



Project Number 511645-2010-LLP-IT-KA1-KA1SCR

VIRTUAL MEETING TO PRESENT AND DISCUSS THE RESULTS OF THE FEEDBACKS PROVIDED FOR THE ITALIAN, LITHUANIAN AND ROMANIAN CASE STUDIES

MINUTES of the Virtual meeting 7 May 2012 at 16.00 CET

The video of the meeting is available on this Internet address:

<http://flashmeeting.e2bn.net/fm/281381-15290>

Agenda

- Introduction to the Virtual Meeting (EuroED)
- Presentation of the Italian Case Studies (Don Milani)
- Discussion on the Italian Case Studies (All partners)
- Synthesis of main results of the discussion (Don Milani)
- Presentation of the Lithuanian Case Studies (Kaunas University of Technology)
- Discussion on Lithuanian Case Studies (All partners)
- Synthesis of main results of the discussion (Kaunas University of Technology)
- Presentation of the Romanian Case Studies (EuroED)
- Discussion on Romanian Case Studies (All partners)
- Synthesis of main results of the discussion (EuroED)
- Conclusion of the Virtual Meeting (EuroED)

Participants

| No. | Name of the participant | Country, Institution represented | Role in the project |
|-----|-------------------------|---|---------------------------------|
| 1. | Christine Cloes | BE, INFOREF | Project team member |
| 2. | Francesco Picone | BE, INFOREF | Project team member |
| 3. | Zori Staneva | BG, Zinev Art Technologies | Project team member |
| 4. | Teodora Gospodinova | BG, 138 Secondary school "Prof. Vassil Zlatarski" | Teacher |
| 5. | Rosario del Rey | ES, University of Seville | Project team member and Teacher |
| 6. | Reyes | ES | Teacher |
| 7. | Nikos Marinopoulos | GR, Aspete | Project team member and teacher |
| 8. | Stef. Armakolas | GR, Aspete | Tec. assistant |
| 9. | Lorenzo Martellini | IT, Pixel | Project coordinator |
| 10. | Massimiliano Branchini | IT, Istituto di Istruzione Superiore Don Milani | Project team member |
| 11. | Sara Pistolesi | IT, Istituto di Istruzione Superiore Don Milani | Project team member |
| 12. | Loretta Maramotti | IT | Teacher |
| 13. | Barbara | IT | Teacher |



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| 14. | Vida Motekaityte | LT, Kaunas University | Project team member |
| 15. | Ruta Kukucionytė | LT, Kaunas University | Project team member |
| 16. | Reda | LT | Teacher |
| 17. | Andreea Cleminte | RO, EuroEd | Project team member |
| 18. | Roger Murfin | UK, Wilsthorpe Community School | Project team member |

TECHNICAL MATTERS

Lorenzo (Pixel, IT) opened the meeting and make sure that all the partners do not have any technical issues. All the partners have been invited to test their connections, equipment to make sure that they can be heard during the virtual meeting. Also during the entire meeting Lorenzo intervened to assure that all the participants are logged in and do not have problems with the microphone.

WELCOME OF PARTICIPANTS

Andreea (EuroEd, RO) welcomes all the participants for joining in the third transnational virtual meeting and reminding the topics that will be discussed (Italian, Lithuanian and Romanian case studies and the related teacher's comments).

PRESENTATION OF THE ITALIAN CASE STUDIES + DISCUSSIONS REGARDING THE SCHOOL PROTOCOLS IN EACH COUNTRY

Sara (Istituto Don Milani, IT) opened the discussion mentioning that in Italy there is no protocols or specific rules to follow.

From the Spanish comments the Italian partners learned that direct bullying is less frequent today in the Spanish schools because there is a commission of coexistent. A permanent body monitors and prevent conflicts, with aim to re-educate the bullies. In the UK, the support of the pastoral system plays a great role and they have the task to identify the problems and to deal with them immediately. In Italy there is a Religious Congregation which is not considered as being reliable for the parents and only few families attend churches. There is a big religious loss. In Italy in the last few years only the reformat ministry of education deal with the problem of misbehaviour in schools.

Students who misbehave are suspended or get low marks so that they cannot pass the class. The strategies suggested are more or less the same: teacher training, cooperative learning, peer education, communication. But specific, if we consider the ethnic, cultural differences schools should divide and distribute information to the students to avoid these kinds of situations.

