

Community Based Complex School Programme for Effective Prevention and Treatment of Aggression and Bullying

An Inter-sectoral approach from good practices to policy making



NATIONAL REPORT HUNGARY

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I. INTRODUCTION

The topic of violence and aggression in school is highly debated in recent years and has become one of the most serious challenges faced by schools in Europe. Aggressive behaviour and bullying accompany the daily lives of a large percentage of school children, leaving lasting consequences for their future development, social life and growth. School bullying and aggression are phenomena that are not confined just to one country or region, but are international in scope, making them a problem studied by scientists and experts from around the world. Dealing with the problem itself is a challenge that requires comprehensive action, targeting all participants in cases of violence, and collaboration at all organizational levels.

Adaptation of programmes, policies, training packages and curricula have been developed across Europe to deal with such issues. Frequently, however, such work is carried on by different entities that act independently rather than in cooperation with each other, often without taking into consideration the positive and negative aspects of existing practices, thus restricting efficiency.

With this in mind and with the understanding that, in many situations, schools are left to deal with bullying, violence, aggression and conflict on their own and with limited resources, **Partners Hungary Foundation, Partners Bulgaria Foundation, Szolnoki Szolgáltatási Szakképzési Centrum and SOS Malta** joined forces in 2015, in order to develop a model programme that will contribute to a reduction of school aggression and bullying, while establishing and strengthening cooperation between different institutions that deal with the student community, with the long-term goal to implement new conflict management methods and a culture of nonviolence in schools. This came together under the Against School Aggression Partnership – **ASAP Collaboration project: Community based complex school programme for effective prevention and treatment of aggression and bullying - intersectoral approach from good practices to policy making**. This report represents the outcome of the first phase of the project, and aims **to shed the light on the current situation of school aggression and bullying at national level**. **Maltese, Hungarian and Bulgarian National Reports** will be the basis for the creation of the model programme.

1.1 Aim of the National Reports

When the three implementing organizations designed the project's outline and rationale, the research and analysis of the current situation of school aggression and bullying became the first logical stage of implementation. The National Reports conducted in Hungary, Bulgaria and Malta not only allow thorough review of gaps and needs within the area, but they also identify policies and practices that have already been tested and can be considered as lessons learned and know-how for future initiatives.

On the basis of the three National Reports from Hungary, Bulgaria and Malta, the partnership managed to

- compare the landscape of actors, policies and practices in the field of bully prevention and intervention in the three countries;
- review and present effective good practices in the field, which can be of help to policy makers and practitioners in other countries and contexts;
- design a model program that provides complex answers to the issues of school aggression and bullying taking into account its content and environment;
- formulate specific recommendations to policy-makers with regard to strengthening current measures to prevent aggression and bullying at school.

1.2 Definitions

In order to have a better understanding of the topic addressed throughout this paper, a set of definitions is provided regarding types of behaviour such as bullying, aggression, violence and conflict. These definitions will apply for the whole report and the Model Programme, which will help avoid any ambiguity that might be generated by the differences between the terms that define these notions in English, Hungarian and Bulgarian.

The most widely accepted definition for bullying behaviour is negative actions on the part of one or more other students directed repeatedly at a victim which includes an imbalance of power between the actors involved [emphasis added]”.¹ Aggressive behaviour is a more specific term, referring directly to any behaviour enacted with the intention to harm another person who is motivated to avoid that harm.² Moreover, aggressive behaviour can take many forms. It can be direct or indirect, physical, verbal, or relational.

Another term that becomes relevant here is conflict, which can be defined as an incident in which two parties oppose each other, and its resolution implies stopping the oppositional exchange. The reason that this term is made relevant here is, as research has shown, there is a tendency for children to resort to violence as a way to solve problems since they may lack adequate conflict resolution skills

¹Dan Olweus, ‘Bullying at School What We Know and What We Can Do’, Wiley-Blackwell: October 1993, p.9.

²Wayne A Warburton, Craig A Anderson, ‘SocialPsychology of Aggression’, International Encyclopedia of theSocial&BehavioralSciences, 2nd edition, Volume 1, 2015, p. 373; [<https://public.psych.iastate.edu/caa/abstracts/2015-2019/15WA.pdf>].

(see Joseph P. Forgas, Arie W. Kruglanski and Kipling D. Williams)³, thus highlighting the need for assertiveness and conflict resolution skills. This leads to the final definition worthy of clarification here, violence. Violence is defined by the World Health Organisation, as an intentional use of force or power, against another person, a group of persons or oneself, which 'results in or has a high likelihood in resulting in injury, death, psychological harm, maldevelopment or deprivation. ⁴For ease of reference these behaviours will be referred to as the targeted behaviours.

³Jesse A. Brinson, Jeffrey A. Kottler, Teresa A. Fisher, 'Cross-Cultural Conflict Resolution in the Schools: Some Practical Intervention Strategies for Counselors', *Journal Of Counseling & Development*, Volume 82, 2004, p. 295.

⁴World Health Organisation, 'World report on violence and health: summary', Geneva, 2002, [http://www.who.int/violence_injury_prevention/violence/world_report/en/summary_en.pdf], p. 4.

2 RATIONALE

2.1 The actual situation in Hungary

In Hungary the topic of school violence and aggression did not raise much interest nor among experts or researchers for a long time. The first research study conducted in the field was carried out by Erika Figula in Szabolcs-Szatmár County in 2004, however it was small scale and not representative. Her work was followed by several other smaller studies. The first large scale, representative but still regional research was carried out by Mariann Buda in Hajdú-Bihar county in 2008. The study was carried out in 23 randomly selected schools by using non-direct questions in the form of a questionnaire filled out by 5th and 7th graders. The most common form of bullying was mockery (50,9%) of the children said this happened more than once a week) followed by ostracism (26,2%) and smaller acts of physical aggression (24,3%). Only 10% of the children said they did not perceive any form of violence. The results also showed that 26,7% of the children could be considered perpetrators as they admitted bullying a peer in the past few months more than once or twice per month. There were three times as many boys among the perpetrators than girls. 13,6% of the children experienced frequent harassment (at least 1-2/week) and could thus be considered as victims. The researchers found no correlation between bullying and students' socioeconomic status or academic achievement. However there was a clear correlation between bullying and class climate as where climate was good, the level of violence was reduced.⁵ Regarding attitudes toward bullying they found that blaming the victim was very common among students. (Buda, 2008, 2010)⁶

The first national level study in the area was ordered by the Office of the Commissioner of Educational Rights and carried out by sociologists Hajdu and Saska in 2009. 4000 11th graders were asked by online questionnaire in 186 secondary schools throughout the country. Teachers and school principals were also asked. The most common forms of aggression according to this study, as confessed by the perpetrators was 1, yelling or cursing (59,9%), 2, humiliation (47,5%) and 3, ostracism (25%). The researchers examined institutional factors contributing to bullying and they found no link between the

⁵ The importance of class climate is reaffirmed by a study conducted by Nagy et. al. in 2012 in Debrecen. They concluded that the perceptions of class climate differed depending on the role students played in bullying cases.

⁶ BUDA, M., SZIRMAI, E. (2010) School Bullying in the Primary School. Report of a Research Hajdú-Bihar County (Hungary). *Journal of Social Research & Policy*, No. 1, July 2010. p. 49-68.

BUDA, M. (2015) Buda Mariann: Online kutatás- értelmezési kísérlet hazai és nemzetközi kontextusban. [Online research- an attempt for interpretation in the national and the international context]

<http://www.kivaprogram.net/hu/kapcsol%C3%B3d%C3%B3-kutat%C3%A1sok-%C3%A9s-tanul%C3%A1nyok>

type of school and the level of bullying, however secondary grammar schools with a homogeneous student population stood out as less problematic. Interestingly they also found that if parents know the friends of their child that works as a protective factor while having aggressive friends is a risk factor. Another important result from this research is that of teachers recognize school conflicts 70% less than students. In other words, teachers only notice every 3rd conflict.⁷

The latest study on how bullying is present in Hungarian schools was published in 2015. This study was examining 3250 students and 500 teachers and had some significant findings. They worked with 13 types of aggression and bullying including sexual and cyberbullying. The researchers connected the answers of students with those of the answers of their teachers which could thus be compared. According to their rigorous criteria 15% of the students could be considered as victims of bullying. The most common forms of aggression according to them are verbal forms of bullying while physical bullying is less common and online bullying is the least frequent.

They also asked questions about the teachers' and students' perceptions on bullying. According to students online bullying is the worst form of aggression while the least serious form was social verbal bullying. The teachers agreed on the seriousness of online bullying however only in the case of one type which was sharing smearing videos. At the same time malignant posting was much less serious in their opinion than in that of the students.

According to all schools participating in the study, eliminating online media usage is the most common form of preventing online bullying in school settings. According to the research students expect teachers to react more to bullying. In addition, according to students, teachers tend to react to verbal bullying the least often, much less than to physical bullying even though the latter is much less frequent. They also underestimate the frequency and overestimate the gravity of cases.

The study also dealt with the aggression of teachers toward students. The most common forms of aggression is "time out" (sending out the student from the classroom), the second (however much less frequent) is applying different forms of verbal aggression and humiliation. The third form was the abusive use of educational tools, like giving more difficult tests to the students targeted. 10% of the students reported physical aggression committed by the teacher.

Last but not least students and teachers as well were asked about the reasons why bullying was committed. There is a considerable discrepancy between the answers of students and teachers here as well. According to teachers the reason for bullying is that the victims are different and/or behave

⁷HAJDU, G., SÁSKA, G. (2009) Iskolai veszélyek. Az oktatási jogok biztosának vizsgálata.[Dangers in Schools. Study of the Commissioner of Educational Rights]
www.oktbiztos.hu/ugyek/iskolai_agresszio_jelentes.pdf

differently, while the majority of the students said that the reasons were to be found in peer pressure and desire to be appreciated.⁸

Another study on school aggression and bullying researchers compared Hungarian statistics with other countries in Europe. According to the results Hungary is not among the firsts in school bullying, international research data from the HBSC survey shows that the percentage of the bullied is 7% that is much lower than the average of 11%. However, according to the researcher the results are not showing the real picture, as we are the sixths in line in comparison with other European countries, when measuring fighting in schools (25% of boys). It means there are two very separate interpretations of the phrase school aggression: one is bullying and the other is fighting, the former being not an expression widely used among students. This is a very important fact that needs to be taken into consideration when planning programs to prevent aggression and bullying.⁹

To sum up, according to recent research on school bullying and aggression is a quite serious problem in Hungary. However, there is no measurement or national policy in place for uncovering and treating cases and teachers are largely unprepared to identify and handle these issues. Therefore school conflicts or cases of violence mostly remain hidden and/or not taken care of.

⁸Simon Dávid et. al (2015) Az iskolai bántalmazás megjelenése az 5-8. évfolyamos diákok körében: jelenségek és magyarázatok a normál és alternatív tantervű iskolákban. TÁMOP-3.1.1-11/1-2012-0001 számú a „XXI. századi közoktatás (fejlesztés, koordináció)” II. szakasz. [School bullying among students of the 5h-8th grade: phenomena and explanations in mainstream and alternative schools]

⁹dr. Jármí Éva – dr. Péter-Szarka Szilvia – Fehérpataky Balázs (2015) A KiVa-program hazai adaptálásának lehetőségei. Oktatókutató és Fejlesztő Intézet. TÁMOP-3.1.1-11/1-2012-0001 XXI. századi közoktatás (fejlesztés, koordináció) II. szakasz. [Possibilities for adapting the KiVa program in Hungary]

3 NATIONAL BACKGROUND

3.1 The education system in Hungary

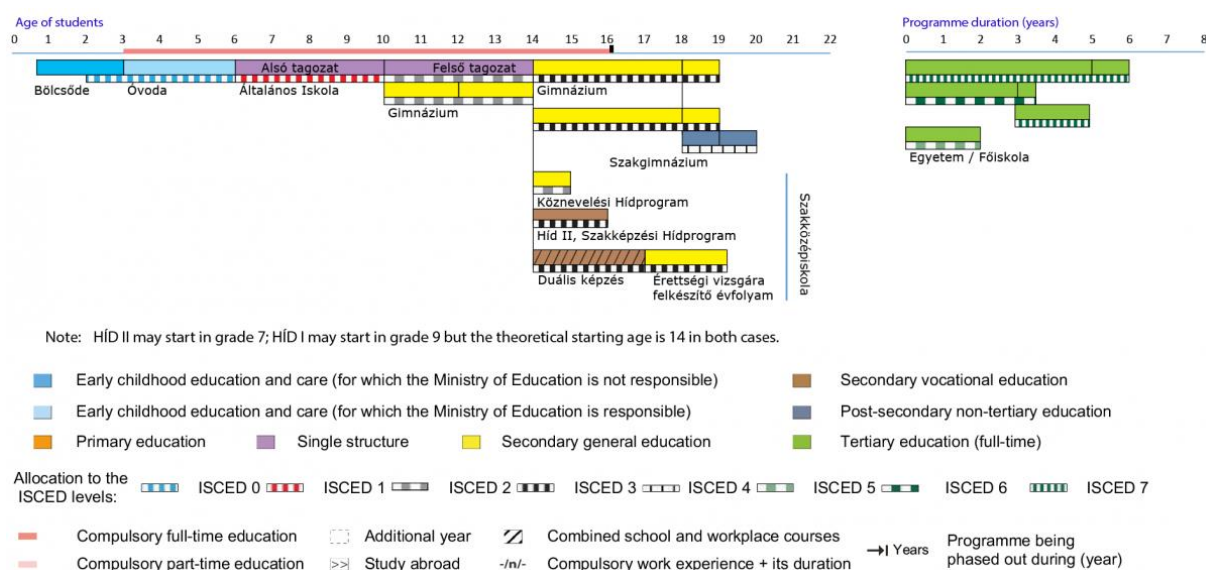
Compulsory education in Hungary starts at age 3 with kindergarten and lasts until the age of 16. Children go to primary school at age 6 or 7. Primary and lower secondary schooling (ISCED 1, 2) is in a single structure called „általánosiskola”, that means that most children attend the same school until age 14. Lower primary school „alsótagozat” lasts the first four grades until age 10. Upper primary education „felsőtagozat” lasts through the next 4 grades between age 10-14. In the case of upper secondary education (ISCED 3) There are three types of secondary education institutions that children can choose from:

1. General secondary schools called „gimnázium” which prepare students for the school leaving exam at 18 that also serves as entrance exam to higher education institutions.
2. Vocational secondary schools „szakgimnázium” which teach general subjects as well as subjects specific to a vocation, students have the option to end their school careers with a school leaving exam. Some of these schools also offer post-secondary non-tertiary programmes.
3. Vocational schools „szakközépiskola” which primarily teach subject material related to a vocation. However, students also have the option to continue their studies towards a school leaving exam of general subjects after they finished their vocational programme. These schools may also offer remedial programmes „hídprogramok” for those who have not accomplished basic schooling.

