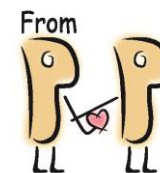




From Peer to Peer

European Schools Cooperating to be Bullying Free

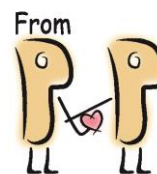
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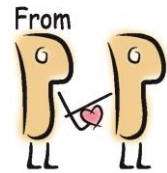
BASELINE STUDY ON THE STATE OF ART OF BULLYING IN EUROPE

Project:	From Peer to Peer European Schools Cooperating to be Bullying Free 20161ES01KA201025501
Output identification:	Output 3- Baseline study on state of art on Bullying in Europe
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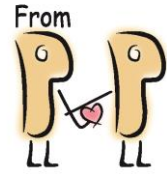


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0.1	22/02/2017	Elena Milli, Stefano Cobello, Anna Berti (Europole)	The first version of the baseline study
0.2	28/02/2017	Melanie Van Oort - Hall (UCLL)	Common definition of bullying
0.3	04/03/2017	Elena Milli, Stefano Cobello (Europole)	Index and references
0.4	08/03/2017	Elena Milli, Stefano Cobello, Emanuela Antolini (Europole)	Add of contents
0.5	13/03/2017	Anca Lupei, Nicolae Pellegrini, Mariana Tocaciu (ISJ)	Add of contents
0.6	15/03/2017	Elena Milli, Stefano Cobello, Emanuela Antolini (Europole)	Add of introduction and international statistics



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INTRODUCTION

“From Peer to Peer – European Schools Cooperating to be Bullying Free” is a European Erasmus + project that aims to contribute to a better education from the point of view of social inclusion, combating discrimination, segregation and bullying. In this sense, it aims to provide support and tools to schools that address situations of bullying and discrimination, affecting the proper growth and development of students, with the aim of achieving more inclusive educational processes, generated from the base and the people involved in phenomena as the main protagonists. The project generally addresses the general population and society as well and focus particularly on students, teachers and families.

This document is the final baseline study which gather the state of art of bullying in the countries involved in “From peer to peer” project: Belgium, Greece, Hungary, Italy, Portugal, Romania, Spain. The objective of this projects achieved with this document are to know how the phenomenon of bullying is managed in other European countries, compare the situation of school coexistence in different countries and study how the phenomenon is management in the different target territories. The National state of art on bullying produced by each partner can be found as annex.

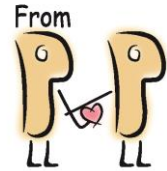
COMMON DEFINITION OF BULLYING

Based on the original studies of Dan Olweus (1993). *Bullying at school: What we know and what we can do*. Malden, MA: Blackwell Publishing, amongst many others, the participating countries of the Peer to Peer project have attempted to formulate an exhaustive definition of bullying, which covers our countries’ general understanding of bullying behaviour.

Bullying is not only teasing or an one-off act of aggression or violence, even though teasing and aggression can eventually lead to bullying behaviour. Bullying is a repetitive, prolonged form of aggressive and/or violent behaviour towards one or more persons against their will (for example, due to their race, cultural background, religion, socio-economic class/status, language, political opinion, physical appearance or abilities, body size, intellectual abilities, gender, age, sexual orientation, etc...) and with the aim of harming, hurting, intimidating, humiliating, excluding, isolating, discriminating against or oppressing the target or targets of bullying. Bullying behaviour has a social function, resulting from and/or to establish an imbalance of power within a social group, classroom and/or community. It has the aim to establish a hierarchy of power relationships within a society, group, classroom and/or community, where a person or a group of persons establishes his/her/their position of power over others. The imbalance of power is usually directed to other in a more fragile situation and therefore the possibility of the more fragile one to respond is invalidated

Even when bullying begins with a provocation by a victim, the response of the perpetrator is disproportional to the initial provocation and is persistent and structural. The victim is unable to defend him or herself against the abuse and falls into a cycle of intimidation from which the victim(s) on their own are unable to break out.

Over the long-term, bullying behaviour can and often does lead to detrimental consequences for the victim(s)’, but also the perpetrator(s)’ emotional well-being and self-esteem, their physical and



psychological health as well as their ability to form meaningful relationships, to learn and perform well in school or at work.

TYPES OF BULLYING

Most National reports agree that the main categories of bullying recognized in the partner countries are direct and indirect bullying.

● Direct bullying

The direct bullying can be considered a face to face interaction among the aggressor and its victim, it deals with the physical assault and with the direct verbal insult.