The lack of tolerance between students may arrive from the example received from their parents. Parents are not present in the children up growing process and they need to be informed and trained. Parents are in general the last who learn about their children behaviour and are not able to establish a proper relationship with them. So the family and school need to work together.

The role of counsellor should be admitted in the school education system, because their involvement will solve problems of various types. The role of external experts (counsellors and police) in school is very important. The police should have a permanent involvement in the school monitoring the potential misbehaviours.

School should activate, as in UK, the student support department.

Regarding the class management – lessons and class discussions about equality will be a good example. As well as bullying boxes, where students can posts an anonymous message reporting the own experience.



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Class room performance - discussions on case studies. Students should play an active role in preventing the bullying the schools. Extracurricular activities to improve wellbeing, active citizenship and art and music activities to stimulate the reflection on the respect to the diversity. The schools do not have the proper methods to attract the parents to come in schools and to get more involved – School for parents.

DISCUSSIONS ON THE ITALIAN CASE STUDIES + DISCUSSIONS REGARDING THE SCHOOL PROTOCOLS IN EACH COUNTRY

Roger (Wilsthorpe School, UK) mentioned that in UK there is no official Protocol, because the system thinks that each school can decide what works best for their people. Some local authorities get involved in the severe cases, where schools or parents cannot face with the problem properly. Some local authorities do have a certain framework, offering a guidelines: policies regarding the place of the parents and staff; communication of the mean of bullying; prevention is better than cure; gather proactive issues that might provoke conflicts; school should promote discipline in order for the bullies to understand where they were wrong; involvement of parents; regular evaluation of their approach; school should encouraged open discussions about various aspects; use specific organizations or resources to support on solving these problems; effective trainings. However, schools should have 3 types of strategies: proactive strategies; peer support strategies; and reactive strategies.

Teodora (BG) provided information about the protocol which is applied in a specific school, so is not a national one. Main aspects of the School Commission to prevent antisocial and misbehaviour in the 138 Secondary school "Prof. Vassil Zlatarski" from Bulgaria: collection of data with students with misbehaviour; involvement of students and parents to discuss with counsellors about their problems; individual sessions with psychologists; collaboration with other institutions; school organization and internal regulation – school structure, management of the school, rights and obligations of the students and teachers. One of the student obligations is to respect and not to offend the dignity and honour of the other students and also not to use physical and psychological violence. The sanctions are the penalties. Also extracurricular activities are very important and need to be more explored.

Reda (LT) mentioned that there is a protocol which is given to the students when they arrive in the school and also teachers have individual talks and discussions with students and parents meetings. But there is no specific protocol for bullying.

Vida (Kaunas University, LT) added that in each school there is a Child Wellness Commission, which involves school director, pedagogs, psychologists and parents. This commission meets ones two months and discusses and solves problems as bullying and missbehaviour.

Rosario (University of Seville, ES) mentioned that in Spain the schools have proactive and reactive measures and different activities. In Spain there are National Rules on how they can improve the quality of the education and social behaviour, but there is no specific protocol against bullying. Each school and educational community has to adapt the national rules to their needs and situations. Also the Rules mentioned the roles of each parties.

Inforef, BE stayed on the same idea that in Belgium there is not a specific protocol, but the Minister of Education implement the external services to support the schools and also there are a lot of information activities for teachers.

Andreea (EuroEd, RO) mentioned that the existing protocol in Romania is general in our educational system and includes rules, responsibilities and sanctions for the school actors. Unfortunately is not developed and



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updated for specific issues. Also these regulations are not made visible to the students and also are not discussed. So instead of these protocols, the authorities from the educational system transfer the responsibility on the school counsellor's floor to develop plans to deal with bullying, in this case.

Loretta (IT) highlighted the aspect that in classes there are 2 groups: the group of provokers and the group of the victims. The provokers are the ones who have a violent behaviour and who always disturb the class. In these situations teachers, students, parents and psychologists and other institutions should be involved in discussion meetings.

Sara (Istituto Don Milani, IT) invite the partners to reflect also on the following idea that the bullying among girls is becoming more and more frequently.

Loretta (IT) mentioned that from her point of view bullying is equal distribute among boys and girls.

Zori (Zinev, BG) mentioned that the situation in Bulgaria proves that girls are becoming more aggressive.

Rosario (University of Seville, ES) provided some information related to the last research done on bullying in Spain approving also that the girls are more aggressive in the last period, due to the changes from the society.