Some general secondary education schools can offer longer programmes (6 or 8 years) for which students leave their primary schools earlier.

Tertiary education is structured according to the Bologna system: students can take 6-8 semester long Bachelor degree programmes which can be followed by 2-4 semester long Masters degree programmes.¹⁰

¹⁰Source: Eurydice 2016 <https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Hungary:Overview>



3.2 Legal, institutional and policy aspect

There is no clear definition of school violence or aggression in Hungarian legal or policy documents, therefore we can only provide here a concise history of the closest legal, institutional and governmental measures and regulations to this field.

The first attempt to deal with aggression in schools was the **Public Education Act of 1993** (KözköztatásiTörvény) that formalized the legal background of stakeholders, in order to prevent and solve conflicts in schools. This was a document where the rights and obligations of students, parents and teachers, parental involvement, student participation in decision-making were formally defined. It is very important to note here that managing school conflicts was recognized, and is still being regarded as **a responsibility of the school**, to be dealt with as part of the school level policy. This step was made as a part of the Hungarian democratization process, however as individual school policies failed to handle these issues effectively. Studies on school policies pointed out that stakeholders are uncertain how to set up rules on school conflicts and school aggression in school and provide guarantees that students' rights are enforced. In 1998 a research study ordered by the ombudsman for educational rights stated that the biggest problem in Hungarian schools is the lack of knowledge and action regarding the basics of human rights, and human dignity. As a consequence, students and their families have no advocacy skills and lack assertiveness or ability to make complaints.

The next important step was made when in 1996 the UN Convention on the Rights of the Child (1989) was included in the Public Education Act. This measure was not generally popular among

teachers as they believed that students „suddenly got too many rights” and thus teachers’ and students’ rights became unbalanced. This thorough list and categorization of student rights was made as part of a central governmental attempt to promote the students’ education to active citizenship. However, this initiative got a bit derailed and the efforts to achieve an inner democratization of schools by the end of the nineties were narrowed down to promoting students’ rights. This was a major reason why **aggression and bullying were not considered separate problems to deal with, they only appeared as cases of violation of student rights**. The truth is, teachers never really received the necessary tools to deal with managing conflicts in a democratic school, and to teach students conflict management. Still today this is a gap area in the preparation process of teachers for their career.

In the early 2000s school aggression was still not explicitly dealt with: not included in the Public Education Act, and was neglected by research and public discourse. Still individual school policies provided the only forum for dealing with managing conflicts and aggression in schools. This resulted in a mix up of educational and legal tools which curbed their effectiveness. There was still no agreement or guidance on how to prevent violence and develop a culture of open communication that could provide a basis for a harmonic conflict management in the case of students, teachers and parents as well.¹¹

In order to improve the situation in this area, the **Office of the Commissioner for Educational Rights was set up in 1999**. It has been functioning since then as a background institution for the ministry handling cases that could not be resolved locally. Its major role is to provide information and widen school citizens’ perspectives about the appropriate way of enforcing rights and resolving cases of conflict. Later in the decade after some school violence scandals were brought to light by the media, several other committees and groups started dealing with school violence.

In 2008 a ministerial committee was set up for „the safety of schools’. It issued a resolution that included an analysis of the current state of the problem as well as recommendations for action. The committee acknowledged that many forms of school violence are present in Hungarian schools, however they believe that it is not a massive problem. They emphasize the necessity of the cooperation of stakeholders including policymakers, teachers, parents, students etc. on the individual as well as the institutional level. The openness of schools is key in identifying and resolving problems. School violence issues have to essentially be dealt with through pedagogical tools. Next year, the **Movement**

¹¹Gyurkó-Virág (2009) Az iskolai erőszak megítélésének különbségei és hasonlóságai a gyermekvédelmi és az oktatási intézményrendszerben. Kutatási zárótanulmány. Készült az ESZTER Alapítvány megbízásából a Mérei Ferenc Fővárosi Pedagógiai és Pályaválasztási Tanácsadó Intézet támogatásával. [The differences and similarities in the evaluation of school violence between the institutional systems for education and for child protection]

for Safe Schools (Biztonságosiskoláértmozgalom) was set up and a **professional network at Hungarian Institute for Education Research** (OktatásFejlesztésiIntézet) started its work in the field of preventing and tackling school violence. Later these initiatives faded away however.

In 2011 the Hungarian presidency of the EU put active citizenship education on its agenda. An informal meeting of education ministers was organized about the topic where the issues of school violence and bullying were discussed as well. In the meeting conclusions EU ministers declared that school violence was an important issue Europe wide and that prevention is key in the matter.

The most important document for content regulation in Hungarian elementary and secondary education is the National Core Curriculum. Its first version was introduced in 1995 and its latest, current version is from 2012. The NCC defines key development tasks as well as key competences to focus on in all Hungarian schools.

The relevant key development tasks are the following:

Ethics education (including values, right/wrong, sense of justice, social integration, rules of conduct, empathy, conflict resolution, respect, honesty, self-discipline)

- Education for active citizenship and democracy (human rights education, prevention of violence, respect for human dignity, rule of law, civic rights and obligations, active participation, critical thinking, analytical and debating skills, responsibility, reliability, mutual acceptance)
- Education for self-knowledge and development of social competences (self-knowledge, social relationships, empathy, tolerance, understanding and acceptance, emotional intelligence for successful human relationships)
- Education for physical and mental health (healthy physical and mental development, conflict resolution, stress management, appropriate social behavior, independence, handling of unexpected situations)
- Taking responsibility for others, volunteering (social awareness, helping people in need, helping others with special needs, empathy, cooperation, problem-solving, volunteering, participation, taking initiatives)¹²

¹²Based on the summary of Lázár, I. (2015) Addressing Violence in Schools through Education for Democratic Citizenship and Human Rights Education. A review of research results and action programmes on combatting school violence in Hungary (Draft report)

The key competences are an adaptation of the EU recommendation on key competences from 2006. For us here are social and civic competences are the most relevant. This competences' brief description is as follows:

„Personal, value-oriented, interpersonal, intercultural, social and civic competences are prerequisites for a harmonious life and community integration. A commitment to and activity for the public good comprises all forms of behaviour that the individual should master in order to participate in an increasingly diverse social and working life efficiently and constructively, and, furthermore, if need be, to resolve conflicts. Civic competence enables individuals to apply their knowledge of social processes, structures and democracy in order to actively participate in public affairs.”¹³

In order to support development of competences the Hungarian government took several measures to provide teachers with the necessary tools. From the first cycle of ESF funds (HRDOP, 2003-2007) the so called competence based „curricular packages” were developed which included ready made toolkits for teachers in various of the areas defined by the National Core Curriculum including that of the social and civic competence. In the second phase of the ESF funded developments (SRDP, 2007-2013) the implementation of such packages was further promoted including opportunities to exchange good practices.

In addition, by the end of 2012 several attempts and good practices were introduced in the realm of school conflicts, by public institutions and NGOs. In 2012 the first attempt was made to synthesize the good practices. **ISKON Tudásközpont** is an online summary of good practices on school conflict, so far the biggest pool of knowledge in this topic. These practices are aimed mainly at teachers to prevent and solve school conflicts.

Outside of the field of education policy and governance it is important to mention that a **National Strategy of Crime Prevention** was created in 2013 which not just talks about crime prevention among youths in general, but specifically deals with the prevention and resolution of conflicts and aggression. Firstly, it recognizes the school as a location where crimes (e.g.: school violence and bullying) can occur and points out the importance of preventing youths from becoming victims as well as perpetrators. In addition, it regards as key in this work the process of intercultural learning which

¹³ National Core Curriculum (2012) Official Journal of Hungary. <http://regi.ofi.hu/download.php?docID=5846>

teaches children to respect the differences of values, habits and traditions of different cultures and thus helps reduce stereotypes and prejudices and racism.

It states that four necessary measures are to be taken:

1. The collection and dissemination of international and national good practices in the field of prevention and resolution of conflicts
2. The integration of crime prevention and social competence development programs into projects run by NGOs for the compensation of disadvantaged and roma children
3. For the peaceful resolution of conflicts one mediator has to be trained in each school.
4. The protective function of families has to be enhanced and parents have to be influenced to assume responsibility through trainings and the modification of relevant legal documents.¹⁴

All in all the legal and policy framework for preventing and tackling school violence and aggression is very underdeveloped in Hungary. No wonder that fragmented attempts and isolated initiatives have taken place so far. When implementing our model programme in Hungary we are going to have to take into consideration these contextual factors.

4 METHODOLOGY

The main goal of this report is to give an overview about the problem of bullying, aggression, violence and conflict in Hungarian secondary schools, and also to identify and present good practices and models focusing on the prevention and handling bullying, aggressive behaviour and violence in schools.

Within the broader framework of the Against School Aggression Partnership, the Hungarian National Report will serve as an input in the process of elaborating a common model program for prevention of school aggression, bullying, violence and conflict, which at a further stage of the project will be piloted in Szolnoki Szolgáltatási Szakképzési Centrum. The identified risk factors, prevalence and scope of the problem, as well as the good practices implemented in Hungary will be taken into consideration in the

¹⁴Government Decree 1744/2013. about the National Strategy for Crime Prevention.
http://njt.hu/cgi_bin/njt_doc.cgi?docid=164284.250601

design, development and implementation of the model program; thus, ensuring that it is relevant and consistent with current policies and practices in the country.

The National Report has been elaborated on the basis of

- desktop research – analysis of state policies, strategies, and regulations, as well as policies and practices implemented by schools, civil society organizations and youth organizations;
- focus group discussions with relevant stakeholders;
- identification and collection of good practices from Hungary and from an international background.

5 DEFINITION OF GOOD PRACTICES

Upon research, we found that a great number of projects were created to fight school aggression and bullying. Many of these were funded by various projects and their depths vary according to the project period and the available funding, and only a few of them are implemented in a sustainable, long-lasting way. It has been found that programs that are not sustainable and run only for a shorter period of time may immunize participants against bullying, violence, aggression and conflict, rather than sensitise them and provide methods to deal with such situations.

Relying on studies and experience, we define sustainable good practices according to the below criteria.

Increases public awareness

Since only a fragment of aggressive and bullying cases reach teachers' and parents' attention, it is vital that a program aiming at reducing such cases focuses on awareness raising. Even more so because there is no common knowledge and understanding regarding the notions of aggression, bullying, violence and conflict. Every case is different and its perception relies heavily on participants own perception. Quality information and special case management leads to better understanding of the problem and taking actions against it. It is also important that even if one program was started in a specific pilot school, the work under this project or initiative should be able to continue and involve a wider scope of beneficiaries. For the sake of sustainability, it is beneficial if the initiative is supported by public institutions and professional societies so that a better result can be achieved.

Approaches the situation in a holistic way

In order to successfully reduce and overcome aggression and violence in schools, the socio-ecological model based on Dan Olweus's and Ken Rigby's research model has been proven strong and steady. Generally, it is based on the understanding that a holistic approach is required, that to address and overcome this specific issue. Thus, a desirable good practice in our understanding is one that directly involves all stakeholders – teachers, students, parents, technical staff of the school and other related experts – to promote cultural change. The direct involvement of children aims at enhancing the sense of belonging to the school, and a sense of ownership of decisions they are involved in. The relation between the school and the parents is promoted as a partnership, where the parents should be involved both in the decision making and in the contribution to different activities. We also consider it important that the initiative is supported by public institutions and professional societies so that a better result can be achieved.

