullying among both boys and girls.

An additional result was that boys carried out a large part of the bullying to which girls were exposed. More than 50 percent of bullied girls reported being bullied mainly by boys. An additional 15-25 percent said they were bullied by both boys and girls. The great majority of boys, on the other hand – more than 80% – were bullied chiefly by boys.

In summary, boys were more often victims and in particular perpetrators of direct bullying. This conclusion is in good agreement with what can be expected from research on sex differences in aggressive behaviour. It is well documented that relations among boys are by and large harder, tougher, and more aggressive than among girls (e.g., Maccoby, 1986). These differences certainly have both biological and social/environmental roots. It may be added that being a bully or a victim is something that can last for a long time, often for several years (Olweus, 1977, 1979, 2003).

The results presented here should by no means be construed as implying that we do not need to pay attention to bullying problems among girls. As a matter of course, such problems must be acknowledged and counteracted, whether girls are the victims of bullying or they themselves perpetrate such behaviour. No doubt, being bullied in indirect and subtle ways can be equally hurtful and damaging as being bullied in more open and direct ways.

## BRIEFLY ABOUT THE ORIGINS OF BULLY / VICTIM PROBLEMS

The research evidence collected so far clearly suggests that personality characteristics or typical reaction patterns, in combination with physical strength or weakness in the case of boys, are important for the development of these problems *in individual students*. At the same time, environmental factors such as the attitudes, routines, and behaviour of relevant adults – in particular teachers and principals – play a major role in determining the extent to which the problems will manifest themselves *in a larger unit such as a classroom or a school* (see Olweus, 1993). The attitudes and behaviour of relevant peers as manifested *in group processes and mechanisms* are certainly also important. Accordingly, analyses of the causes of bully/victim problems must be pursued on several different levels.

## CHARACTERISTICS OF TYPICAL VICTIMS AND BULLIES

The most common type of victims, *the passive or submissive victims*, usually have some of the following characteristics:

- are cautious, sensitive, quiet, withdrawn and shy
- are anxious, insecure, unhappy and have low self-esteem
- are depressed and engage in suicidal ideation much more often than their peers
- often do not have a single good friend and relate better to adults than to peers
- If they are boys, they are often physically weaker than their peers.

Some of these characteristics have very likely contributed to making them victims of bullying. At the same time, it is obvious that the repeated harassment by peers must have considerably increased their insecurity and generally negative evaluation of themselves. Accordingly, part of these characteristics are both causes and consequences of bullying.

There is also another, clearly smaller group of victims, *the provocative victims or bully-victims*, who are characterised by a combination of both anxious and aggressive reaction patterns. These students often have problems with concentration, and may struggle with reading and writing difficulties. They often behave in ways that may cause irritation and tension around them. Some of these students can be characterised as hyperactive. It is not uncommon that their behaviour provokes many students in the class, thus resulting in negative reactions from a large part of, or even the entire class. The dynamics of bully/victim problems in a class with provocative victims differ in part from problems in a class with passive victims (Olweus, 1978, 2001a)

Bullies tend to exhibit some of the following characteristics:

- strong needs to dominate and subdue other students and to get their own way

- are impulsive and easily angered
- show little empathy toward students who are victimised
- are often defiant and aggressive toward adults, including parents and teachers
- are often involved in other antisocial or rule-breaking activities such as vandalism, delinquency, and drug use
- If they are boys, they are often physically stronger than boys in general and their victims in particular

It may be added that in contrast to what is commonly belied, they do not have special problems with their self-esteem.

As regards the possible psychological sources underlying bullying behaviour, the pattern of empirical findings suggests at least three, partly interrelated motives. First, the bullies have strong needs for power and dominance; they seem to enjoy being “in control” and to subdue others. Second, considering the family conditions under which many of them have been reared (Olweus, 1980, 1993), it is natural to assume that they have developed a certain degree of hostility toward the environment; such feelings and impulses may make them derive satisfaction from inflicting injury and suffering upon other individuals. Finally, there is clearly an “instrumental or benefit component” to their behaviour. Bullies often coerce their victims to provide them with money, cigarettes, beer, and other things of value. In addition, it is obvious that their aggressive behaviour is in many situations rewarded in the form of prestige.

### SOME GROUP MECHANISMS

When several students jointly engage in the bullying of another student, certain social psychological/group mechanisms are likely to be at work. Several such mechanisms have been discussed in some detail in Olweus (1978, 1993). Because of space limitations, they are only listed here: 1) Social “contagion”; 2) Weakening of the control or inhibitions against aggressive tendencies; 3) “Diffusion of responsibility”; and 4) Gradual cognitive changes in the perceptions of bullying and of the victim. All of these mechanisms can contribute to an understanding and explanation of why certain students who are usually nice and non-aggressive participate in bullying without great misgivings.

### THE BULLYING CIRCLE

Bullies and victims naturally occupy key positions in the configuration of bully/victim problems in a classroom or school, but other students also play important roles and display different attitudes and reactions toward an acute bullying situation. Figure 3 outlines the “Bullying Circle” and represents the various ways in which most students in a classroom or school with bully/victim problems are involved in or affected by them (Olweus, 2001a, 2001b).

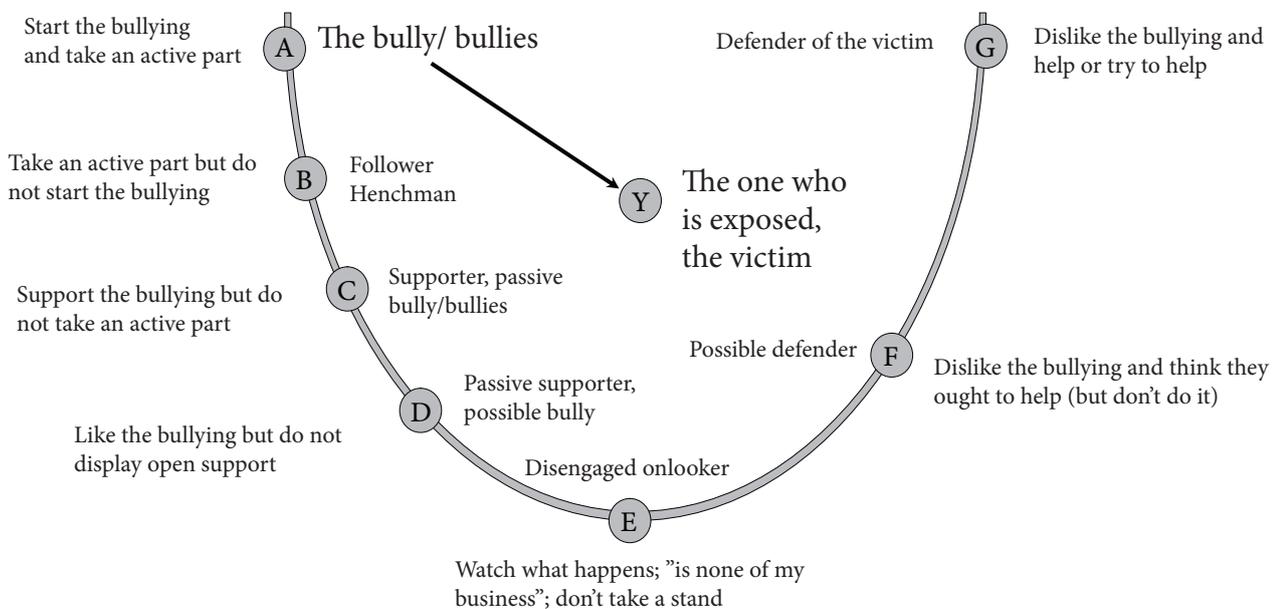


Figure 3. The bullying circle

## A QUESTION OF FUNDAMENTAL HUMAN RIGHTS

The victims of bullying form a large group of students who have been and still often are to a considerable degree neglected by the school. For a long time, I have argued that it is a fundamental human right for a child to feel safe in school and to be spared the oppression and repeated humiliation implied in bullying. No student should be afraid of going to school for fear of being harassed or degraded, and no parent should need to worry about such things happening to his or her child!

Already in 1981, I proposed introduction of a law against bullying at school. At that time, there was little political support for the idea. In 1994, however, this suggestion was followed up in Sweden with a new school law article including formulations that are very similar to those expressed above. In addition, the law and associated regulations place responsibility for realisation of this goal, including development of an intervention program against bullying for the individual school, with the principal. A similar law article has now been introduced in Norway and several other countries (see e.g., Smith et al., 1999).

## THE OLWEUS BULLYING PREVENTION PROGRAM

The Olweus Bullying Prevention Program has been developed and evaluated over a period of more than 20 years (Olweus, 1993, 2001b). It builds on four key principles derived chiefly from research on the development and modification of the implicated problem behaviours, especially aggressive behaviour. These principles involve creating a school—and ideally, also a home—environment characterised by

- warmth, positive interest, and involvement from adults
- firm limits on unacceptable behaviour
- consistent application of non-punitive, non-physical sanctions for unacceptable behaviour or violations of rules
- adults who act as authorities and positive role models.

The overriding message of the program<sup>1</sup> is: We don't accept bullying at our school and will see to it that it comes to an end. An important goal is to change the "opportunity and reward structures" in such ways that there are fewer possibilities and rewards for bullying behaviour in school and elsewhere.

## RESEARCH-BASED EVALUATIONS OF THE OBPP

We have now conducted six large-scale evaluations of the program in Norway comprising several hundred schools and more than 30 000 students. Here I will only give a brief summary of four of the evaluations, three of which are part of a new national initiative to be described below. The latter three projects, running from 2001 to 2003 and comprising three independent cohorts of schools, have the same structure and have given very similar results. Accordingly, to simplify presentation, the results from these projects will be combined in this context..

In all four projects to be described, we have employed a variant of what is usually called a selection cohort design the characteristics of which have been discussed in more detail elsewhere (Cook & Campbell, 1979; Olweus, 2004a). We focus here in particular on students in grades 4 through 7 (with modal ages of approximately 10 to 13 years) where important components of the program were more fully implemented. In all statistical analyses, the hierarchical or nested structure of the data (with students nested within classrooms nested within schools) have been taken into account. All main conclusions are based on results that are statistically significant or, usually, highly significant.

## THE FIRST BERGEN PROJECT

The first evaluation of the effects of the Olweus Bullying Prevention Program involved data from approximately 2,500 students in 42 elementary and lower secondary schools in Bergen, Norway. The students were followed students for two and one-half years, from 1983 to 1985 (Olweus, 1991, 2004; Olweus & Alsaker, 1991). The main results can be summarised in the following points:

Marked reductions – by 50 percent or more - in self-reported bully/victim problems for the periods studied, with 8 and 20 months of intervention, respectively. By and large, the results applied to both boys and girls and to students from all grades studied. Similar results were obtained for a kind of aggregated peer rating variables and teacher ratings.

Clear reductions in general antisocial behaviour such as vandalism, fighting with the police, pilfering, drunkenness, and truancy.

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<sup>1</sup> The intervention "package" consists of the book *Bullying at school - what we know and what we can do* (Olweus, 1993, also in Spanish, 1997), Olweus' core program against bullying and antisocial behavior: A teacher handbook (Olweus, 2001b), the Revised Olweus Bully/Victim Questionnaire (Olweus, 1996) with accompanying PC-program, and a video cassette on bullying (Olweus & Limber, 1999). More information about the intervention program and ordering of materials can be obtained from [Olweus@online.no](mailto:Olweus@online.no).

Marked improvement as regards various aspects of the “social climate” of the class: improved order and discipline, more positive social relationships, and a more positive attitude to schoolwork and the school. At the same time, there was an increase in student satisfaction with school life.

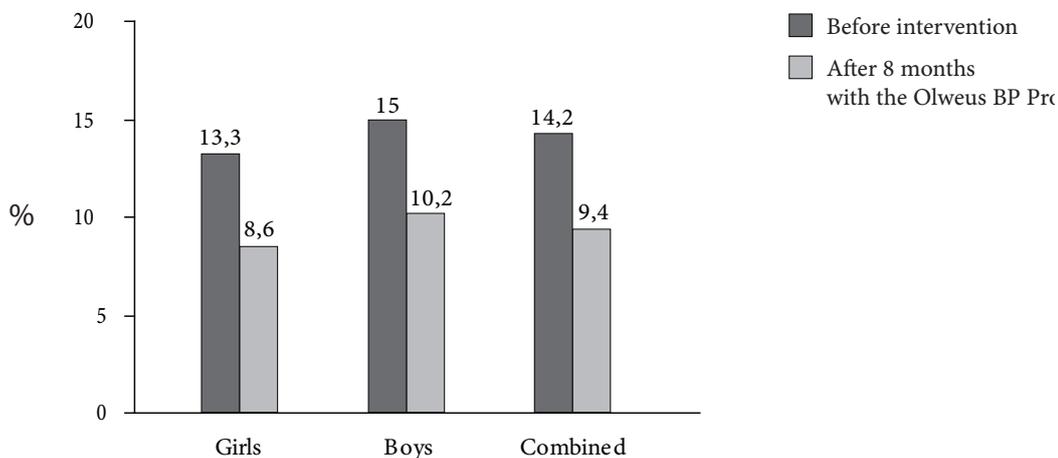
Detailed analyses of the quality of the data and the possibility of alternative interpretations of the findings led to the following conclusions (Olweus, 1991): It is very difficult to explain the results obtained as a consequence of (a) underreporting by the students, (b) gradual changes in the students’ attitudes to bully/victim problems, (c) repeated measurement, and (d) concomitant changes in other factors, including general time trends.

In addition, a clear “dosage-response” relationship ( $r=.51, n=80$ ) was established in analyses at the classroom level which is the natural unit of analysis in this case: Those teachers/classrooms that obtained larger reductions in bully/victim problems had implemented three important components of the intervention program (including establishment of class rules against bullying and use of regular class meetings) to a greater extent than those with smaller changes. This finding provides corroborating evidence for the hypothesis that the changes observed were a consequence of the intervention program and not of some other “irrelevant” factor.

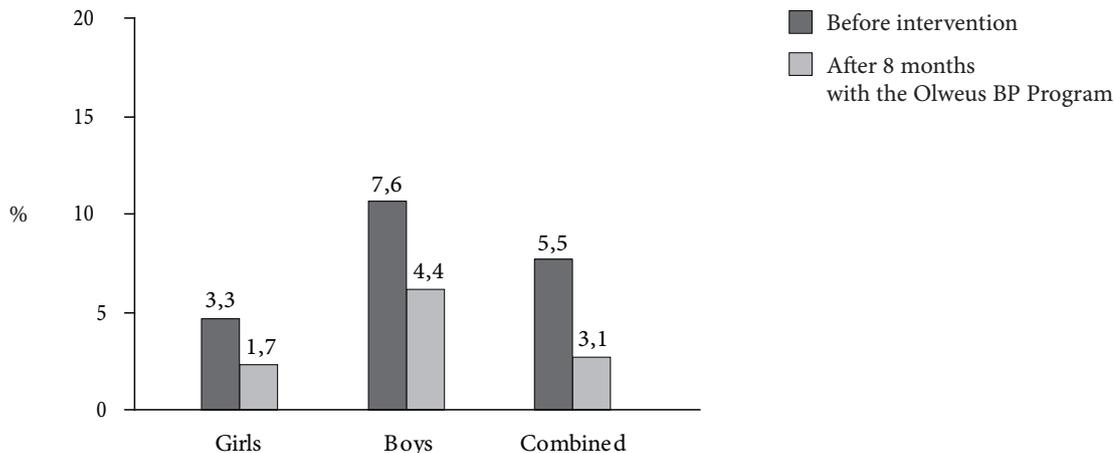
## RESULTS IN CONNECTION WITH THE NEW NATIONAL INITIATIVE

As mentioned, the research project associated with “New National Initiative against Bullying” comprised more than one hundred schools with approximately 21000 students in grades 4 –7. These schools applied for participation in the Olweus Bullying Prevention Program at three different time points, the autumn of 2001, the spring of 2002 and the autumn of 2002 at which they also took the Olweus Bully/Victim Questionnaire for a base line assessment. The second measurement with the same instrument occurred one year later, when the schools had worked with the program for approximately 8 months.

Figures 4 and 5 present the results, with the data from the three cohorts collapsed.



**Figure 4.** Percentage bullied students in grades 4-7 (data from 3 cohorts of schools which began implementing the Olweus BP Program in 2001-2003, number of students = 21 000)



**Figure 5.** Percentage bullying students in grades 4-7 (data from 3 cohorts of schools which began implementing the Olweus BP Program in 2001-2003, number of students = 21 000)

For boys and girls combined, the level of being bullied (“2 or 3 times a month” in the past couple of months) before intervention was 14.2 percent (second bar from right in Figure 4). One year later, after approximately 8 months of intervention, this figure had been reduced to 9.4 percent, a relative reduction by 34 percent.

In Figure 5, the variable portrayed is bullying other students. The general pattern of results was very similar to what was reported for being bullied in Figure 4, but at a lower level, as expected. For boys and girls combined, the relative reduction amounted to 44 percent, from 5.5 percent to 3.1 percent.

Basically similar results were obtained when the data were analysed separately for the two genders, the four grades, and when a stricter criterion – “about once a week” or more often – was used in classifying students as being bullied or bullying other students. Marked improvements could thus be registered also for students who had been involved in the most serious form of bully/victim problems (Solberg & Olweus, 2003).

It should be remembered that in calculating the percentages of reduction reported above, we did not just follow the same subjects over time and calculated the degree of change for each participant from base line to follow-up. Such an approach would not take into account the changes that naturally occur with age. A critical aspect of the selection cohort design is that the key comparisons are being made between age-equivalent groups (Olweus, 2004, in press). In our study, for example, the data for grade 5 students at follow-up (after 8 months of intervention) were compared with the base line data (before intervention) for the grade 5 students in the same schools. The same procedure was followed for the other grades.

In more detailed analyses, we could register a number of changes in other areas or dimensions which also strongly supported the interpretation that the positive results were a consequence of the intervention. As an illustration, the students reported about more active intervention in bullying situations from both teachers and peers at follow-up as compared to base line. Also, at follow-up there were clearly more students who responded that the homeroom/main classroom teacher had made “much or a good deal” to counter bullying in the class in the past few months.

The logic or structure of the (extended) selection cohort design indicates that a “history interpretation” may be a possible threat to the validity of the results (Cook & Campbell, 1979; Olweus, 2004). This implies that the researcher must try to rule out or minimise the possibility that general time trends or some “irrelevant” factor concomitant to the intervention could account for the results. As explained in some detail in a different article (Olweus, in press), our results indicate that, without systematic and effective intervention, the levels of bully/victim problems characterising successive, largely comparable cohorts of schools at different time points or a cohort of schools followed over time, will be quite stable at least for a period of a couple of years. This result represents an important verification of an assumption that up to now has had a less systematic empirical underpinning. Most importantly, this verification implies that a “history interpretation” in terms of general time trends or special media attention, for example, cannot reasonably be invoked as an explanation of the positive changes in the level of bully/victim problems in our intervention schools in the New National Initiative Project.

It should also be mentioned that for approximately half of the schools from the first cohort we obtained follow-up data (32 schools with about 4000 students) two years after the first measurement occasion and approximately 6 months after the implementation phase of the Olweus Bullying Prevention Program had ended. These data showed that the reductions gained after one year were maintained or even slightly increased after two years. These schools were roughly similar to the total cohort of schools in terms of problem levels at Time 1, and degree of reduction of problems between Time 1 and Time 2. These results indicate that the Time 1–Time 2 reductions were not a temporary and short-lived phenomenon contingent on constant participation in the program. Although the follow-up period (so far) was relatively limited, the findings suggest that these schools may have actually changed their culture, readiness and competence to deal with and prevent bully/victim problems in a more long-term way.

While systematic use of the program with students in grades 4 through 7 has consistently produced very positive results, which seem to be relatively unique in an international perspective (see Smith, Pepler, & Rigby, 2004), it should also be mentioned that the effects have been more variable with students from lower secondary school grades. In about half of our evaluation projects, results with students in that age range have been less successful than with younger students. We think we know several of the reasons for these results which, however, will not be discussed in this context for lack of space. We are presently engaged in efforts to adapt the program, or rather its implementation, in order to achieve more consistently positive results also for these age groups.

## THE NEED FOR EVIDENCE-BASED INTERVENTION PROGRAMS

As bully/victim problems have gradually been placed on the official school agenda in many countries, a number of suggestions about their handling and prevention have been proposed. Some of these suggestions and approaches seem ill-conceived or maybe even counterproductive, such as excessive focus on changing the victims’ behaviour to make them less vulnerable to bullying. Others appear meaningful and potentially useful. A key problem, however, is that most of them have either failed to document positive results or have never been subjected to systematic research evaluation. Therefore it is difficult to know which programs or measures actually work and which do not. Yet it is the results with the students that count, not how adults might feel about using the program (“user satisfaction”).

The situation is well illustrated by the following facts. Recently, a US expert committee under the leadership of a respected criminologist, professor Delbert Elliott, made a systematic evaluation of more than 500 presumably violence (or problem-behaviour) preventing programs according to certain minimum-level criteria (see Elliott, 1999). These criteria were:

- that the program had produced positive effects on relevant target groups (students in this case) in a relatively rigorous scientific evaluation
- that the effects had lasted for at least one year
- that the program had produced positive results in at least one site beyond the original one.

Only 10 of the programs (four of which are school-based) satisfied the specified criteria. These so-called “Blueprint” or evidence-based or model programs are now being implemented in a number of sites in the USA

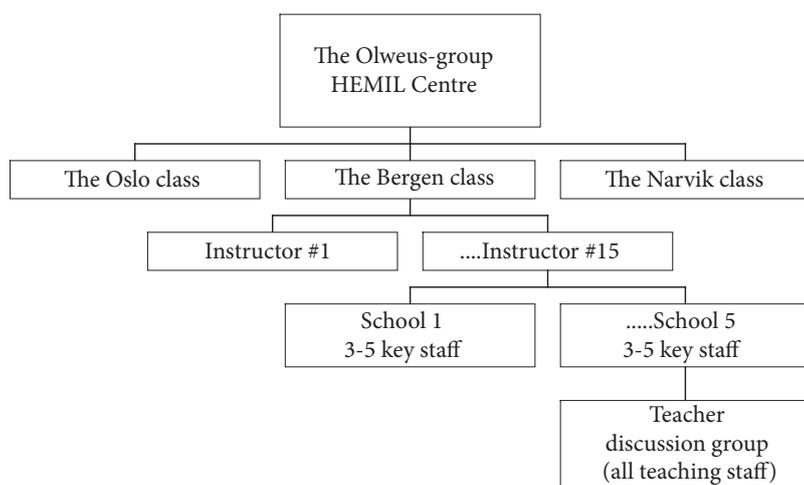
A similar evaluation by an officially appointed, departmental committee was recently made in Norway. In this case, 57 programs designed to counteract and/or prevent “problem behaviour” and in use in Norwegian schools were evaluated (Rapport 2000). Only one program was recommended for further use without reservations.

The fact that the Olweus Bullying Prevention Program is one of the 10 (now 11) Blueprint programs (Olweus & Limber, 1999) and, maybe in particular, was the program selected by the Norwegian committee, is likely to be an important background for the recent government-funded national initiative in Norway.

## A NEW NATIONAL INITIATIVE AGAINST BULLYING IN NORWAY

In late 2000, the Department of Education and Research (UFD) and the Department of Children and Family Affairs (BFD) decided that the Olweus Bullying Prevention Program was to be offered on a large-scale basis to Norwegian elementary and lower secondary schools over a period of years. In building up the organisation and infrastructure for this national initiative, two overriding principles guided our work:

To accommodate both of these principles at the same time, we use a four-level strategy of dissemination, a kind of “train-the-trainer” model. The “Olweus Group against Bullying and Antisocial Behaviour” at the HEMIL-centre at the University of Bergen, trains and supervises specially selected *instructor candidates* who each train and supervise “key persons” from a number of schools (ideally about five schools per instructor-candidate). These key persons are then responsible for leading recurrent “staff discussion groups” at each participating school. The basic structure of the model is shown in Figure 6.



**Figure 6.** Basic structure of the model

The training of the instructor candidates consists of 10-11 whole-day assemblies distributed over a period of some 16 months. In between the whole-day meetings the instructor candidates receive ongoing consultation via telephone or email with members of my group. After having successfully completed the training period, they will be assigned status as certified Olweus trainers. (In implementing this “train-the-trainer” model in the USA, some modifications have been made to accommodate cultural differences and practical constraints. In particular, the number of whole-day assemblies have been reduced to four or five, and the “Bullying Prevention Coordinating Committees” at the individual schools have been accorded greater responsibility than in Norway.)

An important task for the trainer candidates is to hold a two-day training with special *key persons* from each participating school (or in the USA, with members of the coordinating committee; see Olweus & Limber, 1999). The trainer candidates are also involved in the administration of the *Bully/Victim Questionnaire* (Olweus, 1996; Solberg & Olweus, 2003) and in interpreting and communicating the results to the individual school. The Questionnaire survey is important vehicle for creating awareness and involvement among staff, students, and parents. In addition, the key persons receive continuing supervision and assistance from their trainer candidates.

Establishment of *staff discussion groups* at each participating school is an important tool for effective dissemination and implementation of the program. These groups with up to 15 participants meet regularly for approximately 90 minutes every other week under the leadership of the specially trained key persons. The meetings are typically organized around important components or themes of the program as described in *Olweus' Core Program against Bullying: A Teacher Handbooks* (Olweus, 2001b) and the book *Bullying at school: What we know and what we can do* (Olweus, 1993). The main goals of these meetings are the following:

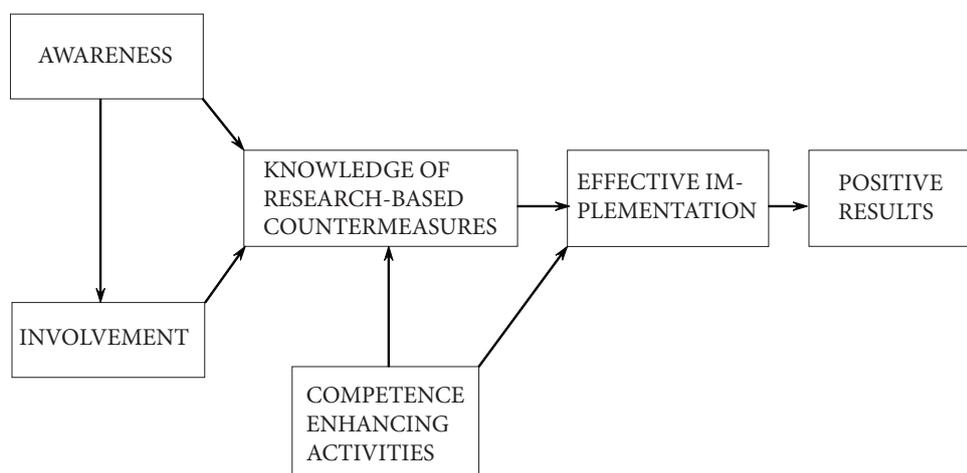
- to provide more detailed and comprehensive knowledge of the intervention program and its various components
- to provide the participants with the possibility of testing, through role playing and in other ways, ideas and practical solutions to various problem situations in a secure environment
- to stimulate fast(er) implementation of the various components of the program
- to share experiences and viewpoints with others in similar situations and to learn from others' positive and negative experiences
- to create and maintain motivation and commitment
- to stimulate cooperation and coordination of program components and activities (to develop and maintain a whole-school policy).

Although staff discussion groups may be perceived by some in the school society as rather time/resource-consuming, the informal feedback we have received so far certainly suggests that these meetings are seen as very valuable by most participants. In many ways, these meetings around the program actually serve to stimulate organisational development of the school. A distinct advantage here is that the major goal of this form of school development is directed towards the students: To create a safe and positive learning environment.

Up to now, some 125 instructor candidates have finished or are in training, and more than 450 schools from all over Norway participate in the program. We perceive all of this as a breakthrough for the systematic, long-term, and research-based work against bully/victim problems in school and hope to see similar developments in other countries.

## FACTORS OF IMPORTANCE FOR GOOD RESULTS

The practical work within this national initiative and the research associated with it – in particular, the large-scale evaluations of the program that is has permitted – has given us very valuable experiences. If I should try to summarise some of these experiences in a nutshell, I would use the following overview diagram.



**Figure 7.** Factors of key importance

In order to secure good results in school-based anti-bullying work, we need adults - in particular teachers and other school personnel and parents to some extent - who have at least a certain degree of engagement or involvement and a reasonable level of awareness of the nature and level of bully/victim problems in the particular school (through a careful survey, for example). But it is not enough that adults are engaged and aware of the problems. They must also have a decent knowledge of, and practical skills in, using intervention measures and efforts that research has shown to be effective. To achieve this, a systematic enhancement of the competence of the school personnel must

take place. In addition, a good the implementation model is absolutely necessary. Even a good program may fail, if the implementation model does not measure up with the quality of the program.