Some examples of direct bullying are:

physical bullying hit, kick, push, spit, etc. Damage or steal personal items (in some report as material bullying)

verbal bullying threats, mockery, slander, blackmail, insult, mocking, tease repeatedly, invent nicknames, make fun, make sexually suggestive, etc.

● Indirect bullying

The indirect bullying is a psychological or social aggression, which leads to isolation and exclusion, especially linked to verbal violence as spreading rumours. It is more difficult to detect because it is carried out in a very subtle way and often behind the backs of teachers.

Some examples of indirect bullying are: exclude, ignore, spreading gossip, refusing to fulfil the demands of the peer.

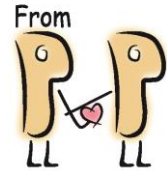
● Cyberbullying

All the partners identify a separate category for the cyberbullying: the bullying carried on through modern information technologies (e.g. social media, email, mobile phones, etc...) using videos, photographs, drawings, chat, to promote the humiliation of the victims.

Cyberbullying has a strong difference compared to the other forms of bullying because it is carried on mainly by peers. It means that the different level of power is not given by the age or the physical strength, but – somehow- by the technological capability of the aggressor to produce a “content” that can reach (potentially) billions of users at the same time.

Cyberbullying does not depend on the personal characters, implies an insensitivity toward the social disvalue, can become a multiplier for crimes like defamation and due to the technological means it is hard to identify the active subject (aggressor)

Some examples of cyberbullying are:



cyberstalking (continual threatening and rude messages)

outing (share personal and private information, pictures, or videos about someone publicly)

masquerading (create a fake identity to harass someone anonymously or impersonate someone else to send malicious messages to the victim)

impersonation (steal the virtual identity of the victim)

cyber bashing/happy slapping (video of an aggression spread on line)

● Discriminatory bullying

We can identify a broader category of discriminatory bullying that include:

homophobic bullying: Persecution and harassment of those considered homosexuals;

racial bullying and / or racist, aimed at people from foreign countries;

bullying towards the disabled: aimed at disabled persons with physical or mental disabilities or with learning difficulties;

bullying of a sexual nature: found especially among teens and tweens, is through sexual harassment, ie sexual attention (verbal, psychological and physical) unwanted the subject.

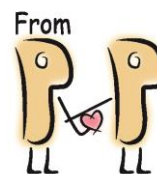
STATISTICS

Health Behaviour in School-aged Children (HBSC), a World Health Organisation collaborative cross-national study, provides information about the health, well-being, social environment and health behavior of 11-, 13- and 15-year-old boys and girls. This latest international report from the study (“Growing up unequal:gender and socioeconomic differences in young people’s health and well-being”¹) presents findings from the 2013/2014 survey, which collected data from almost 220 000 young people in 42 countries in Europe and North America. Form this document we extracted general and national information to compare the bearing of the bullying and cyberbullying in the partner countries.

● Being bullied:

Young people were asked how often they had been bullied at school in the past couple of months. In the general research the proportion who reported being bullied at school at least two or three times a month was around 12% for boys and 10% for girls. With very few exceptions, being bullied decreased as age increased, peaking for boys at 11 and dropping to the lowest levels at 15. Levels for girls were constant at ages 11 and 13 and dropped at 15. The following table collect the percentage of the partner countries.

¹ http://www.euro.who.int/__data/assets/pdf_file/0003/303438/HSBC-No.7-Growing-up-unequal-Full-Report.pdf



Country	% of 11-years-old		% of 13-years-old		% of 15-years-old	
	Boys	Girls	Boys	Girls	Boys	Girls
Belgium (Flemish)	11	11	11	7	5	7
Greece	5	6	6	9	7	6
Hungary	12	12	11	10	5	6
Italy	9	5	5	6	3	2
Portugal	17	11	16	14	12	9
Romania	16	9	16	12	10	6
Spain	8	6	5	7	5	3

Students who have been bullied at school at least two or three times a month in the past couple of months

T

- **Bullying others:**

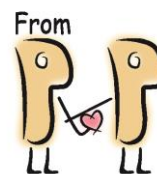
Young people were asked how often they had taken part in bullying (an)other student(s) at school in the past couple of months. The overall prevalence of those who reported bullying others at least two or three times a month in the past couple of months was around 11% for boys and 6% for girls. A significant change with age was seen in many countries and regions; in almost all cases, there was an increase as age increased. The following table collect the percentage of the partner countries.