Reda (LT) mentioned that in Lithuania girls are more and more rude and aggressive and the bullying situations among girls can last longer that the boys.

Roger (Wilsthorpe School, UK) mentioned that can be interesting to have a research on this aspect and from his own observation, in the last period, girls are more involved in the cyberbullying cases.

Aspete, GR agreed with the rest of the partners on the increasing phenomenon of bullying among girls, especially in cyberbullying. Physical bullying is more encountered among boys, but verbal bullying involves many girls.

Roger (Wilsthorpe School, UK) addressed a question regarding one of the Italian case studies named "Nikolas was assaulted, robbed and raped", a case which is very rare in UK. What is the role of the police in these kinds of cases?

Sara (Istituto Don Milani, IT) answered that the police involvement depend from the region, because from region to region can be founded a different approach from the police.

Zori (Zinev, BG) mentioned about a case study developed by Italian partners as being a model of good practice, because of the involvement of support teachers in mix classes. This is an aim for the Bulgarian system to improve the approach of having mix classes. And also the bullying box is a great idea for the people to be afraid to speak loud.

Vida (Kaunas University, LT) comment on the Italian case studies, highlighting the strategy of having schools for parents. The involvement of parents in Lithuanian schools is minimum and perhaps they should participate and be taught how to behave and how to advice their children. Also the partner mentioned that the police are not very involved in the school life.

Nikos (ASPETE, GR) mentioned that the situations from the Italian case studies can be encountered in any schools from the world. Because of the lack of counsellor in the schools their roles is substituted by the teachers and the principals and what can be observed is that even they are not specialists they responded immediately and they tackled the problem in cooperation with the parents. But the practices adopted were



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not very efficient to confront the problem for a long period. So the teachers are not trained enough. Also the role of the counsellors is essential.

PRESENTATION OF THE LITHUANIAN CASE STUDIES

Ruta (Kaunas University, LT) presented the Lithuanian case studies, summarizing each of them.

The first case study is about bullying because provoking appearance and so the case of friendly 7th graders who received a new class friend, who divided classes in different camps. The comments received mentioned: teachers emphasises the importance of establishing methods to work with students who have parents abroad; this situation can causes a lot of disorders and problems; teachers suggested the importance of having uniforms in schools; rules on makeup and students aspects.

The second case study, "Bullying because of having talents": In the eighth grade Dovile's artistic talents began to unfold: musicality, painting, and clothing style. It immediately caught attention of her girlfriends in a form of jealousy, ignorance to some extent and bullying. Her best friends started bad talks about her, for about the whole year until everyone went to different gymnasiums. The teacher from Bulgaria comments that: "Despite the fact that the bullied girl tries to act as a grown up person, her decision not to make a public complaint and thus invoke a solution is rather premature and her mother didn't help at all". The Greek comment was very direct, because it says that students with talents behave as being superiors to others. Discussions with these students are very important for them to realize that even if they have a talent they are equals as humans to the others. The importance of parents support was emphasized. The girl should receive support for her social skills development.

The third case study named "A boy seeking for trouble" is a typical case of supress feelings. All the comments emphasize on the importance of the teachers paying more attention to the students and to involve them in more discussions with counsellors. The Romanian teachers comment that "Family Lifestyle and the behaviour of members within the family have been shown to have a direct effect on a teenager's behaviour in school". The UK teacher comment to sign a contract of good behaviour rules. Such contracts are implemented in some school from Lithuania, but this practice is not very effective for the children who need to receive more constraints in order to behave well.

The fourth case study is named "Lack of self-confidence". The Belgium comment mentioned that the school staff managed to deal it in an educative way. Psychological support has been suggested. Counsellor discussed with the both parts and also the parents and the head master were informed.

The fifth case study "Physical violence used because of the splash with water", is a classic case of a student who feels that his pride has been broken because of an accident. This case study received 3 comments which mentioned that this situation is very common in other countries and that the school managed to solve the case with correct measures.

The sixth case study, "Twins' disputes" is the case of two twins' girls' disputes. The comment from Romania suggested that the counsellor should re-establish the connexion between the two girls. The Belgium teacher mentioned that this is not exactly a case of bullying.

The seventh case study "A song with swear words" received 3 comments which suggested that the boys' parents should be more involved in development of his social skills.