In summary, there are several important factors or dimensions that must be considered and addressed in anti-bullying work but I am very confident that systematic work along these lines will produce good and lasting outcome results.

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## SUCCESS FACTORS IN IMPLEMENTING AND MAINTAINING THE OLWEUS - PREVENTION PROGRAM AGAINST BULLYING AND ANTI SOCIAL BEHAVIOUR

Andre Baraldsnes

OLWEUS INTERNATIONAL, NORWAY

Your excellencies, dear participants of this conference. In Norway we have a saying that it is so difficult ski jumping after the world's best ski jumper and that is the way I feel now. I am not going to jump in the same field as Dan but I thought of this work against bullying in Lithuania where Olweus International were invited to join at this common effort and we are most likely starting up the work in this Spring. And we are pleased and grateful of being a part of this work. And we thank all parts who have managed to get it started.

I would like to address the success factors that does it meaningful and to implement and maintain the Olweus program. The basis that I am talking about is the experiences from our national project in Norway where we have implemented the program no in 500 schools, but nearly 458 schools since 2001. And also we have had an Icelandic project – also our national project from 2003 and it is still following up. We also have the Swedish work that is not yet National project but project that is going on in Sweden in different municipalities. And I have had the pleasure to work with Dan and with my good colleague Reidar Thyholdt following the schools. We have had a pleasure in starting up in many hundred schools, had many pleasure to educate 140 instructors in Norway, and also many others in the others countries, and we have followed this for many years. So this is the bases where I am going to do some sketches and where I am going to say about our experiences and the experiences that will help us to do a very good job in Lithuania in the years that will come I think.

First of all I would like to mention that of course in this game there are also bad apples. There are schools that don't succeed, there are schools that quit the program, there are schools that really struggle hard in decreasing bullying and also when using our program. But the Olweus program is mostly successful story, "why did we achieve the success?". A great point at this question is regarding starting up in Lithuania which has some other cultural bases, another history, we would like to look into the cultural factors. We have had very good start in Lithuania working with coordinating group for some time and we are going to say something about these cultural aspects that we have to look into and we have to learn about in different cultural aspects to adjust this program to Lithuanian society and schools.

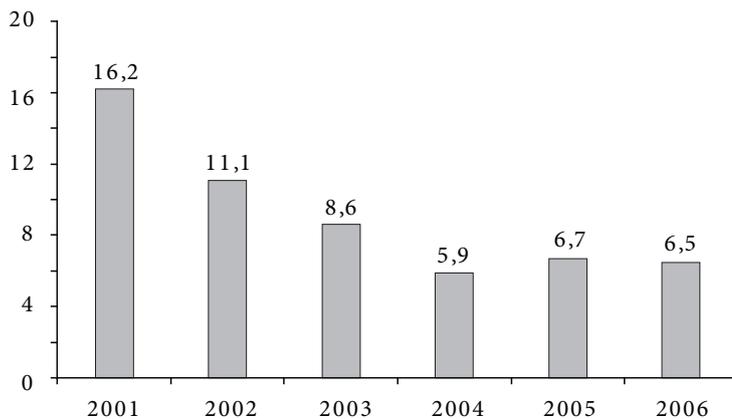
So, what are the success factors? I can mention 3 words: resources, space and support. Resources: knowledge, money. Space: focus, motivation, and time. We have to use time, we have to create enough motivation, energy, both in municipalities and in every school where we started the program. And the support: the support is really question of the cooperation between teachers, cooperation between the men-

tors, the specialists, cooperation between the schools, municipalities, and also cooperation in the national system. The battle of success is not merely going to be a battle in this room or any other rooms in municipality of the local authorities, but the battle for success will be in the classroom, it will be hard work for every teacher that is going to be involved and is going to be in dialog between the teachers and the children. So, we have to focus on the teachers, the schools, and the rest of us will have provide the framework for success.

Let's look upon the school level and what is our experiences. Well, the schools that really achieved success and really get something out of this are schools that works systematically with the program that shows loyalty and what we call – program fidelity. They do also work systematically, and they also do the whole program – they follow it fully, not only take one or two parts that they like but they follow it as a model program. So, the schools that have had a success they also look upon the work as a common effort, they really try hard to support each other and also they look upon the effect in municipality. These school really get lots of work doing and they also have good success.

Let's move on to the municipal and regional level. We have seen some regions especially in Norway, some municipalities who takes a clear stand, who involves both the political and administrative level in the municipality. They discuss this, they make very clear stand against bullying, they also make their own goals, they also do a very hard work to put it into the strategic documents and make them very clear and defined a strategic goal for the future, for the schools and the municipality. So the municipalities really succeed in this work. In Norway we have 6, 7, 8 region municipalities who really shows that if they go together and look upon as a common afford – they will get very good results. And also these municipalities they really have to follow up the program not only in the implementation period, but also they need to give support and strength to every school in a long term basis. This is also very important thing. So, long time support, long time planning in resources is key factor in this work.

I would like to show you a figure from one municipality in the Norway, Skedsmo.



*Percentage of victims in the municipal of Skedsmo, Norway 2004 -2006, 2800 pupils*

It is just North of Oslo and it has 2800 pupils and they are all in the program from 2004. They started with 4 schools, and they put 4 and 4 schools into the program and they started out with the 16.2% of the children who were bullied and as you can see when it was going on in implementing the program they manage to decrease the bullying. And now they had the level of 6.5% of victims in 2006. They also have goals, the politicians says, that “the next year we are going to under 5% as the average in municipality. It seems that they are going to achieve it, because they are working systematically and have a such strong focus on this. We are looking to get figures from 2007 and 2008 – just as an example.

In a national level what is the success factor? Is it necessary to look upon Olweus program as a national program to achieve success and a good work? I don't think so. I think we can do good job also with regions and municipalities as we do in Sweden. But of course it is fantastic opportunity to start out with a national project as we done in Norway, in Iceland and what we may do now in Lithuania. Because this sets a focus at the issue and involves all levels of politician from the administrative levels and it also represent a very form and dedicated will to focus on the work, it also can state that combating bullying in schools is one of the most important tasks what we do for welfare of children. I think this is fantastic opportunity and I think it will be strengthen with hold good work for a long time if the national level hold on this focus on long time basis. We have also seen the very good measure in forming a national group. There are already have been formed such a group in Lithuania. There is also the same group in Iceland. In Sweden where are more local groups based on regions and municipalities. But having these groups that tied all together is glue in the work, it is a very good idea. They can support municipalities, guide, support schools and they can hold on the process and also contact with us in Norway. So, it is a very good idea as well.

The last thing I would like to mention is the point that Dan Olweus also mentioned in his speech, the system of quality assurance. Me and my colleagues in Norway we have developed the system of quality assurance. And the reason why we did this is that some schools started out with this program, had implemented, and then they put it on the side, they just do maybe a couple measures and after two or three

years they say that we are in the Olweus school and we work after Olweus program, the fact is that they are not work according to the program, they are not loyal, not showing program fidelity anymore. So, we need to emphasize and we have to stress what does it mean to work with Olweus program and being in Olweus school. So, we developed an administrative tool for the schools. It is for the Headmasters really and this tool and take the program on long term basis, and it is meant to be assurance to keep up a good quality and also do it with less efforts and costs, comparing with implementation period. That is the main goal. This tool provides head lines I have mentioned in the systems, it provides a standard for the bases of working with Olweus program, it is 12 key measures that the schools have to follow, and also provides internal system for monitoring the measures of program. And the third thing it provides the system for external revision every second year. And in the sense of it a person or more certified instructor who was trained by us go to school, go through the work and the system and look if they follow the standards, if they do a good anti-bullying work. And out of this revision the school can be qualified, also get a certificate from Olweus International. So, they can be like an official Olweus school. So, that is the key point of quality assurance system and we hope this can contribute of keeping up the standards. So, Olweus program is not just to be like for some years, but really stay and grow as the quality system against bullying.

## CHALLENGES IN IMPLEMENTING THE OLWEUS BULLYING PREVENTION PROGRAM IN LITHUANIA

Reidar Thyholdt

PSYCHOLOGIST, OLWEUS INTERNATIONAL, NORWAY

Distinguished guests, dear participants! Good to be here. I shall very briefly take you through the over side of the story. Now you have heard about the success factors and Dan Olweus described by research and the model. That we know is that the program works. We heard that all over again and we have seen that many times, but there are few factors like to point to that could be call challenges, things that sometimes make be hard to reach results. When I've heard the presentations this morning I almost have got the feelings that you already have a war against bullying and violence. I would love to take part in the celebration party, but before do that maybe we should take some focus on what could make problems, what could go wrong or make it hard for us to do it.

So, let me split it into three areas and I wanted to show you three pictures. First one I would like to call organizational challenges. So I am psychologist, Dan is psychologist, we work with people and children and phenomenon that is in the social world between people. But we are quite interested and focused on the organizational issues. We received that organizational (we could call them structural) issues in the schools, in the municipalities, in national organizations are so important to make this work. I will point at few of these things. What could be difficult and what is difficult in some cases? Is that we have insufficient support or insufficient involvement of school management at any level – that could be a possible problem. It could mean that the principal of the leadership in the school do not really like this idea of using this program. They could maybe say: well, we have to use it, we get a message from our municipalities, the national authorities that we should use it, but we don't really like it. They going to sent that message down to the staff and things will come difficult, because leadership is quite important in sending signals what we are going to do, what we are going to use our resources for. The same is the case for municipality's leaders, politicians and administrant. If they sent a message that they were asked to do it by the government, but they do not really like this idea – the things are going to be more difficult. The leaders at any levels can tell the members of the organizations, the individual teachers and staff members what to put attention to. If a leader ask for results in one field or another, the members of organizations will work on this results. Leaders of organizations of the school only asks for the grates from the children and nothing else. Then, probably the organization will work primarily to produce good grates. We want to leaders also to ask for results regarding children wealthier. Now we thing it is very closely related. Because if the children's welfare is good, the grated may even be better because of visible relationship here. Because its create relationship, its create environment in the classroom which makes the chances for learning better. So this means that these things are very important. Someone ask us what we can do for success, we have to supply the leaders with information, reliable and clear information about what this is and how it works. So they themselves can feel comfortable when they support the programs. I think that is one of the big factors here.

The staff in the schools needs time to learn this program. It was mentioned before that we do studying supervisions group for the all staff to learn about this program in a good way. This time need to be set off. And it needs to be time that the teachers and all staff can feel comfortable about spending this 90 minutes. And this 90 minutes are not going to be not be used for anything else and this time is within ordinary working hours. That is very central. Need to be set off time to have discussions in the school with the parents, with students within students meetings so this program can be done. If all the time what is available are taking other things is going to be hard to make this working.

We also think that is important to say very loud and clear that the time that the teachers and all staff members use for this program have to be time within the ordinary working hours. We cannot run the Olweus program based on the teachers and all adult participants spending their own free time learn and to work with this. It needs to be a paid time. And I know that it is discussion in Lithuania about reformulating new salary agreement. If I have any possibility of putting an argument into this discussion I would like to say that the teachers in Lithuania also have being paid for this that they do at work with children welfare, like psychosocial conditions for children and bullying is a central part of this.

Now we moving into another area, and now I am talking about the staff and the staff competence. I know that you have very high level of competence, all staff members in Lithuanian schools – that is very nice. But we are talking about specific competence, relating to just understanding bullying, mechanisms of bullying, being able to see bullying as opposed to conflict, what Dan was describing to you, to be able to distinguish between these very different social phenomena that appears in children activities. If they are competent on that and also in knowing how to act, how to run talks children with their parents, if they have these competences it can give them, what Olweus was talking about namely, give them back natural and comfortable authority they need to have.

So, what could be challenges here? We could see challenges if the staff is reluctant to challenge in their competences about youngsters' behavior. This is not specific Lithuanian phenomenon, we have this phenomenon and in other countries, that we are working with. Many staff members have very well formally established idea about what governs youngsters' behavior. We have to challenge our own beliefs, our own understanding and our own knowledge about this things several times over and over again. And if we are able to find staff members in Lithuanian schools which are willing to change, willing to challenge these beliefs – it is very good. It was mentioned earlier here that maybe the position in Lithuanian schools and Lithuanian society with willingness and possibility for changes is greater then in many other established countries, where we had long more stable period of social development. Then maybe we are in a lucky position, maybe the time spirit is with us on that part as well.

One thing that we also will find as a challenge – it is challenge in all countries where we have worked – that it is communication between the school and the parent community. How is communication there? Now we know from the discussion in the group here in Lithuania that you are changing situation in many ways with the teachers and staff members, relating to the parent communities. Now we have to address this and we have to be very much aware of how we can develop good communication between the parents, between the home and the school. This is very central for making things working in a good way.

Let me finally conclude and talk few words about challenges regarding the media and relationship with general public. There is very strong focus on bullying at this time in Lithuania and it will, and it is, and it has been appearing in newspapers, television. In discussion we have strong opinions about this. Let me say few things about what could be challenges or problematic situations about that. We are seeing, what we have seen in other countries, that sometimes we get very badly focused or poor media coverage of the work against bullying. The work against bullying is not always very like a sunny afternoon. Sometimes is quite problematic and you may get some criticism when it is very hard to stand up and say: we try to do the best we can, we try to follow best practices. So, having an idea or having a strategy for how to handle media discussions will probably be an important factor in these tings. We also need to find or to establish good words, and good terms for bullying, and related terms. Now we will be landing and will be using the “patyčios” word as it seems to have been a word that probably is already established. Maybe the “patyčios” word has some different annotations the words' in other countries where we were using bullying. In Scandinavia we use “mobbing” word. Maybe we have to do a little work all together all of us in Lithuanian group to give the “patyčios” word more of this meaning, make more completely understanding of bullying as scientific work shows that is actually has consistent. So, this is also is a challenge and we have to find good words to establish good words, related too this phenomenon and to help distinguishing, help the public distinguish this things. This is challenges that we see also before us.

Finally, there will be public debate around these things. All you sitting in this room or other people in this country will engage in public debate on that. We wish you the best of luck with this. We need to let all people have their say in this. We need to be careful and wise when we take part in this discussion. It is not always easy in a world with the strong and colorful media to make sure what is really the truth, what is really the scientific bases of phenomenon like bullying to make sure that is the phenomenon that is standing in the end.

So, I think that will conclude my short speech. Thank you.

# REGIONAL COOPERATION STRENGTHENING THE FIGHT AGAINST ALL FORMS OF VIOLENCE

Lars Loof

HEAD OF CHILDREN'S UNIT, COUNCIL OF THE BALTIC SEA STATES, SWEDEN

Ladies and gentlemen, thank you very much for inviting me to make this presentation on the Regional cooperation on children at risk, which is presently run under the Council of Baltic sea states. I have the honor of being the head of the children unit, that was mentioned here, which is a very small unit, but implements the program decided on by the different ministries responsible for children's issues in this region. Now that is sound very grand and this is political cooperation and as political cooperation goal this means that the minister is responsible for children issues. They meet now and then and decide on the priorities of the cooperation.

So, the 11 member state to the Council on the once you see around here: Iceland, Sweden, Norway, Finland, Estonia, Latvia, Lithuania, Poland, Denmark, Russian Federation, Germany. The fascinating thing about working in this region is, just like the president said this morning, whenever you embark on something that you feel is necessary to do, like the topic of this conference to make sure that what ever best program, best activities there are, that you manage to implement them and also to get in contact with regional authorities, regional expertise on different issues. That has to be done somehow, there has to be a vehicle in the region that ensures that if a country or if an organization in the region understands that there are topics they need to work with, then they will have a possibility to enter into such a cooperation. And the Council of the Baltic states has taken his own themselves as one part of their work to try to ensure that children at risk as a general issue, it is regional responsibility and not just a responsibility of one country. The working group for cooperation of children at risk WGCC which is the political group that I represent, as I mentioned, is consistent representatives of ministry's responsible for children in the 11 member countries. And this 5 priorities that you see behind me, are priorities that had been decided upon as areas of concern to the entire region:

1. Sexual exploitation in all its forms.
2. Unaccompanied and trafficked children.
3. Children living in the street.
4. The Rights of Children in institutions.
5. Young offenders and self destructive behaviour in children.

As you can see some of them have definite international factors planning to them. We recognize at section exploitation does not stop in borders and we realized that when we worked with sexual exploitation, that I will explain later, we will also running to issue exploitation in internet related settings. A thing that is in this area immediately becomes international. If we look up in the unaccompanied and children that are trafficked, it is quite an international issue – it is also a national and domestic issue. Like all issues that we work on is definitely international. And then it goes on and on. A long list of priorities that we working with.

What we do in the cooperation? In order we try to operationalise and make these different priorities into something that is workable is that we defined the gaps there are in services and again referring to the president of Lithuania this morning, he was speaking about the importance of the international cooperation and what we then do – tried to set experts down at meetings in order for them to define where are the gaps in this specific area and where are the gaps that region can actually see as common gaps. I believe that many of these issues in the early, let's say, mid nineties, when this cooperation started, I believe that many of the politicians, many of the practitioners felt that this would probably mean that there will be an export from western part of region such as Scandinavian countries into the East part of the region – they were very wrong. And I am proud to say, that this is not longer at all the issue in the cooperation. What we have found is that, obviously as we all know, expertise is evenly spread and the difficulties encountered are also evenly spread and it is not a case for one country to know everything about one thing and the other country is receiving, it definitely continues to be a dynamic flow of expertise coming back and forth.

We meet at expert meetings, we have conferences, much like this, on some specific topics and we also run a web site. Some of the expert meetings that we've had in the past years you can see here with concentrated and focused on same of the issues that we read in the priorities. The experts meetings are organize in such a way, that researchers meet with NGO, that meet with practitioners from all public

agencies and NGO. In order again, that as I said, to point to, where it would be important to put actions and where it would be a need for a political leadership in order to get things moving.

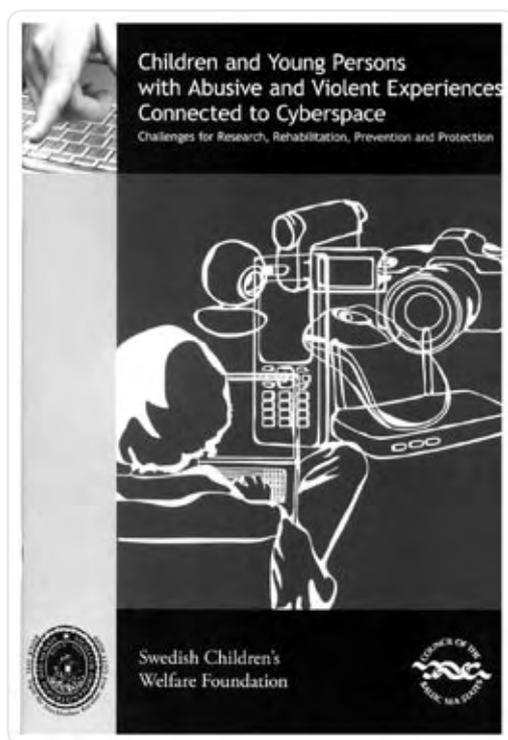
One of the things that we have been working on for the past two years quite extensively has been to raise the level of competence in the region and, I mean –the entire region, to raise a level of competence among professionals that comes to rehabilitating children that are a victim of trafficking or unaccompanied children in some part of the region. We recognized through the expert meeting. One of the experts meeting the one holding in Kiev was an expert meeting that identifying the issue of not enough knowledge being there in order to maintain a contact with young person who had been victim of trafficking, we realize that in all countries, including Scandinavian countries, including Germany, including Russia, including Lithuania, including all countries in cooperation, experts found it increasingly difficult to maintain a contact with the young person in order to get some forms of rehabilitating in place. So, we set out to formulate what the actual difficulties in this. This led to a two years program which just has been finalized, what can you see here - is the CDROM which is created where we had have gathered the tools of resources for professionals that they can implement in the work as they meet with young persons, teenagers that have been victims in trafficking or under the risk of other abuse and violence.

Another area that we focused on is more specifically to look at internet related violence against children. Now many of you will be well familiar with the fact that there are illegally images of child abuse circulating on the internet. And a lot of police activities and police cooperation has go down the road of trying to track down who is actually distributing who is disseminating these images, where do they go to and how can we catch the people who actually download them to the computer. What we have done in cooperation is to look at it more from the side of the children who are actually victimized in this way. And in that sense not only looking at child victims of abusive images but also looking at children that are victims of the internet in other ways. It was mentioned this morning and I believe that would be mention again, we need in these days and time look at cyber bullying which trouble young people the most. If we look at if we talk to young people about if they have any difficulties in relation to internet and in relation to ICT communication technologies, they will say increasingly that cyber bullying is one of the issues that they are most concerned with. Reason study in the UK claimed that 22% of young people have been bullied by using mobile technology or internet. I believe other speakers will touch these issues as well but I find most disturbing that such a lot of energy is going down into bullying your friends by using mobile phones. It is said that it will take 3 to 4 minutes to realize that you've lost your mobile phone, but it will you take about 35-40 minutes before realize you've lost your wallet. There are differences here. And mobile phone which is one with you 24/7 all the time, and especially, as we know, for young people, old people like myself I had a life before a mobile phone, but young people did not, and they can't realize what is a life without mobile phone. But to them is the most precious thing they have, and to have such a precious thing pour out messages downgrading you, telling you "son of the B.." – that is not a nice thing.

We had the expert meeting which resulted in this report and in turn this report is not going to be used just like paper, they will be used to set up action points and areas that we would like to continue to work together in.

The focus being on how do young people react to violence and abuse in internet related settings, and how can the professionals can meet with young people, involve the internet in looking at how the young person is doing. Two activities coming out at this moment. One is the online form published where globally there is encouragement for professionals to fill the form when they have experience of meeting with the young person with problems related to the internet. Another issue that we are constructing a form or some forms of temple for people to use in really how to talk by internet and how to talk about dangerous behaviors on the internet. This form is designed not to be used in classroom settings and not with groups, it is designed to be used in a one-to-one setting where you have a sort of confidential talk with the young person, like if you are trusty, if you are psychologist, if you are the social worker, and you would like to get some form of assistance in how to approach the young person when he comes to internet use.

Other relevant work that is on going, this report here is actually the end result of 3,5 to 4 year long endeavour in a region, where 20 000 young persons at the age around 18 have responded to a large questionnaire on issues having to do with their experiences of sexual encounters, voluntary and involuntary, abusive and non abusive, both on the receiving line, and also on the line of being the abused themselves. This study was motivated partly, because there were no studies that really looked at how young people, what their attitudes in relation to sexual abuse was. There was a number studies, looking at the prevalence of sexually abuse in young people, but is no studies, what were the attitudes of young per-



sons. I was listened to Robertas this morning and he was speaking about high level of violence in many of the post soviet countries. And this study, I would say, in part confirms and supports the theory that there is a higher level compared to some of the countries. We will see in Lithuania and in Poland, and also in Russia figures for abusive, self-reported abusive sexual behavior and young men is higher in these countries, than in other countries. We have in the studies so far there are a number of variables that we could use in order to see to see how we can catch that, and see if we can point more what is leading to what. So far we can only say that this is what we found from reported questionnaire we find that there is the higher level of abuse and higher level of abusive behavior. I should also mention that girls in Norway and Sweden, for example, have a very much higher level of a expose to unwanted sexual touches and approaches. Again we cannot say for sure what this high level means. Whether the girls in Sweden, Norway or actually experiencing much more sexual harassment and violence, than girls in the other countries studied, or if it has to do with goals in Sweden and Norway now being so empowered by different activities that they actually know that this is not something that they should put up with. We don't know. We hope that it is the latter, but we are not sure of course, but we have to look further into these issues and on a political level, on a ministry level this means that this report is one, this research would go for action. Again you could look at the research, if you go to our website: [www.cbss.org](http://www.cbss.org)

What we are into right now, what is the main program right now – is to look the rights of children in institutions. All across the region there is a wish to reform the institutions. This is not something that is only the wish of Lithuania or Russia, or Estonia, it is definitely something happening in Sweden, it is happening in Denmark where they are changing institutions rapidly at this moment, and it is happening in all of the regions. So, again we are using this cooperation in order to learn from each other. So, we are looking at the map now of support measures for young persons as the leaving institutions. We all know that this transition - leaving institutions going into independent life - it is a difficult transition. We also know all across the region, research will tell us that young persons have had a life within institution do worse than their peers both in relation to criminality, but also in relation to psychiatric disorders, and in relation to suicide. So, I mean, this is the topic again where all countries have a responsibility. It is no tie to one specific country, it is something that all countries in cooperation struggle with. So, this is something that we will work on.

## SECOND STEP: A RESEARCH-BASED VIOLENCE PREVENTION PROGRAM FOR SCHOOLS

Joan Duffell

COMMITTEE FOR CHILDREN, USA

Thank you for having me, I appreciate being able to do this presentation today, my name is Joan Duffell and I am executive director of the Committee for Children in Seattle, Washington. I am going to talk to you today about a program which is called Second step, it is a program that teach foundational social and emotional skills to prevent violent and aggressive behavior in children and it also has a long-term effect on school's life and success as well.

I want to tell you a little bit about organization, our mission statement is that we in existent to foster the social and emotional development, safety and well-being of children through education and advocacy. Our vision statement is very simple, it is for safe children thriving in a peaceful world.

There are a lot of information which you can find on our website [www.cfchildren.org](http://www.cfchildren.org)

We are a nonprofit charity organization based in Seattle, Washington, on the west coast of USA. We were found in 1979, today we have evidence-based programs in about 25 000 schools across North America, USA and Canada, we also have 14 partner organizations which we work with, in Europe, Asia and South America, and one of our partner organizations is here today – it is Vilnius Children Center.

And our programs are developed and designed to reduce and/or prevent child abuse, that one area is sexual child abuse prevention in particular, we have a bullying prevention program, and interpersonal violence. And the goal is to develop research-based and user-friendly curricula. And using these friendly pieces are very important terms in getting teachers who want to do this kind of work and have some-

thing that fits in their day. We also have a strong commitment to outcome evaluation of our program and implementation evaluation, teachers training and support for people using our programs. Advocacy in general for this field of social and emotional learning.

And I am going to be using these terms social and emotional learning a lot. It is becoming more used around the world and UNESCO talks about it, so it is becoming a more common phrase, the short hand is SEL.

We began working on Second Step in about mid 1980s, we had been focusing on child sexual abuse prevention almost exclusively as organization and the approach we took in our program which was called “Talking about touching” – the sexual abuse prevention program, was to teach children a course of the social skills that would help them know what to do if they will be victimized. Concord to child focus program we also had a program to train teachers, and identifying reporting and handling disclosures of sexual abuse, how to work with the local authorities, if they think sexual abuse is a crime, and then also a parent training program to help parents to understand how to talk to their children about sexual abuse. This program “Talking about touching” is still in use today, it was revised several times to reflect current researches and best practices.

In about mid eighties we looked in our mission, which was primary prevention of abuse and we said, “oh it is great to teach children these skills, parents these skills and teachers these skills around sexual abuse, but would not it be better or a broader interpretation of primary prevention to look at the skills that people need to reframe from becoming the abusers in the first place”. So this let us down the path to start investigating a new programmatic approach. At the same time the FBI was coming out with crime reports, they published their crime report every year, where we could notice a significant increase in violent crimes in the eighties and the average age of people who were committing those crimes were getting younger and younger. We noticed that crime was getting up and that more children were committing these crimes, and I am talking about violent crimes, you know, personal injury crimes such as rape, not just property crimes. So we started really looking at this problem and looking for solutions by asking a really simple question “Why do people hurt other people?” And of course that is a very complicated question and if we had an answer we would live in much better world today. So it is very difficult to proof causation or to say that it is just one cause, there is not, there are multiple causes for why people become violent. But what we did find is a highly correlated information in the literature on the social skill deficits that people who are violent lacked. Such social skills as empathy, ability to respond emotionally to other people, impulse control which is to think through a problem, slow down and to think rationally about a problem and then to apply thoughtful problem solving strategy that involves setting goals, thinking a long-term, and then emotion management – the ability to calm down, manage one emotion in being more rational and thoughtful problem solver.

So we looked at these skill deficits and said “well, we know that there is literature about how you treat violent adults”, so empathy training is the treatment of choice for violent sex offenders, that is just common, but we wanted to find out how to apply this skill training to children, so we went back into the literature and said “what is it that we can learn from the literature? How to teach children these skills? What are the promising practices?” And those practices are pretty earlier pioneering social learning people experts really were, that was our literature base from that we developed the program. We also looked at another question, why do not children display pro social behavior. What is it that makes some children pro social and another – anti social. It is poor parenting or being abused themselves, and this is very important when we look at the correlation between bullying later problems in life, children who were abused as a child can carry that abuse on and it become circular. What we need to know: children who were treated badly as a child can grow up and become more violent themselves.