Country	% of 11-years-old		% of 13-years-old		% of 15-years-old	
	Boys	Girls	Boys	Girls	Boys	Girls
Belgium (Flemish)	5	2	6	3	7	2
Greece	5	3	13	6	14	4
Hungary	8	3	6	2	6	3
Italy	8	3	5	3	5	1
Portugal	11	4	12	7	10	4
Romania	17	9	23	14	23	10
Spain	6	3	8	4	6	3

Students who have bullied (an)other student(s) at school at least two or three times a month in the past couple of months

- **Cyberbullying**

Young people were asked how often they had been bullied through someone sending mean instant messages, wall-postings, emails and text messages, or had created a website that made fun of them. Options ranged from not at all in the past couple of months to several times a week.



The proportions who reported being a victim of cyberbullying at least two or three times a month in the general research is around 3%. The age effect was not clear significant; the levels were slightly higher at age 11 for boys and peaked for girls at 13. It is represented a decrease over age for boys, but the pattern was less clear for girls. Gender differences were seen in less than half of countries and regions. The following table collect the percentage of the partner countries.

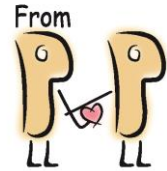
Country	% of 11-years-old		% of 13-years-old		% of 15-years-old	
	Boys	Girls	Boys	Girls	Boys	Girls
Belgium (Flemish)	2	1	2	3	1	4
Greece	1	0	2	1	1	1
Hungary	3	2	3	4	3	3
Italy	2	2	2	3	1	2
Portugal	2	2	3	3	3	3
Romania	5	3	3	3	3	2
Spain	5	3	6	3	5	2

Students who have been cyberbullied by message at least two three times a month

Young people were asked whether they had experienced anyone posting unflattering or inappropriate pictures online without permission. Findings presented here show the proportions who had experienced such pictures 2–3 times or more often per month. The following table collect the percentage of the partner countries.

Country	% of 11-years-old		% of 13-years-old		% of 15-years-old	
	Boys	Girls	Boys	Girls	Boys	Girls
Belgium (Flemish)	1	1	2	1	1	1
Greece	1	0	1	0	2	0
Hungary	1	0	1	1	2	1
Italy	1	1	2	2	2	0
Portugal	2	1	3	1	3	2
Romania	3	1	2	2	1	1
Spain	4	3	5	3	6	2

Students who have been cyberbullied by picture at least 2-3 times a month



NATIONAL LAWS AND REGULATIONS

● United Nations Convention on the Rights of the Child²

- Article 19 par.1 "establishes the obligation for States Parties which have ratified it, in order to take all the appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child".

- Article 28 par. 2 provides that States Parties take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity.

- Article 37 it is provided that States Parties should be alert that no child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment.

In future we should comment on this? Or we only made an exposition...?

● European laws

- Directive 2012/29/EU of the European Parliament and of the Council of 25 October 2012 establishing minimum standards on the rights, support and protection of victims of crime³

- Directive 2011/92/EU of the European Parliament and of the Council of 13 December 2011 on combating the sexual abuse and sexual exploitation of children and child pornography⁴

- Directive (EU) 2016/800 of the European Parliament and of the Council of 11 May 2016 on procedural safeguards for children who are suspects or accused persons in criminal proceedings⁵

- Council Framework Decision 2008/913/JHA of 28 November 2008 on combating certain forms and expressions of racism and xenophobia by means of criminal law⁶

- Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons regarding the processing of personal data and on the free movement of such data⁷

● Belgium

In Belgium, cyberbullying is illegal and punishable by law (See article 145 §3bis of the 'Law of 13 June 2005 concerning electronic communication'). It is also possible to find legal recourse in the law against Stalking

² <http://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx>

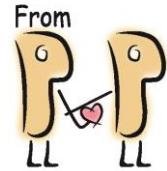
³ <http://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1486939704096&uri=CELEX:32012L0029>

⁴ <http://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1486939746460&uri=CELEX:32011L0093>

⁵ <http://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1486939841600&uri=CELEX:32016L0800>

⁶ <http://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1486939877073&uri=CELEX:32008F0913>

⁷ <http://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1486939913107&uri=CELEX:32016R0679>



(see article 442bis); slander (articles 443 Sw. and 444 Sw); public humiliation (article 448 Sw); the promulgation of sexually suggestive images (article 338bis Sw)⁸.

In Flanders, each primary and secondary school has an internal student counseling service. The Ministry of Education directs parents and students to first consult this internal school service (a teacher, counselor, mentor, secretary or director) when there is an issue with bullying. Should the parent or student feel the need, the internal school board can be contacted⁹.