Promotes a sense of community and personal responsibility

School culture presumes the presence of mediums to raise awareness and a sense of belonging to a particular institution. The atmosphere and the activities of the school set up the social identity of the student. Creating a sense of pride, "I am a student of this school, class, teacher, etc." and satisfaction of the achievement, completes the picture of school culture. "Being a student of this school" is a mindset that is built upon continuous disclosure of the specifics of the school: through presentations to the public, parents and students of good practices and a good model, withstood the time.

Promotes social-emotional learning

Teacher training in modern society requires competences in two directions: universal professional conduct of the teacher as a lecturer on a specific school subject, and secondly, behaviour as an educator in an adequate and contemporary manner. Teachers' ability to assert standardized professional behaviour for conflict-free communication among colleagues, between themselves and children, and between the students, guarantees the lowest level of aggression in school and outside.

Methodologically precise and adequate

According to the World Health Organization, a national plan to prevent violence in school should include the following elements¹⁵:

- Review and reformation of national legislation and policies;
- Capacity building;
- Support services, helping people who have experienced violence;
- Development and evaluation of preventive practices;
- Schedule of activities;
- Development of an evaluation mechanism;
- Establishing organizations to monitor progress;

This systematic approach can also be applied on project based anti-bullying programs. Further aspects to consider might be:

- The representatives of the target groups are trained and take part in the development of training materials, strategies and measures for preventing violence in schools;
- The program clearly differentiates among disruptive behaviours and offers methodologically founded solutions
- There should be no gap between the practices to be used and the actual knowledge available or persons trained on how to use the practices in a safe and suitable way.
- The policy supports the inclusion of restorative justice approaches at school level which is identified as a long term solution.
- The use of appropriate and innovative methodologies for the target group such as ICT and audiovisual tools for young people

6 GOOD PRACTICES ON A NATIONAL LEVEL

Throughout the research carried out for this report, there have been identified many practices, initiatives or projects that can be considered to be good practice in terms of prevention and tackling of, or raising awareness of, bullying behaviour, violence and aggression.

¹⁵http://www.who.int/violence_injury_prevention/violence/world_report/en/wrvhrecommendations.pdf

Within the research of this report, 13 good practices on managing school aggression, violence, bullying and conflict were identified in Hungary. There is no unified, national approach to tackle this specific issue, and this is reflected in the heterogeneity of the projects running in this topic.

6.1 Overview; tendencies

There is an overall tendency whereby anti-aggression and anti-bullying projects run only for a shorter period of time, with a limited number of activities, with only a few teachers or students involved, thus leaving no long term impact.

In many cases, the organization or team managing the project dissolves after the project is finished. The rest of the staff are often not even aware that there is a team/class working on a project to prevent or deal with bullying. It is highly questionable how these ad-hoc programs can prevent bullying and aggression in the long run. There is a risk that these kind of projects immunize instead of sensitize both teachers and students. Effective prevention programs that run in various countries (Restorative techniques, KiVa, OBPP) involve all stakeholders' participation and their implementation is systematic and requires several semesters.

Safe internet use has been in the spotlight in the last years. Overall, we found 16 websites that offer programs, activities and applications to prevent cyberbullying (see Annex), which is an impressive number. However, like offline projects, they usually reaching a smaller number of students, parents and teachers and their use is very sporadic.

Increasing the sense of community and responsibility is of key importance. It is important that the school staff actively participate in the implementation process and they have their say regarding the necessary adjustments and amendments during the implementation process and the activities included, so that the school's specificities can be addressed appropriately. This is an integral part of programs that go with the holistic approach. Contrary to this, upon informal discussions on several occasions with teachers on the relevant topic, it came out that many of them prefer to have quick, ready-made solutions that can be easily implemented in the curriculum. This does not mean that they want to choose the easy way to magically get rid of the problem in an instant; this rather reflects the challenging conditions that prevail in Hungary:

- Teachers are overburdened due to the increased number of lessons; thus, capacity building needs to be ensured for the sustainability of programs.
- There is a high need for working solutions that show their effect quickly because teachers are expected to meet several demands including progressing with the curriculum in a timely manner, which might be hindered by discipline issues, conflicts and aggression.
- Although basic psychology is included in teacher training in Hungary, this does not accommodate social-emotional aspects of the teaching profession itself (assertive communication, conflict resolution skills, strong interpersonal skills, self recognition, etc.) Teacher trainees usually report lacking means to tackle situations that fall out of the scope of the school subject.

However, there are actually five working programs in Hungary which are based on the holistic and the involvement of all stakeholders for the sake of sustainability:

- Restorative practices by IIRP
- Re-Education by No Bad Kid/Pressley Ridge Hungary
- Peaceful School Programs based on the book “Why school anti-bullying programs don’t work” by Twemlow, Stuart W. and Sacco Frank C (Rowman & Littlefield Publishers (August 15, 2008)
- Alternative Head Teacher System
- KiVa Program

6.2 National Crime Prevention Strategy promoting alternative conflict resolution methods

Although there is no unified policy to handle school aggression, the National Crime Prevention Council of Hungary recently set forth a national strategy, which hopefully contribute to the decrease in such behaviours on the long run. In 2016, Partners Hungary Foundation trained over 200 teachers, school related professionals, social workers and secondary school students on mediation within the framework of the National Crime Prevention Strategy that set out as a goal to have at least one teacher who is a qualified mediator in every school. Participants were highly motivated and enthusiastic. Our experience shows that:

- It would be desirable to have a mentoring period after the trainings have finished the learning process still continues as cases arise.

- Communication and dissemination about mediation as a method is very important so that cases of aggression and conflict reach the mediator.
- There is a need for a solid network for teacher-mediators to support the above mentioned learning process. Also, it is advised that the impartiality of the mediator should be conserved, so instead of treating cases in their own schools, teacher-mediators could rely on their network to find a colleague from a different school.
- Training for student mediators and setting up a student mediator network would highly support this initiative, since students open up easier for their peers. Also, only 10% of aggressive cases is reported to the teachers.
- Although there is a great need for tools that tackle challenging situations, is very important to keep in mind that not all of them are conflicts, contrary to common belief; thus, conflict management methods are not always suitable for preventing bullying, aggression, violence and conflict, as in many cases the roots of bullying do not lead towards a conflict.

The trainings within National Crime Prevention Strategy continue throughout 2017.

7 GOOD PRACTICES OF PARTNER COUNTRIES

7.1 MALTA

Throughout the research carried out for the compilation of the Maltese National report, there have been identified many practices, initiatives or projects that can be considered to be good practice in terms of prevention and tackling of, or raising awareness of, bullying behaviour , violence and aggression.

The Anti-Bullying Service, provided under the Safe Schools Programme by the Students Services Department in the Ministry for Education and Employment, is a national intervention service that assists all State schools that provide compulsory education. This can be considered as a strategic intervention service that deals mainly with prevention and tackling of bullying. The Anti-Bullying Service provides advice and support in developing school-based responses to bullying, according to the needs of each school. It provides support to the staff of the school, the students, and the parents by raising awareness of the issue of bullying, formulating and implementing strategies for situations of

bullying behaviour, staff/school development, class intervention, individual cases and parents' meetings. Launched in 2000, the Service has, as its main aim, to help create appropriate responses to bullying and to promote pro-social behaviour in schools. Another important role is to help schools implement national policy, such as the 'Addressing Bullying Behaviour in the School' policy, by delivering training and information sessions to school staff, parents and the students themselves.

The Addressing Bullying Behaviour in Schools' policy lays the foundation for a national strategy against bullying and violent behaviour. It stresses the importance of the school environment and ethos in promoting and providing a safe space for all, students and school staff alike. It promotes relationships based on respect, inclusion and diversity among all the school community, thus, students are exposed to positive examples. More than that, a whole school approach is taken, recognising the importance of including, not just children, teachers and the psycho-social teams of the schools, but also non-teaching staff members, parents and the whole society. Moreover, the policy supports the inclusion of restorative justice at the school level that may be included as a long term solution. More information regarding the implementation of the policy can be found in the report analysis regarding 'Tackling bullying, aggression and violence in Maltese State schools' emerging from the survey conducted for the purpose of ASAP project.

Other practices identified are:

-Specialised services: Kellimni.com project and KID's – the kids in development programme developed by the Richmond Foundation.

-Curricular or cross-curricular approaches: Personal Social and Career Development (PSCD) curriculum, Stop the Violence – non-formal curricular adaptation - by the Malta Girl Guides, Rescur – a resilience curriculum for early years and primary schools

- School level initiatives: The Buddy System at San Anton independent school.
- Awareness raising and prevention projects: Together Against Bullying by Victim Support Malta and The BeSmartOnline! project.

7.1.1 Kellimni.com (<http://kellimni.com/>)

Kellimni.com is a free anonymous online support service available through e-mail, chat, online forum and smart messaging and provided at national level in Malta. It is a joint effort between SOS Malta, the Salesian Pastoral Youth Service, AgenzijaŻgħażaġh and AgenzijaAppoġġ, with the guidance of Child Helpline International. Apart from direct support to youths, Kellimni.com also provides educational material, through articles and video clips that address themes relevant to young people. These serve as initial information and support to young people as well as a resource for PSCD teachers, leaders within youth organisations or other youth workers. The issue categories discussed with the Kellimni.com operators are bullying, parent/child relationships, partner relationships, problems with friends, bereavement, friends and friendship, depression, self-harm, fear and anxiety and loneliness. This project is highly innovative as it manages to reach youths through communications that they know and are most comfortable with.

7.1.2 Kids In Development (KIDs)

(<http://www.richmond.org.mt/kids-in-development/>)

KIDs is a residential programme designed for helping children who have experienced severe emotional and behavioural difficulties; it helps them in their personal development in order to develop healthy attachments and a sense of self worth. In other words, the programme helps children recover and/or develop social and emotional skills, thus helping to prevent them becoming vulnerable and to avoid victimisation through bullying, aggression and violent behaviour.

7.1.3 Personal Social and Career Development (PSCD) curriculum

PSCD is part of the national curriculum, and is taught at both primary and secondary levels of education. It involves imparting to children the 'skills and processes involved in becoming happy and fulfilled individuals in a healthy and supportive environment.' This subject helps to shape the social and behaviour skills of children covering different aspects of life, relationships, communication, self-recognition, etc, according to specific ages. Some of the objectives are to enable students to recognise the different forms of communication (non-verbal, verbal, assertive and non-assertive) and develop good listening skills, enabling them to reflect on positive traits in friendship while also reflecting on the

negative effects of bullying and developing the necessary skills to cope with the negative feelings this causes.

7.1.4 Stop the Violence - non-formal curricular adaptation – The Malta Girl Guides (<http://www.maltagirlguides.com/>)

VOICES AGAINST VIOLENCE is an international campaign which includes the Stop the Violence non-formal badge curriculum, created by the World Association of Girl Guides and Girl Scouts in collaboration with UN Women. The curriculum is designed to include a series of topics, all concerning different types of violence against women. It takes the form of series of workshops, and upon completion, participants receive badges – thus following the Girl Guides and Scouts system. The curriculum includes strategies, lesson plans, games and materials for a better delivery in the workshops. The curriculum was adapted by the Malta Girl Guides for the school environment and a series of in-service training sessions are offered to teachers, counsellors or PSD teachers, who are encouraged to include such training in their daily activities and lessons at school.

7.1.5 Rescur - a resilience curriculum for early years and primary schools

Rescur is a project that was implemented between 2012-2015 in Europe, coordinated by the University of Malta with the participation of the University of Zagreb (Croatia), the University of Crete (Greece), the University of Pavia (Italy), the University of Lisbon (Portugal) and Orebro University (Sweden). It presents a resilience curriculum for early and primary schools in Europe, which provides students with the key tools to overcome the disadvantages and obstacles in their development and to support their academic, emotional and social learning. The target group includes children who are considered to be at risk of early school leaving, absenteeism, school failure, social exclusion and mental health problems, bullying, discrimination, violence and social exclusion. The main goals are to develop and enhance children's social and emotional learning and resilience skills.

7.1.6 *The Buddy System - San Anton Independent School* (<http://www.sananton.edu.mt/seniorsector/BuddySystem/default.html>)

'The Buddy System' is a peer support system, developed and adapted at San Anton School in Malta by School Counsellor Ian Refalo, in 2009. The system proved to be successful and became regular practice

for students in the secondary school. Because the system was so successful with the older children, it was replicated at primary level as the 'peer mentoring system'. The targets of the buddy system are students in Form 4 - aged between 14 to 15 years old - who are assigned as buddies for students who are in Form 1 - aged between 9 and 10 years old - with the aim of helping them integrate and adapt easier in their first year of Secondary School. The participation in the programme is on a voluntary basis and, every year, a high number of students look forward to participate. The practice is carried out on the school premises and students who are to become the 'buddies' - the older students - are trained and prepared for their role from when they are in Form 3. The Buddy System has helped to reduce bullying, and to ease the transition for students who would have moved from junior to the senior classes.

7.1.7 Together Against Bullying - Victim Support Malta (<http://victimsupport.org.mt/bullying/>)

'Together against bullying training package' is a preventive tool developed as part of the broader 'Together against bullying' campaign. The aim is to enhance knowledge about bullying and promote good practices among teachers, parents and peers, through specialized training. Main activities involve presentations delivered to teachers, parents and students. They are both informative and interactive, and they use and promote the SWAP psycho-social strategy, an essential tool to empower those who are being bullied, as well as bystanders, to take control of the situation and seek support. Since April 2016 VSM has delivered talks and trainings for various summer schools, dance schools and football clubs, with the overall aim of raising awareness about bullying in and outside of school, and facilitating prevention.