Many children just do not how to exhibit pro social behavior, because they have not had no model for that, they do not see it, they do not see it at home, they do not see it at school either and nobody is guiding them in appropriate social behavior. Some children know, they have actually cognitive knowledge, but they lack practice, nobody is kind of giving them practice opportunity or reinforcement. They sit a lot of time in front of the computer or television and the social climate that used to be the place where you learned social skills and where you got practice in how to work with other people, work out problems, deal with issues, manage your own feelings, that practice opportunity is getting smaller and smaller in our society, because we are spending time not in a social interaction, so this is a big problem as we look to the future, what will happen as a result of it when the children grow up.

We also know, that there are some children who just have out of control emotional responses. I do not how many of you have read Goleman’s book “Emotional intelligence”, I hope it was translated to Lithuanian. He talks a lot about *emotional hijacking*. You know you might even have good cognitive skills but if you get hijacked if your emotions pull you out of your cognitive state, you cannot think clearly and your emotions guide what you do, so emotions like anger or fear can drive what you do instead of your rational thinking processes. And we know this is true for a lot of kids and some adults.

And many children today have inappropriate beliefs and attributions about aggression, they just think that works, why would I not use violence, because actually it is very effective method to getting my needs met. And children get it from us. We teach them these things, they learn it from television, from their teachers, or they learn it watching their parents’ fight, or having their parent used violence against them. They might go to school and get this perfect pro social learning programs, but if something is happening outside, or if a teacher is teaching a great lesson and in five minutes later she is using violence against a child, then children stop and think: ‘yeah, you do not really mean it I get how the world really works.’ So their beliefs about aggression are extremely important and foundational to why they may not be showing pro social behavior.

I really do believe that today's children are a little different from yesterday's children. Today's children need social and emotional competence, not just to be nicer people but to be successful in schools and their lives. The success in the future will be measured in a large part because of the way the world is changing by the cultural competence or ability to work with many different kinds of people.

Another thing that we should look at is what skills do children need. You can look at the web site [www.casel.org](http://www.casel.org). CASEL is collaborative for social and emotional learning, great colleagues and friends of us in Chicago. They comprise the group of researchers who are focusing on the core questions around social emotional development of children. And they talk about essential skills what children need for academic and social and emotional learning, so noticed that they are starting to tie these things together : academic learning and social learning, how do they work together. Sometimes we think about this list: be responsible, manage emotions, understand situations, set goals and plans, solve problems creatively, communicate effectively, negotiate fairly, refuse provocations, seek help.

We think of this list as social skills. One of the things we started to discover in a literature is actually that many of these skills are the skills one needs in order to be successful at school. You cannot be successful in school unless you are responsible, unless you do your homework, unless you are able to understand the situation, to set goals and plans. The child who is thinking ahead to matriculation of graduating an university may have a different set of ideas of how successful they are at school than the child who does not think about tomorrow. So we are starting to understand that foundation of social skills are also a foundation for academic achievements.

Another partner organization in Scandinavia is CESEL Danish association ([www.cesel.dk](http://www.cesel.dk)) for social and emotional learning, they started as Danish school of education in Copenhagen and they became their own institute, but they have a very broad focus as well on and they are advocates for social and emotional learning in Europe.

So we took a look at all of this questions, why do people hurt other people, what's the social skills deficits, what is the literature that tells us that these social skills can be taught and we said about to develop a program that teaches a core foundation of social emotional skills that will hopefully reduce violent behavior and increase children social emotional competence. And those skills are again empathy, impulse control, social problem solving and emotional management. This program is comprised of students curriculum for children whose ages 4, so for pre school, kindergarten. We have this training for trainers who go and train other people, we also train directly educators, teachers, psychologists, counselors, school leaders, I will talk later about school leadership. There is a parent education component to the program and it helps parents understand these skills and apply them to their own parenting , as well as recognizing if their children are attempting to use these skills at home. And also program implementation support that we also provide to help sustain best practices in the school.

I am going to talk a little bit about what do I mean talking about empathy development. First what do we mean by empathy? We took it in 3 pieces. And this is what Second step does: teaching in tiny pieces in very sequent way. So the first step in empathy is how to recognize feelings in yourself and in other people. Another step is a bit harder, it is to take another person's perspective, another person's point of view. Just stand outside myself, stand in your shoes and think about what I would feel if I were you. This is a very difficult thing for a lot of us to do and it is extremely hard for children. And the main goal of empathy training is to have children become people who have an emotional response to other people. This is what really makes us better human beings.

So this is an example of one of the lesson card. It is very simple for teachers: on the one side is a picture for children and on the other side of the card is everything what teachers need to know: instructions, objectives of this particular lesson etc. It is very descriptive program, but we know that teachers do a lot of kind of creative thing with that.

*The example of the card:*



*The example of the teaching.*

You ask children:

- how does this person feel?
- he is feeling happy
- why?
- he is smiling
- how do you see that he is smiling? what does it mean being smiling? And etc.
- you can see it in his eyes

Surprising but just a few children do it well. It is a skill which should be learned and if they are not learning it children are missing out the foundation of human relationship.

It is also a language based program, children start to learn words and build the vocabulary around feelings as well.

*Continuing the lesson:*

- How does she feel?
- She is sad
- How do you see she is sad?
- She is looking down
- Do you see the difference between her and the boy I showed before?

Children start learning the basics of decoding the human expressions, body language. And this is not the simple.

And what is the best way to know how another person is feeling? It is to ask him. Moreover it shows how important is to have a vocabulary, if I do not have vocabulary I will not be able to answer this question.

This program is for everyone of the school to do this together, because we want all the children to learn this skill. It is not about of picking up the bad kids, the naughty kids and focusing on them. This is about everyone in a school community, learning communicate, about feelings, and solve problems in a similar way.

This is very sequential learning: sophistication of the learning becomes a little greater. It what we would call a spiral curriculum. It is very important to teach each lesson in the sequence because each skill is foundation for the next skill, it is step by step, step by step.

Another skill what we teach children after empathy is a social problem solving. And social problem solving really involves a few things: one is learning to slow down, stop and think before acting, really to stop and think, because we know that the thing that makes children under a lot of trouble is their acting without thinking and their do the first thing that comes to their mind. Then doing a cognitive problem solving, really thinking through how to solve the problem, they learn an actual problem solving strategy and then practicing that strategy through a lot of role play. The problem solving strategy they learn:

1. What is the problem? It seems like a simple question, but it is the most difficult. And in this question they are teaching to make a neutral problem statement without blaming anyone: what is the neutral problem I am trying to solve?
2. Brainstorm a lot of solution, not just one, but several solutions. Even when some of them are socially inappropriate, because the next step will be self-investigators.
3. Self-investigators. Next step is to ask .What about each other solution. Is it safe, fair and how will people feel about that solution? Will it work? So we give them a list of criteria to use to solve problems.
4. Chose one of the solutions and apply it. They need a role play practice to learn how to apply these skills in particular situations.
5. Reflection. It is very very important thing in skill development. What worked, what did not work, what I can do differently next time, what is the best solution I should choose.



The Second step program has great credentials and has exemplary program rating from US Department of Education, that is the top rating you can receive. And the Department of Health in middle Health administration of the Health department has giving a top model rating and US Department of Juvenile Justice is also giving a top rating. So most of the industry credentials look at research as well as they should. This program has 15 studies that now are published on program effects, 3 of them are randomized controlled trials, there is another randomized controlled trial being completed now, that is a three year study on large cohort of children in Maryland on East coast. And 3 studies have been published in Europe on the program and one in press for health promotion of the university of Bergen. One looks in the implementations and another looks on the students' outcomes. There is one study also in Japan.

And one thing that I really want to point out is that it was really effectively used with what I would call companion programs. SEAL initiative in UK, which is social emotional learning initiative for the whole country that has provided an umbrella or a foundation for implementing a program like this. Because it calls an importance of teaching these skills, even provides a wonderful school wide approach for schools to use, to develop school ethos around social skills. And Second step was really effective in teaching target skills to kids. And in Norway Second step program and the PALS program are used in combination.

The Olweus program is more specific and it is better for using with adults to change their way of thinking about bullying. We have seen a lot of schools in US who took Olweus and Second step together. It has a great effect in changing kids violent behavior. And we have seen it happens in Norway as well.

Second step program has been translated and culturally adopted in 15 countries in Europe and Asia.

And the last thing I want to tell is the social learning and academic achievements are highly correlated. If the school is going to make a prevention program, they need to make this connection. Good prevention should be a good pedagogy. If it is not, why school spend their time doing it. And I think we have heard this morning from Olweus people that if kids show up at school more often they would do better academically. So there are more reasons for just reducing bullying, for doing this program.

This is a quote from - Dr. Maurice Elias, this is the publication in the UNESCO web site. "When schools implement high-quality social-emotional learning programmes *effectively*, the *academic achievement* of children increases, incidences of problem behaviors decrease, and the relationships that surround each child are improved." This monograph talks about correlation between the social learning and academic achievements.

We need to help schools make this connection, to help them tie their lessons in Second step or Olweus to student academic learning objectives. They should be able to see, when I am teaching this I am also teaching something that requires coercive studies. We also need to be conducting research that shows that the academic benefits of social and emotional learning, not just social benefits. Research shows that socially and emotionally competent students have higher grade point averages at school, have higher scores on standardized tests. So we should be thinking of how we can use that information to build the case in our school. That helps teachers to understand that it is not only making their kids nicer, it makes their kids more successful. Obviously kids who are more socially and emotionally skilled do better because they behave better in class, they have better relationships with their peers, they receive more teacher support, teachers do not want to hang out with children who do not have social skill support. And kids feel more connected to school in general.

So there is a whole new area of study is going on in social emotional learning, that looking of the child social skills and child's feeling of attachment to school. I think this is a very important question.

I will just say briefly. This is a list of partners that we have around the world.

## SECOND STEP PARTNER CONSORTIUM

Partner organization	Country	Second Step title
Children Support Center	Lithuania	Antras Zingsnis
Akat Psychology Consulting	Finland	Askeleittain
CESEL	Denmark	Trin for trin
Prososial	Norway	Steg for steg
Gíslason & Löwenborg	Sweden	StegVis
CFC Japan	Japan	Sekando Steppu
Incentive Publishing	UK	Second Step
KOMAK	Kurdish Iraq	Hengaw be hengaw
Heidelberg Prevention Center	Germany	Faustlos
Profkreatis	Slovakia	Srdce na Dlani
Innerisaavik	Greenland	Tulleriit
Reynir-rádgjafastofa	Iceland	Stig af stigi
Fundación de Niños	Venezuela	Segundo Paso

I would like to tell about the implementation success and sustainability correlation. This question about the implementation success and sustainability is very big. I just want to mention that, like it was said before, it is not enough just to have a good program at school, you should be able to keep doing it over time. And what are the qualities that lead to that? I was really impressed how Olweus program has a great system and is focusing on supporting people, I think this is something that you should always be looking for, what is the support that school is going to get over the time.

I will just finish with the quote of Daniel Goleman: "...Like good childrearing at home, these lessons are small but telling, delivered regularly and over a sustained period of years. That is how emotional learning becomes ingrained; as experiences are repeated over and over, the brain reflects them as strengthened pathways, neural habits to apply in times of duress, frustration, hurt.

And while the everyday substance of emotional literacy classes may look mundane, the outcome – decent human beings – is more critical to our future than ever”.

So I apply all of you for the work you are doing to bring this kind of programs into your schools. I believe it is kind of worth it to do for your kids to be successful in business, in their families and in schools.

## CHILDLINE, CHIPS AND OTHER FRIENDSHIPS: THE EFFECTIVE IMPLEMENTATION OF PEER SUPPORT SYSTEMS

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Children call ChildLine every day about bullying, making up 1 in 4 of all calls. ChildLine counsellors talk about them being some of the hardest calls to deal with as often the caller has tried everything or feel the situation is hopeless. **37.000 children were counseled last year.** Many of the callers talk about bullying in school but a quarter also talk about being bullied outside of the school gates. Nearly 20% being bullied by a former friend. A growing number also talk about cyber bullying – that is bullying via text, email and other new technologies. This means that many of them cannot escape the bullying, even in the safety of their own home.

**Duncan, aged 13:** *“I saw a small boy being bullied by a gang in the park. They swore at him and kicked him. I was too scared to do anything in case they turned on me.”*

**Jill, 13:** *“Recently I’ve started thinking about killing myself. I feel too scared to have a social life. I spend my days in fear in and out of school.”*

**Sophie, 11:** *“She doesn’t do it at school; she waits until we’re on the school bus, then she hits me. My teacher told me to try and sort it out myself”.*

**Mark, 10:** *“The things they say to me feel like a dagger in my back.”*

For some callers ChildLine is the first person they have told about the bullying but for many they have tried to resolve the situation themselves and have failed. Nearly 20% callers being bullied by a former friend. They then phone ChildLine as a last resort.

ChildLine undertook research with 9 year olds and 12 year olds to find out if different types of schools were more prone to bullying behaviour and what children themselves identified as solutions to bullying.

We hoped that young people would be able to identify the magic solution, what always works when they are being bullied. However findings suggested some children appeared to feel almost paralysed by the problem of bullying and confused as to what might be the best form of action.

Participants reported that the three most important factors that helped stop bullying were, avoiding the bully, standing up for yourself and friendships. However there was an important difference of confidence in the potential effectiveness of these behaviours - learning to stand up for yourself was the only strategy that a majority of the older group thought would usually or always work. Almost a third thought that learning a martial art may help reduce the risk of being bullied. A higher proportion of the younger children were optimistic about the potential effectiveness of ignoring the bully though the risk was seen that this could make things worse.

Generally everyone felt that friends were crucial for support and advice as well as a protective factor in preventing bullying happening in the first place. The older ones identified their friends as the easiest people to talk to and for the younger ones friends were second only to their mothers. This is an important factor in encouraging young people to confide. If parents and friends are so crucial to a pupils' support network then it is vital that anti-bullying strategies take account of these realities and involve these members of the school community.

Friends were also felt to be in a position of being witnesses and provide support when needed. Furthermore friends did not need to be convinced that victims were telling the truth. However there were concerns that friends may end up being picked on too.

Just over half of younger age and less than a third of the older children reported that they would find it easy to speak to a teacher about bullying. A wide range of risks were identified including possible breaches of confidentiality, failure to act on reported incidents and an inability to protect pupils from retaliatory behaviour on the part of the bullies.

The positives were that telling teachers could help to stop the bullying or that, armed with relevant information, teachers might be less likely to punish a child should they decide to take matters into their own hands. Most children could identify a teacher they would be most likely to speak to. Such teachers were reported to be demonstrably better at listening, more prepared to take them seriously and be ready to take appropriate action - but not without the consent of the victim. This is important information when thinking about how to encourage children to tell - it is imperative that they feel listened to, their viewpoints are respected and they don't fear that action is going to be taken without their agreement.

Parents were identified as offering a potentially valuable source of help, advice and moral support. In particular parents who listened and took their experiences seriously helped the young person to cope with the bullying. However telling parents was reported as also making matters worse, for example where parents took inappropriate or unilateral action. The risk of not being believed by a parent was also identified as potentially very hurtful. Some children were concerned about starting a family argument, worrying parents or putting them under pressure. So how can we work with parents and support them to be able to support their sons and daughters more effectively and help them to understand the importance of making time for their children to talk to them about issues such as bullying, and work so that parents feel they can do something in a way that their children aren't going to be worried about?

The findings of this research report indicate that, when thinking about how to respond to bullying, children and young people engage in a complex process of risk assessment. They identify and explore the anticipated advantages and disadvantages of each option, with no tidy solutions or easy remedies being identified. Consequently, children's discussions about "what works" might be more accurately rephrased "what might work".

Although it is common for adults to encourage children to report bullying, children of both ages expressed a preference for sorting it out and standing up for themselves. Alternative strategies led to the dilemmas and consequences of telling. It appears that even if a child decides to tell an adult, they are very aware of the gap between how teachers and parents should respond to bullying and how they actually respond. This gives us, as adults a huge dilemma. How do we encourage young people to tell us what is happening and make sure that there are not consequences for the individuals concerned?

The first step is for us as adults to address some of the mixed messages that children in the study reported. For example:

Adults claim that bullying is a serious thing but children's experience is that bullying is often dismissed as "child's play". Children are encouraged to report incidents of bullying, but when they do, they feel they are not listened to or believed. They are not going to report bullying if they feel that their experiences are being belittled or even not believed. It is important that we all take reports seriously and we listen and respond so that the child in question feels supported.

We encourage children to report bullying but are also perceived to be unable to protect them from retaliatory action, particularly out of school hours. Young people who bully are aware of the times when targets are least protected and therefore it is unsurprising that a common time for bullying is on the trip to and from school or out of schools hours. After all, school is not an isolated island in the local community - children don't change as they enter and leave school and therefore incidents related to school are likely to spill out to other times.

Teaching involves working and forming relationships with pupils, yet often teachers were perceived as taking complaints made by parents more seriously than complaints made by children. Whilst we would advocate parents being recognised as part of the school community and having an important party to play in school life, including managing bullying, children must be listened to and believed - after all the reason that the school exists in the first place are for children and young people.

Adults claimed that they could be trusted, but telling an adult about bullying was perceived as a risk that they would break promises of confidentiality. Quite often young people did not want the adult to do anything other than to listen to them. Even if they do want action they fear retaliatory action, as stated above, as a direct result of “getting the bullies in trouble”. This is why it is imperative to agree with the child concerned what the next step is.

Adults often tell children not to fight back, but children, particularly older ones, found that this sometimes works. This is a difficult one – we cannot advocate violence as a way of redressing the balance. However there are other ways that children can show that they are not afraid and therefore potentially discourage the bullying from happening. Similarly children have told us that having the ability to fight back gives them more confidence so therefore indicate that it is not necessarily the fighting but the newly found self confidence that actually makes the difference.

Whilst pupils seem unwilling to talk to adults about their experiences we do know that they will talk to their friends. This was highlighted as one of their three chosen solutions. In addition almost 1 in 10 calls to ChildLine’s helpline is someone phoning because they are worried about a friend and want to know how they can help a friend. It is therefore important that we take young people’s realities into account and build anti-bullying strategies around what will work for them.



Peer support builds on this natural willingness to talk to a friend and also help friends who are in difficulty. It comes in many forms, ranging from systems aimed at providing skills and knowledge, through to those providing a high level of emotional support. The one common factor is that it is about young people providing support for other young people. In CHIPS we talk about peer support as a tree – each type of peer support has its own identity and shape in the same way that each tree branch has but they are still part of the same tree.

Peer support covers very practical types of help such as peer education where pupils pass on skills and knowledge and peer advocacy where young people represent their peers. However it also includes a range of systems encouraging emotional support. These include mediation where pupils are trained to resolve conflict when friends fall out. This is very practical help, but clearly also addresses the emotional wellbeing of pupils. Friends falling out, whilst not in itself bullying can lead to bullying later on. In fact nearly 20% of children who phone ChildLine talk about being bullied by a former friend. By addressing disagreements early on through mediation this can prevent the relationship deteriorating any further.

Peer support systems also include befriending schemes. These are especially popular although not exclusive to helping new pupils settle in to a new school. In fact they are effective anywhere where individuals would benefit from some long term support and guidance, For example, it may be that older pupils are attached to tutor groups or individuals are assigned a mentor or buddy. It may be an activity club, either playing playground games or other activities where pupils who are bored or lonely can come along and join in. This is a very practical way of supporting vulnerable pupils and keeping them safe at lunchtime, for example if they feel vulnerable to being bullied. There is still a practical level of help with befriending services but also a high level of emotional support.

The final area is listening based schemes. This form of peer support is very much focused on emotional support for pupils experiencing difficulties and tends to be reactive to specific circumstances. They may for example take the form of a drop in room where pupils who have a worry can go and talk to someone in confidence and get help to think about how to resolve the issue. Alternatively it may be a bench where younger pupils who are feeling sad or lonely can sit and a buddy will join them for a chat. Where such schemes have been set up there is a high level of use by pupils experiencing bullying.

Every school that CHIPS works with sets up a different type of peer support based on their own needs: friendship bench, playground games, listening rooms, one-to one mentoring, contact over transition with feeder schools, email links. Friendship benches are very popular with younger pupils whereas the equivalent for older pupils who may want a higher level of privacy is a listening room. More and more schools are tapping into the benefits of new technologies, using the school intranet for example as a way of pupils getting hold of a peer supporter when they want a chat.

However no tree - either real or our peer support one can survive or even stand up without some roots! For our peer support tree the roots are the training that we believe are necessary is helping the peer support to grow strong and healthy. This training is what makes sure that the peer listeners provide effective support whilst not putting anybody at risk. The training needs to be tailored to different peer support schemes but broad areas that peer listeners need to cover include an understanding of the issues that they may be approached about, communication skills, how to be an active listener, problem solving techniques and the rules of confidentiality.

As a tree needs air, rain, sun, soil and a bit of love to thrive, our peer support tree has needs too.

Peer support needs to be planted into the environment of the individual school. Too often we hear from schools who want to set up “what the school down the road has”. However every school is different and it needs to be the right scheme for their environment. It is important to decide what situation you want your scheme to address in order to fit the right scheme to the school.

More recently CHIPS has worked with partner organizations in Poland, Czech Republic and Slovakia and next month is working with a partner organization in Greece to help them set up peer support schemes specific to their own countries and education systems. This experience has shown us that peer support, if set up to meet individual needs can truly cross cultural and governmental differences.

It is also important to think about your peer supporters. How are you going to make sure that they represent the diversity within your school rather than being an isolated clique that not all pupils can relate to? This is one of the key areas that peer support schemes often fail on – by using a narrow group of pupils whom others may not all relate to.

The peer support scheme needs not just pupils but also adult staff members committed to the scheme. The role of the staff is to support the peer listeners, ensure that they are supervised and supported, especially around difficult issues and breaking confidentiality.

Often unseen but always there helping the peer support scheme grow and stay healthy should be constant monitoring and evaluation. This monitoring has to be carefully thought through and focused. For example, it may look at who uses the scheme and what issues arise and it can then influence how the scheme develops and changes to meet the needs of the school community.

The last thing that peer support needs to grow is a bit of love from those around it. The whole school needs to know the peer support scheme exists and make sure it feels part of the school – which it has a bit of love and respect if you like. This whole school approach is not just about teachers and peer supporters it’s about all the pupils, the non-teaching staff, parents, governors, in fact anyone who is part of the school community.

With all these things in place our peer support tree should grow and thrive.

So does peer support really work? Does it make schools safer places, where bullying is less likely and places more likely to engage young people and therefore reduce unauthorised absence. A study in 2004 by Professor Peter Smith of Goldsmiths College in London said yes.

A study of 20 schools that had set up peer support in partnership with ChildLine showed overwhelmingly a positive change in schools and pupils who felt better supported when there was a problem.

And for those maybe a little cynical as to whether pupils would use such a service the figures show the story – the vast majority of pupils would be happy to and of those who had, overwhelmingly it had helped. In fact 1 in 3 of primary aged pupils and 1 in 6 of secondary aged pupils had used the peer support scheme in their school.

The peer support schemes have worked on a number of levels, not just providing support to individuals but also changing the climate in school. However it has to be part of a wider policy, not just implemented in isolation. It is certainly not a solution to all issues in school.

It helps in individual cases as vulnerable pupils are more likely to be supported earlier on because they are more likely to access help from a peer at an earlier stage than they would from an adult. Vulnerable pupils are at less risk of dropping out and more likely to find school a positive experience because of the support they get. New pupils into the school settled in quicker. Parents want their children to be safe and happy above all and a higher percentage of parents thought school was safer for their child after peer support was implemented. Teachers even said that they now enjoyed doing playground duty!

It also helps with friendship and conflict resolution, creating a climate where bullying and falling out is less likely. Certainly the schools studied saw a reduction in the reports to staff of petty incidents and complaints from lunchtime staff about behaviour. This meant that teachers were more able to focus on teaching and not use up classroom time in sorting out issues. For others there was not necessarily a reduction in bullying incidents but there was a system in place to deal with them more effectively.

Here’s the story from one school: **“The peer support has only just got started at our school but is going really well. It is raising confidence of the buddies themselves and making the playground a happier place already. Incidents of bullying and falling out are dropping. The buddies are being given more responsibility as time goes by and are relishing in this.”**

Here is the one case study: A primary school keeps a major incident log book. In the six months prior to the scheme starting there were 7 pages of incidents. In the last six months since the scheme was resurrected there is 1 page of incidents. The same school has seen a reduction in exclusions from 15 to 1. So, peer support reduces the number of incidents in school, including those serious enough to result in children being excluded from the school. Therefore as well as vulnerable pupils being less likely to be the target or incidents, pupils vulnerable to exclusion are also more likely to stay in school.

Parents above all want their children to be safe and happy. A survey in one of the schools showed that peer support had made parents feel more confident about the welfare of their children.

There are also benefits to those young people who volunteer to be peer supporters. These young people become much more integrated into the school and their personal ability to relate to others, make friends, have confidence and self esteem grows. There are also indications that their own academic achievement is better, both through the skills they have developed and their relationship with the school.

But let's not take adults' words for it. I'm leaving the last words to those of the children in the study - both those acting as peer supporters and others were asked their views. Both groups felt it was a more effective way of providing support.

By listening to children about the reality of their experiences of bullying and giving them the space to voice their understanding we are more likely to find solutions that work. By using their network of friends, ensuring that we act in a way acceptable to them and by listening to them about what works and what doesn't gives us the best chance of ensuring that all children feel safe and supported.

*"We are sometimes better than the teachers at dealing with things."*

*"When I went to a buddy it really helped me because I used to get bullied a lot."*

*"I'd recommend it because children don't really want to talk to adults so they can talk to any one of the peer mediators...they help the children come up with their own ideas and what the consequences are."*

## PRIMA: THE OLWEUS APPROACH IN THE NETHERLANDS

### Zeina Dafesh

INSTITUTE FOR HEALTH PROMOTION AND DISEASE PREVENTION, NETHERLANDS

I would like to share our experience in Holland. First, this is Holland, I work in the National institution for health promotion, maybe known for someone of you. Population of Holland is 16 million, for migrants is 3 million and age structures: 25% youth, 60% adults, and 15% for the elderly.

In order to understand the PRIMA method it is important to understand the structure of Holland. I would like to give a short view of that. We have 33 regional health services and 27 regional educational services. The regional health services are governmental organizations, coordinated by municipalities and educational services are nongovernmental. The main difference is that regional health services they would do the collective health promotion, educational services would do individual one-in-one with the children. It is also important to know, that in Holland is a local autonomy, every region works different, you cannot force things on a national level on to the regions, they make their own priority on what health issues they want to pay attention for. Every region works also different in Holland.

We do have a concept with 9 National institutions in Holland, that's The healthy school method. That's something what left from the last decade. It is also important to know, how school come to the conclusion that they need pay attention on bullying issues. The healthy school method is that school is the central, that is demand orientated approach. They come up with the plan approach, integrating health in school plan, linking health promotion and individual care, and the local collaboration, which is important. I will only focus on the plan approach, because this is the way that implement the PRIMA method and the healthy school's model.

The steps of the plan approach for the healthy school policy is accessing needs. So we have data available from HBSC study, the European study that is known, and there are also other monitoring tools, that school can use to see what our needs at school are. And on the priorities will be set that will involve all stakeholders: teachers, pupils, parents. And this could be the step they set a priority to prevent bullying at the school. And then you have the determining strategies and activities for that issues and developing a plan of actions on the selected issues. And usually they I would do it for limited number of the Health issues for the next coming 2 or 3 years and a realizations for this plan during the coming 2 or 3 years, and an evaluation including the school plan. And this is a model that shows all the components that the school can have for health promotion. Then this is an Integrated approach. And the good news is that the PRIMA method is already has an integrated approach.

I have some results from the study HBSC research about bullying issues in the Netherlands. More than 1/3 of the pupils bullied at least once during the last 2 months. So, that is quite a lot. 11% of the pupils primary schools are bullying themselves, boys bully more than girls. There are differences between girls and boys in the structural bullying: for boys structural bullying increases with their age, for the girls it stays stable.

Another study shows, that the majority of victims don't tell that they are being bullied. Once a teacher does realize, or a student tells a teacher that he is being bullied, the teacher will do the almost to stop the bullying. Usually it will be with no success. They will try to get them parents together, but they don't have the tools to know how to take all these steps. Results of this study emphasize that children, parents, teachers and the health staff should meet regularly and integrate an anti-bullying program.