● Greece

Article 312 Penal Code, after the amendment to article 8 Law No. 4322 / 2015: "Harm with continuous cruel behavior: 1. If more severe punishable act is not applicable, anyone with continuous harsh behavior who causes physical injury or harm to a person or other impairment of physical or mental health is punished by imprisonment. If the act is committed between minors, it is not punished unless the difference between their age is greater than three (3) years, so only reformatory or therapeutic measures are imposed. 2. If the victim has not yet completed eighteen (18) years of age or cannot defend himself and the perpetrator has the custody or protection of or belongs to the house of the perpetrator or has working or service relationship or he has been allowed the power by the person liable for the care of or has the care of upbringing, teaching, supervision or maintenance even temporarily, if more severe offense is not applicable, imprisonment of at least six (6) months is imposed. The same penalty is imposed to whoever systematically neglects his obligations to the aforementioned persons becomes culpable of suffering physical injury or impairment of physical or mental health".

● Hungary

Bullying is legally controlled in Hungary. It is very important to make a distinction between bullying as a felony and bullying as a discriminative act (Varga, Pánczél & Kollár 2016).

The latter is regulated by the:

- 2003 CXXV. Law on Equal Treatment and Promotion of Equal Opportunities¹⁰, that specifies the definition of bullying as follows: sexual or other natured behaviour that violates human dignity. An offensive behaviour in order to be qualified as bullying should contain three elements: (1) behaviour that violates human dignity- as it was mentioned before. (2) The behaviour has to be in connection with the protected features. (3) Aimed or realized hostile, humiliating environment.

- 2011 CXC. Law on National Public Education¹¹. Since on the law on National Public Education provides every child's and students' the opportunity to have the educational institute respect his/her rights, this Act in an indirect way contributes to prevent bullying.

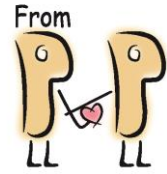
The criminal concept of bullying is mentioned in the 2012. C law of the Criminal Code¹² states that bullying is one of the felonies against basic rights.

⁸ <http://www.cyberpesten.be/info/cyberpesten-en-de-wet-belgie>.

⁹ <http://onderwijs.vlaanderen.be/nl/hulp-bij-de-aanpak-van-pesten-op-school>

¹⁰ https://net.jogtar.hu/jr/gen/hjegy_doc.cgi?docid=A0300125.TV

¹¹ <https://net.jogtar.hu/koznev-tv>



● Italy

Bullying can represent a violation of the fundamental principles of the Italian Constitution that gives to the State the task of promoting and encouraging the full development of the human person pursuant to the following principles: equality (art. 3), freedom of education (art. 33), the right to education (art. 34).

Depending on how the behavior is expressed, the violence can also be considered a violation of the Criminal Code (criminal offense). For example: Beatings (art. 581), injury (art. 582), damage to property (Art. 635), Insult (art. 594) or Defamation (art. 595), harassment or disturbance to people (art. 660), threat (art. 612), persecutory acts - Stalking (art. 612 bis) Impersonation (art. 494 of the Criminal Code), when a person pretends to be another.

Bullying actions can break the rules of Private Law (tort). The legal reference for the tort is art. 2043 CC "Any malicious or negligent, which causes unjust damage to others obliges the one who committed the crime to pay compensation". The damage recognized by law and can be compensated is: moral, biological or existential.

The decree of the President of the Republic n. 249/1998 art. 4 also provides that schools should adopt its own disciplinary regulations with which you address the issues related to bullying by providing sanctioning procedures.

It was approved by the Ministry of Economic Development, on January 8, 2014, the Self-Regulation Code for preventing and combating the phenomenon of cyberbullying. The intervention also considered necessary as a result of the serious current events involving youngsters.

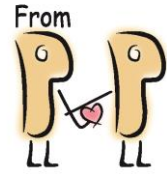
The Italian Parliament is at the final stage of discussion and approval of the proposed law 3139 that focus on the prevention of cyberbullying among minors.

● Portugal

Educational guardianship measures (admonition, deprivation of the right to drive mopeds, reparation of the offended person, economic tasks or tasks in favour of the community, imposition of rules of conduct, imposition of obligations, frequency of training programs, educational Jurisdiction of the family and juvenile courts and are governed by the "Lei Tutelar Educativa "(Lei n.º 166/99, changed by the Law "Lei n.º 4/2015").