7.1.8 BeSmartOnline! Project (<http://www.besmartonline.org.mt/>)

BeSmartOnline! is a project financed through the European Union, coordinated by the Malta Communications Authority (MCA) in collaboration with the Foundation for Social Welfare Services, the Office of the Commissioner for Children and the Directorate for Quality and Standards in Education. Other partners: Kellimni.com, Secretariat for Catholic Education, Personal, Social and Career Development Unit, Cyber Crime Unit (Malta Police Force), University of Malta, AgenzijaZghazagh, Independent School Association. The main objective of this project is to raise awareness and educate children and teenagers, carers and educators, on safe use of the Internet. The project includes

reporting facilities for internet abuse and support services for respective victims, mainly through AgenzijaAppogg. The activities carried out include training, talks and presentations to students and teachers regarding the safe use of the internet and the risks and consequences of cyber bullying.

7.2 BULGARIA

In Bulgaria, public awareness of the problem with violence in schools noticeably increases. Still, actions taken to counteract this phenomenon are not unified. Despite the common model for cooperative work at school level, given by the "Mechanism to combat school bullying among children and students in school" - 2012, a national plan to resist violence in school and to serve as a strategy to prevent the problem, still does not exist. According to WHO, national plan to prevent violence in school should include the following elements :

- Review and reformation of national legislation and policies;
- Capacity building;
- Support services, helping people who have experienced violence;
- Development and evaluation of preventive practices;
- Schedule of activities;
- Development of an evaluation mechanism;
- Establishing organizations to monitor progress;

The good practices identified in the National Report in Bulgaria can be summarized as follows.

7.2.1 Mechanism to Combat School Bullying among Children and Students at School

On May 18th, 2012 the Bulgarian Government adopted the first "Mechanism to Combat School Bullying among Children and Students at School", which aims to support schools in their efforts to deal with violence and to provide a basic mechanism to counteract bullying. The adoption of such a document is based on the need to implement a coherent and purposeful policy towards combating school violence, which encompasses measures and activities for prevention and intervention, as well as written mechanisms and responsibilities for action in situations of violence. All guidelines and procedures laid down in the mechanism are common and valid to the whole school community.

The document was developed by the Ministry of Education and Science (MES) with the participation of the Ministry of Labour and Social Policy (MLSP), the Social Assistance Agency (SAA), the State Agency for Child Protection (SACP), the Central Commission for Combating Juvenile Delinquency (CCCJD) and non-profit organisations – the National Network for Children (NNC), "Steps of the Invisible Children in Bulgaria" Foundation, "Animus Association" Foundation, "Association of Psychologists in Bulgaria" and UNICEF Bulgaria. The Mechanism consists of several main parts, which generally clarify the terms "violence" and "bullying", behaviours that they include, and mandatory elements at school level to combat bullying.

Besides giving detailed specifications and definitions of violence and bullying in schools, the Mechanism sets down essential elements how to treat it. Firstly, it provides for development and implementation of preventive measures in order to reduce factors that contribute to aggression and to affirmation of aggressive models within the school environment. The basic principle of countering the problem is the adoption of a whole school approach, investing coordinated and consistent efforts to prevent bullying and create a safer school environment.

7.2.2 Youth banks initiatives

In 2016, nearly 5000 students aged 10 to 18 years have become part of the campaign "No to violence in schools", realized by Youth banks in Shumen, Burgas, Gabrovo and Pazardzhik. Thanks to the campaign, students from 80 schools in four cities learned about the types of violence and its consequences, and participated in various initiatives, provoking them to offer solution of the problem.

In Burgas nearly 300 students, aged 11 to 18 years, from three schools participated in informative meetings and discussed the types of violence and the ways to overcome it. Representatives of the Juvenile Delinquency Commission from the District Directorate of the Interior Ministry-Burgas, together with representatives of the Local Commission for Combating Juvenile Delinquency from the Municipality, led the discussions, in cooperation with educational counsellors from schools.

In Shumen more than 2400 students from 1st to 12th grade learned how to overcome aggression through sport. It happened thanks to the campaign "It's not you, when you're rude", realized by the team of the Youth Bank Shumen. Inspired by the idea of the team, within a month and a half, a punching bag called by the young people "the anger bag" toured five Shumen schools. The final part of "It's not you, when you're rude" project, the Youth Bank of Shumen organized on the International Day

against violence in schools. The campaign ended with an open lesson of self-defence, which included more than 100 students.

In Pazardzhik 24 "ambassadors of peace" met more than 500 students from the project "NO to violence in Schools" organized by the Youth Bank Pazardzhik. The project started in November 2015 with the training of 24 volunteers, called "ambassadors of peace". They all met with students from 4 to 12 grade from more than 20 schools to tell them how to deal with school violence. During this initiative was born the idea of a contest for a poster on the theme "Bullying stops here."

In Gabrovo 50 students aged 8 to 16 years sent their works at a contest "I say STOP": poems, stories and drawings, expressing in a creative and unconventional way their attitude to the problem with bullying at school and gave suggestions for resolving it. This creative approach to dealing with violence in schools was an idea of the Youth Bank Gabrovo. The winners were announced at the closing event organized on the Day of pink shirt, and all the works of contestants from the team of Youth Bank Gabrovo were collected in a book.

7.2.3 "Train me and pass it forward" conflict solving and prevention of conflicts

The activity of Equilibrium Bulgaria is focused on prevention of violence and conflict management among children /positive methods for education/, targeting educational specialists and parents. The campaign "Train me and pass it forward" has the following main activities: training courses, scout camps, participation in the club "I win – you win", conducting regular meetings with the resource group /pedagogic advisors and psychologists from the schools in Rousse/, accentuating on the topic of violence in its different expressions, discussing and exchanging experiences among teachers participating in the group for parental support /parents of children with behavioural deviations/ on their opinions for the reasons and ways in which violence can be diminished

7.2.4 All children have rights. Everyone can help.

The initiative was realized with the special participation and support of Dimitar Berbatov, Bulgarian football player, Goodwill ambassador of UNICEF for Bulgaria. The campaign was launched on 20 November - the day of the signing of the UN Convention on the Rights of the Child. The main objective of the initiative is through an extensive media campaign, the whole society to be prompted to think

about the rights of the child as something requiring special attention and consideration, and to convince that everyone has responsibility to the children of Bulgaria.

7.2.5 National hotline for children

24-hour hotline for children: 0800 19 100 "Talk to a friend" opened jointly by UNICEF Bulgaria, SACP and "Centre Nadya" Foundation. It has nationwide coverage, free for the one who is calling and observes complete anonymity. The line provides crisis intervention, counselling, specialized information on children's rights and directs them to the appropriate social services. When there is a threat to life and health of the child, the teams, serving the line, carry out an immediate connection with medical emergency, police, fire department, etc.

The line started its work in April 2009 under the leadership of SACP and the results of the external evaluation of the line during the period November 2007 to March 2009, carried out by "Centre Nadya", shows that during this period the number of calls are 1 059 582, and the majority of the important calls were problems associated with violence (35%), family problems (16%) and psychosocial problems (10%).

7.2.6 School without violence project

During the period 2007-2008 UNICEF Bulgaria together with the State Agency for Child Protection initiated a project for prevention of violence between children. The main project idea is to support for prevention of harassment among children in schools and establishment of a safe and supportive school environment. Specialists work with teachers, children and the school community, showing them new ways for communication and dealing with problems without aggression. The entire school community is involved in the project. "School without violence" creates an opportunity for lowering the level of school violence – teachers and students together set clear rules, which in no case allow the expression of aggression or harassment.

The project "School without violence" is a Bulgarian version of the most efficient "Anti-Bullying" program in the world - that of the Norwegian psychologist Dan Olweus (Anti-Bullying are those programs focused on violence and harassment prevention in school environment)

The school transforms into a place, where children learn that violence is unacceptable and know how to deal with problems peacefully. The project leads to the formation of an overall school policy, based on values, attitudes and rules for behaviour, which lies at the grounds of a long-term strategy of violence prevention. The project started in 6 schools in Sofia and included children from 5th to 7th grade. Until 2008 the project encompassed additional schools and students from 1st till 7th grade.

During 2009 the children from secondary school 134 in Sofia presented UNICEF with their declaration against aggression and violence in school – a result from their project work. It contains 6 main points: NO to insult; NO to disrespecting one's own space; NO to physical aggression; NO to psychological aggression; NO to verbal aggression; NO to all kinds of relationship, which humiliate a person. This declaration has been signed by more than 500 students, teachers, celebrities, who participated in the event and demonstrated their attitude in favour of the UNICEF project.

7.2.7 “Virtual and real violence – prevention through interactive school education”

The initiative was implemented by the national centre for safe internet with the financial support of the Swiss “Oak” foundation and the EC program “Safer Internet Plus”. Part of the activities included the elaboration of a methodical guidelines with 25 modular lessons, approved by the Ministry of education and science, as well as the training of 49 teachers – practitioners and students. 10 schools – volunteers from Sofia – joined the implementation of the initiative. From November 2008 till the end of June 2009 the trained teachers conducted 600 free lessons, with more than 3000 students on various topics. Microsoft Bulgaria and the kids' portal Dechica.com supported the initiative.

7.2.8 National Centre for Internet Safety (www.safenet.bg)

The project started in 2007 aiming at promoting safer internet among families, educators, children and teenagers through educational materials, popular articles, open lessons at class, technical and emotional support at the Bulgarian Helpline for Online Safety, lobbying for legal regulation of crimes against children in the virtual world.

The Bulgarian Safer Internet Centre works for the protection and empowerment of children and young people in Internet by awareness raising, training, consultations and acting on reports from the public about online sexual abuse and exploitation of minors. By increasing digital literacy among children and

youth we have been promoting the positive, safe and responsible use of Internet and information and communication technologies since 2005.

7.2.9 Zippy's Friends – the Future Citizens of Bulgaria

Zippy's Friends is a program lead by Association "Animus Foundation". Within one school year in 24 lessons the program teaches children at age 5 to 7 how to cope in a healthy and successful way with problems and crisis situations at this time of their lives or in the future by learning to solve specific problems and understanding and controlling of emotions- theirs or others. Within the program in each lesson the children learn to apply different strategies for coping with difficulties, increase their self-esteem and improve resistance to traumatic events. The program so far covers 10 schools and kindergartens, 14 classes, 24 specialists in the schools and 300 children.

The entire program lasts one academic year. It is constructed of a series of illustrated tales of the insect Zippi, kept as a pet and his friends - a group of small children. The stories in tales and the activities in the six modules of the methodology deal with daily difficulties faced by children. While listen and discuss issues of the stories and participate in fun activities (painting, role plays, etc.), children develop positive coping strategies, which makes them feel better and do not feel the need to hurt themselves or others. Children express their thoughts and feelings related the tasks to learn to understand, present and manage their emotions and to think about more than one solution to a problem.

Parents of the children who participated in Zippy's Friends program increased the active strategies for coping than the children who did not attend in the program and who increased the passive strategies. The data shows that teachers believe that the program has a positive impact on children's communication skills and their abilities to solve problems within the group.

8 GOOD PRACTICES FROM AROUND THE WORLD

There is an immense number of programs available Europe- and worldwide promoting anti-aggression and anti-bullying practices. This chapter provides an overview of the eight we consider the most prominent, holistic, researched and viable projects.

8.1 I Am Not Scared Project¹⁶

The project is funded by the European Commission “Lifelong Learning” programme (KA1 Policy cooperation and innovation), aiming to identify the best European strategies to address and prevent the phenomenon violence. The platform “I’m not scared” provides access to:

- Review of publications related to school violence;
- Good practices for prevention and combating school bullying;
- Situational analysis of cases of school violence;
- National reports and transnational report on school violence;
- European strategy to combat school violence.

The project intends to identify the best European strategies to prevent and combat the bullying phenomenon. The purpose of the project is to involve vocational education teachers, directors, pupils, parents, counsellors and key policy makers in the field of education in a common reflection on the issue related to school violence.

The project is based on bottom-up approach for a transnational sharing of the dynamics that can cause the emerging and consolidating of the bullying phenomenon and of the most effective strategies to tackle it.

¹⁶<http://iamnotscared.pixel-online.org/>

8.2 KiVa Program – Let's Make It Together!

KiVa Programme is developed by the University "Turku", Finland, funded by the Ministry of Education and Culture. The effect of this programme is proven with multiple randomized controlled researches. In Finland, KiVa is a sought-after program: 90 % of all comprehensive schools in the country are registered KiVa schools and are implementing the program.

KiVa is an evidence-based program to prevent bullying and to tackle the cases of bullying effectively. The former is crucial but also the latter is important, as no prevention efforts will make bullying disappear once and for all; there need to be tools to be utilized when a case of bullying comes to light. The third aspect of KiVa is constant monitoring of the situation in one's school and the changes taking place over time; this is enabled by the online tools included in KiVa. These tools produce annual feedback for each school about their implementation of the program as well as the outcomes obtained.

KiVa includes both *universal* and *indicated actions*. The *universal actions*, such as the KiVa curriculum (student lessons and online games), are directed at all students and focus mainly on preventing bullying. The *indicated actions* are to be used when a bullying case has emerged. They are targeted specifically to the children and adolescents who have been involved in bullying as perpetrators or victims, as well as to several classmates who are challenged to support the victim; the aim is to put an end to bullying.