Another result for Holland is that schools don't work continually and structurally on bullying elimination problem. It is usually an incidental work. If it is a case of child that being bullied, they will work on that case and eventually after time the attention will fade away. So, there is a need for effective program in teaching methods in bullying, and also a need for support and guarantee the continuity. Because we know, that PRIMA is based on Olweus and we know that it works, but how to guarantee, that the school will stay with working on it, and to keep the attention. So, the PRIMA method is studied 4 years ago, it was a cooperation between the IDZ (National health institution) and the TNO Netherland institution for applied scientific research (they do the researches at schools), EDventure (EDventure - is an umbrella organization for educational services and the public health services). In the first year we developed the material, and the last 2 years was a study on a school, the pilot. We have 27 experimental schools and 24 control schools. The program was specific for the ages between 9 and 12 of the primary school.

What is a PRIMA method? Intensive support by regional health services and the regional educational services. That is actually the main thing for us in Holland to realize that it will stay continually at the school, because the school's attention can fade away. Also to make sure that they know that they also have a bullying problem at the school. It is also something for the regional public health institutions to recruit the schools with the method and also to support the schools from feedback to evaluation and we have noted that schools really appreciate this support from the regional organizations. They love to know how are they doing, are they doing it well, and also to have the training and attention of regional organization. Regional organizations are supported by us – National health institution, we give a training, the helpdesk, we give them manual and also the website for them. And of course it is an Olweus approach for the school level, group level, individual level, parents are involved, and anti-bullying process is integrated into school plan. The PRIMA method concerns the pupil exercise book, manual especially for the teachers in schools, manual for the regional supporting agencies, training and support for schools, a train-the-trainers course for regional professionals, “ Pestmeter” – digital monitoring instrument on group level - and a sociogram, which is known. And there is a website. The results of the Prima method of the 2 years study for the schools will be presented in national conference in Holland coming January. The material will also be adopted by the results that we will receive from the research institute, and when we will make it ready for national implementation.

That was about Prima. I just want to end by saying something about European network, what we have at the national health institution. It is most of you known by ENHPS, which is now SHE schools for health in Europe network, is coordinated in Holland. There are 43 members countries and SHE will provide information in courage research, share good practice and experience, expertise and skills and educate for school health. I have more information about Healthy school methods, about prima, about the European network newsletters if anyone is interested. Thank you for your attention.

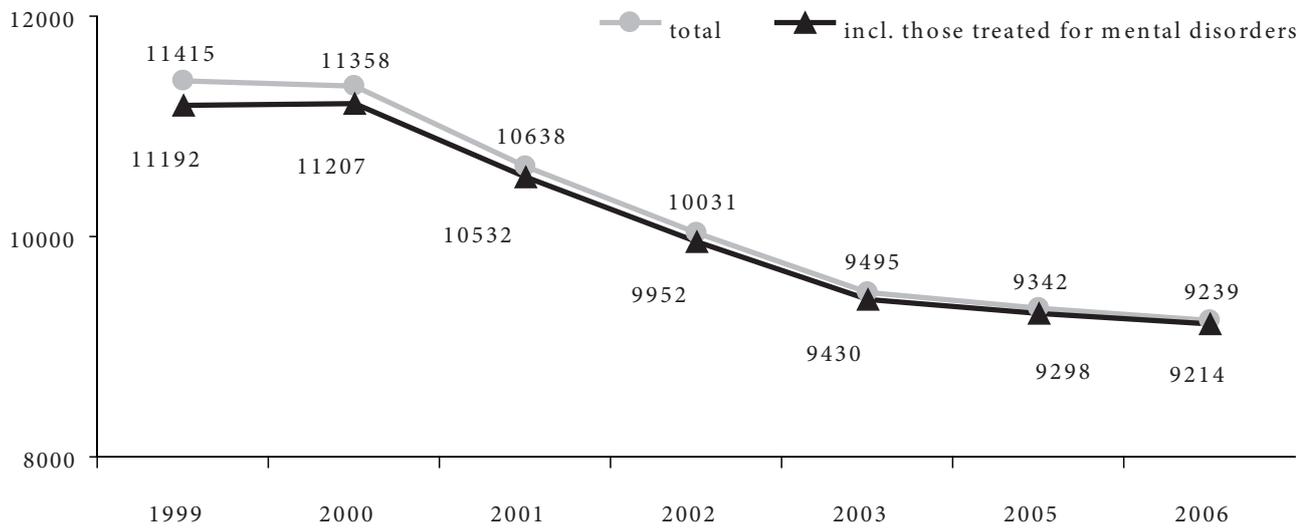
## YOUTH MENTAL HEALTH IN LITHUANIA

Ona Davidonienė

DIRECTOR OF THE STATE MENTAL HEALTH CENTER, LITHUANIA

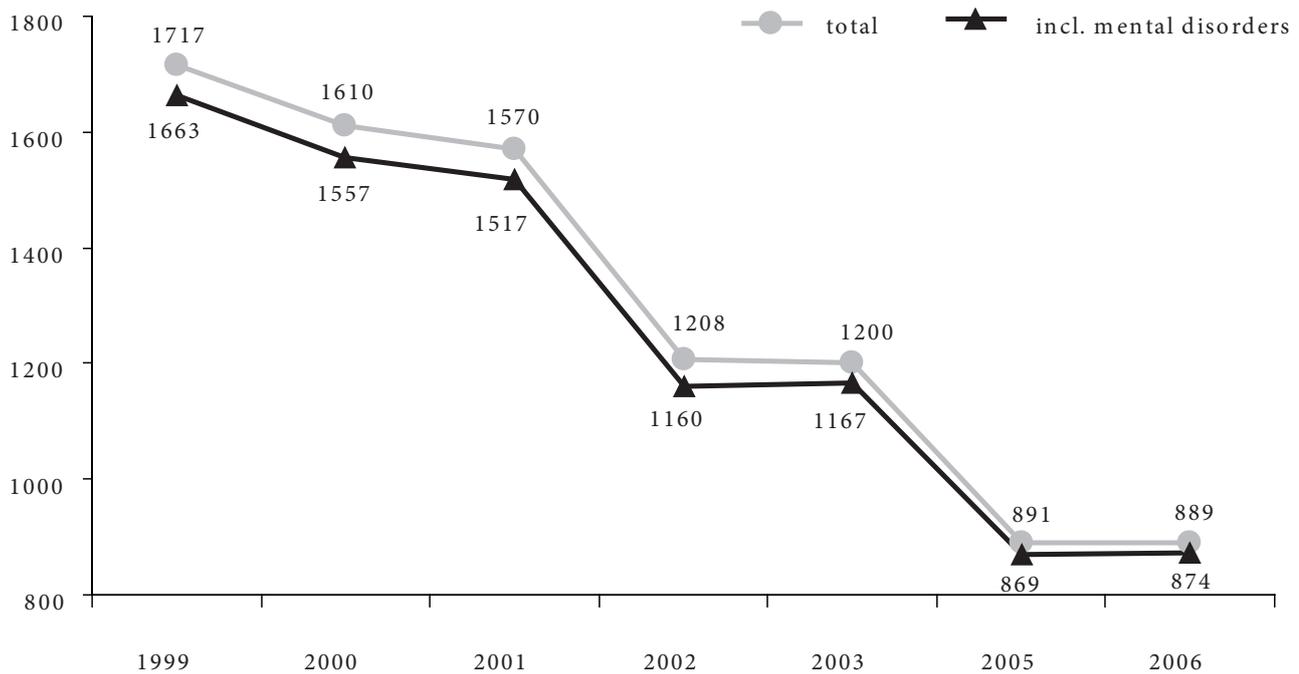
Violence and bullying is not an isolated phenomenon as such, it is an integral part and reflection of our mental health. To this effect, I would like to speak more about youth mental health in Lithuania. To start with, I shall present some official statistics and research data that are, as we'll see, very controversial, calling for discussions, and raising considerations as to what should be done in order to make the situation change.

According to the data of mental health institutions, the number of individuals under 18 with diagnosed one or another mental disorder has been dropping down recently. For example, 9239 individuals under 18 applied to mental health institutions in 2006, including 9214 for mental disorders and 25 treated for addictions. These indicators are lower compared to previous years:



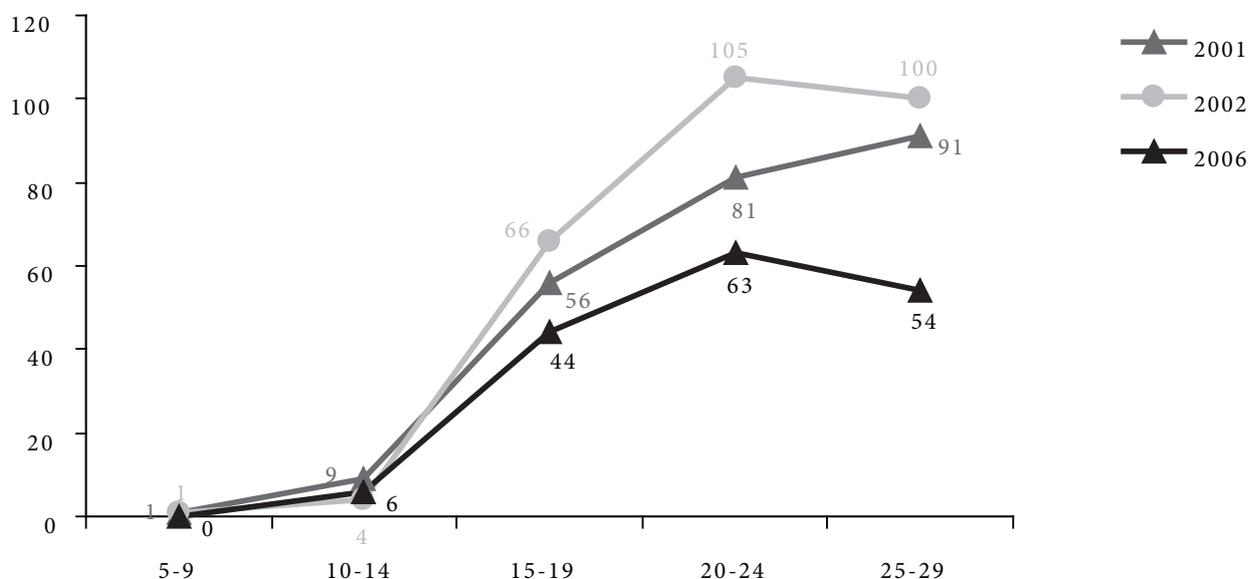
**Figure 1.** *Number of young people under 18 treated by mental health care professionals*

A reducing trend is also observed on the basis of newly diagnosed cases for individuals under 18 within a year: in 1999, the number of such cases amounted to 1717, including 1663 cases of mental disorders, while in 2006 this number totalled to 889, including 874 cases of mental disorders.



**Figure 2.** *Number of new cases diagnosed per year (young people under 18) professionals*

According to the data, the number of individuals treated for drug or psychotropic substance dependence is also dropping down. The same trend is observed with regard to newly diagnosed cases of dependence on alcohol and psychoactive substances. So we can say that everything is OK: figures are dropping down and we are showing excellent results! Data from 2001 to 2006 also shows a certain downtrend for suicides in all age groups.



**Figure 3.** Distribution of suicides by age professionals

However, the above-mentioned statistics only cover those who have applied to mental health institutions and received treatment. This downtrend is difficult to explain. If we prefer not seeing the problems, we can say that child and adolescent mental health is improving. But it is also quite possible that our system is not satisfactory for children and they are not interested in applying, or it is not beneficial for them to apply, to mental health institutions for assistance, because they don't receive what they want there.

The Mental Health Strategy approved by the Seimas of the Republic of Lithuania this spring contains the following data: epidemiological study of child mental health in Lithuania, as carried out by the Vilnius University in 2004, showed that 41.7% of school-aged children had mental health-related problems. According to the 2002 statistics of the World Health Organisation, Lithuania and other Baltic States demonstrate quite high indicators of violence against and among children. The number of suicides in adolescents and young individuals, though being several times less compared to the Russian Federation, exceeds the average in the European Union by several times. Recent studies of the bullying phenomenon among schoolchildren revealed that bullying is most of all spread in Lithuania compared to other EU Member States: roughly 70% of children said they had experienced this phenomenon either as victims or as bullies. Similar findings were also corroborated by a number of studies carried out by our colleagues in various regions. Studies of disposition to depression and suicides, carried out in Kaunas, Klaipėda and Šiauliai in 2000, identified that around half of all the responding students were disposed to depression or manifestations of depression, some 10 – 18% of children had suicidal ideas and about 5% of children had history of suicide attempts.

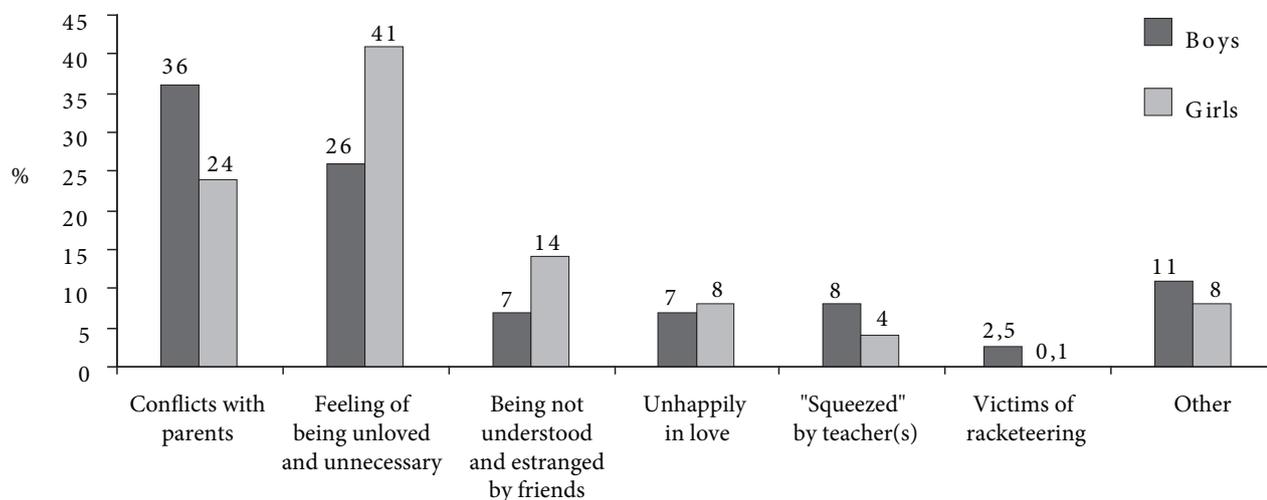
Survey data	Kaunas		Klaipėda		Šiauliai	
	Girls	Boys	Girls	Boys	Girls	Boys
	Absolute figures/(%)					
Respondents	842(100)	683(100)	1510(100)	1049(100)	577(100)	494(100)
Inclined to depressiveness	556(66,0)*	341(49,9)*	823 (55,3)*	503 (46,3)*	324 (56,2)*	189 (38,2)*
Suicidal ideas	128 (15,2)	73 (10,6)	272 (18,0)	124 (11,8)	102 (17,7)	60 (12,1)
Suicide attempts	55 (6,5)	32 (4,7)	129 (8,5)	54 (5,15)	37 (6,4)	24 (4,8)

**Figure 4.** Adolescent depressiveness and threat of suicides<sup>2</sup> professionals

One more survey on the effects of social and emotional problems on suicide attempts in adolescents was carried out in Samogitia (Lith. Žemaitija), Telšiai region, and covered nearly 5000 children. This survey revealed very similar results: 33% of the students said they had

<sup>2</sup> Comparative analysis in Klaipėda, Kaunas and Šiauliai cities, in absolute figures and percentage of responding adolescents of relevant gender

had suicidal ideas, 5% of the students reported having history of suicide attempts or having made plans how to do this; out of the number of students with the history of suicide attempts even 11 repeated these attempts more than twice. It is very important to understand why a young individual is to commit a suicide, why he or she has arrived at such ideas? Reasons most frequently mentioned by the children included: conflict with parents, feeling of being unloved, feeling of being unnecessary for the family or friends, feeling that nobody cared of him or her. So we can see that factors related to the closest environment are most often mentioned among the reasons of suicidal ideas.



**Figure 5.** Causes of suicidal ideas

In 2003, NGO „Vaiko Namas“ and the community of Baltupiai Secondary School of Vilnius carried out a survey covering students, their parents and teachers. As many as 36% of the students indicated they had been bullied, sneered at or abused by their classmates, 20% of the students indicated they had been bullied, sneered at or abused by their teachers and as many as 47% of the students indicated they had been bullying or sneering at other children themselves. The survey was anonymous. 47% of the children, who admitted to what they had done, meant they hadn't seen any problem or anything wrong about it. As many as 97% of the responding students said they had seen other students fighting or insulting each other.

One more issue I would like to discuss relates to adolescent attitudes towards sexuality or sexual abuse. Lithuania participated in an international study where all the participating countries used the same questionnaire form to collect data. More than 3000 respondents participated in the study. Nearly one third of them said they had experienced sexual abuse. Out of this one third, around 60% said they had experienced it once and 11% said they had experienced sexual abuse more than five times. In more than half cases abusers were familiar persons, but not family members.

So we can see that children often experience bullying, violence and sexual abuse situations without telling anybody about it and keeping everything inside. It is quite often when abusers are family members and children are afraid that nobody believes them. They blame themselves for being exposed to abuse, feel shame, think that nobody can help them; they are afraid that other people don't love them; they are afraid of their sisters and brothers if they speak about what has happened to them; they think that bad things happen to them because they are very bad. In this light I would like to stress two things told by the children: they don't know whom to tell or they can simply not know or understand that this is an abuse and such conduct is not allowed. So it up to us, professionals, to take efforts to reduce, to a maximum extent, the number of children not knowing where to apply about abuse or bullying, or not understanding that they are exposed to abuse. It is important to have all institutions involved in joint and coordinated activities aimed at helping our children. It is important not to leave these issues to the officers for the protection of children's rights, health care, education or social assistance institutions. It's everybody's concern. Otherwise, good results are hardly possible.

At the moment I am a member of a group, which develops a programme for the implementation of the mental health strategy. The group consists of 29 persons from a great variety of institutions and non-governmental organisations. The work is not easy, but it is very challenging. Thanks to this joint work, we have learnt from each other a lot of new things, which we were not aware of though we should have been. For example, representatives of the health care unit were not aware of many efforts taken by educational institutions: publishing of methodologies, orders and issue of other publications. It is therefore obvious that we must share and coordinate our knowledge, being fully aware that it is a concern for all of us

# TEACHERS IN BULLYING SITUATIONS: ACTORS, VICTIMS AND WITNESSES - PREVENTIVE AND INTERVENTIVE STRATEGIES

Prof. Peter Paulus

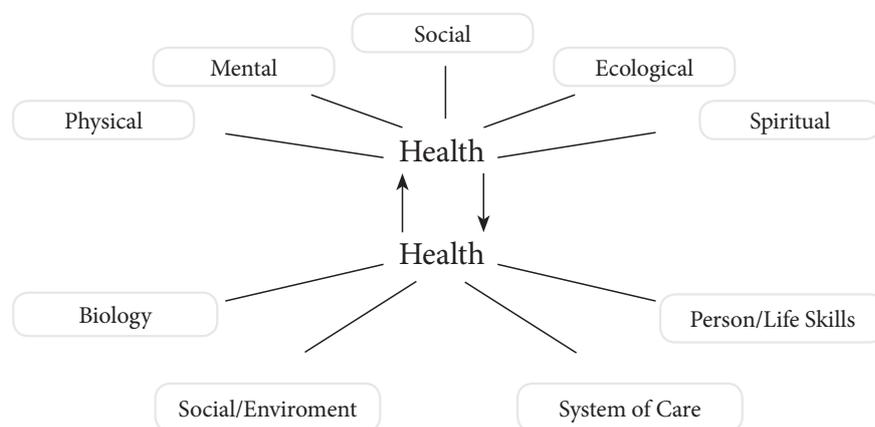
INSTITUTE OF PSYCHOLOGY, LEUPHANA UNIVERSITY OF LUENEBURG, GERMANY

Good morning, dear colleagues, nice to speak to you today at that conference. And you can see the title is a little bit different from what is printed out in front of you. When I was preparing my presentation I did not want to double what Dan Olweus said about bullying at schools and moreover my colleague Heinze will tell you more about specific bullying situation, teachers in bullying situation this afternoon. So he will talk more in detail about this and I will talk about some basic problems from Health promotion perspective.

I am from Leuphana University in Lüneburg. I am involved in initial training with primary, secondary teachers. My task is to do educational psychology and also health psychology, and I am involved in school health promotion in German for many years, I have lots of experience and this experience led me to some conclusion and I will show you which conclusions we had, and I think it is important for the work on bullying at schools and pupils' mental health and well-being. So I think we need a new perspective, so I will tell you a little bit about this. I put some additional information for you and some arguments to discuss.

So I can begin with my conclusion, and if you agree with my conclusion, I can stop my presentation and next speaker will start. My conclusion is about good school, to make a good school you have to start from educational perspective, start from the school and not from somewhere else, from bullying or mental health, just from the school. And then if you did the best with your school, you can check it is a good school; and my position to make a good school you need to do health intervention, and bullying is a part of mental health and I think if you include this and your interventions have this in our mind we can have a good school. So I think you have to make healthy and good school to be the best for the children in your country.

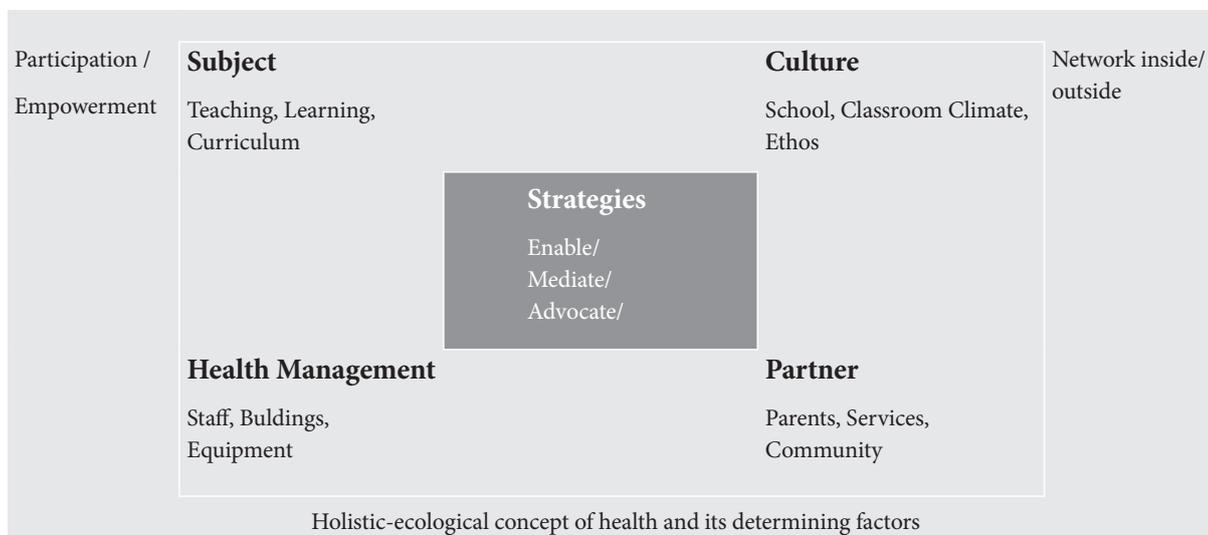
First of all, why is health. Health is something what you know already. There are health organizations. Health is on the top of physical, social, psychological well-being and etc.



**1 graphic.** *Why health?*

And you see determinants, such as bullying and health. Dan Olweus already told you a definition of bullying and I think it has a lot to do with health. In Germany we often include bullying or mobbing in school health approach. You can see that all aspects of health are involved, you can see the definition – physical, mental, social, ecological and also spiritual aspects of well-being are involved when you talk about bullying at schools. So it makes sense to take this picture and from the experience we have, from that approach I will tell you a little bit more.

First of all, I want to say, that if we are talking about health and well-being, we have to see that well-being is a kind of a result of productive balancing of person (pupil, teacher, you, it could be everybody) to adjust to the situation they are living in on the one hand, and on the other hand, to realize yourselves, we all persons and we all want to live our own lives, to realize ourselves, or to be responsible for our lives, we want to have balance in it and the result of it is well-being and my concept of the health is behind of it. My concept is a whole school approach, it makes no sense to start everything with class level or single teacher in the school, it will be not successful. You need a whole school approach. Over the years we have developed the whole school approach.



2 graphic. Health promoting school

And around you see subjects for your classroom level, climate and culture, you need to have partners, it is difficult for school to do everything on its own, you need parents, services in the community and on the other hand you need good health management in school itself – staff, building and equipment, at the moment we are focusing a lot on good school health management, because school is like a company (in Germany we have schools with more than 1000 pupils), it is big company, with lot of staff and you have to run it very well to manage it. Around this you point some principles, participation on the left, because it is very important to involve pupils, because schools are about the pupils and education, so you have to give them the voice that they are doing it on their own, not just parents, politicians, all the adults do something on pupils, but give them the power, they would be able to develop it by their selves, because this is their life. On the other side you see network inside the school, that teachers and all the other people at school work together. And also network outside, partners outside, services on the community, that is also important to involve them. And down – aspects of health, not only physical health, not only good nutrition, it is much more: mental health, social well-being and also spiritual health.

And more than that we want to have sustainable impact on school development, to show that we contribute something to the school itself. These are successful solutions we had all over the years and we started in early nineties with school health promotion and we arrived to this model. Lots of countries of Europe work with this model. And you can integrate all bullying activities, because you are working on different levels. And we can show that we are effective with this model. There are evidence, published in 2006, meta analysis of the researches we had done with this model, you can see what works. So the whole school approach is more effective than others. It is important to have a high intensity and duration. At least nine month you have to work at school if you want to change something, or even from 2 to 3 years if you want to change school culture. And you should show very high intensity, you need to be present at school, and if we are saying for example TOLERANCE so you have to be there and say it is not tolerable here, you need to stop people who look after the pupils. It shows that school health promotion is most effective, and that is very important thing because mental health promotion and bullying and mobbing at school are very close together. So we can say that what we are doing on whole school approach, that multiple component programs are very important and also programs on healthy eating if they are in the whole school approach, not just single activities on a classroom level. And also you can see that substance misuse prevention programs are the least successful programs.

But what is interesting, even when we know that it is successful, we do not do a large-scale implementation, not in Germany, not in other countries. And what my experience shows, we have models of good practice but not practice of good models. When the project ends, it collapses, and the school goes in normal ordinary way, they do not learn with their experience, then they start with another program.. So we found out that there is no lasting implementation and dissemination, but why is it so?

First I will show you, that we just finished the research, we found out that just 14 per cent of German schools say that they have the whole

school approach established at the school, but when you go to school and see what they are really doing then you can see that much less schools work with the whole school approach. It means that we have a good concept but it is not in practice, it is too much for school, schools do not work with it. And one of the reasons is that schools have to do lots of other things, they have to teach a lot of subjects: English, Mathematics etc., teachers say “I have too much stress and I cannot care about health” – this is reality.

And we have to keep in mind, that schools have changed over the years, and lot of people who work in the field of school did not recognize that school have changed, this is a lot of pressure for schools to be good school, and concerning to health promotion – a lot of government organizations work with school, come from outside to school, but they do not really know what is going on in school, and I think this is a fundamental problem and not just in Germany, but in other countries as well.

We know that schools are pressed to be good schools, in some countries there are inspectors that are going to schools and assessing them, and also we look at professional competence of teachers, because we want to have good teachers, teachers with competence to teach, to relate to pupils, to parents, to communicate with them, and it is getting more and more important, and school have to show that they can do this. And this is what we need to know about the school. If we want to start implementation, we have to know that they have other agendas. And I think we need a new perspective then. In perspective of this approach we need an integration of health and education. We have to recognize that school does not belong to health sector, it is an educational sector and agenda of the school is focusing on the education aims and objectives and we have to see health, bullying and mobbing if we have project in that perspective, we have to see how it will be in service helping school to make a good school through health; or bullying interventions, mobbing interventions helping school to be a good school.