In the first line, the Statute of Students and School Ethics (Law no. 51/2012) provides for a set of student duties, namely those provided for in sub-paragraphs i) and j) of article 10, designed to prevent normal behavior associated with bullying and whose non-compliance causes the author to incur in disciplinary infraction and in the eventual application of corrective disciplinary measures (warning, exit order from the classroom and school work places, completion of tasks and integration activities in the school or community, conditioning of use of certain school spaces or equipment and the change of class, provided for

¹² https://net.jogtar.hu/jr/gen/hjegy_doc.cgi?docid=A1200100.TV



in article 26) or of disciplinary measures (registered reprimand, suspension, transfer and expulsion of the school, foreseen in article 28).

In addition to students, this statute imposes on parents or guardians the duty to "recognize and respect the authority of teachers in the exercise of their profession" (idem, Article 43), a fundamental dimension of the functioning of schools and the prevention of violence and the duty to "contribute to the preservation of the safety and physical and psychological integrity of all those who participate in the life of the school" (Article 43 h.), and there are foreseen misconduct for those who knowingly and repeatedly do not ensure compliance by their children or learners with the disciplinary measures to which they are subject, namely integration activities at school and in the community, and attendance at consultations or therapies prescribed by specialized technicians.

Naturally, whenever a member of the school community complies with a fact described and declared to be punishable by the Criminal Code, a crime is committed, even if it is an act of "school violence". For example, those who offend the body or the health of another person, in the abstract, commit a crime of simple physical offense, punishable by up to 3 years' imprisonment or a fine (article 143 of the Criminal Code). The same applies to insult (Article 181 of the Criminal Code), a crime punishable by up to 3 months imprisonment or a fine of up to 120 days.

● Romania

Romanian legislation concerning the issues of aggressiveness and violence (excluding the criminal counts procedures) is focused on schools and families. At national strategy level, the Ministry of Education and the Ministry of Work are responsible for applying the national laws and regulations, but in partnership with a lot of national or local institutions. Regarding the school life, in each county of Romania there exists an official convention (protocol) signed by the local Prefecture (i.e. the representative of the Government at local level), the County Police Department, the County School Inspectorate and the Local Police, in order to assure a working partnership in preventing and fighting against violence.

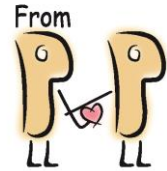
The Law no. 217/2003, completed by the Law no. 25/2012, about the prevention and rebuttal of violence in families pretends to develop prevention programmes, in partnership with the Ministry of Education

The Romanian Ministry of Education approved the National strategy on reducing violence in school units, by Order No. 1409/29.06.2007 and the framework regulation of organization and operation of the pre-university educational units Order No. 5079/2016. This order stipulates that every school has to organize educational activities in its extra curriculum and, among these, prevention activities, too. (Art. 68 to 70). Educational activities are presented in details in chapter II of this order.

The Law No. 272/2004 protect and promote children's rights and has been republished and updated in 2016.

The management and monitoring process of school – related violence situations are in the responsibility of local authorities.

● Spain



At national level, in Spain there are different laws on this topic. Organic Law 2/2006, of May 3, on Education and the Organic Law 8/2013, of December 9, on the improvement of the quality of education (LOMCE) establishes as an end of the education system education in the exercise of tolerance and freedom within the democratic principles of coexistence. Subparagraph (k) emphasizes the need for education for conflict prevention and peaceful resolution, as well as for non-violence in all areas of personal, family and social life, and especially school bullying.

Organic Law 1/2015, reforms the Spanish Criminal Code introducing a new article which focuses on harassment. The Law 26/2015 on the modification of the system of protection of Childhood and adolescence, assure protection against all forms of violence, including physical or psychological abuse, humiliating and degrading physical punishment, neglect or neglect, exploitation, exploitation through new technologies, sexual abuse, corruption, Gender-based or family, health, social or educational violence, including bullying, trafficking in and trafficking in human beings, female genital mutilation and any other form of abuse.

The Royal Decree 275/2007, of 23 of February, by which the State Observatory of the Coexistence (“convivencia”) School is created.