KiVa has three units of which Unit 1 and Unit 2 are currently available outside the borders of Finland. Unit 1 is designed for children of 6–9 years of age. Unit 2 is suitable for children of 10–12 years of age. Unit 3 is meant to be used after the middle school/lower secondary school transition. Currently, Unit 3 is only available in Finland. KiVa has licensed partners in many countries within and outside Europe. In Hungary, the program started in 2016 September, in 3 schools: Papkeszi Bocskai Primary School, Hungária Primary School of Kispest and Kelenvölgyi Primary School.

Results of the program:

"In Finland KiVa has been evaluated in a large randomized controlled trial including 117 intervention schools and 117 control schools. The program has been shown to reduce both self- and peer-reported bullying and victimization significantly. It influences multiple form of victimization, including verbal, relational, physical, and cyberbullying. In addition, positive effects on school liking, academic

motivation and achievement have been reported. KiVa also reduces anxiety and depression and has a positive impact on students' perception of their peer climate. A remarkable 98% of victims involved in discussions with the schools' KiVa teams felt that their situation improved. Finally, Finnish data from more than 1000 schools that started the implementation of KiVa in fall 2009 showed that after the first year of implementation, both victimization and bullying had reduced significantly. KiVa is now being evaluated in several countries: the first international studies from the Netherlands, Estonia, Italy, and Wales are emerging, showing that KiVa is effective outside of Finland as well.”¹⁷

8.3 Olweus Bullying Prevention Program - OBPP

The whole-school approach based on Dan Olweus's anti-bullying model is considered to be the most significant 'evidence-based' prevention programs that has been running in Norway and in the United States for more than fifteen years now.

The Olweus Bullying Prevention Program is designed to improve peer relations and make schools safer, more positive places for students to learn and develop. The program targets the school itself as a whole, the classes and the individual as well. On the school level, a coordination committee manages the project (principal, school psychologist, teacher, parent, student representative). All staff members receive the training in groups of 15, for 3 semesters. They are mentored by 2 trainers, supported by regular supervision and a handbook.

The specific actions required are split into three sections: Measures at the School e.g. Initial Questionnaire to determine the extent of the problem, School Conference, improved supervision especially during breaks and lunchtime, parent circles, etc.; Measures at the Class Level e.g. Class rules against bullying, regular class meetings, etc.; Measures at the Individual Level e.g. Serious talks with bullies, victims and parents, Help from 'neutral' students, discussion groups for parents of bullies and victims etc. Students targeted are between 6-15 years old but the program can be adjusted to include secondary school students up until the age of 18.

¹⁷<http://www.kivaprogram.net/is-kiva-effective>

Project results include a decrease in bullying and antisocial behaviours by a stunning 50% and a better school climate overall where positive emotions and peer relations dominate.

8.4 'One week without bullying'- Lithuania

During the 3rd International Conference of the European Anti-Bullying Network, Robertas Povilaitis, from Child Line Lithuania, said that around 26% of girls and 31% of boys in Lithuania were being bullied at school, which made Lithuania one of the European countries with the highest level of bullying. In order to reduce these high rates, in 2004 the **Child Line Ngo** (Vaiku Linija) has developed and implemented the Campaign '**Without Bullying**', having as its goal to make the schools a safer place, without bullying and violence. This campaign involved action over the years including:

1. The creation and dissemination of **bracelets 'Without bullying'**.
2. **Cards showing famous people, in Lithuania who manifest their support for the campaign distributed in all schools.**
3. The publication of three books, on bullying for schools staff.

In 2010, the same NGO, Child Line, initiated the '**One Week Without Bullying**' project which takes place throughout the country and involves all the school communities and a large number of different stakeholders. The main aim is to promote friendly relationships through different activities supported by many partners such as local authorities, NGOs, the Swedish embassy and the Vilnius International Film Festival.¹⁸ Thus, one of the biggest successes of the campaign is the fact that the event is followed by the entire society. All 60 municipalities, 1147 educational institutions - from kindergartens to universities – many organisations, government representatives, pupils, students, parents, school staffs, companies and celebrities take part and collaborate in this national campaign against bullying. For instance, this year, the President Dalia Grybauskaitė participated by visiting some schools and talking to students.

The event not only enjoys widespread national participation but also welcomes foreign organisations and actors such as the Embassies of Norway and Sweden participate in, the programme, underlining the relevance of the anti-bullying campaign beyond Lithuania. In addition,

¹⁸ '„The Anti-bullying week 2014“ in Lithuania', [http://www.vaikulinija.lt/media/filer_public/8c/be/8cbef9dd-a3b5-4369-970b-ee965df2f36d/the_anti-bullying_week_2014.pdf]

close collaboration came about between the Child Line and the Swedish organization FRIENDS through the implementation of Swedish programmes in Lithuania.

Some of the activities that took place since inauguration in 2010 were:

- **The creation of an anti-bullying website** (<http://www.bepatyciu.lt/>)

One of the main tools of the campaign and the Child Line itself is the website which hosts information gathered throughout all campaigns and disseminates information on bullying to the different actors, including victims, perpetrators, bystanders, parents, teachers and professionals.

The website is also used in order to promote the campaign and as a registration platform for different competitions and events, as well as to display content created as a result.

- **Extended working hours for The Children Line**

The Children Line, which is a specialised help line, is usually available for a limited time per week, however during 'One Week Without Bullying' is functioning every day. This allowed in the previous year to receive around 3380 calls only throughout that week.

- **Competition for students**

As direct victims, witnesses and perpetrators, children and students were involved in the project through competitions. In one of them, they were asked to relate their experience of bullying in a three minute audio or video recording uploaded on YouTube.

- **Production of various tools and outputs such as:**

- Production of **prevention films** some of them showing celebrities in order to increase their attraction, especially on social media.

- Publication of various **books** for use by teachers in class. For instance, in 2012, Child Line published "Cyberbullying and its Prevention", a manual on electronic bullying, with information and recommendations for children, parents and educational staff. One publication was issued in 2011

with the aim to provide answers to parents' questions "how can I help my child? Answers to parents' questions".

- Production of **free access leaflets**.
- Creation of **the online Museum of Bullying** which shows art themes related to bullying in art form and sets up a platform for fundraising.
- Production of **social actions** such as carnival parades (e.g. the friendship carnival on Vilnius).
- Production of **social advertisements** on radio, television and social media and posters displayed in many places. For instance, the social commercial "Mishandled Internet Space – like a weapon in the child's hands", created in 2014 by Child Line, was shown for two months in Lithuanian cinemas before adult movies and on national television in the evening.

8.5 Restorative approach – International Institute for Restorative Practices (IIRP)

The International Institute for Restorative Practices (IIRP) works with a whole-school approach in various secondary schools in the United States, Asia and Europe. The program has helped very challenging schools improve their teaching and learning environment through restorative practices. Besides containing straightforward methods, it is rather a proactive approach based on the sense of community and responsibility, focusing on relationship building among students, staff and parents. It improves student behavior, reduces violence, conflict and bullying. IIRP provides a comprehensive two-year school implementation program. Experts of the institute help the school leadership and staff develop a customized plan based on their own needs, delivers onsite professional development and assists with evaluation. Everyone in the school staff is involved in implementation, which serves as a base for committed cooperation. Staff members are also trained as professional development instructors to ensure sustainability.

80% of restorative practices are proactive, so once the approach is implemented in the school culture, only 20% of the work needs to focus on reacting to incidents. According to the restorative approach, conflicts are regarded as possibilities for development and stabilization – provided they are treated with a future-oriented strategy.

When a conflict arises, the trained facilitator – a teacher (or student) identifies the people affected in the conflict; does a preparatory one-on-one meeting with the participants; then summons the conference. The victim and the offender can invite supporters if they wish (friends, family members

etc.).The facilitator (teacher) sets the framework for the conference and they operate with a set of question whose order is fixed; the order of speakers is fixed as well. All participants benefit from the free exchange of emotion that happens in a restorative conference or in a restorative circle. Offenders come face to face with their victims and directly hear the impact of their actions so they gain understanding on the harm caused. Victims have a chance to tell offenders how they have been affected.

8.6 Shield My School

The 'Shield My School' self-evaluation tool is a component of the ISPPC Shield Campaign, which aims to protect children from bullying.The tool consists of ten statements, referred to throughout the document as Shield Statements. Each of these shield statements is based on international evidence in relation to the management of bullying. The series of questions that follow each shield statement reflect evidence informed practice that has been shown to have a positive impact on bullying.

The self-evaluation tool asks a group of teachers to consider a set of evidence informed statements and questions about their schools approach to bullying. The questions are designed to act as evidence informed prompts to the school to facilitate a self-assessment of where they are in relation to the statement and known evidence based approaches to bullying. The process encourages participants to reflect on their approach to bullying, to identify the aspects where they are strong and the areas they would like to improve upon. The self-evaluation tool includes an action plan for schools to record the outcome of their evaluation, their proposed actions, time frames and review schedule.

The self-reflection component enables schools to measure where they are in relation to meet the core elements of an evidence informed approach to bullying and the built-in evaluation focuses efforts towards acknowledging strengths and identifying areas for improvement.

The overall aim of the self-evaluation tool is to help schools identify how effective they are in dealing with, and reducing, incidences of bullying within the school and community environment. To be effective the self-evaluation tool relies on honesty and trust within the group and therefore individuals require a secure setting where difficulties can be raised and opinions challenged in a

constructive manner. Within this safe group setting teachers are encouraged to consider their personal and combined approach to bullying, and the systems they have in place within the school, while being mindful of the available evidence and good practice research.

8.7 The Siren Project - Social games for conflict REsolution based on natural iNteraction

The Siren Project was a European funded project implemented cross-nationally between 2010 and 2013, aimed at creating serious games which complement and support teachers in their efforts to educate young people how to understand and resolve conflict.

The researchers who took part in this project were from Greece, Denmark, Portugal, UK and the USA. They succeeded in producing a series of mini games that can automatically generate different scenarios that include different types of conflict to be resolved by the players, while also adapting to the maturity level of players, their cultural background and the intended learning outcome set by the teachers, who can use the system without any special technical training.

Two types of games were created through the project: Village Voices, a collaborative farm game similar to games available on social networks, and My Dream Theatre, a role-playing game in which the player is the director of a theatre, in charge of assigning roles to be carried out by non-playing characters, while attempting to resolve their conflict. The games are played through successive stages, each scenario gradually becoming more complex. The games also set several targets that are to be achieved and obstacles to be overcome and feature different methods that can be used. Scenarios and conflicts in the games vary according to the particular age group of the children, who would be between 10 to 14-years-old.

The games were tested in Greece, Portugal and UK and results indicated a positive impact on the children. After completing several sessions of Village Voices, they were found to have improved their conflict resolution skills; they managed to collaborate and to develop strategies among themselves in order to achieve a positive outcome in the virtual village life.

The games were developed through this project and the positive feedback they generated among the student and teacher population that participated in the pilot phase, proved that innovation can enhance the educational experience of students. Such games can be used as training tools for

teaching students alternative conflict resolution skills in an attractive and exciting way that, at the same time is, not too complex for schools to implement.

The games can be used as part of the curriculum - for example the,driving PSCD lessons in the Maltese context – or as part of specific trainingorganised outside the mainstream educational curriculum.

8.8 Violence in Schools Training Action (VISTA, 2004 - 2006)¹⁹

This projectunder the European Union Comenius 2programme is implemented in partnership with another 5 European organizations and universities. The aim of the project is the preparation of teaching materials that address violence and peaceful conflict management for schools. The expected results include an electronic textbook (translated in Bulgarian) and book.

The VISTA project is a joint initiative based on the previous work on school violence (CONNECT, 2002). The training has been developed by experts with a different background in research, practice and training from variety of disciplines of sociology, psychology, education and criminology. The VISTA training is designed to benefit and inform not only the teachers and educators but also local education authorities, policy makers in Europe and the young people themselves.

The training resource addresses the issue of school violence through a whole school approach (WSA). The focus of the WSA is on both the school as a formal organisation (i.e., the institutional aspects of the school) and the school as a community (i.e., the informal relationships and networks). VISTA recommends that schools work through the WSA to help children, parents and teachers prevent violence in school and create an environment that promotes non-violent attitudes.

The VISTA training activities include:

- Information on current research and practice about violence reduction and prevention
- Needs analysis including preparation and planning, implementation, and review and evaluation
- Pupil and school self-audit, and strategies for improving the school and classroom climate

¹⁹<http://www.vista-europe.org/>

- Exercises on conflict resolution, mediation, restorative practice, peer support
- Exercises for integrating a WSA with political initiatives

The training kit consists of five modules:

1. Module A: Definition, Context and Knowledge of School Violence.
2. Module B: VISTA: A Whole School Approach (WSA).
3. Module C: Responsibilities and Rights.
4. Module D: Managing and Evaluating Change.
5. Module E: Preventative and Integrative Practice.

Each module includes from two to six units and implementation procedures. Moreover, they are available as open source (anyone can download any unit, even in different languages, without the need to pay a fee). This gives everyone access to be informed, to implement procedures and policies and to put the training materials into practice.