We can see the last line, it is one of the biggest educational projects in Germany, and I am in the head of it. We are trying to promote this new idea and work with schools in several states in Germany linking health and education, we help schools with our intervention to be good schools. And you can see here one of the quality frames what we use in Germany while we work with schools. Schools in all states of Germany have quality frames developed for all the schools, they are obligatory, schools have to work in this frame. And it defines dimensions for good schools, it defines criteria what a good school about. And behind it are indicators and we look through questionnaires at schools how they work on it. It is self evaluation, school can evaluate themselves, how they are on the way to be a good school. ..What is about management? What is about climate and culture..? What about satisfaction of parents, teachers and pupils? You see all the criteria what are important to be a good school. Inspectors comes to school and check all the criteria. So if we want to work with school, we have to show how we will contribute with our interventions helping schools to be good schools.

„Anschub.de“ – alliance for sustainable school health and education in Germany. We are helping schools, initiatives, ministries to take a new picture of school health promotion. So we want to support school with educational aims, education promotion with health, not just doing health, bullying or mobbing prevention alone, we are doing not health promotion but we are doing education promotion with health, it is a school protector to make a good school through health, I think it is understood. And now I want to show you what we have done, because we developed several indicators, and schools can see during self-measuring how they are going on in promoting a good and healthy school. And indicators from health perspective so school to see how everything is going on in the way of becoming good and healthy school. We will show you some ideas we had. And this is part the project that I have done for the Ministry of Health, next year we will present it on National conference in all the schools. And it is interesting thing, because it is Ministry of Health, and not of education, and they are doing it from the health perspective, showing how health can contribute to a good education. And for example here are indicators for leadership and management, one of the criteria is that school have to create a vision, they have to create good decision making and communication processes, and here are indicators, schools have to check if they have done it already and if they want to work with that, and they can click on it and will see the questions, something like questionnaire, I will show the core of that list of indicators. In good school staff cooperates with frankness and trust when developing joint plans pertaining to teaching and upbringing. They are asked: does the staff talk to each other about the things that are going on at school? It is important and for bullying problem at school. It is related to self-confidence as well. If teacher see that his/her colleague have the same problems, or see how they manage this problem, they can discuss about it at school. Operational management, for example, must be optimal supply to suitable types of sport activities fulfilling pupils' requirement for movement, sufficient, accessible games and sports facilities, ergonomically designed furniture are also important from bullying or mobbing perspective, pupils have to have enough time to move, games and sport facilities, but here they are asked:” have you done this?”. It is important from health perspective to have it at school and etc.

And this is a list of indicators, this core is about 72 indicators, this is core list for every school and every school can work on it, and see if they have used health interventions to create a good school. So I just wanted to show you how we work. At the moment we work with 20-30 schools working together in 5-6 states of Germany, this network of school work with these plans and activities, and they are supported on working on it.

Now I will tell you about PISA project, PISA approach. The idea is that we want to help teachers. We ask them if they experience bullying, bullying among pupils or when pupils are involved in bullying teachers. We look at working situation where teachers are and helping them to be good teachers, helping them to fulfill the task they have in that area. So we started again with educational problems they have, for example, if there are any problems of bullying in staff communication, we figure out what is the case, what it is about. Having the cases of teachers in bullying situation we have prototypical situations which we can use in training with in-service teachers or initiative teachers

in universities, because students have to know what they can face in the future and how they have to solve these problems. And this is the project about. And we will show in the afternoon how we made a progress on this. I think it is very important not just making psychology of persons, but what we are doing, make psychology of situation. We are creating a map of work of a teacher, we are creating different prototypes of situations that we are using in training with in-service and initiative teacher training. We are developing the psychology of situation.

Thank you very much for your attention.

## VIOLENCE PREVENTION IN LITHUANIAN SCHOOLS – 10 YEARS OF EXPERIENCE

Aušra Kurienė

DIRECTOR OF THE CHILDREN SUPPORT CENTER, LITHUANIA

The Children Support Centre (Lith: VšĮ Paramos Vaikams Centras) was established in 1995. We started implementing preventive programmes and programmes for victimised children in 1996 when we came to know the results of a study by the World Health Organisation stating that children feel the most unhappy in Lithuania. This induced us to show interest in why our children feel so unhappy and to initiate various projects and awareness campaigns in order to bring more public awareness to the existing situation.

The projects implemented by the Children Support Centre in 1996 – 2007 include:

- School Without Violence
- A Safe Child: **Building Psychological Resilience**
- Big Brothers Big Sisters school-based programme
- Psychological First Aid in Schools
- Second Step programme
- Childhood Without Violence
- Building a School without Bullying in Lithuania and Latvia

The above-mentioned projects were aimed at:

- Raising public awareness and formulating problem approaches regarding violence against and among children as well as ways of tackling the problem;
- Implementation of effective early prevention, identification and intervention strategies in cases of child abuse;
- Implementation and promotion of non-aggressive behavioural approaches and methods in respect of and for children;
- Training practical skills in professionals working with children and promotion of multidisciplinary cooperation;
- Enabling school communities to implement effective preventive programmes and to respond, in a constructive manner, to the manifestations of violence in schools.

What do we do? Our first seminar was entitled “School Without Violence”. It was held as early as in 1995. The seminar was intended for school communities. It lasted for 2 days and there were no limitation applied as to the number of participants. We held 250 seminars within the framework of the School Without Violence projects. The seminars were attended by thousands teachers and parents. The goal of the seminars was to explain why children could behave oddly at school, to inform about the existence of violence, a variety of its forms and how to identify it. At the end of the seminars the schools would try planning what they could do in order to identify victimised children and to reduce the number of such phenomena at school.

Our next step was a training cycle, which was much more intended for parents and families. This training cycle addressed such issues as

psychological resilience and ways of building resilience; students' parents were invited to visit schools; joint trainings were held; school communities were trained how to get students' parents involved. So this time we focused more on the aspects of violence prevention rather than on the identification of victimised children. We held 130 seminars of this kind. The training cycle is still in progress.

Of course, it is unlikely that some external expert from another city would come to school and make a revolution there. Schools must use their internal resources. Unfortunately, such internal resources are often limited in terms of assistance giving professionals. For example, in some locations not a single psychologist, psychiatrist or other professional able to provide with assistance could be found within a radius of 100 km. Having this in mind, in 2003 we launched a project entitled "Psychological First Aid in Schools". The goal of the project was to assist schools in taking effective efforts and effective settlement of existing conflicts, crises and cases of violence and abuse. The situation is much better now when schools have social pedagogues and considerably more psychologists. However, when we started the project we invited schools to form a sort of teams called "Psychological First Aid". These social-psychological teams were comprised of teachers, psychologists, social pedagogues, caregivers, officers and administration staff of the Office for the Protection of Children's Rights. The teams underwent continuous periodical training with supervision and support during the intervals between the trainings. 107 teams of this type were formed in total. Though not all of them have survived, some teams did a tremendous job, achieved many of the set goals and are still functioning today. Our primary goal is to train these people to be a team. We provide them with a lot of knowledge about conflict resolution, crisis management, abuse, dropping-out of school, bullying prevention strategies, etc. Then the teams are able to choose themselves what is relevant to them and to introduce interventions into their communities.

One more our ongoing project is international project of 7 countries entitled "Childhood Without Violence". The project is more designated to the provision of direct services for families experiencing violence, but it also encompasses some social campaigns and surveys. One of such surveys, carried out in 2006, aimed at finding out the opinion of the Lithuanian residents as to employment of corporal punishments as a parenting method and the number of children exposed to corporal punishments. The results of the survey were shocking. For example, quite many people were of the opinion that corporal punishment could be used as one of parenting methods:

Corporal punishment is a parenting method, which	Male	Female
can be used if one of the parents finds it to be effective	7,4%	5,0%
should not be used as a rule, but there are situations when it is justifiable	53,4%	51,1%
should not be used at all	37,1%	43,3%
difficult to say	2,1%	0,6%

One more ongoing project is a joint project of the Children Support Centre and ChildLine entitled "Building Schools Without Bullying in Lithuania and Latvia". The partners of the project are latvian NGO „Skalbes“ and NGO „Global Initiative on Psychiatry“. This project is directly aimed at the bullying phenomenon. Within the framework of the project, 2 days' trainings are held whereas one day is intended for introducing the bullying phenomenon, its spread, how to identify it, etc., and the second day is more intended for practical work, analysis of particular situations, organisation of assistance for children. Trainings were held in 50 Lithuanian schools participating in the project. Another 50 participating schools are from Latvia. A book entitled "Building a School without Bullying" was also issued within the framework of this project.

So what have we learnt? We have identified factors that do not contribute to effective change of the situation:

- Community (teachers and parents) lack knowledge and adequate understanding of the causes and consequences of violence against and among children;
- Public awareness of the importance of the emotional life of children and the influence of emotional life on everyday functioning of children is still very low;
- There is no uniform negative approach towards employment of violence against children (it is not good, but allowed when badly needed), to the importance and negative consequences of the bullying phenomenon ("it is very unpleasant when bullying is all around, but we readily bully each other);
- Insufficient understanding and awareness of the functions, potential and responsibilities of other professions. For example, ideas of what a psychologist is, what a social pedagogue should do, what a teacher should or shouldn't do, what parents should or shouldn't do sometimes are very mythologised.
- Significant shortage of communication skills.

We further ascertained that the following factors contribute to effective change of the situation:

- All members of the school community – teachers, children and parents – are willing to have a safer school;
- All schools have active, sensitive individuals eager to change themselves and to change others.

Consistent preventive and intervention programmes are needed. Therefore, I am very happy that today we speak about several serious programmes that have been approved all over the world and are or will be implemented in Lithuania. However, we also need a lot of patience and time, and personal investments, too.

# EMPOWERING PARENTING THROUGH MENTAL HEALTH PROMOTION AND EARLY INTERVENTION

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In this presentation I am going to very briefly summarize the development and implementation of an early promotion and prevention service to empower parenting in families, carried out by specially trained and supported PHCPs. This four year project was carried out in five European countries namely Cyprus, Greece, Finland, Serbia and Montenegro and U.K.

## Participating Centres:

- **CYPRUS** – Archbishop Makarios III Hospital, Dpt of Child and Adolescent Psychiatry, Nicosia (Dr Anna Paradisiotou).
- **FINLAND** – Tampere University Hospital and University of Tampere, Medical School, Tampere (Prof. Tuula Tamminen).
- **FRY** – Institute of Mental Health, Belgrade (Prof. Veronica Ispanovic).
- **GREECE** – Dpt of Child Psychiatry, “Aghia Sophia” Children`s Hospital, Athens University Medical School, Athens (Prof. John Tsiantis).
- **U.K.** – The Centre for Parent and Child Support South Londong and Mausley NHS Trust, Munro Centre Guy`s Hospital, London (Prof. Hilton Davis).

The aim of this project has been to provide a proactive and non-stigmatizing service within existing primary health care services to form a promotional and preventive programme integrated into community health services using specially trained and supervised PHCP workers working with their usual caseload. In this type of family intervention, the main characteristics are the features of a collaborative approach which include asking about child strengths as well as difficulties, praising parents for good aspects of parenting, respecting them as the expert on the individual characteristics of their child, listening carefully to, and showing understanding of their beliefs about their child's behaviour, working on solutions parents generate themselves.

As early as 1975, Bronfenbrenner made the following claim:

Intervention programs that place major emphasis on involving the parent directly in activities fostering the child's development are likely to have constructive impact at any age, but the earlier such activities are begun, and the longer they are continued, the greater the benefit to the child.

We know that all families have strengths and capabilities. If we take the time to identify these qualities and build on them rather than focus

on correcting only the deficits and weaknesses, families are more likely to respond favorably to intervention and the chances of making a significant positive impact on the family unit are enhanced considerably. In other words the care offered should be family centered care and by empowerment it is implied that what one sees as poor functioning in families is a result of social structure and lack of resources which make it impossible for existing competencies to operate.

Opportunities that create feelings of competence are called enabling experiences (Dunst, Trivette, & Deal, 1988). The implication is that: the help seeker, learner, or client must attribute behaviour change to his or her actions if one is to acquire a sense of control necessary to manage family affairs. It is not simply a matter of whether or not family needs are being met, but rather the manner in which needs are met that is likely to be both enabling and empowering.

I will now try to briefly summarize why parental health promotion and early intervention.

### **Background**

#### ***Primary prevention in the area of infant mental health is of great importance:***

- The prevalence rates of emotional or behavioral problems among children and adolescents are alarming, reaching as high as 20%. Only a relatively small proportion of these individuals (10-15%) find their way to psychiatric services; at the same time it is not certain whether those who finally receive treatment are those most in need.
- Being challenged by risk conditions during the first few years of life, may result in vulnerabilities that jeopardize developmental outcomes or mark the onset of psychiatric disorder.
- Low socio-economic and educational level, very young parental age, parental mental health problems, psychological distress, problems in the parents' relationship and poor social support constitute significant risk factors for the normal development of children.

#### ***Quality of early home environment:***

- Early mother-child intervention plays a key role for children's psychosocial development and mediates the effects of risk factors
- It is linked with the quality of the child's attachment
- A major predictor of short and long-term outcome related to the child's physical health, cognitive development, socio-emotional development and behavioral problems

#### ***The existence of major service problems such as:***

- Lack of universal, accessible high quality services.
- Poor co-ordination with accessible community professionals who may lack the skills and confidence to deal with psychosocial adversity
- Little in the way of effective parenting preparation or high quality child care and preschool education to compensate for parenting problems
- By the time children and their families reach mental health services, the disorder has existed for a period of time resulting in poor quality of life and limited treatment outcome.
- Therefore a strong argument can be made for universally accessible promotional and preventive strategies, that begin at or before birth and that routinely involve all people working in child and family services in health, education and social care.

#### ***Common concerns in these developments are with the identification and remediation of problems in:***

- The health, behaviour, learning and development of children
- The mental health of parents such as postnatal depression
- Parenting and the parent-child relationship, including child abuse and neglect
- The relationship between parents

### **Methods of Intervention**

Professionals from health, education, social and voluntary agencies are all involved using a wide range of specific methods:

- Provision of social support
- Parent counseling and relationship counseling
- Information on and access to relevant services and information on health, nutrition, and child development
- Parenting preparation, methods for promoting parent-child relationships, parenting training and more general training for parents
- Use of play and other methods for facilitating children's learning, development and educational achievement

As I said in the beginning, the aim of this presentation is to give you an overview of a major European project, setting up to address the

problems mentioned before by developing a promotional and preventive service in a European context and to evaluate its effects. The project was largely focusing on home visiting as the main vehicle for service delivery.

## EUROPEAN EARLY PROMOTION PROJECT

### Overview of the study design

Within the context of the need to understand and design promotional and preventive services for children in Europe, the European Early Promotion Project (EEPP) was born as a partnership between centres in Cyprus, Finland, Greece, Serbia and Montenegro (formerly Federal Republic of Yugoslavia) and the UK. It was based initially on the experiences of a European Union/World Health Organisation (EU/WHO) multicenter study on the promotion of children's psychosocial development (Tsiantis et al, 1998; Tsiantis et al, 1996) and on the Parent Adviser Scheme (Davis & Rushton, 1991; Davis et al, 1997).

### Aims

- This study aims to address two highly important issues for primary prevention:
  1. early detection of conditions that may put an infant's development "at risk" and
  2. preventive intervention with children and families in need
- The procedures designed to address services in direct contact with the great proportion of the population, such as **Primary Health Care Services**, which exist in nationwide networks in many European countries, providing the population with generalized access to maternal and child care.

### Study objectives

#### Study objectives I

- To develop a manual to be used by PHCPs during their contact with families, guiding them in early risk detection and intervention with families
- To train, according to the manual, PHCPs to recognize and identify risk factors that may jeopardize a child's healthy psychosocial development and to be able to judge which cases need to be referred to specialized services
- To train PHCPs in techniques that promote parenting, parent-child interaction and child psychosocial development
- To develop a supervision scheme for PHCPs in order to assist them in their job and to help them adhere to the goals and principles of the study

#### Study objectives II

- To evaluate the effectiveness of the programme both nationally as well as cross-culturally
- To incorporate an economic analysis so as to assess the cost effectiveness of the developed procedure
- To promote the integration of the training programme into the curriculum of PHCPs
- To promote the implementation of the developed methods throughout the network of primary health care services serving a population

### Design

- To be accessible to all families in the population to ensure equality of service, minimize stigma, and enable widespread identification of need
- To combine initial universal risk surveillance with selective services, to ensure identification of the range of need and appropriate targeting subsequently
- To be conducted by personnel within existing service structures, such as primary care
- To begin in the antenatal period and to influence positively the processes of adapting to parenthood at an appropriate time
- To base the support on an effective relationship between parent and PHCP, to use the relationship to enable parental adaptation and self-efficacy, and to enable service use generally
- To provide supervision and support for all the workers in the system frequently, regularly and by child mental health specialists
- To be applicable within a range of different countries to maximize eventual usefulness

Essential in the implementation of the project was the establishment of the helping process and of a therapeutic alliance with the mother and the worker with the parent carer. Another important aspect was the provided supervision.

## Sample

- PHCPs

30 PHCPs are recruited in each participating country, from health care centres agreeing to take part in the project

15 are assigned to the experimental group on the basis of the training they have received and 15 are assigned on the comparison group

- FAMILIES

Families are recruited sequentially through PHCPs from routine clients of primary health care centres, on a voluntary basis. A total of 200 families are recruited in each participating country

## Method

- Pregnancy to the end of the 2nd year of the child
- Assignment of families to SOME need and NO need group by the PHCPs on the basis of the detection of risk factors upon two contacts:
  - one during pregnancy
  - one postnatal (4 wks after birth)
- After that, PHCPs arrange the number of contacts and type of work to be done with each family, according to perceived level of need
- Evaluation of risk factors by independent assessors during the first two months after birth on the basis of standard instruments
- Evaluation of impact on children and families at 2 years

## Evaluation of risk

### Baseline and outcome assessment by the trained independent evaluators

Instruments	Parameters
Semi structured Psychiatric Interview (Quinton & Rutter, 1985)	Psychological state of the mother, relationships within the family, mother-infant interaction, family's available supports, environmental threat, obstetric history and physical health of mother and infant.
Structured Clinical Interview for DSM IV Diagnosis ( SCID; First et al, 1996)	Psychiatric state of mother and father
Bates Infant Characteristics Scale (Bates, 1988)	Maternal perception of child's difficultness
Parenting Stress Index (Abidin, 1990)	Maternal stress & difficulties with child rearing
Family Grid (Rushton & Davis, 1992)	Family functioning Mother-infant interaction & child's environment

### Baseline and outcome assessment

Instruments	Parameters
HOME Inventory (Bradley & Caldwell, 1979)	Family functioning, mother-infant interaction & child's environment
Global ratings for 2-month Mother-Infant Interaction (Murray & Fiori-Cowley, 1993)	Mother-infant interaction (observation)
<b>Additional assessment for outcome evaluation</b>	Mother-infant interaction (observation) (2 years)
Child Feeding Situation (Roberts, 2000)	Mental, motor & social development and behaviour of child (2 years)
Bayley Scale of Infant Development (Bayley, 1993)	Parental satisfaction with quality of intervention
Paternal Service Satisfaction (Davis & Spurr, 1996)	

## Helping process

This is seen as a mutual process, consisting of a set of stages:

- Establishing a relationship with parents
- Exploration of the issues they are facing in the context of themselves, their history and their current life situation
- Enhancing their understanding of the issues
- Setting aims or goals
- Planning and implementing strategies
- Reviewing the effects

## Description of the course

17 weekly sessions of 3-5 hours. Included:

- Whole group discussion-seminars
- Guided demonstrations
- Helping skills practice
- Final plenary sessions
- Assignments between sessions

## Parenting

The main vehicle for the child's development is assumed to be the moment to moment interaction between the parent (or main carer) and the child. An ongoing and complex interactive cycle in which the participants are bonded in a process of mutual and constant monitoring, construing and responding, so as to achieve developmental tasks. Of special importance is the creation of a therapeutic alliance between the PHCW and the parent (carer).

## Effects of Training on PHCPs

Expected effects:

1. Changes in PHCPs themselves, a dimension of personal growth.
  - change in knowledge
  - change in perceived self-efficacy
2. More effective service provision for participating families
  - greater accuracy in need identification
  - better allocation of resources (i.e. number/duration of contacts to families)
  - family service satisfaction
3. PHCPs evaluation of training programme

## Effects of Training on PHCPs

PHCP Personal Growth

Change in knowledge

- The Intervention group changed significantly in the predicted direction in all countries, and the change was also significant when results were combined
- In Cyprus and Finland the comparison group also improved significantly
- Change in self efficacy
- The Intervention group changed as predicted in all countries. U.K. approached statistical significance, as well as the combined result
- The Comparison group also changed towards better self-efficacy, but none of the changes was significant

## Effects of Training on PHCPs Service Provision

Accuracy of need identification

- Greek, Serbian and U.K. Intervention PHCPs were more accurate (but not significant) than the untrained PHCPs. The difference was

significant in the U.K. but also for the combined sample.

- In Cyprus (due to service reorganisation) and Finland (high training) the situation was contrary to the prediction.
- Regarding the accuracy with which families with “some need” were identified (Greek, Serbian and U.K.) by the Intervention PHCPs, were more accurate than Comparison PHCPs. The situation was again the reverse as above in Cyprus and Finland.

### **Effects of Training on PHCPs Service Provision**

Allocation of resources (number, duration and initiation of contacts)

- Apart from Finland, where contact rates were very high for both groups, the Intervention group in all the other countries displayed significantly increased number of contacts compared to the Comparison group.
- Higher visiting rates were observed in Greece
- The lowest visiting rates were seen in Cyprus

### **PHCP's Satisfaction from Training**

- The training was very well received by the PHCPs in all participating countries
- The mean scores were very high for all countries and the variance was comparatively small

### **The Outcome of EEPP: Mother-child interaction**

- Intervention and Comparison groups for all countries were quite well matched in terms of quality of mother-child interaction.
- The intervention had significant positive effects as predicted on mother-child interaction at two years, in Greece and U.K. The clearest effects were seen in the Greek sample.
- In the Finnish sample, the effect of the intervention on the mother-infant interaction was seen only in the analyses of change on the HOME Inventory during the follow-up.
- In Cyprus and Serbia, there were no effects upon mother-infant interaction. Possible explanation includes: low intensity of intervention as well as a poorer relationship between PHCP-mother (indicated by lower service satisfaction) for Cyprus; specific circumstances for Serbia (the war).

### **The Outcome of EEPP: effects on children and families**

Measures used:

Family Grid, PSI : Mother

BSQ, ICQ (Bates), Bayley Mental Scale : Child

- The most significant outcomes were found in Greece:
  - Intervention mothers were less stressed in their parenting role,
  - displayed higher self-esteem as well as more positiveness to partner and child
  - Intervention children had fewer behaviour problems as indicated by the BSQ, better ratings on certain items of ICQ and higher developmental scores on all three scales of the Bayley (Mental, Motor, Behavior).
- Few and inconsistent differences at 24 months between the Intervention and Comparison groups in the other countries.

The Outcome of EEPP: Service satisfaction by parent

- Service satisfaction
- Intervention families in all countries were more satisfied with the EEPP service than the Comparison families who received the usual service.
- Comparison between the countries indicated most satisfaction in the Greek sample and least satisfaction in the Cypriot sample. Finland, Serbia, U.K. were in between.

### **Economic Analysis (costs: country differences, intervention and comparison groups)**

- No measurable evidence that intervention by the trained PHCPs resulted in lower or higher service costs incurred by families.
- Calculation of the costs of training in each of the five countries revealed substantial variation. The contribution of the training to the overall cost of primary health care is very small.
- Given the outcome results from the study, the cost evaluation findings provide evidence for adoption and wider establishment of this preventive intervention by policy makers

## Future directions and recommendations

In conclusion, it can be stated that the results of the application of the programme are encouraging. Despite the methodological problems and limitations, they demonstrated that a carefully-designed, theoretically based intervention can have satisfactory effects at a cost which is neither greater or less than the current budget of the functioning services, as shown at least in the countries participating in the study. There can be no doubt that the beneficial effects are related to the well designed, theory-based PHCP training, which had been tested in two earlier programmes, the Parent Adviser Service (Davis & Spurr, 1992) and the WHO/EU Early Promotion Project through the Primary Health Care Services (Tsiantis et al, 1996). The fact that the training was valued by PHCPs and that it generally increased their sensitivity to identify need, indicates that it should be provided for all workers, particularly as the costs were limited. Any system needs to be capable of identifying problems in the general population before they can be addressed and therefore there is a need for training for all workers operating in all systems to do this, especially in light of the considerable evidence provided in literature of service dissatisfaction and poor communication. The study has also provided some insight into how training may lead to change in recipient staff and into how training gains may be transferred to practice and eventually lead to gains for families. The EEPP has suggested that an essential component of effective intervention is the establishment of a relationship between parent and helper and of an effective working alliance between them, which is likely to be an important mechanism between them, responsible for change. It has been shown that special training and supervision are required for helpers to understand the helping processes and to develop the qualities and skills necessary to relate to parents effectively. There is no doubt that this complex network of relationships resulting from training, requires further exploration in order to understand the processes involved and their significance in intervention with families.

In general it can be recommended that efforts to train PHCP to identify and address problems in families at an early age is a policy that could and should be adopted widely. It is also important to be able to identify the processes of what works for whom and which approaches are most useful for which families.

As a result of the EEPP, it would be interesting to investigate whether examples of successful practice can be disseminated and replicated internationally. This would be in line with recent work in which the aim is to identify barriers that impede broad dissemination and adoption of efficacious programmes into routine community practice and to suggest strategies that could be used by prevention researchers to overcome these barriers (Rotheram-Borus & Duan, 2003; Jensen, 2003).

Whatever else comes from this study, its completion is a remarkable achievement in itself, since it has involved close international cooperation over many years and a great deal of time-consuming work, very little of which was funded. It has been a parallel demonstration of the power of partnership across international boundaries, in providing considerable motivation for the staff involved at all levels, mutual support, service developments, complex research and considerable learning.

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# UNDERSTANDING BULLYING ACROSS ENVIRONMENTS

## A PROPOSAL FOR UNDERSTANDING AND WORKING WITH INTER AND INTRA-ENVIRONMENTAL INFLUENCES ON BULLYING

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### Introduction

Bullying is not a new problem, but a perennial one. It has, however, achieved a greater level of importance and attention as one of the most significant issues confronting contemporary society most especially the school environment. A good deal of public and private support has been directed to research efforts resulting in a considerable improvement in the understanding of causes, effects and effective methods of intervention and prevention. Yet bullying is as ubiquitous as ever, and in some environments, and with some populations increasing.

Fortunately, beginning in the early 1980 owing in large to the pioneering research and programs of Olweus (1995), effective methods have been developed for detection, intervention and prevention. These initiatives have been adopted by many countries. There has been a corresponding proliferation in research and other intervention methodologies. (Smith et al, 1999) This phenomenon has been well documented in the research. (Smokowski & Kopasz, 2005), (Schaefer et al., 2006), (Anderson et al. 2006) Yet within this same body of research it is evident that in spite of the increase of research based knowledge and research supported programs, the level of understanding of causes and treatments among involved professionals has not increased in a corresponding degree. (Reid et al. 2004)

It is also apparent that according to a number of sources the problem of bullying may in fact be spreading rather than diminishing. In a re-

cent report by the National Center on Education Statistics (N.C.E.S.). The report provides clear evidence that bullying is the number one problem confronting teachers and students in American schools. (Christie, 2005) This ranking is not confined to just American schools. Nations throughout the world report bullying as the major issue confronting the education system and society today. (Flesher et al.2005), (Olafsen & Viemo, 2000) and (Anderson et al., 2006)

It is as ironic as it is disturbing that in light of the significant increase in knowledge of causes and treatments that bullying persists as one of the most, if not the most, compelling school based problems. (Pollock, 2006) Urban high schools report bullying to be at an all time high. (Merrow, 2004) While previously thought to be a boy dominant problem, the research is revealing that girl bullying is increasing at an alarming rate. (Artiz and Nicholson, 2001) Sustained and renewed efforts seem warranted to refine the understanding of what bullying is, what its' causes are and what the most effective preventions and deterrents are likely to be.

Bullying, understood as the persistent and intentional domination and harassment of one individual over another against his or her will has existed most likely to the dawn of human species. In fact it is a behavior not confined only to humans, but witnessed in other species as well. As such it may be a somewhat normal and anticipated, although not acceptable, form of human behavior. Bullying crosses boundaries of time, place, culture, class, age, gender, ability and so on. This is not to imply that the problem of bullying is unknowable or untreatable, but rather to suggest that due to its complexity, and longevity a problem which will resist and evade any fixed set of definitions or interventions. Minimally, it might mean that those involved in the investigation, and treatment of bullying might need to accept solution and understanding will be in a perennial state of genesis. Scholars, educators and others involved with bullying must commit to the ongoing challenge of re-examining, and re-defining what bullying is, refining knowledge, restructuring beliefs and definitions and modifying interventions to continually confront and extinguish incidents and potential for incidents of bullying.