In Spain the education competences are each one of the 17 autonomous communities of the Spanish State, so in addition to laws and action plans at national level, there are laws and protocols in each autonomous community. The Valencian Community was the advanced one when creating its Observatory for the Coexistence School by the Decree 233/2004, of October 22, of the Consell de la Generalitat, which creates the Observatory for School Coexistence in the centers of the Valencian Community, amended by the Decree 2/2008 which created the Observatory for School Coexistence in the Valencian Community Centers, adapting it to the new structure of the Consell and the Decree 136/2012 which created the Observatory for School Coexistence in the Centers of the Region of Valencia. The Order 62/2014 updates the regulations governing the preparation of plans for coexistence in schools in the Region of Valencia and establish protocols for action and intervention in cases of school violence

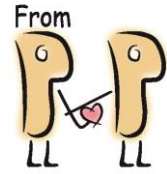
Beside that the Law 12/2008, on Comprehensive Protection of Children and Adolescents of the Region of Valencia, regulates the integral protection of children and adolescents, the promotion and development of the basic rights of the child, regulating comprehensively and systematically the recognition, promotion and development of modern tendencies and guidelines on he protection of children and adolescents.

GOOD PRACTICES AND PROJECTS

● Belgium

Belgium and especially Flanders has a good experience with bullying prevention. The UCLL is also home to one of the most well-known experts in the field, Gie Deboutte, who has authored a manual for the Flemish Ministry of Education. This document contains a wealth of practical information, research, guidelines, practices, statistics as well as possible psycho-social causes of bullying.

“In Flanders, schools are encouraged to take a ‘whole school approach’. This means that there is an integral approach to bullying that uses a broad combination of initiatives, actions and regulations to create



a (more) qualitative school environment [...] carried out in conjunction and cooperation with the neighbourhood and larger community.”¹³

Good practices are varied and include, amongst others, Circle Times, Collaborative Learning approaches, Appreciative Inquiry methods, Mindfulness and Meditation, Non-Violent Communication, New Authority, etc

● Greece

Educational drama against bullying: In the framework of the EU BULLY project (JUST/2013/DAP/AG/5364) co-funded by the Daphne Programme of the European Union, and with the participation of Action Synergy in Greece, the methodology of drama in education was used in schools in order to challenge bullying. (www.eubully.eu)

Artsafe and Conflict Transformation is a European methodological intervening tool against bullying, which has been developed and applied during the Project “Artsafe and conflict transformation”, in the frame of the European Union Program DAPHNE. This tool can be used by teachers together with the students and by the team coordinators in order to manage the bullying phenomenon.

School Mediation organized by the Greek Ombudsman, Children's Rights Department: School mediation is a process through which conflicts, quarrels, tensions and stresses between students sought to be resolved by peaceful means with the assistance of undergoing training teachers and students - mediators who provide help to those involved to listen carefully and understand each other. The aim is to reach an agreement to avoid repeated aggressive or insulting behaviour in the future”

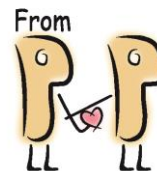
● Hungary

KiVa Project: KiVa program, developed by Turku University in Finland is an academically grounded antibullying project. KiVa program presently is in the test period in Hungary (<http://www.kivaprogram.net/hu> 2017). In the school year of 2016/17, it has been introduced through a pilot project in three Hungarian schools throughout the country. The adaptation and checkout of the program is made by the Hungarian Educational research and Development Centre (www.ofi.hu 2017).

Equal opportunities: The János Vajda High School and Trade School has won a project founded by the EU. One of the conditions of the project was to have someone who is responsible for the equal opportunities in the school. One of the teachers went through a course about equal opportunities, which also qualified for being responsible for the bullying events within the school. Students can seek him in case they experience or witness any kind of bullying. He uses different kind of communication techniques and with ‘helping discussions’ tries to solve the emerging situations (Béres-Deák et al 2016). From time to time he makes the students to fill in anonym questionnaires about the frequency of bullying

Conciliatory trial: The Gyula Roth Forestry Vocational High School in every bullying case starts a disciplinary trial; however there is always a possibility for conciliatory trial. In the conciliatory trial, both the victim, the perpetrator, the leaders of the school and, in case of under-aged students, the parents are present. During

¹³ Deboutte, G. (2008), Pesten en Geweld op School (Bullying and Violence in Schools): http://www.ond.vlaanderen.be/antisociaalgedrag/pgs/090310_pesten-volledig.pdf



the trial the victim and the perpetrator make a symbolic peace with each other after discuss the event. In order to make the peace, the perpetrator should regret what he/she has done. If there is a symbolic peace, the disciplinary trial is suspended for three month. If, during those three months the perpetrator doesn't show bullying behaviour, the disciplinary trial is dismissed. According to the teachers from the school, the conciliatory trials so far were successful (Béres-Deák et al 2016).