The eight case study "Offensive content message sent to 8 friends", is about a girl, 12 years old, who sent an offensive message to 8 friends with the advice to spread the message. The Romanian teacher suggested that debating and discussing about this event with all the parties together with specialists. The comment from Belgium teachers concluded that it seems that is more an insult conflict than a systematic bullying.



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The ninth case study "Teenage pregnancy" is the case of a student who accuses her teachers for misbehaviour because of her pregnancy. The both comments received from Romania and Belgium mentioned that the family environment is very important and that the dysfunctional family goes to problems like these. The school should discuss with the students that each family is different and that not every child has the same opportunity to have models among their parents.

The tenth case study is about students who don't like sneaks. In this case present a conflict that occurs between two students. The comments received suggest having counselling sessions for the girl, because she was victim of domestic violence and now she is trying to re-establish herself as a strong person. The comments approved that the schools solved the case very well and chosen the correct measures. Social skills of the students are developed continuous through sessions.

As conclusion, all the comments received emphasize the importance of parents in the pupils' school life. Many teachers who comment the case studies think that the schools acted too soft, they suggested school suspension or expulsion. The most effective way to deal with these problems is by having discussions with the students and to explain to them what is good and wrong and how they have to behave and act in these situations. We should prevent all these behaviours from the beginning and not by punishing students, but by helping them to become better human beings.

COMMENTS ON THE LITHUANIAN CASE STUDIES

Inforef, BE mentioned that these are similar situation also for Belgium and the partner shared the need of developing the social skills of the students. Ignorance, indifference, lack of empathy, lack of communication can be sources of intimidation. As divergent elements the aspects described did not fit to the definition of the bullying. As recommendation – the students can learn and as bullies they can changed when they are trusted and have alternatives. Develop the respect for others, accepting differences, communication and security for all. The educational teams must be prepared to detect the misbehaviours and to ensure monitoring and continuity in the prevention. And the last aspect highlights the importance of creating links with families.

Roger (Wilsthorpe School, UK) provided his comment regarding one of the case studies ("A boy seeking for trouble") mentioned about what strategy would be applied in UK – is a method named "Sitting plan", this way the students sits are respected and know from the beginning.

Andreea (EuroEd, RO) presented one aspect provided by one of the Romanian teacher who developed regarding the cases study about bullying because of provoking appearance, an action plan specific from this case, presenting: the definition and problem clarification (presumed and real problem); Causes for problem; condition of manifestation of the case; Psychological analysis of client resources – mentioning the strong, weak points and opportunities and threats of the two girls involved; Action plan – identifying qualities, interests of the girls, attracting her into groups and activities; increase the self-image; setting up trainings for optimization of communication with parents and classmates, forming assertive, nonviolent communication skills; setting up trainings for conflict solving skills. And another comments sent by one teachers mentioned that "Efficient strategies can be those which establish from the beginning the reason/reasons for the dispute, but also those that address the initial state as well as the resulting one. Debating/discussing with the involved parties together with a specialist (counselor, school psychologist) could lead to eradicating these unpleasant situations".

Zori (Zinev, BG) mentioned that the feedback from the Bulgarian teachers were very well summarized by the Lithuanian partner and the aspect added was on the suggestion offered by the Bulgarian teachers for the



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“Offensive content message sent to 8 friends” case study, mentioning the importance of specific courses for teachers on bullying, cyberbullying and particularities of female empathy which will be very useful.

ASPETE, GR shared their feedback about the Lithuanian case studies mentioning: that the most cases involved direct bullying or cyberbullying; family problems which create misbehaviours to children; enhance communication between families and schools; discussions on the uniforms problem; teacher should not show their preferences towards the students; develop self-esteem; teacher think that their own role is to teach and to spread knowledge and not to be involved in bullying situations; lack of teacher training; lack of psychologies in schools; discussions on the use of mobile phones in schools.

Vida (Kaunas University, LT) commented on the school uniforms issue. In the most schools from Lithuania the uniform is requested, but the bullying still occurs because of the clothes wear under the uniform and because of the jewellery.

Rosaria (ES) highlighted the problems of lack of training for teachers and on the problem of using mobile phones in schools.

Sara (Istituto Don Milani, IT) agreed the importance of updating and training the teachers to improve their competences and skills in dealing with bullying. More attention from parents, more cooperation between parents and children school life. Group work and discussions among students.