### **Conceptual Framework**

A number of conceptual frameworks are helpful in enhancing the general level of understanding of the nature of bullying across environments and its persistence as a major social problem.

Uri Bronfenbrenner's Ecological Theory of human behavior (1993) suggests that individuals exist in, affect and are affected by a number of environments at any given time. It is holistic and topological, thus demanding that physical and psychological environments be considered in order to properly understand the etiology of any given phenomenon. The most essential environment is the micro-environment of the self. This environment is formed by the beliefs and perceptions of the individual's roles, activities and relationships within that particular microenvironment. Examples of micro environments include school home and the peer group. The emphasis here is that environment is determined by the individual's perceptions. The next environment is the meso-environment which is the combination of two or more of the micro-environments. In the third tier is the exo-environment which can affect the individual but is not inhabited by him or her. Such places are the parent's workplace, school boards or local government, or sibling peer groups. The last environment is the Macro environment which is understood as the cultural milieu in which we exist all the time composed of its rules, habits, beliefs, expectations and traditions.(1993)

The model is one which explains phenomenon in terms of person-context-process-time. As such it is a fairly complex model to use but may pay dividends in the degree to which it provides for better insights into causal forces of the phenomenon under observation.

A second related concept useful in better understanding bullying is taken from Ethological or Neo-Darwinism theory as developed in the combined works of Lorenz, Tinberggen, Bowlby and Ainsworth. (Thomas, 2005) A common proposition in the works of the above theorists is that a member of a species, particularly a social species, is genetically predisposed to observe, adopt and practice behaviors that will most likely ensure the survival of the individual, but also the social unit to which they belong and not always in that order. Two particular notions from within this concept are the practices of altruism wherein an individual will willingly incur harm to self to prevent harm to another, and dominance and submission where members of a social unit may recognize the power and leadership of one its members and willingly submit themselves to that dominance, or an individual may regard himself as the dominant member of a social unit thus entitled to a dominance position over other members of the group. In many species both of these notions can easily be understood to simultaneously serve the good (survival needs) not only of the individual but the social unit to which they are affiliated.

Consistent with the foregoing is the notion that humans, as a social species, will, in developmental and learning stages, look to and defer to prestige and authority figures as to the shaping of their own behavior. Such models would include parents, teachers, older siblings or individuals perceived to possess power and rank within the social structure and environment the individual inhabits. Once children make the connection between observation and learning, there is little that will deter them from using this model. This is true of aggressive behavior as much as anything else. (Miller, 2002) If children see that the behavior of another is a successful means end strategy they will most likely include that behavior in their own repertoire without regard to its moral correctness. The behavior is perceived as sanctioned by the learner as long as it achieves the desired end, consistent with other prestige models behaviors and not inconsistent with or challenged by the norms presented in the exo-environment or especially the macro culture or environment.

Such inappropriate social interactions may be the result of deficits in Social Information Processing (SIP)(Crich &Dodge, 1996). This theory proposes that children who engage in bullying behavior are likely to have deficits in one or more of the following steps of SIP:

encoding, interpretation, goal selection, response generation, response selection and behavioral enactment. (Crich & Dodge, 1996). These SIP miscues are generally of one of two types. The first, known as reactive aggression,, occurs when a child perceiving the behavior of another as threatening, reacts or retaliates as a defensive mechanism. The second type, proactive aggression, occurs when a child initiates an aggressive act based on the belief that some personal benefit or enhancement in social rank will be achieved as a result of so doing. While this may explain some instances of bullying, it is insufficient in explaining all causes of the phenomenon.

Essentially, the primary deficit of the foregoing conceptualization, according to Sutton, Smith and Sweltenham (1999) is that it fails to explain motives for bullying even if they do possess the aforementioned SIP deficits. In their research Sutton et al propose a theory of mind model to provide for an explanatory motive. This model suggest that children are not only capable of understanding their own internal mental states connected too specific behaviors, but also can intuit the internal states of others involved in the effects or productions of behaviors. They can understand the intent, purpose and effect of their behaviors and also that of others. Thus, according to this model, social interaction forms a type of 'meeting of the minds'. This notion is very much akin to Bandera's concept of perspective taking (1996). It is a form of empathy which allows the individual to understanding the emotional state of another, but uses this information to predict and possibly control the behavior of others. This is referred to as the thought-action connection. As with most other human capacities some individuals perform better and develop more than others.

According to the theory of mind model, and contrary to the SIP model some individuals engage in and succeed at bullying, not due to social processing deficits, but rather due to the presence of more acute skills in the mental terrain and emotional landscape of others, and the types of behaviors produced as outcomes of this thought action connection. (Sutton et al, 1999) A bully then can be understood as one who purposely deploys superior thought action skills in the manipulation, exploitation and domination of another to effect a personally desirable outcome. They are in effect a type of 'Machiavellian' bully. (Sutton et al. 1999) The research based evidence to support the foregoing is the presence of highly structured, methodical and flexible methods of the bully which are hardly the hallmarks of the oafish stereotype portrayed in the SIP model. The Machiavellian bully organizes, recruits develop rules and systems, evaluates methods, is creative, carefully orchestrate and publicize their activities thus ensuring their long-term success and social rank.

A curious irony, and mark of ingenuousness of the Machiavellian bully in encircling him or herself with a covey of followers and frequently bullying in the presence of bystanders is that it ensures a type of publicity which uses the principle of social learning through observation to encourage supportive bullying behavior in followers and also to vicariously bully onlookers to the bullying event.

### **Review of the literature**

A task of paramount importance for anyone affected by bullying and/ or in a position of responsibility to correct bullying and other forms of socially unjust behavior is to establish a common and agreeable framework for understanding the causes, definitions, traits and treatments for bullying. The number of incidents of bullying reported in the press has increase significantly. But then so has the amount of resources for research. Likewise there has been a rather rapid proliferation in the literature and the number and types of interventions for bullying as well as definitions for bullying. While this is to be understood as a generally positive outcome it does not come without some problems

Even a cursory look at the scholarship that has emerged on the topic of bullying reveals a large number of definitions. Most have certain common elements present, but as many point of departure. The pioneering work of Olweus, begun in the mid 1980's has fortunately provided a very stable, well researched and highly successful program intervention platform from which practitioners are able to employ in their efforts to eliminate bullying. But here as well there has been an introduction of a number of conceptually different treatment models. Thus, an essential task for anyone involved in the study or treatment of this phenomenon must acquire sufficient background knowledge of the diversity in the understanding of causes, traits and treatments.

### **Definitions**

Even the most cursory review of the research and databases on the topic of bullying yields a considerable number of slightly or significantly different definitions for bullying. Amongst the first and most popular is the definition offered by the recognized authority in the field, Dan Olweus.(1995) To summarize, bullying is defined as the exposure over time of an individual to repeated negative actions(including physical acts, words, negatives faces, gestures and social exclusion) by another person or person resulting in a power imbalance.

In a slightly different definition (Schaffer et al. 2006)it is suggested that bullying must include an overt act of aggression and be perpetrated by a stronger individual on a weaker one.

In their research, Paterson and Gillian (2005) contend that bullying can be physical, verbal, psychological and/or emotional. Still other research on girl bullying has expanded the definition of bullying to include relational bullying (Underwood, 2004) Here girls employ non-physical, but perhaps more devastating and long term bullying tactics on victims by a process of complete social ostracizing.

A more recent addition to the definition is cyber-bullying. (Mazzarini, 2007). This form of bullying is particularly pernicious because it exposes the victim to a virtual infinite audience and allows the bully to do so with relative anonymity. And finally a standard dictionary definition defines bullying as: To threaten or persecute. To force someone to do something they do not want to do.

From the foregoing it is easy to see that some problems could emerge based on differences in definition. There is not universal agreement that bullying has to be physical or if it can be verbal or emotional. Neither is there evidence of a universal demand for power dominance or imbalance. Parents, teachers and other authority figures often 'bully' children and not always under the veneer of doing it for their own good. It is also not inconceivable that a weaker person could in fact bully a stronger one. Girls make a case in point. While being usually the physically weaker, girls can inflict powerful social forms of bullying on boys. Violent and coercive acts may be regarded as bullying in one environment but not in another. None of the definitions seem to take into consideration the intent or perception of the parties involved in bullying (the bully, the victim, the bystander, external involved parties)

Definitions can and will shift based on who is asked and under what conditions. The research is quite clear that teachers, parents, students, (both bullies, victims and bystanders), and other involved parties might and often do have slightly or vastly different definitions of what bullying is. (Naylor et al 2006), Stockdale et al 2002) and (Dake et al. 2003) As Colorosa has pointed out there may only be a fine gray line of perception between bullying and hazing, between teasing and taunting, between flirting and sexually harassing. Any number of things can result in transitioning from one side of the bullying line to the other.

As previously indicated gender may significantly contribute to differences in understanding what bullying is and how to intervene. The research is quite clear. Females are far less likely by half to engage in physical acts of bullying (although this number is rising) and twice, if not more likely to engage in acts of verbal, or relational bullying. While boys usually victimize a person once or only a few times, girls sustain their relational or verbal bullying over far more sustained periods of time. Girls and most boys do not consider relational bullying as bullying. They believe it must include some physical event. (Bright, 2005), (Olweus, 1995), (Scionn et al., 1994)

To add to the problem teachers and parents perceive and thus define bullying differently across gender lines. The common viewpoint is that girls very infrequently bully. They hardly ever physically bully, even when girls commit the same bully acts as boys they are far less frequently called to accounts and when punished are usually given more lenient punishments. (Naylor et al, 2006) (Tapper & Bolton, 2005)

Age is yet another variable which can skew the way in which bullying is perceived and defined. (Orpinas et al., 2003) In this research it was found that there are differences in perception by victim and perpetrators, and even teachers as to what bullying is. Grades 1-3 define it differently from grades 4-5, who define it differently from 6<sup>th</sup> graders. Simply different grades report very different experiences as bullying.

Bullying may also be defined differently according to the cultural affiliation of the individual involved. Children from one culture may endure acts that are considered bullying in another culture and offer that it is just 'being street smart' to do so, or 'just the way it is'. (Kalliotis, 2000) Bullying is not confined to any given SES, environment, ethnicity, or race. However, the types of bullying experiences may be reported very differently and with different rates of incidence across any one or combination of these variables.

Even this brief foregoing analysis reveals how difficult it can be, and in fact is, to achieve a common, universal definition. Yet the need to do so is seldom disputed, and is clearly advocated for by the leading authority in the field. (Olweus, 1995) In fact, the task of establishing a commonly accepted definition of bullying for anyone who attempting to prevent or eliminate it, is by necessity the first and most important task. And while parents, teachers and other involved individuals may have to labor with securing a common meaning for bullying, commonly accepted it the idea that bullying, left unchecked will unquestionably poison the learning environment (Olweus, 1995) and all of those attached to it.

As with the theory discussed above, and consistent with findings in the research, there appears to be a lack of consensus as to the cause or causes of bullying (Miller, 2002). What is apparent from the research is that depending on which population is asked, the causes for bullying are likely to be different (Drake et al, 2003, Oliver & Candappa, 2007, Crothers et al., 2004). From this body of research causes for bullying are sometimes attributed to the cultural background and experiences of an individual. Other evidence suggests causes have as much to do with the unique personality of the person who is the bully, or the person being bullied, while still other research connects the phenomenon to a special predisposition in behavior of either party. And it does not end there. There are also those while finding the question of etiology interesting, believe it to be wholly irrelevant in the prevention or intervention of the same.

Yet the quest for understanding cause continues to emerge in the research. One such train of investigation supports a position consistent with the eco-environmental paradigm of Bronfrenbrenner discussed earlier. This line of research suggests that an individual's behaviors are in large measure product of the belief system as formed by the social/cultural perspective of the individual. Beliefs are infused in the individual through a series of direct and observational learning experiences in his or her immediate environments and extended social and political milieus. The degree to which the individual perceives both near and far environments as not just tolerant, but supportive of oppressive social structures and unjust behaviors, the more likely the individuals own perceptions and behaviors will either emulate the same or minimally acquiesce to such conditions. Thus, morally exclusive behavior in the form of domination and destructiveness will supersede moral inclusionary behavior such as fairness, resource sharing and concern for others. Of the course the inverse is also true. (Opatow et al., 2005)

There is evidence from the field and the scholarship therein that specific family factors have an influence on bullying. Without respect to class, or SES, bullies often come from troubled families with a range of different problems. (Smokowski & Kopasz, 2005) While there is some higher incidence rate among single parent, lower SES families it is uncertain that this is a reliable statistic. Children from upper

class families with higher social rank and means may less frequently report, or have reported incidents of bullying by family members. Incidents are handled in confidence, discreetly and privately. What is certain and unambiguous in the research is that any family can produce bullies. It is also surmised that parents of bullies are individuals who are themselves bullies, hostile, domineering, neglecting or indifferent (Olweus, 1995) Factors which have been isolated and attributed to such families are:

1. Diminished levels of emotional care and support of the child by the parent
2. Parents tolerating excessive levels of aggressive behavior from their children
3. Parents who themselves use corporal punishment or other forms of verbal or psychological punishment
4. The natural temperament of the Child

It is a matter of common sense that the above is not determined by social class, income level, nationality, culture or ethnicity although any of these can act as a catalyst to them. And related to this is the degree to which the emotional capabilities of the child are supported and allowed to develop (Arsenio & Lemrise, 2005).

### **The Effects of Bullying**

The final issue to be considered from the research is what the effects of bullying are for not only the victim, but for the bully the bystander the school and the extended family and social community.

First of all, given the state of fear that can be created amongst victims, the quality of education for the victim, cannot escape serious degradation where the phenomenon of “bullying “ exists. (Olweus, 1995) Secondly, if left unchecked and allowed to progress, the quality of education school wide can also be affected. Victims can become depressed and respond by withdrawing. They become isolated, can develop low self esteem, be chronically absent, mistrust formal authority figures and at more extreme levels become suicidal. Many of these effects can and often do persist into adulthood (Smokowski & Kopasz, 2005) For bullies, there may be a strong likelihood of persisting in unjust, and anti-social behaviors. They may develop significant mental health issues, may function poorly in adult society, be more likely to commit crimes, become divorced and continue the cycle of intergenerational bullying within their own family and social environment. (Smokowski & Kopasz, 2005)

One does not need a large body of research to understand the emotional trauma and damage visited upon the families of the victims and bullies in incidents like Columbine. Even in less dramatic events, dealing with the after effects of the bullies behaviors can put tremendous stress on a family lowering the overall quality and benefit therein. This can even extend to the families of non-victims and bystanders.

Schools and involved school personnel also suffer. They are deterred from fulfilling their primary teaching function. This can contribute to the depressed sense of professional accomplishment and performance of the teacher. It also robs students of time and resources for more legitimate academic pursuits. And finally for the community, there are both immediate and long term impacts. Certainly an immediate effect is the financial resources drained away to deal with these school based problems. Also, at some level, communities do get involved by the bullying behaviors which spill over from school grounds to community based environments. The long term damage may be even greater. The benefits of well rounded and fully realized adult members to the community can be significantly delayed, impaired or lost forever.

With this information in mind the challenge to counteract and correct for bullying in the school environment, while somewhat daunting, must be addressed.

### **Prevention and Intervention**

An old saying is that an ounce of prevention is worth a pound of cure. And so it is here as well. The most successful Anti-bullying program is one in which an incident of bullying never occurs. And while this is an extremely unlikely eventually, it should not be excluded from the planning of involved professional or from the list of programmatic goals of the school community. Having both forms of programs may be in the long run the best approach. Prior to suggesting some anti-bullying initiatives it may help to agree to certain common qualities needed in any such program.

First, prevention and intervention programs should strive for support across all impacted environments affected, home, school community near and far. Secondly, definitions must be created and revisited, refined and refreshed on a routine basis. Outcomes must be shared across all populations and environments. Thirdly, prevention and intervention treatments must be consistent, interlocked, and frequently evaluated across and between all affected populations and environments. A central coordinator, most likely the school, should be appointed. Next a long term commitment must be pledged by all populations and across all environments. Supports and resources must be forthcoming as needed and as promised. Those directly and, to a lesser degree, those indirectly involved, must be extensively trained and supported through ongoing professional development. Incentives must be provided and must be realistic for all persons connected to and involved in the school program. Research must be made available, consulted, and generated. Program goals must be commonly accepted and managed through a measureable, observable and adjustable systems. And finally, conditions for change must be positively

formulated, not based on punishment or coercion.

With the foregoing in mind this paper concludes with the following list of program initiatives suggested only as a point of departure for planning by interested educational communities.

1. Olweus Anti-bullying Program
2. Empathy Training Program
3. Peace Program
4. 20 Point Protection from Bullying Program
5. Whole School/Whole Community approach (Lodge & Frydenberg, 2005)
6. Problem based learning (Hall, 2006)
7. School-Home Partnerships
8. School-Community Partnerships
9. Celebrity and Media Campaigns
10. Teacher-Student Partnerships (Riot, 2006)
11. Respect Curriculum Based Approach (Hall, 2006)(Hirerchstein et al 2007)
12. A Bystander Responsibility Program
13. School based Teacher Task Force
14. Development of a state/nation-wide anti-bullying consortium

Information on any of the above programs is available by contacting the author. Information on findings from a pilot research study on school community perspectives on “bullying” are also available by contacting the author.

## ARE WE READY TO SOLVE BULLYING AND VIOLENCE PROBLEMS?

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The very name of the conference is Prevention of Violence and Bullying in Schools. We speak about violence among children and come up with various statistical data. But at the same time we seem to have forgotten that violence exists not only in schools. If we develop proper behavioural patterns in schools only, we'll never achieve the anticipated results. The school hardly differs from the whole society, family or workplace. For example, everyone is very polite, behave nicely, call each other very nice names at school, but outside the school they see absolutely different environment. I think we can see from press and television that violence does exist. I would like to cite Assoc. Prof. Dainius Pūras and use an example he used in his discussions with teachers: “How can we train Jonukas not to bully Petriukas at school, if he comes home, switches a TV set on and sees that every evening our President is bullied, and we all know it is true, on one or another TV programme. So why is Petriukas better than the President?” Therefore, without changes in our society, without changes in us, adults, it is a mere nice hope to expect children to change and to become better than we are.

We try to solve many sore social and psychological problems, such as substance abuse, smoking, healthy eating, abuse, crimes and other problems, through schools. We put all the load on them. But how can children have healthy eating habits, if their parents don't have such

habits? So it is not surprising that several years later we see results that leave much to be desired not because of insufficient effectiveness of the preventive programme. Many modern preventive programmes point out that involvement of parents is necessary.

Application of mental development programmes and various preventive programmes is based on an ecological model. This model clearly shows that child's behaviour is determined by a number of interacting factors. Therefore, it isn't enough to have teachers as an authority and good example for children. The same is required from parents and other adults in the children's environment, people they see on TV, in streets and elsewhere. While designing preventive programmes, it is suggested that the ecological model would be used as a basis or at least taken into consideration due to its advantages:

- Application of the ecological model enables assessment and exercising of all available resources on a wider scale.
- Though we mainly talk about schools now, we have much more other resources that could be invoked in order to impact positively on our children. These resources are not confined to schools and teachers only.
- Instead of focusing on an individual or his/her family, it is recommended to assess, on a broad scale, the entire context where an individual is functioning and which exerts major influence on children.
- The ecological approach facilitates partnering and cooperation. All ecological systems are taken into consideration. For example, if a family practices one values, school trains others, and church propagates something else, how this can build any approaches or values in child that would help him or her to live peacefully and safely in our society?

The ecological model is suitable for and explains the causes of bullying and violence. The causes of such behaviour are not limited to personal peculiarities and traits, and situations in schools. A major role is played by families, emotional illiteracy of parents, violence and conflicts at home, problematic interrelations. Therefore, it is very important to educate not only teachers, but parents as well. In our country, bullying and violence are tolerated: we see this every day on TV and in press. When seen through community perspectives, there is a shortage of departmental assistance and support as well as understanding that such children need help. Viewing the phenomenon of bullying and violence through the perspectives of the society and the State, a favourable legislative base should be created, existing gaps in the education system should be eliminated and certain social reforms should be implemented to contribute to the settlement of this problem.

In addition, the ecological prevention model, which is applied not only for the prevention of violence and bullying, emphasises that all and any intervention should be directed towards all levels of the ecological systems, not only to schools. On individual level, we can mention such programmes as training living or social skills, organisation of free time, individual assistance and support. On interrelationship level, parental programmes and family assistance are of great importance. On community level, it is necessary to change the established perverse attitudes, to provide assistance to individuals in risk groups, to improve activities of assistance and support units. On society's level, appropriate awareness raising should be in place, education reform should be implemented along with various social reforms (minimisation of poverty, minimisation of social exclusion, creation of job opportunities, etc.), and legislative framework should be improved.

However, acknowledging the importance of the problem does not mean the preparedness to take certain actions. Now we all admit to the existence of violence and bullying problems, to the existence of suicides, substance abuse and other problems. But does that mean we are ready to solve them? Scientists working on prevention issues have identified nine stages of readiness to be undergone by both the society and each individual in order to implement any changes. First of all, it is important to identify at which stage we are at the moment and to foresee our actions, because, unfortunately, we cannot "skip" any of these stages.

Stage of Readiness	Situation
1. No knowledge	The problem is more or less tolerated.
2. Denial	No recognition that this might be a local problem.
3. Vague awareness	Mere awareness and no motivation.
4. Pre-planning	There is knowledge on the part of leaders and some motivation.
5. Preparation	Leadership and decision making is active.
6. Initiation	Facts are used to justify prevention programmes.
7. Stabilisation	A programme is running and supported by the community.
8. Confirmation and expansion	Expansion of the programme is supported by authorities.
9. Professionalisation	Society has sophisticated knowledge of the problem and expects effective solutions.

So, people working in the area of the problem at issue, and each of us, have to answer the question: what stage we are at now? It is important to assess that stage and to understand whether we are ready to do something or we'd rather do nothing and keep "fuming" that nothing is going on, children do not change and teachers are busy with other problems. Once we identify the stage we are at, actions should be chosen to head us to the next stage. None of these stages could be skipped, as each of them motivates more and more people and encompasses different ecological systems.

According to W. James, "everybody wants to change the world but nobody wants to go first". So we have to be the first to change in order to serve as good models for our children to follow.

# BULLYING IN LITHUANIAN SCHOOLS BY HBSC STUDY: TRENDS IN 1994-2006 AND CROSS-NATIONAL COMPARISONS

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Surveys of aggressive behaviour in young people have been given increasing attention within the latter years. This problem is also researched in a cross-national research study, **Health Behaviour in School-aged Children – HBSC**, coordinated by the World Health Organisation.

Within the framework of this study, Lithuanian scientists have been researching the problem of bullying among school-aged children for ten years. Four surveys of Lithuanian schoolchildren were carried out which encourage summarising the findings thereof.

The purpose of this report is to assess the spread of bullying among students in Lithuanian schools, to identify its dynamics within the period from 1994 to 2006, and to compare the findings with data of analogue surveys in other countries.

## **Target population and survey instruments**

The HBSC research study is carried out in various European schools and also in US, Canadian and Israeli schools. When we joined the study (in 1994), there were 24 participating countries. Today there are more than 40 participating countries.

Within the framework of the mentioned study, four surveys of school children were carried out in Lithuania in 1994, 1998, 2002 and 2006. The target population was young people attending school, aged 11, 13 and 15 years old. These samples represented schoolchildren by gender, age, nationality and place of residence.

The target population was comprised, using the hierarchical selection model, of five Lithuanian regions: Vilnius, Kaunas, Klaipėda, Šiauliai and Panevėžys. A total of 6000 students from more than 100 schools, attending fifth, seventh or ninth grades, were selected for each survey. The selected schools also included Russian- or Polish-based schools. The surveys were carried out in March and April. The frequency of the answer is around 95%.

Permission from the Ministry of Education and Science to carry out the surveys and agreements from school principals to participate in the surveys were received. Filling of questionnaires in the classrooms was assisted by the class masters, who acted in compliance with the instruction. Around 95% of the selected students were participating in each survey.

Data quality was verified at the International Data Bank. **Questionnaires selected for the analyses: 5428 questionnaires in 1994, 4513 questionnaires in 1998, 5645 questionnaires in 2002 and 5632 questionnaires in 2006 (21218 questionnaires in total).** This data was then compiled into an international data file. In 2006, data from 38 countries was compiled in the international data file, which consisted of some 220 thousand records. The combined data file was made available to us for our analysis.

Anonymous questionnaires were used for the students' surveys, as made according to the International Survey Protocol. The questionnaires contained questions concerning students' health, life style, behavioural patterns and additional items of particular interest on a national level.

The questionnaires contained two questions concerning bullying:

1. Were you often bullied by other students in school over the latter two months??
2. Did you often bully other students in school over the latter two months?

In both cases the following answers could be chosen: "Never", "Once or twice all in all", "2-3 times per month", "About once per week", "Several times per week".

In the process of data analysis, answers “Never” and “Once or twice all in all” were combined into one category of “Rarely”, and the rest of the answers, “2-3 times per month”, “About once per week”, “Several times per week”, were combined into one category of “Often”.

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### Findings

Findings of all four surveys carried out in 1994, 1998, 2002 and 2006 showed that boys were more exposed to bullying than girls. The difference of frequency of being exposed to bullying in boys and girls was the smallest according to the data of the 2006 survey (28% of boys and 26.5% of girls,  $p < 0,05$ ). Schoolchildren aged 11 – 13 were most often exposed to bullying (Fig. 1).

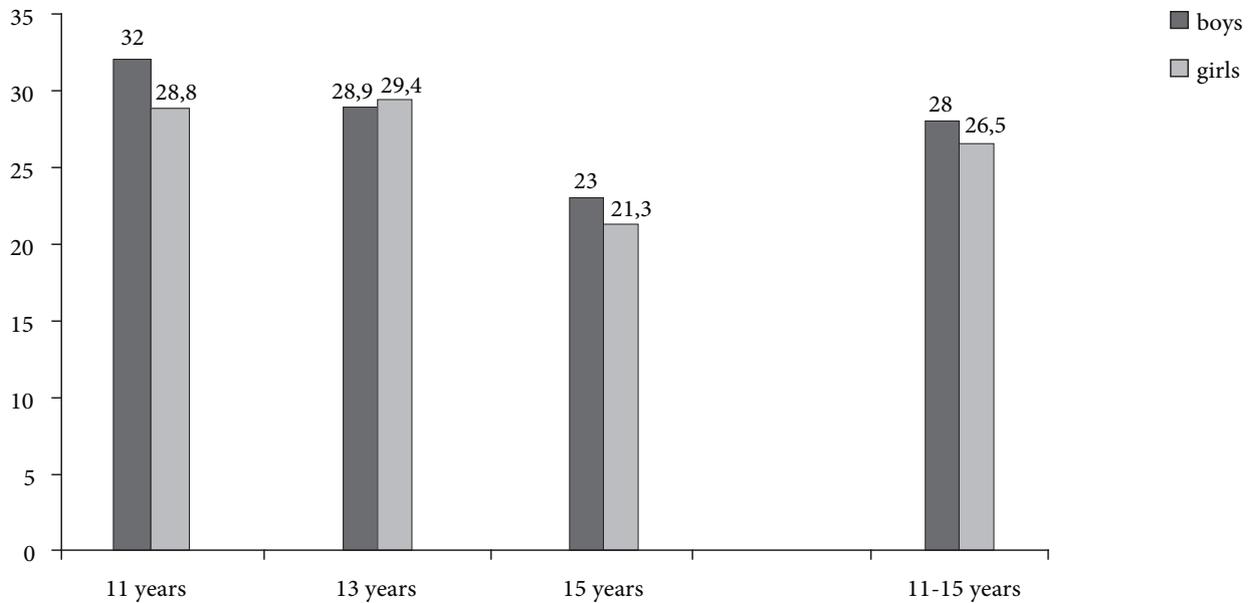


Figure 1. Bullied students, 2006

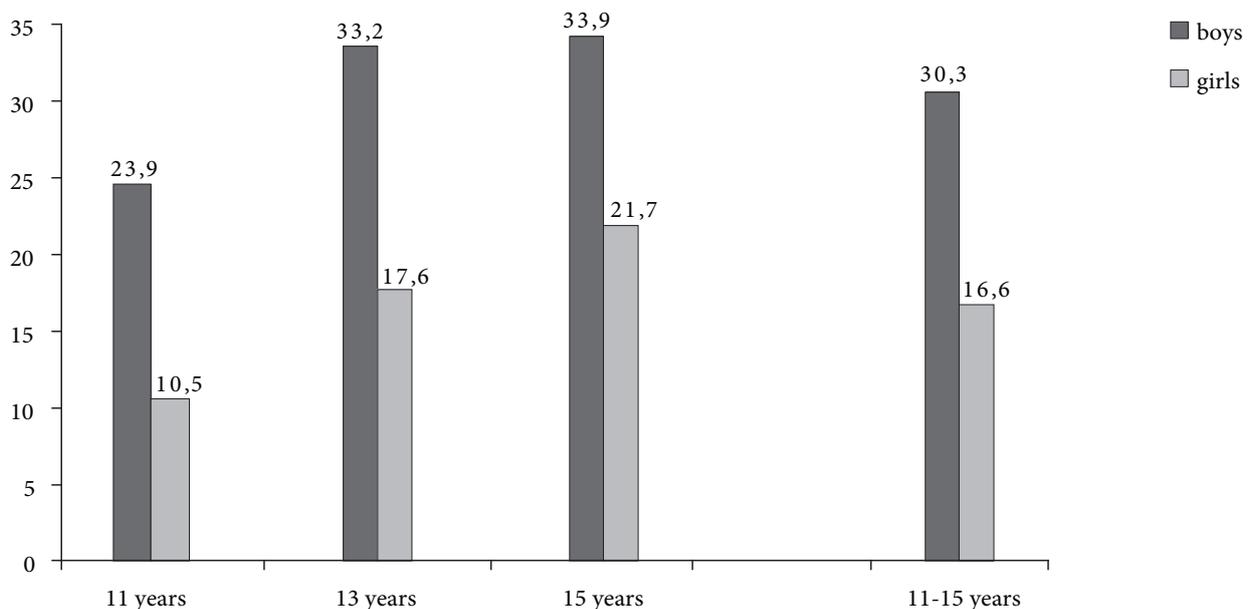


Figure 2. Students who bully others, 2006

We also assessed the frequency of bullying behaviour (Fig. 2). Manifestations of bullying behaviour were by some 1.5 times more frequent in boys, irrespective of their age, compared to girls (in 2006, 30.3% in boys and 16.6% in girls). The spread of bullying other students was increasing depending on age and was the biggest among fifteen-years-old students.