Warmth and Cognition Program: Sensitizing program for school-aged children towards lesbian, gay, bisexual, trans and queer people with the participation of a gay and a lesbian volunteer from Labrisz Lesbian Association. They work with small workshops, role playing or using movies, poems, songs (Béres-Deák et al 2016). The Association put together a handbook which can be useful for teachers if they want to lead sensitizing programs on their own.

Haver Foundation: Uccu Roma Informal Educational Foundation, Act and Protection Foundation- Sensitizing School workshops for school-aged children about Roma people, Roma culture, anti-Semitism, Judaism and Jewish people (Béres-Deák et al 2016).

Living Library: The originally Danish program is available also in Hungary. The project is based on the contact hypothesis and tries to decrease stereotypes with the 'usage' of people alive. The program consists of three different workshops. First, participants have psychoeducation about the different minority groups who make up the library. The second time they „read a book” which means they meet someone from one of the discriminated groups and can have a discussion, conversation. The third time they process their experiences and give feedback (Béres-Deák et al 2016).

● Italy

The Italian Ministry of Education promote an action plan consisting in 10 main actions to prevent and contrast the bullying and the cyberbullying¹⁴.

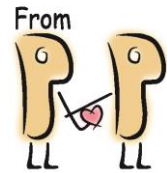
A blue knot against bullying: National day against bullying at school. This is a Call to Action for all the Italian schools to develop awareness, prevention and contrast interventions against bullying and cyberbullying.

Connected Generations (SIC ITALY III): co-founded with the European Commission within The Connecting Europe Facility (CEF) to re-enforce the role of the Safer Internet Centre as a National benchmark for the online safety of the young. The National SIC realized 70 local and national events, aiming to promote its initiatives and services, The goal of the project is that each school must adopt its own internal policy providing the measures for prevention and management of problematic situations related to the use of the Internet and digital technologies and to facilitate the widespread use of technology in education.

Teachers' training: the Ministry of Education activated, for 16.000 teachers, courses to foster the acquisition of psycho-pedagogical and social competences for the prevention of the youth distress and specific training on the topics of bullying and cyberbullying.

Agreement with the State Police: for mobile campaign “Vita da Social”. With a truck equipped with multimedial devices the Police visited 43 cities, involving 220 schools, 13931 students, 788 teachers and 344 parents. This project also promoted several theatrical performances involving 1470 students, 531 teachers and 604 parents.

¹⁴ <http://www.orizzontescuola.it/wp-content/uploads/2016/10/Piano-azioni-definitivo.pdf>



Agreement with Telefono Azzuro (helpline for children): since the 2015 the Ministry of Education in collaboration with Telefono Azzuro institute the number 19696 as National line to contrast the bullying. The number is dedicated to minors or to the adults and families that wants to discuss or to report bullying episodes. This counseling service is active 24 hours per day, all the week. Beside that there is also a Chat service, that can reach the teenagers directly online.

TV programme “No more bullying”: this innovative product is the first TV social coach focused on the bullying. It tackle this topic considering different environments: the school, the families, the groups of the young, the whole society.

“Towards a friendly school”: this programme, in cooperation with UNICEF, aims to activate educational practices to reach in the school context the purposes of the article 29 of the Convention on the Rights of the Child: right to education. The Ministry will help the school that realize activities connected to the right of learning for all the children.

“Bull-off” - No Hate Speech: The aim of this initiative is to stimulate the reflection on the risks of the online hate and the incitement to hate committed by adolescents towards their peers. The incitement to hate has became one of the most common form of abuse of the human rights, with serious consequences. This project wants to start an action of awareness, informing the young people about this topic and reminding the importance of the respect and the value of human dignity.

“Un bacio” Experience: “Un bacio” (A kiss) is a film about adolescence, friendship, sexual orientation and bullying, it has been played in different cities for 30000 students. After the film there was an open debate with experts, teachers and students.

Other National and local projects are:

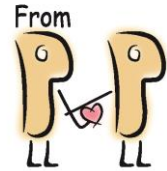
“Bully-proof”: in cooperation with the international network ENABLE, Telefono Azzuro published a booklet to inform the parents about different topics: what is bullying and how to recognize its signals, how to talk whit their children about bullying and cybrbullying, develop an effective approach to help the victims, guarantee a safe internet and the possibility to develop social and emotional competences.