The VISTA programme provides efficient and effective perspectives which can easily be implemented in European schools.

9 SUMMARY AND NEEDS ANALYSIS

It can be seen that the issues of school violence and aggression are serious in all the three participating countries. The level of dealing with such problems differ, however. Therefore we are going to provide here a short summary of the needs or gap areas of the three countries as it relates to our topic.

9.1 Hungary

As we have seen from our report in Hungary there is no unified national approach for preventing and tackling bullying and aggression. In addition, we lack a regular measurement of the situation in schools. There is a pressing need for the clarification and definition of a common terminology to be included in the Public Education Act and a national strategy for action in the area. There should be a general

shift from the punitive to the restorative approach and a continuous quest for finding the best pedagogical tools for tackling these issues. Teachers should receive relevant training pre-service and in-service as well. Awareness raising efforts should be nationwide and encompassing all stakeholders including parents. Cooperation of different types of stakeholders should be encouraged.

When implementing our programme we also have to take into consideration some general characteristics of the Hungarian school system such as the fact that teachers usually have low salaries but high workload and a „reform fatigue” from the often changing central policies that happened in the past decades. It is also important to note that in most schools there is still a Prussian style educational approach in place which puts the teacher in the centre, expects the children to be obedient and uses punitive measures to resolve conflicts.

In order to achieve our goals, we believe we are going to have to build up our model programme from the foundation. We are anticipating the following needs:

- Drawing an exact map of the scale and specificities of the problem in the school
- Raising awareness of school staff as well as other stakeholders
- Investing enough energy into creating buy in and maintaining motivation especially from the part of teachers and school leadership
- Creating a high quality and complex programme that includes tools for the development of organizational culture as well as social emotional learning of the participants
- Paying continuous attention to change management
- Taking adequate steps to ensure sustainability

9.2 Bulgaria

The National Report on the current situation of school aggression and bullying in Bulgaria revealed that the country has an appropriate level of response to these specific issues concerning children and adolescents. On a state level one notices the political will to apply nation-wide measure to counteract bullying and aggressive behaviour by adopting a corresponding normative framework (e.g. the Mechanism to Combat School Bullying among Children and Students at School), which could be described as adequate enough to include both prevention and intervention measures. The issue with aggressive and/or bullying behaviour is also to be understood within the context of the overall strategy to prevent violence against children, which the country implements through its framework normative acts (e.g. the Child Protection Acts, annual National Programmes, etc.).

At the same time, the institutional framework is also quite advanced, including relevant state actors mandated to work towards prevention and interception of violence among or against children, i.e. the Ministry of Education with its Regional Inspectorates of Education, the State Agency for Child Protection, the Social Assistance Agency and its Child Protection Departments, specialised municipal departments and units among others). In addition, there is also a fairly well developed network of non-governmental organisations, which carry out prevention programmes, pilot innovative models and offer support at the level of intervention. Last but not least, school administrative and teaching staff, as the frontline professionals to confront bullying and aggression, also constitute a quite experienced structure and a key actor in prevention of aggression and bullying.

Bearing in mind that coordinated and targeted initiatives (both at policy and practices level) started taking place less than a decade ago, the overall system of measures to prevent aggression and bullying is at an earlier stage of its development. This fact calls for the need to streamline the efforts by all the stakeholders in order to achieve an effective and sustainable culture of tolerance and understanding at schools, and reach an environment that does not allow for aggression and bullying to arise in the first place.

The piloting phase of the model programme in Bulgaria is planned to take place in a secondary education school, which has already identified the need to develop and incorporate a system of preventive measures, as well as to enhance the already existing set of procedures to deal with incidents of aggressive and bullying behaviour. Therefore, the model programme is seen as a valuable opportunity to strengthen the overall response to bullying in the pilot school.

At the level of **prevention**, potentially beneficial actions should include:

- Self-assessment tools for both teaching/non-teaching staff and students in order to assist them in evaluating the current situation of aggression and bullying, and existing capacity and resources to tackle the issue
- Capacity building programmes for teaching staff in order to achieve good understanding of the problem and its consequences by a wider network of adults
- Interactive and engaging, age-appropriate activities for all school grades, which could be easily organised and carried out by teachers during the so called “class hour”
- Innovative models for increased parental involvement in the school life

At the level of **intervention**, potentially beneficial practices should include:

- Introduction of restorative practices as a novel approach in contrast to the punitive measures currently applied
- Development of a peer mediation programme as an alternative way to reach a mutually beneficial solution to a challenging situation

9.3 Malta

Bearing in mind the different levels of intervention to tackle bullying, aggression and violence, one can easily state that Malta is fairly well advanced, as there are many initiatives with similar goals at different levels within the education system.

On one hand there is the top down approach managed by the Ministry for Education and Employment together with the PSCD curriculum which is already fully implemented already in the Education System, while on the other hand there are many project-based initiatives led by independent entities, civil society and even various governmental agencies. The list is comprehensive and not limited to these findings.

Throughout the consultation meetings carried out to gather data for this report and through feedback emerging from the questionnaires, a number of recommendations were identified. One outcome of the consultation session with the Anti-Bullying Service was that initiatives by civil society are not always in line with the work of the unit; however, NGOs and other entities implementing projects related to bullying, aggression and violence in schools found it difficult to collaborate with the State schools and State services in view of insufficient access to information regarding their work are found. While this appears to be a common scenario where discrepancies are found between civil society and governmental services, it also demonstrates that interest in this subject is high on both sides, and better communication channels and opportunities for collaboration would have a positive impact in any initiative.

Another finding of this report is that national policy implementation is not yet finalised and there can still be brought into discussion new elements such as a monitoring system for the implementation process and better delineation of responsibilities among all stakeholders. A model programme could complement policy implementation and the work carried out through the Anti-Bullying Service, by:

- introducing innovative practices and consolidating existing practices such as restorative justice;

- targeting stakeholders that are not sufficiently involved at present, such as parents and the community, which prevents the implementation of a whole school approach;
- implementing a self-measurement system for the schools themselves to evaluate the level of bullying, violence and aggression;
- performing of activities without a direct focus on negative behaviour but, rather, which promote friendship and a positive approach to problem solving;
- enhancing relevant training resources to teach restorative justice and conflict resolution skills;
- creating a synergy between different stakeholders that are working closely within the same student community, in order to prevent conflicting initiatives as well as maximise results.

Although the three countries are not at the same level with tackling school aggression and bullying, the ASAP partnership has to create a model programme in a way that it is flexible enough to accommodate the needs of all the partners. There are some features identified across different models or intervention programmes developed over time and these have been well described by Peter K. Smith, Debra Pepler, and Ken Rigby in their publication 'Bullying in schools: how successful can interventions be?'. These are:

- Adopting a whole school approach, which requires co-ordinated actions among different stakeholders.
- Developing a school policy, which usually includes a definition of terms and types of anti-social behaviours and the actions which are to be taken when they occur: procedures and guidelines for teachers and staff, designation of roles.
- Relevant training for teachers and school staff on bullying or similar behaviour.
- Tools to measure the prevalence of the unwanted behaviour which is targeted through the programme.
- Preventative and interventional procedures – such as creating a positive environment in the classroom and the school.
- Inclusion of certain lessons and training in the school curriculum such as assertive communication, the behaviour of bystanders and its impact, conflict resolution.
- Surveillance and monitoring students' behaviour when not in class.
- Peer mentoring or peer mediation.

- Defined procedures to be used when dealing with bullying or other anti-social and unwanted behaviour, such as the no blame approach, restorative justice, well established penalties against perpetrators – zero tolerance or a punitive approach.

The model programme for the ASA Partnership will include these features, and will be designed as a set of tools which address both awareness raising and interventions in cases of aggression, bullying, violence or conflict behaviour. This will give the schools or implementers the flexibility to choose from different elements in order to build a suitable strategy and pilot programme in a given school environment. We also consider important to mention here that we believe the quality of implementation is essential from the point of view of the success of our project. We are conscious of the complexity of the task and plan to combine project management and change management tools for the effectiveness and sustainability of our programme.

10 APPENDIX

10.1 „KamaszOKvagyunk” program – We are adolescents are we are OK	
Name of the organization	National Institution for Children’s Health OrszágosGyermekegészségügyilntézet
Homepage	http://www.ogyei.hu/kamaszok/programcel
Who is targeted	Experts working with adolescents aged 14-18, mostly teachers and school psychologists
Where is the location	Hungary
What is the main context	Adolescence is a critical period concerning health development, this is when the relation to our health lifestyle choices and unfavourable habits develop and become permanent. The school plays an important role in corrective behaviour change, in raising awareness concerning health issues and prompting self recognition. Teachers need a scientifically grounded but practical and detailed program that can effectively contribute to the optimal development of students and that helps to analyse and tackle typical problems. This is a training for school experts. The program focuses on students’ general health development, through attitude change plus education and self-recognition exercises. The program promises to provide teachers with a methodology that will help them effectively tackle students’ (aged 14-18) questions and problems concerning basic health issues within the classroom - within or outside the lessons. In Hungary, every class has a dedicated teacher called headteacher, who has overall responsibility over the class issues (grades, events, community life etc.) and a weekly lesson is embedded in the timetable which is dedicated to class issues – a possible time slot for the program activities. The complex program comprises 12 main topics and several subtopics, which can be divided into two main modules.

Main activities	<p>The program contains classroom activities within two modules. The topic of the first module is puberty as a normal crisis and the conflicts arising from this phenomenon, with an emphasis on self-recognition. It serves as a base for the second module, which focuses on prevention, and is concerned with the sensitive and serious topics of adolescence.</p> <p>Every topic raised in the modules is accompanied by a short film (on a multimedia DVD that is included in the package) that sketch typical situations in adolescent life, with endings that are favourable and unfavourable with regards to self-recognition. They serve as an introduction for each topic but teachers can also use an alternative warm-up exercise or discussion instead. Lesson plans for activities are also included.</p> <p>Each of the 12 topics starts with the goals and benefits of the exercises that can be chosen according to the experience and fields of interest of the teacher and the students. Subtopics 1 are general, subtopics 2 are more personal.</p> <p>Teachers can choose from structured or dynamic exercises that require active participation from the students'side and experience in leadership skills from the teachers's side. The methodological handbook comprises the enhanced exercises and annexes, eg handouts, worksheets, templates, examples, etc, and backup material (conceptual framework, relevant study results)</p>
How long does it take to adapt	30-hour training
Main outcomes	<ul style="list-style-type: none"> • Trained teachers on the given topics and exercises • Handbook with multimedia DVD
Main challenges	<ul style="list-style-type: none"> • Involving students in personal discussions; • Experience shows that short films are not well received by students because they are considered too didactic. Also, the time

	frame dedicated to exercises does not have a significant impact on school aggression. ²⁰
Capacity needs	Time frame in the curriculum
Resource needs	Handbook, DVD, DVD player
Adaptation possibilities and useful tips for ASAP	Training exercises can be easily used during the weekly class dedicated to classroom events (osztályfőnöki óra), which is very important in the Hungarian school setting, where both teachers and students report being overburdened.
Contact person	Éva Jármí
Phone number, E-mail address	jarmi.eva@ppk.elte.hu

10.2 T.A.B.B.Y. azinterneten (Threat Assessment of Bullying Behaviour in Youth Online) projekt.

Name of the organization	ESZTER Alapítvány az Erőszakos Szexuális Támadást Elszenvedettek Rehabilitációjára Eszter Rehabilitation Centre for Sexually Abused Victims	Alapítvány
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²⁰Kamasz OK. vagyunk" Egészségfejlesztési módszertani anyag Kamaszok és

Bántalmazás moduljainak kipróbálása és hatásvizsgálata. Örkényi Ágota, Zsiros Emese, Zakariás Ildikó, Várnai Dóra, Németh Ágnes. 2010, Országos Gyermekegészségügyi Intézet

Homepage	http://www.eszteralapitvany.hu
Who is targeted	Teenagers
Where is the location	Five European countries (Bulgaria, Cyprus, Greece, Hungary, Italy)
What is the main context	No single cause of cyberbullying-cyberthreats or sexting can be identified, and several studies have shown that talking about bullying, both the individual risk factors as well as the social, relational ones play a central role. Risk factors increase the chance for an event to take place. Risk assessment of any antisocial behavior is necessary, a well-designed procedure needs to be used to establish whether an event is likely to (re)occur. In this case, risk assessment of bullying behaviour in internet is necessary to establish whether cyber menaces are likely to take place, or take place again, and even more specifically, whether there is a risk of recidivism of something that is already taking place.
Main activities	<p>1) Self-assessment (through the Tabby checklist), useful to establish the level of risk factors</p> <p>2) Working with a complete tool kit (Tabby in the Internet) in electronic format to assess the risks of cyberbullying and of threats for youngsters, which is also useful for teachers, school psychologists and school officers to measure the risk of cyberbullying and to work on coping strategies.</p> <p>3) Training for teachers, school psychologists and school officers on the use of the TABBY kit so that they will be able to perform threat assessment and management of cyber menaces, to provide them with tools to help youngsters to become aware of safe use of the internet.</p> <p>4) Online Tabby game</p> <p>5) Conducting action research by collecting longitudinal data with the TABBY checklist on a sample of students who use the internet for communication to identify the type of cyberbullying, threats and sexting behaviour they suffer</p>