What about dynamics of the spread of bullying in the surveys of 1994, 1998, 2002 and 2006? The data in Fig. 3 shows that the share of boys who has said being often bullied (2-3 times per month or more often) by other school students dropped down from 41.7% (1994) to 28% (2006), and this share in girls dropped from 39.5% down to 26.5%. The identified decrease is statistically important.

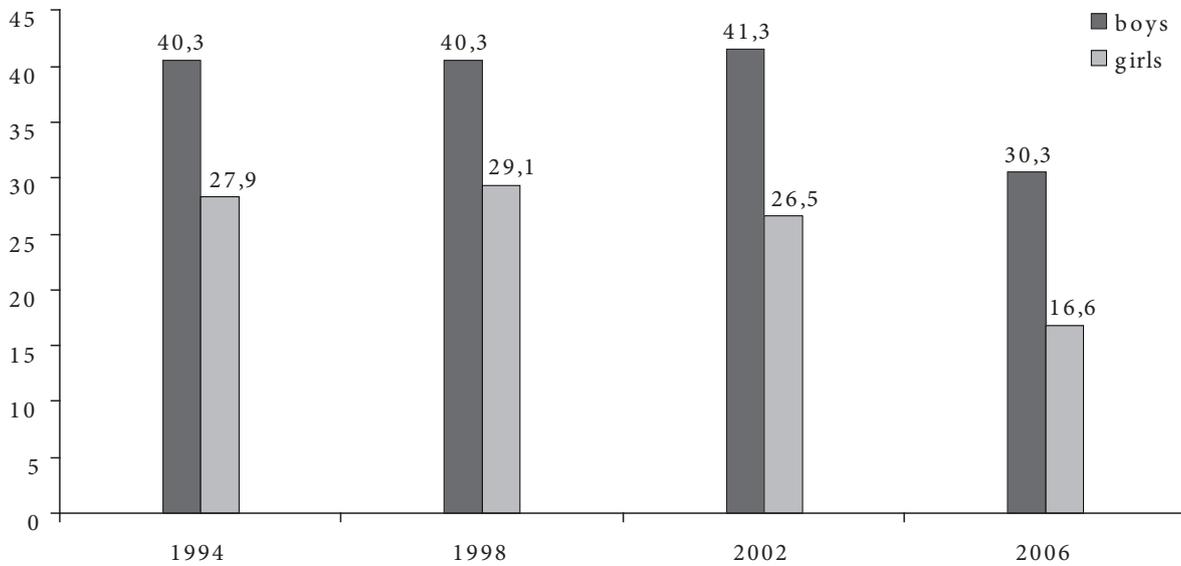


Figure 3. Bullied students, 1994-2006

Within the given period, analogue decrease was also recorded in the share of bullies (Fig. 4). This indicator in boys dropped down from 40.3% (1994) to 30.3% (2006), and in girls - from 27.9% to 16.6%. So the frequency of both types of bullying manifestations, particularly in the recent years, shows downtrend development. This gives us some hope that the initiated anti-bullying programme has started bringing fruits

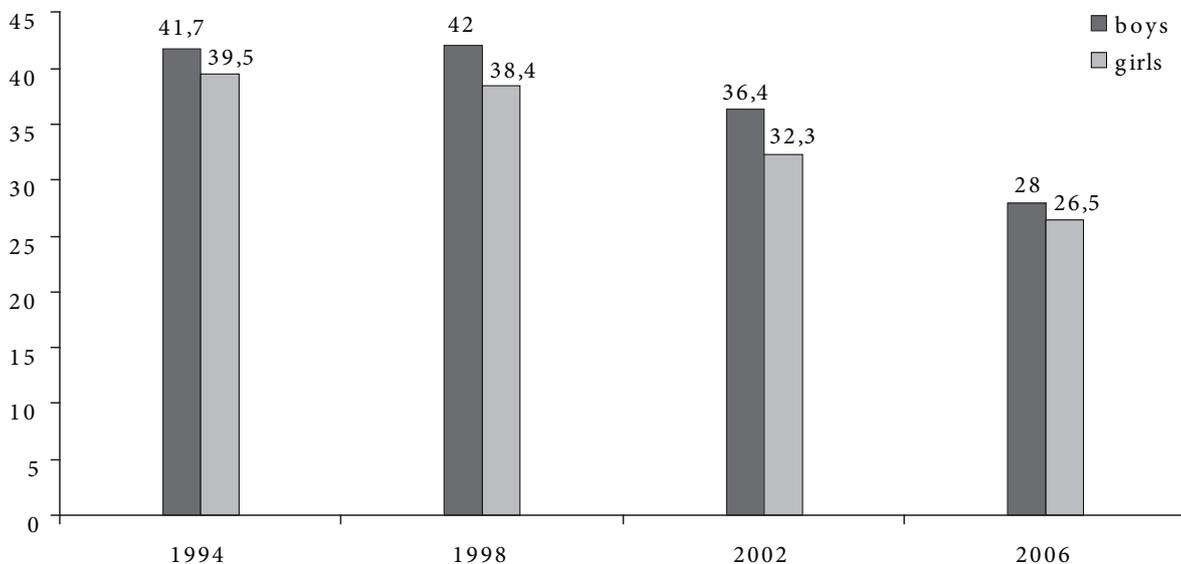


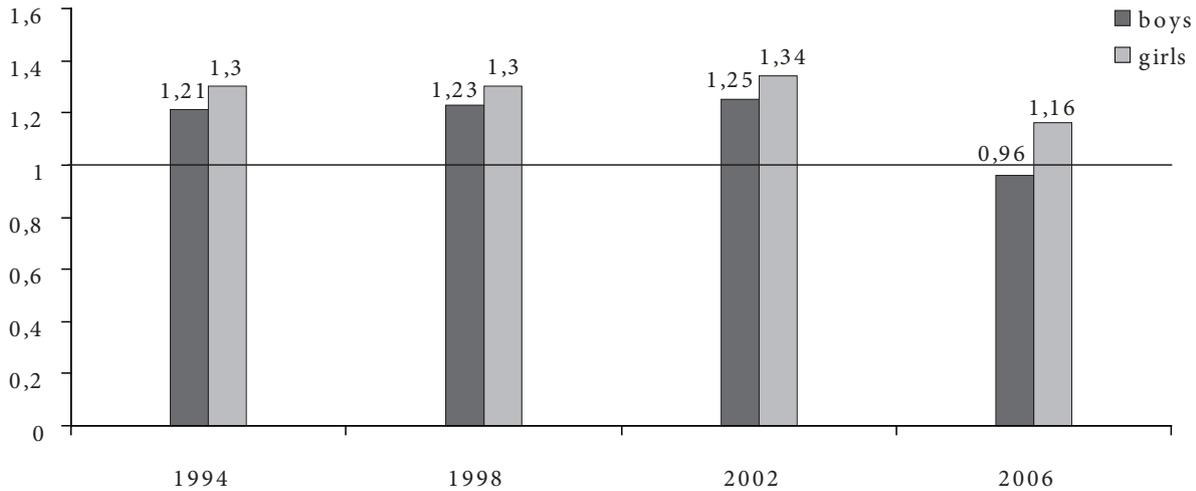
Figure 4. Students who bully others, 1994-2006

We further assessed the frequency of bullying by the place of residence, i.e., among students residing in urban areas and in rural areas (urban areas included cities, towns and regional centres; rural areas included small towns and settlements). It was found out that the ratio of bullying frequency in urban and rural students was varying within the given period.

According to the first three surveys (1994, 1998 and 2002), the frequency of bullying in rural students was by up to 34% higher compared to urban students, but in 2006 this difference was insignificant (Fig. 5).

**Figure 5.** *The proportion between urban bullied students and students from rural areas, 1994-2006*

In 1994 and 1998, rural students tended to bully other students more frequently compared to urban students, but in 2002 this difference in both gender groups was minor, and in 2006 there were more bullies in urban areas (Fig. 6).



**Figure 6.** *The proportion between urban bullies-students and bullies-students from rural areas, 1994-2006*

We compared findings of the Lithuanian surveys with that of other countries. According to the data of the 1994, 1998 and 2002 surveys, Lithuania was leading among other countries participating in the HBSC research study by the frequency of manifestations of both types of bullying. Having noticed the downtrend in bullying in Lithuania in 2007, we were impatient for receiving findings of the latter survey from the rest 37 countries. And we have recently received them.

We compared findings about the spread of frequent exposures to bullying (2-3 times or more per month) in 2005/2006 academic year among school-aged children in the countries participating in the HBSC research study (Fig. 7). In Lithuania, same as in most other countries, the share of victimised girls was less compared to boys. However, this indicator in Lithuanian girls remained the highest (26.8%) among the rest 37 countries. By the frequency of bullying, Turkish boys (28.03%) are ahead Lithuanian boys by as few as 0.06%. Turkey participated in this research study for the first time, so earlier survey findings are not available for comparison. Like in previous surveys, findings of the latter one show low spread of bullying in Swedish, Czech, Slovakian, Spanish and Maltese schools, where bullying was complained about by less than 10% of boys and 5% of girls.

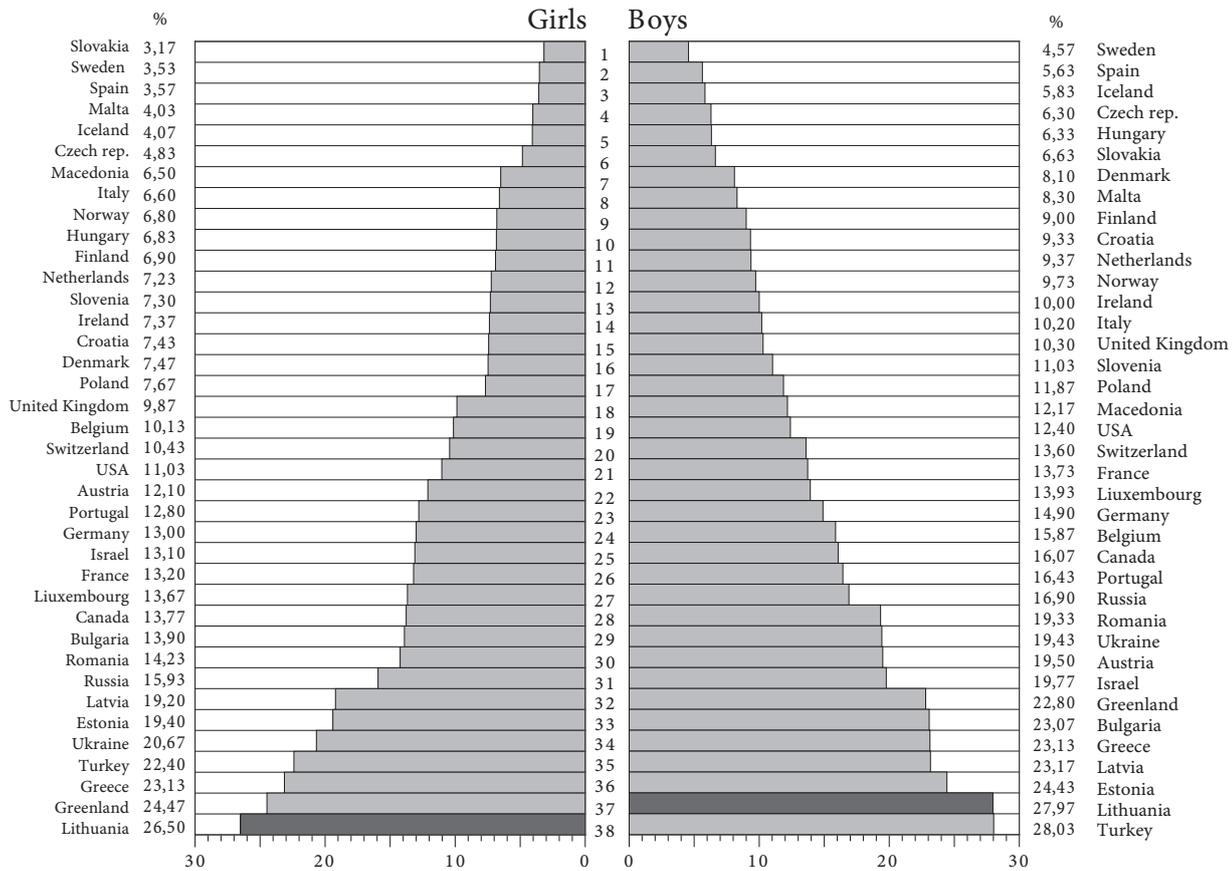


Figure 7. Bullied students, HBSC – 2005/2006

Similar patterns were found after assessment of the frequency of students' aggression towards their peers (Fig. 8). In many countries, this is little characteristic in girls, as the share of girls, often bullying others, does not exceed 5%. The share of bullying boys is small in Czech, Swedish and Icelandic schools. Unfortunately, as we can see from the findings of the last survey (2006) and in previous ones, the share of boys, admitting to having often bullied other students, has remained the highest (30.3%) in Lithuanian schools among all countries participating in the study. The share of girls, admitting to having often bullied other students, has also stayed one of the highest (16.6%). This percentage is higher only in Latvian and Greenlandic schools, which were not much behind Lithuania in previous surveys too, and also in Romania, which participated in the survey for the first time.

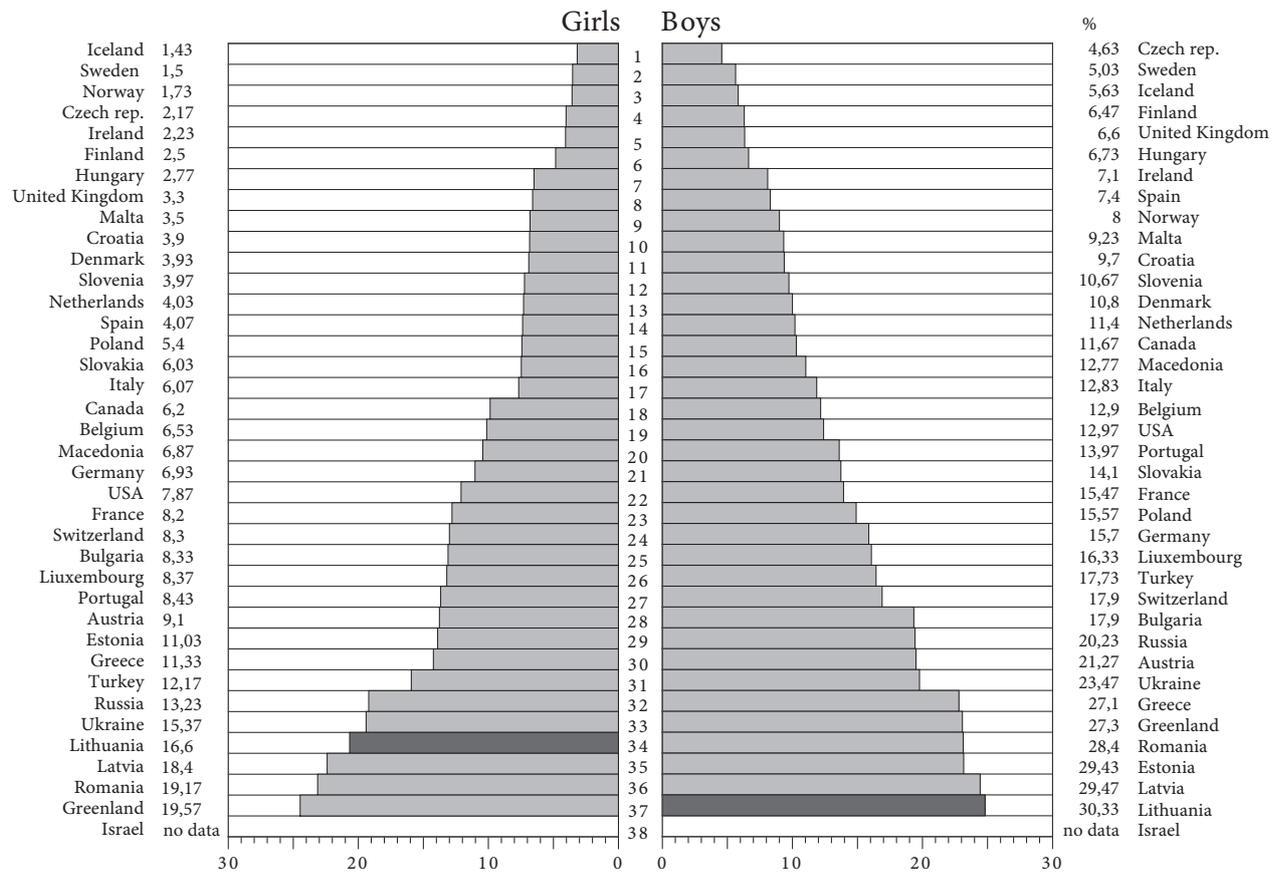


Figure 8. Students who bully others, HBSC – 2005/2006

Therefore, though the spread of bullying, as we can see from the surveys findings of 1994-2006, is gradually dropping down among Lithuanian students, it nevertheless remains higher than in most other European countries and considerably exceeds figures in the United States of America and Canada.

### Conclusions

1. Boys more often become both bullies and victims. Students aged 11-13 are most often exposed to bullying and 15-years-old students are victimised least.
2. The frequency of manifestations of both types of bullying has significantly shrunk in Lithuanian schools within the period from 1994 to 2006.
3. The difference in the frequency of bullying between students in urban areas and rural areas has recently disappeared.
4. Compared to other countries, the frequency of bullying remains the highest in Lithuanian schools.

# YOUTH FRIENDLY SERVICES AS PREVENTION OF VIOLENCE AND SUICIDE

## Paulius Skruibis

GENERAL DIRECTOR OF PROGRAMS, YOUTH PSYCHOLOGICAL AID CENTRE

PRESIDENT OF LITHUANIAN ASSOCIATION FOR TELEPHONE EMERGENCY SERVICES

A definition of “youth friendly services” is often used in the context of sex education, but it can be also used in a broader sense. The main idea is that young people need special services (psychological, social assistance) that would meet certain criteria important for a young individual, i.e., these services should be:

- Confidential and anonymous;
- Provided in a proper place and on proper time (e.g., clinics are not preferred by teenagers or young people, and morning time for consultations is inconvenient, because it overlaps with lessons or lectures);
- Available:  
provided free of charge or at a charge affordable for young people,  
no waiting queues,  
registration in advance is not required;
- youth needs and interests should be taken into consideration.

Why are these services necessary for young people? Because the above-mentioned aspects of service rendering are important for young people and it is much more likely that young people will apply for youth friendly assistance than, for example, to mental health centre in his or her clinic. It is particularly important in terms of prevention. It is important that young people apply for assistance as earlier as possible, before problems are far-gone and long running.

The Youth Psychological Aid Centre provides psychological aid services that could be called as youth friendly, namely:

- Anonymous psychological support by phone (8 800 28888), where calls are answered by volunteers on duty. Calls are free of charge by all telephone communication lines all over Lithuania. More than 100 000 calls are answered every year.
- Internet counselling programme Letters to a Friend ([www.jppc.lt/draugas](http://www.jppc.lt/draugas)). More than 1,600 e-mail letters, in which children, teens and young individuals share their problems, are answered per year.
- Urgent, free of charge psychological consultations without early registration at the Youth Psychological Aid Centre in Vilnius.

All the above-mentioned services (in particular, Youth Line and Letters to a Friend) are aimed at early assistance. In many cases, before problems attain the level of complicates, sincere listening, understanding and support constitute a very important factor for preventing deeper problems.

Statistics of Youth Line and Letters to a Friend shows that suicide attempts and abuse (emotional, physical, sexual) are among the most often mentioned problems. It means that the above-mentioned youth friendly services play an important role in the prevention of abuse and suicides.

# BIG BROTHERS BIG SISTERS – THE HEALING INFLUENCE OF FRIENDSHIP

## Jūratė Čižauskaitė

PSYCHOLOGIST OF THE CHILDREN SUPPORT CENTER

BIG BROTHERS BIG SISTERS PROGRAM LEADER, VILNIUS

Big Brothers Big Sisters program began in the United States of America in **1904**. In **1995**, the program was founded in Lithuania by the Open Society Fund-Lithuania. The program matches children aged **7 through 17**, who lack support and who need positive examples from adults (mentors).

### **The BBBS program helps children who have suffered:**

- Emotional or physical abuse,
- Sexual abuse,
- Neglect or abandonment,
- Ostracism or bullying from peers.

### **The BBBS program helps children:**

- Whose family members have alcohol or drug problems,
- From homes where corporal punishment is practiced;
- Whose parents are unemployed or overemployed;
- Whose families face financial difficulties.

### **The BBBS program helps children who experience:**

- Parent divorce,
- Loss of a close person,
- Moving to other place of residence or school,
- Mental illness, physical disability or development disorders of one of the parents or siblings.

### **The BBBS program helps children who:**

- Grow with one of the parents,
- Have 2 or more siblings,
- Live in children care institutions,
- Have minor mental or developmental disorders,
- Have committed minor violations of law.

### **The BBBS program helps children who:**

- Have problems in finding friends,
- Have no friends,
- Spend alone a lot of time after school,
- Don't have anybody to talk to about their problems.

### **In case of late assistance, children:**

- Become angry and sad,

- Their behavior becomes antagonistic and aggressive,
- They become self-contained or dissociated,
- They start thinking of a suicide or try committing a suicide;
- They avoid school or out-of-school activities,
- They spend a lot of time alone,
- Or together with misbehaving “friends”,
- Start using alcohol or drugs,
- Get involved into minor crimes.

**Who can help children?**

- These children need a person who would listen to, understand and support them, and teach them how to behave in various life situations.
- In the Big Brothers Big Sisters program such persons are volunteers – **Big Brothers or Big Sisters**.

**Who qualifies as a volunteer in the Big Brothers Big Sisters program?**

- Any caring and mature individual, understanding the children’s needs and willing to help them,
- Aged 18 or over,
- Having attended the training course for BBBS and interviewed, and
- Having successfully tried for.

**How do Big brothers and Big Sisters help children?**

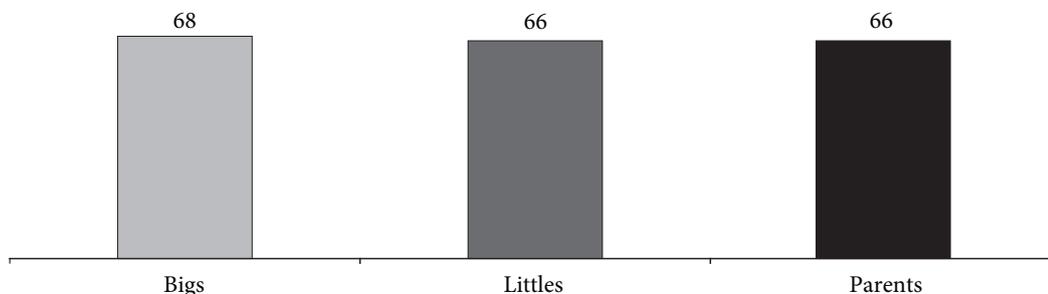
- Volunteers support children and listen to them when they face difficulties;
- As students or representatives of certain professions, volunteers show children the importance of education and attending school;
- Volunteers help children to sort out good things from bad ones;
- Being caring, understanding and tolerant, volunteers help children to unfold and speak about their problems, and answer the questions they are concerned about;
- Children learn to know and understand themselves from volunteers, and also learn how to help themselves and others;
- Communication with volunteers teach children how to become friends with other children;
- Children start feeling braver, more self-confident and reliant on others;
- Being friends with a Big Brother or Big Sister is a good prop for children in their future lives.