KiVa program is a research-based antibullying program that has been developed in the University of Turku, Finland, with funding from the Ministry of Education and Culture. The experimentation of Kiva began in Italy in 2013 with the University of Florence - Department of Education and Psychology - in collaboration with the Regional Education Office for Tuscany the Ministry of Education. The cultural adaptation was carried out from 2013 to 2015. The results achieved are:

In primary school: 51% reduction for both bullying and for victimization. In secondary school: 42% reduction for the bullying and 13% for victimization.

No trap program: Based on the theory-driven model of the spectator effect (Latanè and Darley 1970): a. Notice of the situation; b. Interpret it as an emergency; c. Assume the responsibility of the intervention; d. Learn strategies to intervene

The program was developed in four school years from 2011 to 2015 in secondary schools of first and second degree of the provinces of Florence and Lucca. Analytically the stable effects after six months were: Victimization: decrease of 17% Bullying: reduction of 20% Cybervictimization: decrease of 25% Cyber bullying: reduction of 28%.



eSIMTRA project has been funded with support from European Commission - Lifelong Learning Programm with the participation of Polo Europeo della Conoscenza in Italy. The project aims to provide users (in-service teachers, teacher-trainees, trainers, youth leaders, non-pedagogic staff, parents) with powerful tool for self-training and guided interactive training with web-based interactive simulation environment grounded on the achievements in pedagogy and psycho-pedagogy and cutting edge ICT. It is intended to provide opportunities for training on practical handling of communication problems in situations of children-children or children-adult interaction with the view of avoiding conflicts and aggression and creation of supportive environment for development of the children's interpersonal skills.

● Portugal

“Movimento contra o discurso ao ódio” – (translation: Movement against hate speech): the Youth Sector campaign of the Council of Europe that lasted until the end of 2014, and is done by young people and young people, online and offline. Its main objective was to combat the hate speech and discrimination in its online expression (all forms of expression that propagate, incite, promote or justify racial hatred, xenophobia, homophobia, anti-Semitism and other forms of hatred based on intolerance).

Navegas em Segurança (translation: Drive Safe) project, which is part of the "Agora Nós" (translation : Now WE) program, providing Schools, Youth and Sports Associations, Municipalities, Institutions and other entities with the opportunity to participate in and ask for awareness-raising sessions and workshops to promote a culture of secure presence and navigation in the digital world. Each session is addressed to children and youth, educators, seniors and citizens in general. The themes to be covered during the sessions will be: personal computer security, intelligent/critical navigation, online communication, leisure, social networks, mobile phone apps and use, hate speech and alternative narratives, etc.

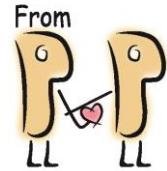
● Romania

A lot of programmes were implemented in Romania in the last 10 – 15 years. Some of these with local impact and some others with a more extensive impact, preventing violence in school environment become a community problem. The Ministry of Education has been implementing a few major projects during this period.

One of the first results is the “Violence in Schools” Study, done by the Ministry and the Institute of Education Sciences, under the financial aid of UNICEF in 2006. This study was published by the Alpha MDN Publishing House in 2006 (see the references). It was continued by an extensive handbook regarding the prevention and rebuttal of school violence, which is a practical guide for school managers and teaching staff.

The Project ‘Youth against Violence’ (POSDRU/1/1.1/S/6/4568), financed by the European Social Fund and implemented by the Romanian Ministry of Education, in collaboration with the Institute of Education Sciences, the OSC and the Organization ‘Save the Children’ has produced a guidebook for teachers and educators.

Some new projects in this field are co-financed by the European Social Fund for the period of 2010 to 2013. For instance:

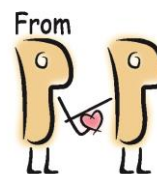


“Management of Crisis Situations at School Level” (POSDRU/85/1.1/S/64345), addressed to more than 120 high school managers and about 800 of teaching staff from the whole country

“Mediation - Approach in Conflict Resolution in School Environment” (POSDRU/57/1.3/S/34825).

- **Spain**

The TEI Programme (peer to peer mentoring programme) is an educational strategy to improve the community spirit in a school in order to avoid violence and bullying. Based on emotional peer to peer mentoring, respect, empathy and commitment are all improved as the fundamental bed rock for the creation of a strong community spirit. Primary: Students age 9 (last but one year of primary) are mentors to students age 7. Secondary: Students from year 10 are mentors to students in year 8 (first year of secondary). <http://programatei.com/>



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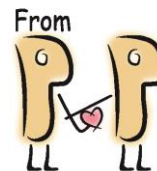
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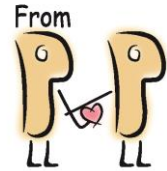
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