	<p>from, their perception of risk and what actions they think they will take.</p> <p>The tool will be able to measure in an 'objective way', based on dynamic and static risk factors, a level of risk, the credibility of threat, and the assessment will also be directly seconded by students, so that they know their level of risk.</p> <p>6) Disseminating the results, method development, capabilities, innovation and possible further dissemination through media channels. The project diffusion will be guaranteed thanks to the website, where all materials related to Tabby toolkit will be loaded and shared: http://ing.tabby.eu/</p>
How long does it take to adapt	Depends on the school
Main outcomes	<ul style="list-style-type: none"> • Tabby checklist • Booklet • Trainings for school teachers and experts about the use of TABBY, preventing cyberbullying and working out coping strategies. • TABBY website • TABBY videos • Tabby online game • A guide for teachers, school psychologists on cyberbullying, cyberthreats and sexting with relevant videos and some examples.
Main challenges	Facilities
Capacity needs	Trained teachers
Resource needs	Infrastructure (IT)
Adaptation possibilities and useful tips for ASAP	Tools can be embedded in IT lessons, which is a great asset in the Hungarian school setting, where both students and teachers feel overburdened and usually there is little or no possibility to include extracurricular activities. Also, Tabby activities provide basis for conversation in various settings: for teachers among themselves, teachers with students and students among themselves.
Contact person	Dr. Katalin Parti

Phone number,	Tel: + 36 (1) 3567 566
E-mail address	

10.3 Exercises and handbook for school bullying prevention by Éva Jármí

Name of the organization	Independent expert Dr. Éva Jármí's work within the project TÁMOP 3.1.1. (Jármí Éva: „Iskolaibántalmazásmegelőzésére és bántalmazást elutasító csoportnorma kialakítására irányuló gyakorlatsor és alkalmazási útmutató”)
Homepage	http://iskon.opkm.hu/admin/upload/Gyakorlatsor%20az%20iskolai%20b%C3%A1ntalmaz%C3%A1s%20megel%C5%91z%C3%A9s%C3%A9hez_OFI.pdf
Who is targeted	Students between 9-12 years
Where is the location	Hungary
What is the main context	It is the first complete collection of activities to deal with all forms of school bullying. The activities can be used as a sequence, but they can be used separately as well. They can be used flexibly, based on: <ul style="list-style-type: none"> the time frame of the class (how many activities can be brought in the classroom) age, gender and other characteristics of the students. the competence of the teachers: what kind of activities teacher feels comfortable with.

Main activities	<p>Classroom activities of 45 minutes that can be included in the curriculum, aiming mainly at the age group of 9-12 years but with minor modifications, they can be used for adolescents as well.</p> <p>Modules:</p> <ol style="list-style-type: none"> 1. What is bullying? Main characteristics. 2. Noticing bullying. 3. Consequences of bullying. 4. Bystanders' reactions. 5. Actions against bullying. 6. Group rules against bullying.
How long does it take to adapt	The activities can be introduced without any special training
Main outcomes	Handbook with exercises
Main challenges	Since no training is available for the programme, teachers may feel alone with their questions. The foundations of stakeholder engagement/involvement, success and attitude change are missing.
Capacity needs	-
Resource needs	Motivated teachers well equipped with information on bullying as a phenomenon and strong leadership skill
Adaptation possibilities and useful tips for ASAP	Training exercises can be easily used during the weekly class dedicated to classroom events (osztályfőnöki óra), although the help of a school psychologist or bullying expert is recommended for discussions after the exercises to make sure that the nature of bullying and victim blaming is recognized. Also, it is important to make students realize that bystanders have a choice and the exercises provide great basis for this, but a well-lead discussion needs to follow them in order to reach their goal.
Contact person	Dr. Éva Jármí

Phone number, E-mail address	jarmi.eva@ppk.elte.hu
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10.4 Heroes Square	
Name of the organization	HősökTere
Homepage	www.hosoktere.org
Who is targeted	All age groups
Where is the location	Hungary
What is the main context	Dr. Philip Zimbardo's work has studied the psychological foundations of negative forms of social influence (such as conformity, obedience, and the bystander effect) and is now refocused on understanding the nature of everyday heroism and the psychology of personal and social growth. The training promises that participants will be able to overcome the social forces that can prevent them from taking action in unclear or emergency situations, and gain the skills to respond wisely and effectively – thus, it is indirectly linked to school aggression and bullying.
Main activities	Teacher training (teachers, school psychologists and other staff members): teachers apply to receive the training for a very low fee. They learn skills on how to teach students to be more responsible to others, who are noticing when there is a

	problem, and know what to do. The training relies heavily on own experience as the main catalyst
How long does it take to adapt	No relevant information
Main outcomes	<ul style="list-style-type: none"> • 1 day training for teachers • teacher handout • student handout • films, video clips
Main challenges	<p>Experience shows that there are too few participants despite the fact that the training is short and relatively cheap.</p> <p>Also, there is no recommendation about the structured introduction and the frequency of training sessions in the schools – teachers are left alone to decide how they can find time for exercises.</p>
Capacity needs	Trained teacher
Resource needs	<p>Dedicated time in the curriculum</p> <p>Infrastructure for short films</p>
Adaptation possibilities and useful tips for ASAP	<p>Training exercises can be easily used during the weekly class dedicated to classroom events (osztályfőnöki óra), which is a great asset as mentioned in the previous tables. Also, since the training is short, low cost, thus more available, and builds strongly on own experience it can prove to be useful against teacher burnout.</p>
Contact person	Orosz Györgyi
Phone number, E-mail address	gyorgyi@hosoktere.org

10.5 Safer Internet Project (SIP)

Name of the organization	NemzetköziGyermekektmentőSzolgálat International Children's Safety Service
Homepage	http://saferinternet.hu//
Who is targeted	12-16 year old students, teachers, parents, social workers
Where is the location	SIP works in 28 countries with the help of the European Committee
What is the main context	The Safer Internet Program works in 28 countries with the help of the European Committee. The International Children's Safety Service has been the Hungarian project leader since April 2009. The aim of SIP to make the use of the internet and the new online technologies and to fight against illegal and harmful contents. International Media Conference is organised every two years in the topic.
Main activities	<p>1) Free presentations ("Use the internet safety") for students, teachers, social workers, parents trained by volunteers.</p> <p>The topics of the presentations are data misuse, online harassment, web-etiquette, web identity. Tutors use short films and various tasks that involve the participants during their presentations for students. The focus of the presentations for adults is what they need to be careful about in the interest of their children's safety.</p> <p>2) Biztonsagosinternet.hu webpage for communication and reports. It also provides hotline for reporting illegal/harmful contents. Project reports, useful advice and tutorial videos can be found on the webpage. The operator is the National Info-</p>

	<p>Communicational Service Provider Ltd.</p> <p>3) The International Children's Safety Service in cooperation with Disney Channel started a spot campaign (add.friend) against hatred. The aim of the campaign was to draw attention to the negative effects of hatred, furthermore it encourages children to fight against harmful behaviour on the internet.</p> <p>http://addfriend.disney.hu/</p> <p>4) The activities of the KekVonal Child Crisis Foundation within the project are to operate the nationwide Internet Helpline service (including telephone helpline service (116 111), e-mail service through kek-vonal.hu website, and chat service also through the website).</p> <p>5) International Media Conference is organised every two years.</p> <p>6) Student volunteer recruitment</p> <p>7) Safe Internet Day http://www.biztonsagosinternet.hu/</p> <p>8) Applications, tutor programmes:</p> <ul style="list-style-type: none"> • Bibi on the net (for 4-8 years old) • WebWeWant tutor program (for 13-16 years old) and for teachers • TR@sh adventure and quiz game
How long does it take to adapt	No information
Main outcomes	<ul style="list-style-type: none"> • Free ("Use the internet safety") presentations for students, teachers, social workers, parents tutored by volunteers. In the last 5 years the program reached more

	<p>than 500 institutes and 70 000 children and their parents.</p> <ul style="list-style-type: none"> • The Biztonságosinternet Hotline takes reports in the categories below: <ul style="list-style-type: none"> ○ Child sexual abuse material ○ Cyberbullying ○ Racism and xenophobia ○ Violent and offensive contents ○ Enticement for drug consumption ○ Content made accessible without permission ○ Other harmful contents ○ International Media Conference
Main challenges	No information
Capacity needs	-
Resource needs	IT infrastructure, volunteers
Adaptation possibilities and useful tips for ASAP	Free presentations that can be embedded in the weekly curriculum is a great asset in the Hungarian school setting. Since the organisation is professional and up-to date, sessions can prove to be very useful for students.
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10.6 Restorative techniques

Name of the organization	Foresee Research Institute; International Institution for Restorative Practices
Homepage	http://klima.foresee.hu/

	http://hu.iirp.edu/
Who is targeted	Secondary school students
Where is the location	Hungary and worldwide (EU, UK, USA, China, Australia)
What is the main context	<p>In the school's social context, teachers and students face various challenges in school that often lead to conflict – which are perceived negative. However, in the restorative approach, conflicts are regarded as possibilities for development and stabilization if they are treated with a future-oriented strategy. Also, 80% of the activities are preventive that serve community building.</p> <p>In the case of disruptive behaviour, offenders, victims and their supporters all benefit from the free exchange of emotion that happens in a restorative conference or in a restorative circle. Offenders face their victims and directly hear the impact of their actions. Victims have a chance to tell offenders how they have been affected. In restorative practices, offenders gain empathy and understanding for those they have harmed — not only their victims, but their own families as well. They also have a chance to make it right and get rid of the “offender” label. In expressing their pain and anger, victims can find relief for their feelings of post-traumatic stress. Family members and other supporters all have a chance to be heard and begin the process of restoring relationships. The conference process provides a way for all participants to discover their common humanity and move forward.</p>

Main activities	<p>There are various restorative techniques which rely heavily on the inclusive, democratic, preventive approach.</p> <p>Circles can be used for a daily check-in or check-out (releasing emotional tensions, strengthening the sense of community, problemsolving, etc). The facilitator asks a question and the participants reply one-by one. A talking piece may be used.</p> <p>Restorative conference:</p> <p>When a conflict arises, the trained facilitator – a teacher (or student) identifies the people affected in the conflict; does a preparatory one-on-one meeting with the participants; then summons the conference. The victim and the offender can invite supporters if they wish (friends, family members etc.). The facilitator (teacher) sets the framework for the conference and they operate with a set of questions whose order is fixed and the order of speakers is fixed as well.</p>
How long does it take to adapt	<p>The International Institute for Restorative Practices recommends a whole-school approach involving all school personnel, students and parents as well, which usually takes 1,5-2 years.</p> <p>A restorative circle training itself is 2+2 days but mentoring and follow-up is needed for participants to use the method in a safe and confident way.</p>
Main outcomes	<ul style="list-style-type: none"> • Attitude change/climate change in the school • Trained facilitators: teachers and students
Main challenges	<p>It is difficult to assure the time and the human resource necessary for the whole-school approach due to the fact that teachers (and students) are overburdened. Also, the approach is quite different from the traditional punitive one, so it may be hard to digest at first.</p>

Capacity needs	Dedicated time for sessions
Resource needs	Trained school staff and students
Adaptation possibilities and useful tips for ASAP	<p>Zöld Kakas Secondary School adapted the program, for more information see curriculum:</p> <p>http://www.zoldkakas.hu/wp-content/uploads/2014/08/zold-kakas-licem-alternativ-kerettanterv.pdf</p> <p>Although the inclusion of the whole school is a challenge in an average Hungarian school, according to the Restorative Practices Handbook, it is also useful to do the trainings for teachers who are interested and engaged and aim for partial adaptation of the program. If there are trained teachers in a school and they find time for circles during the day, or even during the week, it can change the climate in some classes and they may serve as an example for the others.</p>
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10.7 School mediation	
Name of the organization	Partners Hungary Foundation Foresee Research Institute
Homepage	www.partnershungary.hu www.foresee.hu
Who is targeted	School staff (teachers, school psychologists) and social workers, primary and secondary school students
Where is the location	Hungary and worldwide (mainly Anglo-Saxon countries)

What is the main context	<p>The Hungarian Crime Prevention Council has already included school mediation in its strategy as an important tool of crime prevention. The goal set out for 2018 is that every school has a trained mediator at hand. Partners Hungary has trained over 200 teachers, students, social- and youth experts up until 2016.</p>
Main activities	<p>Mediation is an alternative dispute resolution method, which involves an independent third party - a mediator - who helps both sides come to an agreement. Mediation is a flexible process that can be used to settle disputes in a whole range of situations. The role of the mediator is to help parties reach a solution to their problem and to arrive at an outcome that both parties are happy to accept. Mediators avoid taking sides, making judgements or giving guidance. They are simply responsible for developing effective communications and building consensus between the parties. The focus of a mediation meeting is to reach a common sense settlement agreeable to both parties in a case. Mediation is a voluntary process and will only take place if both parties agree. It is a confidential process where the terms of discussion are not disclosed to any party outside the mediation hearing. When necessary, the mediator can help by rephrasing or reframing communications so that they are better understood and received.</p> <p>When a conflict arises, the mediator – a teacher, social worker, youth expert, student – identifies the people affected in the conflict; does a preparatory one-on-one meeting with the participants if necessary; then starts the session. While one mediation session with adults takes approximately 2-3 hours, it is highly recommended that we stop at 1.5 hours if the</p>

	participants are adolescents. The mediation process itself usually consists from 1 to 3 sessions.
How long does it take to adapt	The mediation training itself is 65 hours (3 modules) but it depends on what percentage of the school staff is trained on the approach itself (restorative instead of punitive).
Main outcomes	Trained mediators (teachers and students)
Main challenges	<ul style="list-style-type: none"> • To familiarize all stakeholders with the importance of constructive conflict resolution • To find the time for the lengthy sessions • To obtain attitude change from punitive to cooperative methods
Capacity needs	Dedicated time for sessions
Resource needs	Trained school staff and students
Adaptation possibilities and useful tips for ASAP	<p>The facts that</p> <ul style="list-style-type: none"> - the use alternative conflict resolution in the school environment is already recommended in the Digital Education Strategy and in the National Crime Prevention Strategy - and there are accredited mediation trainings for teachers may serve as a good basis for the introduction of mediation in schools. <p>Based on our mediation experience, it is not enough to train teachers and students but also to mentor the mediators to help them in arising professional issues. It is also highly recommended that the concept and description of mediation is included in the school curriculum and in the school policy, and to create a common workgroup for teacher-mediators and student-mediators.</p>