Franco (IT) comment on the fight and prevention against bullying is that primarily a good relationship with the family is essential. Monitoring the students absence and indicate what happens with them. Very important is the dialog between students. The necessity of the internal support strategy, school psychologist, etc. and also external support is particularly important. Schools projects which are included in the school curricula, and who educates the students in the fields of affection, sexuality and prevention of drug use can help the students to overcome these problems.

Reyes (ES) discussed about the uniform problem. In Spain there are policies in wearing uniforms and no wearing makeup and jewellery. And this policy prevents a lot of bullying situations.

Roger (Wilsthorpe School, UK) mentioned that in UK there is a very strict uniform policy and what they have to wear. If the students break this rule they are send it home. Regarding the use of mobile phone, it is obviously that we cannot prohibit the use of mobile phones, but we can restricted the use of them during classes, because we prohibit their use during schools classes, so they can use it only during breaks.

CONCLUSIONS OF THE LITHUANIAN CASE STUDIES

Reda (LT) concluded that in the last years the prevention and involvement in bullying has changed a lot and various instruments and technics have been developed. Efforts done by the schools diminish the number of bullying events. The school management should give staff with initiatives and wishes to work on dealing with bullying. Bullying can be tackle by the specialists and social educators. Peer activities can helps. Attending of students in activities.



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PRESENTATION OF THE ROMANIAN CASE STUDIES

Andreea (EuroEd, RO) had a briefly presentation of the main important aspects presented in the Romanian case studies and in the partners comments received.

First case study "Analysis of school bullying", started because of a case of physical violence between two students during classes, as well as an inappropriate behaviour in front of a teacher. The case was submitted to the Commission to prevent and combat violence in schools. The meeting was attended, along with members of the school psychology Commission, the social worker, a specialist from the Day Centre, the parents and the two children directly involved. The case study received 5 comments: teachers have to be trained well in order to be able to face difficult situations; parents have to devote more time to their children; mediation in this case is a good solution; teachers should be trained better and get much more information from various associations and institutions on these issues.

Second case study - "First days of school - violence between students". The conflict took place two years ago, when the two schoolgirls were in the 9th grade. There was an altercation during which the two girls used extremely harsh words, which led to physical contact consisting in pulling each other's hair, pushing and fighting until they both started bleeding. In order to put an end to such conflicts, the teachers carried out a number of preventive actions during which the form teachers discussed with the pupils, letting them express their opinions and find solutions to solve the problems they may have. 8 comments have been received: more attention of the inclusion of the student council into solving conflicts activities; teacher watch during brakes at school; involvement of the police would have educative effects; very good cooperation between school staff and the parents; the importance of having counsellors in school; the most useful training for teachers would be based on experiences of other colleagues in other schools in order to compare the strategies and thus find the most effective remedies.

Another case study – "Say NO to violence!" present a conflict which started during the breaks. Some students from the same class (IX D) were involved in verbal and emotional violence for a week. Teachers and school counsellor focus their energy to involve students in various extracurricular activities. 6 comments have been received: two of the teachers said "We try to solve bullying situations with the maximum help and support from the parents of involved students because it is the most effective measure"; "You must create a climate of trust between teachers and students and organize a "protocol" so that any pupil can report incidents without fear".

Fourth case study - "Online Bullying". The main actors involved in the event were two young girls starting off in the first part of their secondary studies. Within an online conversation one of the girls was verbally abusing the other one based on the social differences. The girl abused had emailed the conversation fragment to the teacher to "show" what the other girl was really like. 6 comments have been received: Working sessions with students to achieve their awareness of the use "proper" social networks, the rules of use, risks, issues to consider.. ; It is important to take into account one's family background, relationships and parent's attitude that reinforce and perpetuate these behaviours. We should evaluate and identify the problem rather than view only part of it to explain .Otherwise we will offer a temporary solution which reinforce violence and bad behaviour.

Another case study – "Empowering students to prevent violent behaviour". A 17 years old student was reported several times before by the form teacher as being very violent, with problematic and aggressive behaviour, constantly involved in various conflicts in and outside school. Teachers along with the school management during the councils discussed about the student situation who is constantly involved in violent situations. It was discussed the family situation of the student, and the teachers told that they know that his parents have left the country, to go to work abroad and that student lives with his aunt. 6 comments have been received: I absolutely agree that sanctions are good only if they are combined with positive incentives



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for a change of the behaviour and discussions with professional psychologists and pedagogical and experts; The approach of the school, which presented this case study should be further multiplied and used not only by other schools in Romania, but also in our secondary education system. I consider it as a very good practice; opposite activities – involve the aggressive students in promoting among other students a program of psychosocial support to raise awareness about the consequences of violent behaviour. It will help him understand the meaning of the rules and limits that must be a member of a set of such school; parents club in the school; Cooperation between family and school on a long-term and consistent basis is considered indispensable on such occasions.