ASSESSED BENEFITS OF THE FRIENDSHIP BETWEEN MENTOR AND CHILD TO THE CHILD

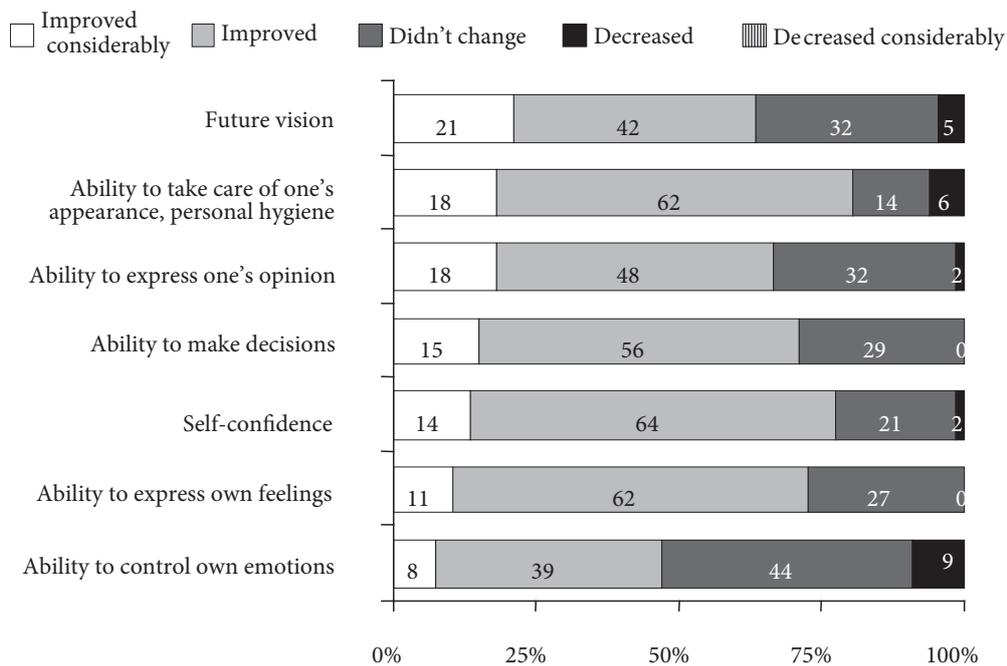
**Study of the effectiveness of the Big Brothers Big Sisters program**

Carried out by TNS GALLUP in 2005

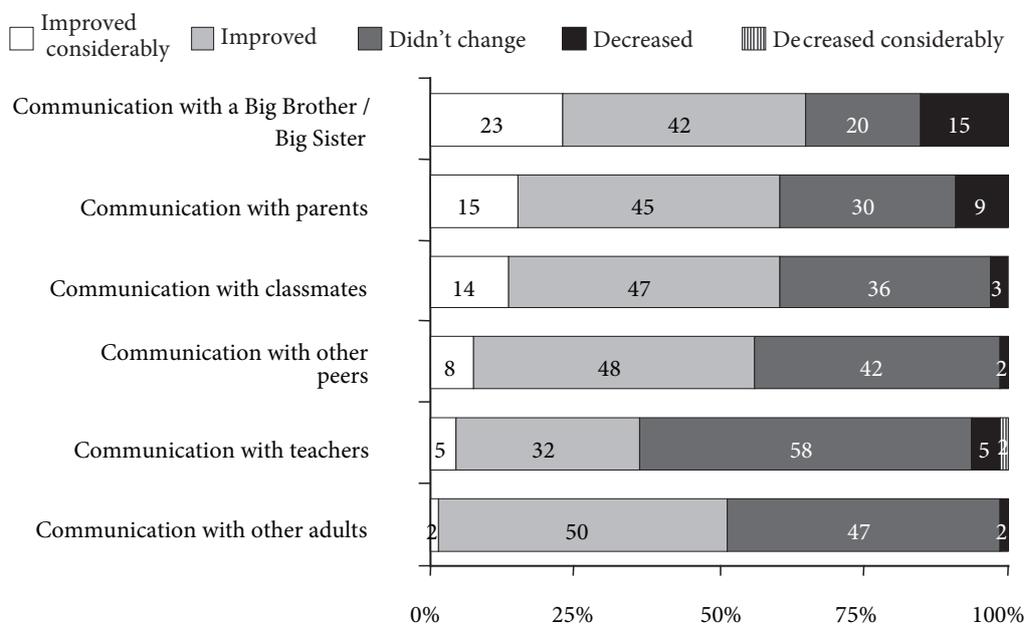
Participants of the study:



**Figure 1.** Changes of personal skills of Littles within the period of friendship



**Figure 2.** Changes of communication skills of Littles within the period of friendship.



**Figure 3.** Changes in performance of Littles within the period of friendship

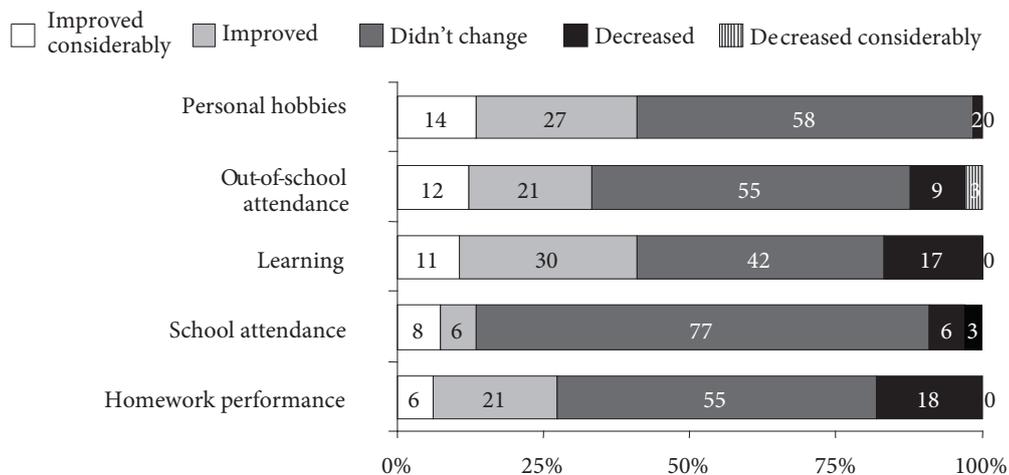


Figure 4. Friendship between a mentor and a child.

- In the Big Brothers Big Sisters program, friendship between a volunteer (mentor) and a child develops following certain **rules** that ensure safety of the child and the mentor.
- Boys are friends with Big Brothers and girls are friends with Big Sisters.
- Littles and Bigs meet **once per week** and spend at least two hours together.
- They talk about and do usual things what friends normally do.
- Development of the friendship between the child and the volunteer is supervised and assisted by professional **program coordinators** of the Big Brothers Big Sisters program.
- The friendship lasts for **one year**. After expiration of the year, the Friendship Agreement may be extended for one more year or closed on a mutual agreement of the child, volunteer, child's parents or guardians and program coordinators.
- Littles and Bigs participate in various **events and camps** held by the BBBS.

## “SECOND STEP” IN LITHUANIA

### Žydrė Arlauskaitė

PSYCHOLOGIST, CHILDREN SUPPORT CENTRE, LITHUANIA

The Second Step programme was initiated in Lithuania in 1999, when our Danish colleagues shared their experienced about this programme. Five years later, 2 programme trainers were educated to train other trainers to understand and use the programme in a proper manner. In 2005, a pilot contract was signed and the programme was launched in 8 schools of Vilnius.

Last year the final contract of programme implementation was signed for primary schools (first – fourth grades). In addition, the first research on the programme's effectiveness was also conducted in 2007.

#### How does the programme work?

- The programme will reach every child in a class;
- Training participants: teachers of primary schools and school psychologists;
- Goal: providing children with social and emotional skills;
- Training duration: 26 hours;

- 2 or 3 classes per week;
- Classes are headed by one of important adults;
- Programme material is designed taking into consideration physical, emotional and social maturity of children in a particular age group;
- Different programmes are applied to each age group, presuming that programmes will be continued.

#### **What is the essence of the programme?**

- To raise awareness and model teachers' attitude towards the problem of aggressive behaviour in children and children training process in general;
- To demonstrate the effectiveness of positive examples;
- To provide teachers with instruments of training children in empathy and anger management, impulse control and problem settlement in a socially appropriate manner.

Many people will probably ask why it is worth choosing the Second Step programme. There are several arguments to answer this question:

- Social-emotional skills of children are very poor.
- The programme is very easy to use and it is adapted for practical use by teachers;
- Basing on the experience of our neighbouring countries, the programme could be characterised as an effective one;
- The programme contributes to the minimisation of aggressiveness and violence in children and provides them with new skills for successful future life;
- It is a new approach to child training for schools: the programme gives tools to children for successful adaptation in life, instead of punishing for the absence of adequate skills.

#### **What are the advantages of the programme?**

- Changes can be started from one person's involvement;
- The programme is consistent;
- The programme is continuous and sustainable;
- Programme activities are interesting for children and teachers;
- All participants of the training process acquire required skills;
- It is not only an anti-violence programme, but also a mental health programme in general.

#### **However, success of the Second Step programme depends on several factors:**

- Motivation of teachers is of the utmost importance;
- Positive attitude from administration also plays quite an important role;
- All constituent steps of the programme should be well understood and not misinterpreted;
- Colleague support and encouragement.

When evaluating the programme for effectiveness, evaluations of teachers, parents, schoolchildren and experts are highly important.

Speaking about ideas to start with, one city or town should be selected at first, then pilot schools should be identified, teachers should be trained and supervised, professional supervision groups should be formed for these teachers; then a training set should be formed (two teachers and school psychologist) and surveys should be carried out.

# LIONS QUEST TRAINING PROGRAMME

## Linas Slušnys

### DIRECTOR OF LIONS – QUEST PROGRAM IN LITHUANIA

Developed in the United States of America, **LIONS QUEST** programs are now used by more than 400,000 implementers in 33 countries of the world, with more than 12 million students participating in the program to date. Since 1985, LIONS QUEST Skills For Adolescence (Skills for Living) has become the most widely used positive prevention program in the world. The LIONS QUEST programs are supported by the Central Support Organization, Lions Clubs International Foundation (LCIF), of the International Association of Lions Clubs. The International Association of Lions Clubs is humanistic organization with 1.35 million members in 196 countries. Students from 5 to 19 years participate in the LIONS QUEST programs.

#### **Mission of the LIONS QUEST programs:**

To encourage and support adults training mindful and responsible youth.

#### **It is reasonable to implement the LIONS QUEST programs in a training institution, if you seek:**

- Tackling bullying-related problems;
- Implementing prevention of substance abuse/addictions;
- Implementing prevention of behavioral crises;
- Promoting strong character building;
- Training community education;
- Improving academic performance;
- Taking care of social and emotional training of students.

#### **Principles of program implementation:**

1. Programs are comprehensive, focusing on a positive prevention approach and a broad range of life skills that can be consistently taught and reinforced throughout childhood and adolescence. Programs are appropriate to children's levels of cognitive and social development.
2. As the primary educators of children, parents are first of all involved as a part of the program's implementation.
3. Training is required for all adults implementing programs.
4. Collaboration and partnership between home, school, and community is essential.
5. Each effort must be culturally relevant to the youth it serves.
6. Evaluation and analysis of program implementation is carried on an on-going basis.
7. Programs are values-based, emphasizing self-discipline, responsibility, healthy living, service-learning, and commitment to family, school, peers, and the community.
8. Programs are community-based, recognizing that positive youth development is best accomplished at the local level.

#### **Surveys of the program show that:**

Out of 500 schools selected at random:

- 95% say that students learnt how to deal with their problems;
- 77% settled themselves discipline-related problems of the class.
- Out of 1200 interviewed school principals:
  - 79% say that relationship between peers has considerably increased;
  - 64% say that students have become more responsible for their acts and this is due to the LIONS QUEST programs.

The parents of the children participating in the programs:

- 87% say that children's anti-alcohol and anti-drug beliefs have become stronger;
- 98% would prefer implementation of such positive children training programs as LIONS QUEST in schools.

## MAIN PROGRAM TASKS

1. Implementation of positive prevention.
2. Character education and formation of life skills.
3. Enhancing academic performance through social and emotional training.
4. Encouraging students to engage in service-learning.

### 1. Positive prevention

LIONS QUEST programs are among the most highly acclaimed positive prevention programs in the world. LIONS QUEST **Skills for Adolescence** has received the CSAP/SAMHSA "MODEL" Program award, which identifies it as a best practice, promoting healthy behaviors and reducing adolescent drug use.

#### LIONS QUEST programs:

- Reduce risk factors that encourage drug use (alienation, aggression toward peers, friends who use drugs, etc.);
- Engage the home, school and community in developing environment for young people within a unified school-community initiative;
- Promote the protective factors that discourage drug use (knowledge of harm of drugs, friends who don't use drugs, resistance and proper goal-setting skills);
- Establish normative beliefs that drug use is not the norm, and provides a clear "no use" message;
- Teach resistance to risk factors;
- Provide age-appropriate information about the short- and long-term impact of drug use on a young person's health, friendships, interests and future goals;
- Foster bonding with pro-social peers and caring adults in school and community;
- Encourage students to be healthy role models through service-learning projects;
- Provide evaluation instruments to measure the effectiveness of the program.

### 2. Character education and formation of life skills

LIONS QUEST programs are highly recognized by the Character Education Partnership (CEP), a representative of non-partisan groups dedicated to character and civic education. This organization described the LIONS QUEST activities as "scientifically supported programs that can improve school climates and positively impact the development and learning of students."

#### LIONS QUEST programs:

- Create a relationship-centered learning community that respects all learners, develops their character, and helps them succeed in their goals;
- Set a model for appropriate behavior throughout the school;
- Teach such core values as trustworthiness, responsibility, kindness;
- Cultivate critical thinking and the positive expression of feelings;
- Involve administrators, staff, families, and community members in supporting the development of capable, healthy young people of strong character;
- Identify and develop positive character traits throughout the curricula;
- Promote positive social behaviors;
- Through school wide themes and various events join the entire school-community;
- Foster moral action among students.

### 3. Enhancing academic performance through social and emotional training

The Collaborative for Academic, Social and Emotional Learning (CASEL), a project implemented in the USA, has selected the LIONS QUEST programs as exemplary in their teaching of social and emotional competencies, therefore, recognizing them as CASEL “SELECT”, the highest rating they give to programs that demonstrate:

- Outstanding instruction for training of social and emotional learning;
- Professionally developed programs;
- Evidence of effectiveness through rigorous research.

LIONS QUEST programs have received strong program ratings from CASEL in the following areas:

- Self-Awareness;
- Self-Analysis;
- Relationship Skills;
- Responsible Decision-Making;
- Evidence of Effectiveness;
- Documented behavioral impacts on academics and substance abuse prevention.

Other ratings given to the LIONS QUEST activities:

- SAMHSA (Substance Abuse and Mental Health Services Administration) and the U.S. Department of Education - official recognition of programs' effectiveness;
- Center for Substance Abuse Prevention (CSAP) - “MODEL” Program award;
- **United States Department of Education** – “PROMISING” Program award **for Safe & Drug-Free Schools**.

LIONS QUEST programs teach and reinforce the five core social and emotional competencies in students:

**Self-Awareness:** Identification of feelings, realistic self-assessment, self-confidence;

**Social Awareness:** Empathy, setting and achieving future perspectives, appreciation of social diversity;

**Self-Management:** Managing impulsivity and ability to control feelings appropriately, delaying gratification of personal needs, bouncing back from adversity;

**Relationship Skills:** Handling emotions constructively, cooperation, interpersonal communication, resistance to negative pressures, conflict resolution, asking for help;

**Responsible Decision Making:** Making decisions based upon consideration of facts and consequences, respecting others, taking responsibility for one's decisions.

### 4. Improvement through service-learning

LIONS QUEST programs are recognized by the National Youth Leadership Council, the National Service-Learning Clearinghouse, and the Service Works Retrospective Evaluation as Highly Effective service-learning programs. Service-learning methodology is woven throughout all LIONS QUEST programs. LIONS QUEST programs encourage students to address real needs in the school and community that equally benefit both those served and serving. Service-learning encourages civic education and participation in democratic processes from very childhood. The Lions Quest programs also encourage all students to communicate with local Lions Clubs and other school and organizations.

**Service-learning activities encourage all students to:**

- Identify an important need in the school or community;
- Research the local organizations and agencies that can help to settle problems, and work together with them;
- Identify individual talents and abilities;
- Strengthen school-community linkages;
- Provide a meaningful service that makes a difference;
- Utilize academic skills to carry out the project;
- Reflect on the service-learning experience to discover personal, social, emotional, ethical, and academic learning and meaning;
- Demonstrate academic and project performance through various presentations.

## LIONS QUEST PROGRAMS

Skills for Growing program teaches and reinforces social and emotional skills (grades 1 - 4);

Skills for Adolescence program teaches and reinforces life skills (grades 5 - 7);

Skills for Action program teaches and reinforces life skills for young people (8 – 10 grades).

**Note:** Lithuania's LIONS Club Association is currently implementing the *Skills for Adolescence* program (teaching and reinforcing life skills).

*Skills for Adolescence* is a consistent and extensive program for students aged 10 through 14. The program involves teachers, parents, and community members, willing to help adolescents to develop their competences and social, and emotional skills. Skills for Adolescence helps youth build life skills, strong character and civic activity.

### **The learning model employs:**

Inquiry, presentation, discussion, group work, self-training, counselling and improving, summarizing findings and finalizing.

The central question for those interested in working with LIONS-QUEST is: HOW CAN A SCHOOL COMMUNITY BEST SUPPORT THE DEVELOPMENT OF CAPABLE, HEALTHY YOUNG PEOPLE OF STRONG CHARACTER?

### **Implementation**

The *Skills for Adolescence* program can be implemented in:

Basic schools;

Secondary schools;

In out-of-school environment, such as:

- Religious organizations;
- Community centers;
- Voluntary organizations;
- Care asylums.

The program can be integrated into other curriculum subjects or implemented as a separate subject, or as informal education program. Implementation models can be implemented in 9-weeks, 1-year, 2-year or 3-year program. It is recommended to start the program in grade 5 and for a trained LIONS QUEST educator to have a 45-minute lesson in the classroom once per week.

### **Parent and community involvement:**

- Parents receive a book for parents;
- Teachers write letters to parents informing them on what their children are learning;
- Family members participate in the program through shared homework assignments;
- Four parent meetings are held for direct involvement of parents in the program activities;
- Community members participate in training workshops on how to get ready for the program;
- Community members help a LIONS QUEST educator to implement the program;
- Participation in service-learning projects;
- Application of LIONS QUEST methodology may assist to strengthen and improve topics of other subjects;
- LIONS QUEST classes are provided with appropriate teaching aids.

### **Protective factors:**

#### **INDIVIDUAL, FAMILY, PEERS, SCHOOL**

##### **INDIVIDUAL:**

- Social and emotional competency
- Self-confidence, self-discipline
- Interpersonal, social communication skills
- Decision making

- Strong, pressure-resilient temperament
- Critical thinking and problem-solving skills
- Stress management
- Purposefulness

#### **FAMILY**

- Effective relations with family member

#### **PEERS**

- Resistance to negative pressure
- Social competency

#### **SCHOOL**

- Opportunities for students to develop
- Good school climate
- Development of learning and self-assistance
- Meaningful participation of students in service-learning
- Clear position with regard to improper behavior and drugs
- Involvement of parents into school life

#### **The program effectively contributes to decreases in substance uses:**

- Lower rates of using beer and other alcohol
- Talking about five harmful substances, causing addiction
- Students decide to withdraw from the use of any drug substances within the next 30 days

#### **Component-structure of the *Skills for Adolescence* program:**

- 8-module program.
- 102 comprehensive skill-building lessons.
- Supportive material:
  - Book for students titled *Changes and Challenges*,
  - Book for parents titled *The Surprising Years*,
  - *About Drugs*,
  - *Parent Meetings Guide*,
  - *Program Guide*.

#### **Requirements for schools willing to implement the above-mentioned training program:**

- Teachers' interest in the LIONS QUEST project.
- Administration and teachers have to demonstrate initiatives, openness to changes, previous involvement in project activities dedicated to civic education, preventive or psychological training programs.
- Teachers' determination to constructive resolution of problems faced in the process of education.
- Supporting parents. It is recommended to make presentation for parents about the program to be initiated, its goals and mission.

Once a school decides to take part in the program, 3 days' workshop is held for its representatives. The following representatives are invited to attend: school administration (highly desirable), social pedagogue, psychologist, other teachers (preferably teachers, who will work in the classrooms). The number of participants in the first workshops should not be less than 10.

#### **Workshop outcomes:**

- LIONS QUEST teacher/educator (s) is (are) trained;
- School community is familiar with the goals and structure of the program as well as possibilities to implement the themes and provisions of the program in other curriculum lessons;

- School receives two sets of methodological material;
- Cooperation with local LIONS Club is discussed.

*During implementation of the program, implementers are provided with methodological assistance.*

## “ZIPPY’S FRIENDS”: A FRIENDLY WAY OF DEALING WITH CHALLENGES OF THE MODERN WORLD

Ieva Bieliauskienė

PSYCHOLOGIST, NGO „VAIKO LABUI“

Zippy’s Friends is a programme that helps young children – 5-7 year olds - to develop coping and social skills. It’s believed that children who learn to cope at such a young age will maintain these skills also during adolescence and adulthood. It’s a programme for kindergartens or schools. Sessions are run by the teacher of a class who has completed a special training course. It usually runs for 24 weeks, with one 45-minute session each week. It is built around a set of six stories.

Zippy is a stick insect and his friends are a group of young children, and the stories show them confronting issues that are familiar to young children - friendship, communication, feeling lonely, bullying, dealing with change and loss, and making a new start. Each story is illustrated by brightly coloured pictures.

### “ZIPPY’S FRIENDS” CONSIST OF 6 MODULES:

1. Feelings
2. Communication
3. Making and breaking relationships.
4. Conflict resolution.
5. Dealing with change and loss.
6. We cope.

#### **Module 1: Feelings**

**Goal:** To improve children’s abilities to recognise difficult feelings and to identify coping strategies to deal with those feelings

Session 1: Feeling sad – feeling happy

Session 2: Feeling angry or annoyed

Session 3: Feeling jealous

Session 4: Feeling nervous

#### **Module 2: Communication**

**Goal:** To improve children’s abilities to communicate their feelings

Session 1: Improving communication

Session 2: Listening

Session 3: Who can help us?

Session 4: Saying what you want to say

#### **Module 3: Making and breaking relationships**

**Goal:** To improve children’s abilities to make friends and to cope with rejection and loneliness

- Session 1: How to keep a friend
- Session 2: Dealing with loneliness and rejection
- Session 3: How to resolve conflicts with friends
- Session 4: How to make friends

**Module 4: Conflict resolution**

**Goal:** To improve children’s abilities to resolve conflicts

- Session 1: How to recognise good solutions
- Session 2: Bullying
- Session 3: Solving problems
- Session 4: Helping others to resolve conflicts

**Module 5: Dealing with change and loss**

**Goal:** To improve children’s abilities to cope with change and loss

- Session 1: Change and loss are part of life
- Session 2: Coping with death
- Session 3: Visit to a graveyard
- Session 4: Learning from change and loss

**Module 6: We cope**

**Goal:** To improve children’s abilities to use a variety of coping strategies

- Session 1: Different ways to cope
- Session 2: How to help others
- Session 3: Adapting to new situations
- Session 4: Celebrating together

Each session begins with the teacher reading part of the story, and then the children take part in activities such as drawing, discussing and playing games. The aim of these activities is to help the children to explore and understand their feelings and behaviour. For young children, repetition is an important part of learning. Each session begins with a review of what the children learned the previous week, and key messages are reinforced throughout the programme. At the end of each session, each child fills in a single feedback sheet to reflect their feelings about that session.

**“ZIPPY’S FRIENDS” IN THE WORLD**

- “Zippy’s Friends” is currently running in primary schools and kindergartens in 11 countries.
- More than 120,000 children have completed the programme so far, and the number is increasing every year.
- Zippy’s Friends has been evaluated in many countries. It has also been endorsed by the World Health Organisation and national governments.
- The international expansion of “Zippy’s Friends” is co-ordinated by *Partnership for Children*, an NGO based in UK.

**“ZIPPY’S FRIENDS” IN LITHUANIA**

- “Zippy’s Friends” runs in all 10 administrative units of Lithuania.
- Over 4700 children have already taken part in the programme.
- Over 1800 teachers have already been trained for running “Zippy’s Friends”.
- The programme is co-ordinated by “*Vaiko labui*”, an NGO based in Vilnius.



## EVALUATION: THE EFFECTIVENESS OF “ZIPPY ‘S FRIENDS” PROGRAMME

- Significant increase was found in the experimental group (compared to the control group) in the following areas:
  - Cooperation;
  - Assertiveness;
  - Self-control;
  - Empathy.
- Externalizing and hyperactivity had significantly reduced in the experimental group, although there were no significant findings for internalising.
- The number of coping strategies used by children taking part in the programme increased significantly.
- Also, there was an increase in helpful strategies such as
  - ‘Said I’m sorry or tell the truth’,
  - Talk to a friend’,
  - ‘Thought about it’
  - ‘Tried to relax and stayed calm’,
- There was a decrease in less helpful strategies such as
  - ‘Got mad’,
  - ‘Bit nails’,
  - ‘Yelled or screamed.

## EVALUATION: TRANSITION FROM KINDERGARTEN TO PRIMARY SCHOOL

- The experimental group adapted significantly better to school, both behaviourally and emotionally, than the control group.
- The experimental group reacted much more positively to the new school environment.
- The control group had more problems in social relations, self-regulation, learning and discipline than the experimental group.
- The experimental group used significantly more appropriate ways to solve problems (e.g. apologise, ask for help) than the control group.
- The experimental group used a greater number of different coping strategies.

(Monkevicienė, O, Mishara, B L and Dufour, S. ‘Effects of the Zippy’s Friends Programme on Children’s Coping Abilities During the Transition from Kindergarten to Elementary School’, *Early Childhood Education Journal*, 34 (1), 53-60. )

## DOES “ZIPPY’S FRIENDS” HAVE A LONG-TERM IMPACT ON CHILDREN’S COPING SKILLS?

- The study conducted in Lithuania found that all the improvements in children's social skills and problem behaviours that were recorded during the programme were maintained one year later.
- A five-year study with large numbers of children has now commenced in Norway, to assess the programme’s more lasting impact.

# CAMPAIGN “STOP BULLYING”

## Jurgita Smiltė Jasiulionė

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ChildLine campaign “Stop Bullying” was launched on February 2004. It was aimed at making the bullying phenomenon established as one of the utmost important problems in Lithuanian schools. In addition, the campaign sought to involve public authorities into the implementation and development of anti-violence programmes, and to train school community members in modern anti-bullying methods.

## The tasks of the campaign:

- To take efforts in emphasising the bullying phenomenon as one of the most important problems in Lithuanian schools;
- To take efforts with the view of involving public authorities in active participation in the implementation of the most modern anti-violence programmes;
- To formulate the approach that bullying is an abnormal phenomenon and could be reduced as such by a considerable degree;
- To train school communities in modern bullying prevention methods;
- To raise public awareness on the scope of bullying and effective anti-violence programmes.

## ACTIVITIES OF THE CAMPAIGN:

### 1. Raising awareness of the bullying problem:

From the very beginning, the campaign sought to highlight the problem of bullying as highly relevant not only to children, but to the whole society as well. Raising public awareness of the bullying problem is implemented:

- **Via media communications.** Since 2004, bullying has been themed in all biggest Lithuanian dailies, regional newspapers, on national and regional TV channels, and radio. The ChildLine's web site, sections "Stop Bullying" and "ChildLine on the Media", displays all media articles dealing with the problem of bullying among children since 2004.
- **By publishing information relevant for various groups of our society on a web site.** The ChildLine's web site has a special section "Stop Bullying", which displays diverse information relevant for children, parents and teachers. The web site contains various ideas, recommendations both for children and adults, what could be done about this phenomenon, myths and facts about bullying, surveys, literature references, documentary and video films, classes for children, media articles, descriptions of effective bullying and violence prevention programmes, etc.
- **By involving people known for the society.** Within the framework of the campaign, well-known people were twice invited to contribute to raising awareness about bullying. With the view to sharing bullying-related experience, there were small cards published with the pictures of the famous people and their stories about difficulties they experienced in the childhood. These cards were aimed at encouraging children to report bullying, call for assistance and also to increase children's attention to the mentioned phenomenon, which they are not only experiencing but observing it, too.

### 2. Development of methodological material

- **Leaflets, flyers.** Within the framework of the campaign, ChildLine has prepared various information materials to children, parents and other adults about bullying and prevention thereof. It includes leaflets about bullying to children and parents, a leaflet about friendship to children, flyers designed to reshape attitude towards tattling among children, a booklet about bullying to all people interested in this phenomenon.
- **Methodological publications.** Methodological book "Prevention of Bullying in Schools" was published in 2006 with the support of the Embassy of the United Kingdom and the Embassy of the Netherlands. An electronic version of this book could be found and downloaded from the ChildLine's web site. The book contains structured knowledge on bullying, methods used in various countries of the world in order to minimise the scope of bullying in schools and effective bullying prevention guidelines, by involving all members of school community – school administration, students, teachers and parents. This publication is designed for school staff: teachers, administration, social pedagogues and psychologists. In 2007, one more book, entitled "Building a School without Bullying", was published with the funds under the EC Daphne programme, in cooperation with the Children Support Centre.
- **Visual methodological material.** In 2007, within the framework of the EC Daphne programme, the ChildLine and the Children Support Centre translated into Lithuanian and made the sound track for 2 preventive films "Find time for taking care" and "Don't suffer in silence". The films are about bullying and are intended to be used in schools in communications among students and adults.

### 3. Holding seminars for teachers and other professionals working with children

Holding seminars and training for professionals working with children constitutes one of important activities to help the professionals in obtaining knowledge on the effective methods of combating violence and bullying. The training is held on different levels: on municipal or regional level, or for individual school communities. In 2006-2007, the ChildLine, together with the Children Support Centre, started a project funded under the EC Daphne programme, "Building a School without Bullying". Within the framework of this project, two days' seminars on the prevention of bullying were held in 50 schools in 2006-2007.

### 4. Implementation of the bullying prevention programme in schools

In 2006, the ChildLine initiated implementation of the bullying prevention programme in three Vilnius schools: Ažuolynas Secondary School (supported by Gintaras Steponavičius Foundation), Pilaitė Secondary School (supported by Čilija Company) and Sietuva Secondary School (supported by the EC Daphne programme). Within the framework of the bullying prevention programme, coordinating

groups were formed in schools consisting of schools' administrative staff, teachers, parents and students. The groups meet once per month to develop special anti-bullying strategy. In addition, trainings for the school staff are held on how to react to bullying situations, on preventive principles and formation of proper approaches towards bullying.

5. Organisation of various events intended for the actualisation of the bullying problem

- In spring 2007, the ChildLine organised a campaign of bracelets *be patyčių* (No bullying). The goal of this campaign was to invite various famous people, professionals working with children, students, their parents and other caring people to contribute to the building of friendly relations. The bracelets are the symbol of supporting the idea.
- In autumn 2007, the ChildLine organised *Draugystės karnavalas* (Carnival of Friendship) – a theatrical, colourful procession of children and adults in the centre of Vilnius. Children and adolescents from all over Lithuania were invited to take part in the procession. Children teams were encouraged to express the idea of friendly society and friendly relationships by performances, songs, clothes and slogans. This event was aimed at promoting friendly relationships and emphasising that children can live without bullying.