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10.8 <i>Osztálytükör – My Class in the Mirror</i>	
Name of the organization	Radnóti Miklós teacher Training Primary and Secondary School, Budapest (method developed by the Eötvös Loránd University, Faculty of Pedagogy and Psychology)
Homepage	http://www.eng.ppk.elte.hu/ http://www.radnoti.hu/index.php?option=com_content&view=article&id=246&Itemid=359
Who is targeted	Primary and secondary school students, ages 11-18, teachers school psychologists
Where is the location	Hungary
What is the main context	Physical and Mental health education including bullying prevention is recommended to be included in Hungarian schools's pedagogical programme but the HR capacity does not always allow this.
Main activities	<ul style="list-style-type: none"> • Sociometry (online) • Group sessions on: <ul style="list-style-type: none"> ○ group cohesion ○ self-recognition

	<ul style="list-style-type: none"> ○ social relations ● Conflict resolution techniques
How long does it take to adapt	No specific information, approx. several months, plus ongoing activities for the sake of sustainability
Main outcomes	<ul style="list-style-type: none"> ● 30-hour training for teachers ● Electronic assessment tool (sociometry)
Main challenges	Inserting exercises into daily school life/curriculum
Capacity needs	Trained teachers
Resource needs	IT infrastructure for the sociometry tool
Adaptation possibilities and useful tips for ASAP	Anti-bullying activities work better when the given community's relations are mapped beforehand. Sociometry is a great tool for assessment provided there is a trained expert to conduct it, otherwise the school needs to find other alternatives (eg. questionnaires, interviews). After the assessment, training exercises can be included in the weekly class dedicated to classroom event (osztályfőnökióra) or in project days.
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10.9 Arizona Room	
Name of the organization	<ul style="list-style-type: none"> • József Attila Primary School (Budapest, 20th district) • KőrösiCsoma Sándor Primary School (Dunaharaszti) • German-Hungarian Primary School (Pomáz)
Homepage	-
Who is targeted	Primary school students (14 year-old students fit in our project's age range)
Where is the location	Hungary
What is the main context	<p>Basic principles</p> <ol style="list-style-type: none"> 1. Every student has the right to study 2. Every teacher has the right to teach 3. Each other's rights have to be respected.
Main activities	<p>Whenever there is discipline problem during the lesson, the teacher asks the student whether they can change their attitude and remain in the class or whether they should be sent to the Arizona Room. In the latter case, the student is received in the Arizona room by a teacher who has a one-on-one session with them to talk about the reason and consequences of their behaviour.</p> <p>The student has to make up for the missed lesson; often he has to write a test on it.</p>
How long does it take to adapt	No information available
Main outcomes	<ul style="list-style-type: none"> • Trained teacher • Participant schools report a decrease in classroom discipline issues
Main challenges	<ul style="list-style-type: none"> • To have a separate room dedicated to this program • To have an available teacher for the sessions.

	<ul style="list-style-type: none"> At the beginning of the introduction, students were very curious and wanted to try the room so during the first period, more delinquencies were reported.
Capacity needs	<ul style="list-style-type: none"> Trained teachers Available teachers to assist the students on the one-on-one meetings
Resource needs	<ul style="list-style-type: none"> A separate room A coordinator for the program (possibly a teacher)
Adaptation possibilities and useful tips for ASAP	The program can be introduced relatively quickly and shows quick results in classroom discipline. However, the school implementing this practice has to pay special attention that the Arizona Room does not become a “detention center for wrongdoers”, otherwise the desired personal and interpersonal evolution cannot happen.
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10.10 Alternative Head teacher System	
Name of the organization	Bethlen Gábor Primary and Secondary School
Homepage	www.bethlen.hu
Who is targeted	Secondary school students
Where is the location	Hungary

What is the main context	The main concept is that head teachers should be independent from the general role of grading and evaluating. Instead, they should more be responsible for students' social and individual problems, to help them with bullying, conflicts and drug issues. Head teachers do not teach any subject in their class, only in other classes, in a very few number of lessons.
Main activities	<ul style="list-style-type: none"> • Classroom sessions on SEL, conflict resolution, stereotypes, community building, debating skills, learning strategies, assertive communication • Afternoon sessions with students on the above topics • Teacher-parent-student sessions within the school and at the parents workplace
How long does it take to adapt	No specific information
Main outcomes	<ul style="list-style-type: none"> • There is a dedicated teacher-coordinator for every school year who are well aware of students age-related challenges • SEL and conflict resolution class sessions within and outside the classroom, which resulted in the reduction of aggression and conflict • Good relationship with parents
Main challenges	The head teachers form a separate group within the school staff since they rather have mentoring roles instead of teaching tasks. Also, their approach towards students is different than the usual (more cooperative rather than punitive), which might causes conflicts with the rest of the

	teachers.
Capacity needs	<ul style="list-style-type: none"> • Rooms dedicated to group sessions (considered as safe spaces) • Supporting management that makes the afternoon/out-of-school sessions possible and who plan human resources in a way that head teachers have only a limited number of subject-matter classes (4-6 per week) • Additional sessions outside the schools (study trips) need financial background – this can be financed through the foundation of the school.
Resource needs	<ul style="list-style-type: none"> • Head teachers trained on SEL, psychology of adolescents, conflict resolution, stereotypes, community building, debating skills, learning strategies, assertive communication, drama pedagogy
Adaptation possibilities and useful tips for ASAP	The alternative head teacher system works in institutions where human resources can be arranged in a flexible way. However, most of the state-financed Hungarian schools are different in that aspect. Still, there is a strong need among teachers to be able to dedicate more time to interpersonal relations besides the school curriculum, so the concept of the alternative head teacher system will be mentioned in our anti-bullying policy recommendation.
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10.11 Peaceful Schools Program	
Name of the organization	<p>Zuglói Közbiztonsági Non-profit Kft. ésaFővárosiPedagógiaiSzakszolgálat XIV. kerületiTagintézménye, supported by Foresee Research Institute</p> <p>Schools where the program is implemented:</p> <ul style="list-style-type: none"> • Primary School and Methodological Centre for the Blind and Visually Impaired / GyengénlátókÁltalánosIskolája, EgységesGyógypedagógiaiMódszertaniIntézményeésKollégiuma • MóraFerenc Primary School (Budapest, 14th district) • Scheiber Sándor Primary and Secondary School (Budapest) • Liszt Ferenc Primary School (Budapest) • AndrássyGyula Primary School (Vecsés) • István Király Primary School (Székesfehérvár)
Homepage	www.bekesiskolak.hu
Who is targeted	Primary school students
Where is the location	Budapest, Hungary
What is the main context	<p>The Peaceful Schools is not a well-defined program, it is rather a point of view and it becomes a more concrete program in school communities. P.S. is based on the 40-year research and fieldwork of Stuart Twemlow and Frank Sacco. This method is applied in several schools in the world: in Australia, Jamaica, USA and in Hungary, first in Budapest.</p> <p>The essence of the method is based on the entire community's climate. This system-wide view interprets bullying as a community phenomenon. According to this view there are three conditions which are needed to realize bullying: offender, victim and</p>

	<p>bystander. The most important part of the method is that the outcome of bullying depends on the behavior of bystanders. They can confirm the behavior of offenders by their support or indifference. On the other hand they can obstruct its development by interfering. The focus of our program is to make parents, students and teachers recognize and understand bullying and to learn how to play an active role as defenders.</p>
Main activities	<ol style="list-style-type: none"> 1. The Peacebuilding Unit is organized consisting of teachers and psychologists, very committed to the program, who have weekly meetings on the tasks. The participation in the program is voluntary, we may start working with only 6 to 8 teachers of the staff, they will be the core group. The number of the members of the core group increases year by year. According to the creators of the program, the changes become irreversible after 4-5 years. The aim is to involve more and more students, teachers and parents. Each school is different, so, they elaborate their own program with the help of our, external, expert support. Its important elements are, for example, the evaluation of the school's climate, the creation of anti-bullying campaigns and a disciplinary plan. 2. The Peacebuilding Unit members ask the school staff work groups about aggressive behaviours occurred currently and what obstacles they have in their work, what would make them feel safer. 3. The problem map is available for every stakeholder, thus giving a full picture about the school situation. 4. Ideas for solutions are collected from stakeholders.

	<p>5. Teachers work in the classroom based on the cooperative, tolerant approach that promotes peaceful solutions. The Peaceful Warrior program is also working in the school where volunteers do sessions for students.</p> <p>6. An informal teachers club is organized periodically where participants can share their views in a friendly, judgement-free atmosphere.</p>
How long does it take to adapt	<p>4-5 years</p> <p>The program has a starting point but it doesn't have an end.</p>
Main outcomes	<ul style="list-style-type: none"> • Reduction of violence • Better communities • Improvement of students grades • Questionnaire for students periodically to follow and measure the change in violence
Main challenges	<p>In order to have a cultural shift, 70% of the school staff has to be committed to the program. This is a slow process.</p>
Capacity needs	
Resource needs	<p>Trained expert</p> <p>Volunteers</p>
Adaptation possibilities and useful tips for ASAP	<p>Recommended for schools where there is a core team of motivated teachers who want to deal with school bullying. According to Sacco and Twemlow's handbook, 70% of school staff needs to be engaged to the committed performance of the program, but it is also stated that 4-5 years are needed for real change, which is one of the most important pieces of information to be kept in mind when implementing a school program aiming at culture change.</p>

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10.12 Re-Education	
Name of the organization	No Bad Kid – Pressley Ridge Foundation Győri Kossuth Lajos Általános Iskola
Homepage	www.nobadkid.org
Who is targeted	3-18 year-olds
Where is the location	Hungary
What is the main context	A cognitive-behavioral education approach using many elements from experiential education, developed by N. Hobbs children's psychologist for children with emotional disorders and from poor sociocultural background.
Main activities	<ul style="list-style-type: none"> • Training for the whole school staff introducing the approach to induce institutional cultural change, to develop self-recognition skills and to empower participants to help students to develop adaptive behavioural patterns. • Developing their own professional principles and intervention system. • Follow-up courses 1-2 occasions per year on aggression management, crisis intervention, group education • Supervision by Pressley Ridge experts for teachers to support them in their work • Morning and afternoon circles to open and close the day
How long does it take to adapt	No information
Main outcomes	<ul style="list-style-type: none"> • Continuous training and supervision for teachers • Improvement in students behavior and grade • Decrease in aggression and conflict

	<ul style="list-style-type: none"> • Decrease in unjustified absence • Involvement of parents in freetime activities and coordination of school tasks
Main challenges	In order for the program to work, it is important that the whole school staff is involved and engaged. Also, the program needs continuous improvement and adjustment.
Capacity needs	<ul style="list-style-type: none"> • Trained teachers • Supervisors • A lesson plan that leaves place for sessions on aggression management, community building, supervision, etc.
Resource needs	Financial background for training
Adaptation possibilities and useful tips for ASAP	Anti-aggression and crisis intervention trainings can be considered to be included for urgent case management, even if there is no possibility to implement the whole programme in the given school. Partners Hungary Foundation included these elements in their anti-bullying and anti-aggression project "CARS" in partnership with Pressley Ridge/No Bad Kid Foundation. More information: kukityk@partnershungary.hu
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10.13 Applications, webpages, organisations for safer internet use/preventing cyber-bullying:

www.baratsagosinternet.hu

www.internerhotline.hu

www.esafetykit.net

www.hun.tabby.eu

www.saferinternet.hu

www.gyermekbantalmazas.hu

www.wildwebwoods.org

www.biztonsagosinternet.hu

www.unicef.hu/helpapp/

www.okosdigitalis.hu

www.televele.hu

www.v-v.hu

www.otthonaneten.hu

www.bibianeten.hu

www.kek-vonal.hu

unicef.hu/ebreszto-ora/

<http://www.egyutthato.eu/projektek/surf-safe!>

<http://www.megfelemlites.hu/home>

<http://buvosvolgy.hu/>

10.14 Organisations dealing with racial and intercultural conflicts and issues:

www.remenytagyermekeknek.hu

www.szubjektiv.org

artemisszio.blog.hu