The case study – “The school responsible for the safety of the students”. The case took place in the first week of school after winter holidays. A teenage girl, student in 9th grade, broke up with her boyfriend, a student two years older than her from another school. Being upset and nervous, due to the girl’s acts, during a school break, the boy went to the girl school, entered without any problem, went to her class and when he saw her started to use a bad language and punched her more than once. The school plays an important role in the socialization of students, teachers are educational agents, directly responsible for student behaviour; and together with the school management and responsible public authorities should be more involved in ensuring safety and protection in schools. 6 comments have been received and the main recommendation was that every school has to ensure the safety in it, the bullying; acts of violence would be reduced when the environment of school is safe (Our school has a receptionist who registers all guests + installed video cameras).

The case study named “The use of drugs among students” present the case of six high-school students, aged 14 and 15, used spice drugs inside the school. The school management started an investigation in this case. They announced the police, local government and law enforcement agencies that in the school neighbourhood there are shops which sell this kind of products. They requested these shops to be banned in order to avoid children being tempted to buy those substances. The six teenagers were administered psychological tests, their behaviour having been analysed by the school counsellor. Both students and parents started individual and group counselling so as to identify the reasons why they purchased and used the drugs and to avoid similar situations in the future. Both of the comments received highlighted the importance of raising teenagers’ awareness on damaging effects of the synthetic drug use during the homeroom classes. Also they should participate in Workshops on various topics.

The case study named “The social background - source of bullying” presented the conflict started with an exchange of sharp remarks and insults, based on their place of origin: urban versus rural regions. This social marginalization took the form of some types of violence: verbal, emotional (challenging, bullying). In order to reconcile/ prevent these kinds of conflicts have been carried out a series of activities focused on identifying the appropriate solutions for dealing with potential conflicts, developing social skills, building pro-social behaviours, enhancing personal development, and designing negotiation methods and instruments. 3 comments have been received: I would like to mention one of the recommendations provided by a teacher: watching selected artistic films and discussion after with students, with parental Group - about the impact of emigration over the children, because films help to engage emotionally into the situation and discussion. Parents and children can participate in the discussion about emigration.

The last case study named “Bullying - A Lesson Just Shouldn’t Be Learned” present the conflict situation that took place between two students of the 10th class who were involved in a violent exchange of words, with serious consequences on the personal integrity of one of the actors involved in this conflict. This conflict led to the development of various activities aimed at solving and preventing similar conflicts. Only one comment has been provided - In this case of bullying is important to underline a fundamental reality: "All students can take positive action" ... even the bullies. In other words means that we must look to the bullies as people who can and must be helped to become aware and to overcome their misbehaviour.



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COMMENTS ON THE ROMANIAN CASE STUDIES

Teodora (BG) mentioned that she noticed a lot of similarities in methods and strategies used in matter to deal with bullying situations, in Italy, Lithuania, Romania and Bulgaria. The only difference that can be mentioned is the involvement of the police. In the Bulgarian school extracurricular activities the school invited the police to discuss with children on topics of bullying and violence, providing examples of real situations. So this could be a strategy in involving the police in schools.

Aspete, GR provided some brief comments: generally the handling of bullying in the Romanian schools is very good; the idea of involving the bullies as promoters in anti-bullying programs among other students was a great idea; doubts in the involvement of the police in schools – in Greece will make the things go worse; we strongly believe that the examination of the bullies is not a sanction, we should not connect the sanctions with the lesson activities.

Inforef, BE mentioned that regular meet with these kinds of situations. Not all the situations fit in the common definition of bullying. The intervention of police in preventing school bullying surprised the partners from BE. As particular remarks, in the case of online bullying, the intervention can be contra-productive. The same problem with the lack of the family involvement has been noticed.

END OF THE MEETING

Andreea (EuroEd, RO) thanked to all partners for the great job in developing the case studies and for involving the teachers in discussions. Also she mentioned about the opportunity of using the project blog for further discussions and questions raised among us.



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